

NAEYC Accreditation of Early Childhood Higher Education Programs

**ACCREDITATION POLICIES AND
PROCEDURES HANDBOOK**



Early Childhood Higher Education Programs

This handbook contains policies and procedures related to the NAEYC Accreditation of Early Childhood Higher Education Programs process. Programs in the self-study phase and accredited programs are encouraged to review the handbook regularly to support their achievement or maintenance of accreditation.

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Background and Development

The National Association for the Education of Young Children (NAEYC) Accreditation of Early Childhood Higher Education Programs system sets a standard of excellence for early childhood programs that prepare teachers at the associate, baccalaureate and master's degree levels. The NAEYC Professional Preparation Standards, found in the 2010 publication *Standards for Initial and Advanced Early Childhood Professional Preparation for Use by Associate, Baccalaureate, and Graduate Degree Programs*, are developed by professionals in early childhood education and higher education and approved by the Commission on the Accreditation of Early Childhood Higher Education Programs (the "Commission").

Degree programs are crucial to the development of more diverse and highly qualified early childhood teachers in early learning settings, Head Start, preschool/pre-kindergarten and primary grade settings. NAEYC Professional Preparation Standards are based on research in early childhood development and learning and describe what well-prepared graduates of degree programs should know and be able to do.

ACCESS, the national association for early childhood faculty at associate degree-granting institutions, supported the accreditation system through start-up funding and encourages its members to participate through application for program accreditation and as peer reviewers. ACCESS leaders served on the initial feasibility study group and the Advisory Council, and they often serve as members of the Commission.

The accreditation process includes meeting Accreditation Eligibility Requirements, undertaking extensive self-study, submitting a Self-Study Report, undergoing a site visit conducted by a Peer Review Team, and accepting an accreditation decision made by a national commission of early childhood professionals. Sixty associate degree programs in six states - Arkansas, Illinois (the City Colleges of Chicago), Maryland, Massachusetts, North Carolina, and South Carolina - field tested the system's procedures and materials in 2005. Field testing of procedures concluded with the first peer review site visits and Commission decisions during spring 2006.

Funding for the development phase of the original associate degree accreditation system was provided by NAEYC, with contributions from ACCESS and from states involved in the start-up phase, as well as by grants from the Annie E. Casey Foundation, the A.L. Mailman Family Foundation, the Joyce Foundation, the Mary Black Foundation, the Rockefeller Brothers Fund, and the W. Clement & Jessie V. Stone Foundation. In recent years, the W.K. Kellogg Foundation has provided funding to support additional programs seeking accreditation. The fully operational system is now self-sustaining, with core operations supported through accreditation fees.

The accreditation system, originally known as Early Childhood Associate Degree Accreditation (ECADA), has continued to evolve over the years, most recently with a 2016 pilot – supported by the W.K. Kellogg Foundation - to expand the system to accredit programs at the baccalaureate and master's degree levels. Expanding the system gives degree programs at all three levels an opportunity to demonstrate their quality as it relates to the NAEYC Professional Preparation Standards. The expansion also operationalizes NAEYC's strategic priority for advancing the early childhood profession through offering a level of quality control across all programs.

Notice: This Accreditation Handbook and the accreditation requirements are subject to change. Accredited early childhood degree programs are subject to the NAEYC Accreditation Eligibility Requirements and NAEYC Professional Preparation Standards in effect at the time of accreditation. It is the responsibility of the accredited program to maintain compliance with the standards throughout the period of accreditation. Any accreditation approval or renewal provided by the Commission with conditions does not relieve the accredited program from this obligation to comply with the standards. The accreditation process is an independent appraisal of an early childhood degree program by the Commission. Being accredited means that, based on the information reviewed by the Commission, the program has been found to meet the NAEYC Accreditation Eligibility Requirements and the standards at the time of accreditation; however, it does not guarantee the efficacy of services or courses offered by the accredited program. Neither NAEYC nor its officers, directors, employees, peer reviewers, individuals serving on the Commission, or others involved in the NAEYC Accreditation of Early Childhood Higher Education Programs will be liable for loss, damage, or injury by reason of or in connection with any decision, action or omission related to the accreditation application, denied or revoked accreditation, or the Accreditation Eligibility Requirements, Accreditation Criteria or standards.

Overview of NAEYC Accreditation of Early Childhood Higher Education Programs

Purpose

The purpose of NAEYC Accreditation of Early Childhood Higher Education Programs is to promote excellence in early childhood teacher education and to provide a valid and objective external evaluation of these programs as a service to the profession, to prospective candidates, and to the public.

Scope

The scope of NAEYC's higher education accreditation includes programs at the associate, baccalaureate and master's degree levels that prepare candidates to work in the early childhood field. The degree program must be offered at an institution of higher education that is located in a US state, district, or territory and is currently accredited by a regional accrediting agency that is recognized by the Council for Higher Education Accreditation (CHEA) or the US Department of Education.

Mission

The mission of the NAEYC Accreditation of Early Childhood Higher Education Programs system is to set a standard of excellence for early childhood education degree programs and to recognize programs that have demonstrated that they meet this standard, thereby benefiting the programs, and young children, families, and communities.

Guiding Principles

The NAEYC Accreditation of Early Childhood Higher Education Programs is a process that:

- Is rigorous yet not unduly burdensome for programs and institutions—supporting excellence rather than taking time away from excellence
- Improves diverse and nontraditional candidates' access to professional preparation programs
- Aligns with nationally recognized content standards
- Promotes articulation between programs at different degree levels
- Links with state efforts in setting standards for programs and licensure of early childhood professionals
- Links with national and state efforts to support and reward early childhood educators for achieving higher levels of education
- Includes or links with training and technical assistance that gives programs information needed to conduct self-study work and prepare for accreditation review
- Includes an evaluation and research component in the development and implementation of the system
- Results in benefits for programs and candidates, regardless of the outcome of the accreditation decision
- Seeks input from ACCESS (American Associate Degree Early Childhood Educators) and NAECTE (National Association of Early Childhood Teacher Education) and others as the most credible and influential organizations representing early childhood professional preparation and educator preparation
- Functions and is governed in a way that preserves the independence of the accreditation process and protects its founding organization from even the appearance of conflict of interest
- Is guided by best practices in higher education accreditation, as outlined by organizations such as the Council for Higher Education Accreditation (CHEA) and the Association of Specialized and Professional Accreditation (ASPA) (See Appendix A for ASPA Code of Good Practice).

Summary of Steps in the Accreditation Process



Step One: Application

A program must submit an Application for Accreditation Eligibility. The application form and fee are posted on the NAEYC website (www.naeyc.org/highered). The Accreditation Eligibility Requirements are mandatory, objective baseline requirements the program must meet to be considered for accreditation. They are listed on the application form, along with guidance regarding documents and signatures required as evidence of compliance with the Accreditation Eligibility Requirements. (See page 13 for more information about the application and Accreditation Eligibility Requirements.)

Step Two: Self-Study

An eligible program carries out the self-study process which culminates in the completion of the Self-Study Report. The program is encouraged to build its own timelines to include analysis and reflection, stakeholder involvement, data gathering, implementation of program improvements, collection of evidence of strengths related to Accreditation Criteria and of compliance with the NAEYC Professional Preparation Standards, and writing the program Self-Study Report—a process that takes most programs at least one year. (See page 14 for more information about the Self-Study phase.)

Step Three: Candidacy

Once a program completes the self-study process, it submits its Self-Study Report with the self-study review fee. NAEYC staff review the report for completeness. When the Self-Study Report is deemed complete, the program is recognized as being in the Candidacy phase. During this period a site visit is conducted by a team of peer reviewers. The team submits a written report of its findings (the Peer Review Report), and the program responds to the report with its Written Response to the Peer Review Report. (See page 18 for more information about candidacy.)

Step Four: The Commission Decision

The program's first time Self-Study Report (or a program's renewal Self-Study Report, in the case of an accredited program seeking to renew its accreditation), Peer Review Report, and Written Response to the Peer Review Report are forwarded to the Commission on the Accreditation of Early Childhood Higher Education Programs for review and deliberation. The Commission issues an Accreditation Decision Report with one of six decisions: Accredited, Accredited with Conditions, Accredited with Probation, Not Accredited, Accreditation Expired, and Accreditation Revoked. In rare cases, the Commission may defer making a decision on a program; in those situations, the program will be notified regarding next steps and the timeline for a decision. (See page 21 for more information about the Commission decision.)

Step Five: Maintaining Accreditation

An accredited program is required to maintain compliance with the Accreditation Eligibility Requirements and with the NAEYC Professional Preparation Standards throughout its seven-year term of accreditation. The program reports annually on major developments, ongoing program improvements, and compliance with any conditions in the Accreditation Decision Report. The accredited program also submits an annual fee with its annual reports. Decisions regarding a program's continued accreditation are subject to a decision of the Commission. (See page 26 for more information about maintaining accreditation.)

Step Six: Accreditation Renewal

In the sixth year of a program's seven-year accreditation cycle, it begins the renewal process by submitting a renewal Self-Study Report and by having a site visit. Decisions regarding a program's renewal of accreditation are subject to a decision of the Commission. (See page 28 for more information about renewing accreditation.)

Governance, Operations and Finances

Delegation of Authority from the NAEYC Governing Board to the Commission

The NAEYC Governing Board has delegated authority to the Commission on the Accreditation of Early Childhood Higher Education Programs to create the standards and develop and uphold the policies and procedures associated with the accreditation system. NAEYC's Bylaws state:

Section 6.7. Accreditation. The Board has established a system through which accreditation commissions and councils or other similar accrediting bodies (a) set standards for early learning programs for young children and for early childhood professional preparation programs in higher education institutions and (b) accredit programs that meet such standards. These accrediting bodies are delegated authority by the Board to be and remain separate, independent, and autonomous with respect to standard setting and all essential accreditation decisions.

The NAEYC Governing Board Policies state:

Purpose

The NAEYC Commission on the Accreditation of Early Childhood Higher Education Programs will ensure the equity, integrity and accountability of the accreditation system.

Responsibilities

The Board delegates to the Commission responsibility for:

- (a) Establishing the policies that govern its operations, including the appointment of new members.*
- (b) Setting standards that govern the accreditation process for higher education degree programs.*
- (c) Making accreditation decisions, using the evidence submitted in the program Self-Study Report, Peer Review Team Report, and program's Written Response to the Peer Review Team Report.*
- (d) Monitoring and annually reporting on the operations of the NAEYC Accreditation of Early Childhood Higher Education Programs system, using performance standards for accountability.*
- (e) Recommending to the Governing Board cooperative relationships with other systems that would advance the mission of NAEYC Accreditation of Early Childhood Higher Education Accreditation.*

Appointment of Commission Members

The Commission shall appoint its members based on policies it establishes.

The Commission on the Accreditation of Early Childhood Higher Education Programs

The principal functions of the Commission are to exercise professional judgment in making accreditation decisions and to set standards. The Commission works with staff to develop guidance documents and data gathering instruments necessary to carry out these functions. The Commission has delegated authority to the Executive Committee of the Commission (the Commission chair, the chair-elect, and an additional member of the Commission) to conduct business on behalf of the Commission, such as granting extensions. The Executive Committee cannot make accreditation decisions. The Commission chair may appoint ad hoc committees, as needed, to facilitate work between meetings.

Composition

The Commission consists of not fewer than eight members, who serve staggered three-year terms. One member is elected as chairperson. Commissioners bring a demonstrated commitment to the aims of early childhood teacher education at higher education institutions; an understanding of the nature of program accreditation systems, policy and procedures; and respect for the confidential, fair, and impartial nature of accreditation decisions. Membership must include at least one public member who is not a member of the early childhood profession. A current list of Commissioners is posted on the NAEYC website.

Responsibilities

The Commission meets to review the programs that have received a site visit during the preceding spring or fall, including all associated documentation and to review reports from programs that are Accredited with Conditions or Accredited with Probation. The Commission also considers programs' requests regarding extensions; questions related to maintenance of Accreditation Eligibility Requirements; and other matters affecting programs' accreditation status. In addition to rendering accreditation decisions, the Commission develops and approves policies and standards for the accreditation system. Commission members participate in training and orientation.

The vote of a majority of the Commission members at which a quorum is present is required to make a program decision. When a Commission member withdraws from a portion of a meeting to avoid a conflict of interest, that member is not counted in determining a quorum.

The Commission is required to exercise a high degree of professional judgment as it applies the standards and criteria in its review of programs, including the Self-Study Reports, Peer Review Reports, and Written Responses. The accreditation decision is not based on a numerical score. Professional judgment must be used to evaluate the extent to which a program has met each accreditation standard.

Conduct and Confidentiality

Commission members abide by standards of personal conduct that help the Commission function effectively. They do this by thoroughly preparing for each Commission meeting; reviewing all applications, including the Self-Study Reports, Peer Review Reports, Written Responses to Peer Review Reports, and Annual Reports; assessing information critically and fairly; and conducting themselves in a professional, objective, fair manner.

During their term of service and thereafter, Commission members maintain confidentiality and refrain from conflicts of interest as outlined in the confidentiality, code of conduct and conflicts of interest forms that they sign at the beginning of their terms (see Appendix B for a copy of these forms). The accreditation decisions made by the Commission are public; however, the deliberations of the Commission in making the decisions are not public.

Early Childhood Higher Education Accreditation Staff

NAEYC staff is responsible for the daily operations of the accreditation office, including managing the execution of standards, policies, and procedures and implementing the strategic recommendations of the Commission. The senior leader of the higher education department at NAEYC serves as an ex-officio member of the Commission.

Peer Reviewers

Peer reviewers are faculty and administrators who currently serve -or have previously served- in early childhood programs in institutions of higher education. Professionals who serve in other areas of the early childhood field and are engaged in higher education, such as through serving as a mentor teacher/supervisor to teacher candidates, may be eligible to serve as peer reviewers. Peer reviewers submit an application that documents their educational background and professional experience in early childhood teacher education. Applicants who meet the qualifications (as set by the Commission) for serving as a peer reviewer participate in training prior to being assigned to a Peer Review Team. Peer reviewers adhere to policies laid out in the confidentiality and conflict of interest forms they sign (see Appendix B for a copy of the forms). Peer reviewers are responsible for following accreditation policies and procedures when preparing for and conducting site visits.

Accreditation Fees

The NAEYC Accreditation of Early Childhood Higher Education Programs system is supported by program fees – application fees, self-study review fees, site visit fees, and annual fees. Fees may be increased in response to analyses of income, expenses, predicted growth, and capacity needs of the accreditation system. The current fee schedule is available on the NAEYC website.

- Application for Accreditation Eligibility Review fee – This fee accompanies the submission of the Application for Accreditation Eligibility, and it covers the administrative review of the application.
- Self-Study Review fee – This fee accompanies the submission of the Self-Study Report for a program seeking accreditation for the first time. This covers the administrative review of the Self-Study Report.

- Site Visit fee – This is a flat fee that covers all of the travel costs (airfare, meals, ground transportation, etc.) for the peer reviewers and the administrative coordination of the site visit.
- Candidacy fee – A program that remains in the candidacy period beyond one year, pays a fee to maintain its candidacy status.
- Annual fee – An accredited program pays an annual fee as part of its requirements for maintaining its accreditation status. These fees support the system’s professional development offerings and the operations of the system.
- Appeal Filing fee – A program seeking to appeal an accreditation decision must pay a fee when filing the appeal. This covers the administrative costs of reviewing and processing the appeal.
- Late fee – This fee is charged to an accredited program that is late in submitting its Renewal Self-Study Report, Annual Report and/or annual fees.

Policies and Procedures in the Accreditation Process

Step One: Application for Accreditation Eligibility

This section explains the first step in the accreditation process: Confirming each higher education program's eligibility for accreditation.

Application for Accreditation Eligibility

The Application for Accreditation Eligibility form is available on the [NAEYC website](#). An institution submitting more than one program for eligibility consideration may include all programs in one application. Payment of the Application of Accreditation Eligibility review fee should be submitted at the same time as the application form. A current schedule of accreditation fees is available on the [NAEYC website](#).

The application must include the signature of a senior administrative official (dean level or above) to demonstrate institutional support for the accreditation endeavor.

The primary contact on the application must be an early childhood program faculty member. This person will be the primary contact for NAEYC staff and Commission communication related to the early childhood accreditation work. The secondary contact may be either a program faculty member or an administrator who will provide support to the program's accreditation work. Either the primary or secondary contact must meet eligibility requirement 6 below.

Accreditation Eligibility Requirements and Evidence of Compliance

The Accreditation Eligibility Requirements are objective, baseline criteria that programs must meet in order to pursue accreditation. The requirements affirm that the institution in which the program is housed is in good standing, that the program meets a threshold regarding early childhood content and faculty who have early childhood academic credentials. Each degree program submitted for review must meet the following:

1. The institution offering the degree program(s) must be located in a U.S. state, district, or territory and be currently accredited by a regional institutional accrediting agency that is recognized by the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education. This eligibility requirement must be met at the time of the application submission.
2. The program(s) must not be designated as "low-performing" by the state, as outlined by Title II of the Higher Education Act. This eligibility requirement must be met at the time of the application submission.
3. The program(s) must be 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. This eligibility requirement must be met at the time of the Self-Study Report submission.
4. The program(s) offers field experiences. This eligibility requirement must be met at the time of the Self-Study Report submission.
5. The program(s) must have graduated at least one individual. This eligibility requirement must be met by the time of the Self-Study Report submission.
6. The faculty for each associate degree program(s) must include at least one full-time faculty member (a) 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, and one person may serve in this role for multiple programs.

The faculty for each baccalaureate and master's degree program must include at least one full-time faculty member (a) 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. This faculty member must serve as either the primary or secondary contact, and one person may serve in this role for multiple programs.

This eligibility requirement must be met by the time of the Self-Study Report submission.

Accreditation Eligibility Requirements are mandatory conditions of accreditation throughout the period of accreditation. A program may be subject to potential probation at the discretion of the Commission if it no longer meets an Accreditation Eligibility Requirement. (See the probation policy on page 23 for more details.)

The Application Review

NAEYC staff review each application for completeness. Applications will not be considered until the application and review fee are received. The application review may include staff review of the program website and the website of the regional accrediting body identified by the program. Staff may also follow up with the primary contact listed on the application to clarify information or to confirm compliance with Accreditation Eligibility Requirements which must be met at the time of application.

When the application review is complete and any questions about the application are clarified, NAEYC will inform the program whether it has met the application requirements to enter the self-study phase. If the institution applies for multiple programs to begin the accreditation process, each degree program will receive a notice that the application requirements have or have not been met.

Step Two: The Self-Study Phase

Once its application for accreditation eligibility is approved, the program enters the self-study phase of the accreditation process. During this time, the program works toward completing a Self-Study Report. Primary and secondary program contacts, as designated on the application, are given access to the online resource library, which includes the Self-Study Report template and additional self-study resources. Access to the online resource library is restricted solely to the individuals explicitly granted access by NAEYC. Individual login information must not be shared with other faculty at the program so as to comply with confidentiality requirements. NAEYC will communicate about the program's progress with the designated primary contact, who is responsible for sharing information with other staff, as deemed appropriate by the institution.

It is sometimes possible for an institution to combine more than one program at the same degree level into one Self-Study Report. If programs at the same degree level share the same Key Assessments, they can be included in the same Self-Study Report. If an institution is submitting materials for programs at multiple degree levels, it must submit separate Self-Study Reports for programs at each degree level. NAEYC will work with an institution seeking accreditation for multiple degree programs to coordinate one site visit, if possible. An institution that includes multiple programs in its application is strongly encouraged to communicate with NAEYC early in the self-study process to determine whether multiple degree programs should be submitted together in one Self-Study Report or in separate Self-Study Reports.

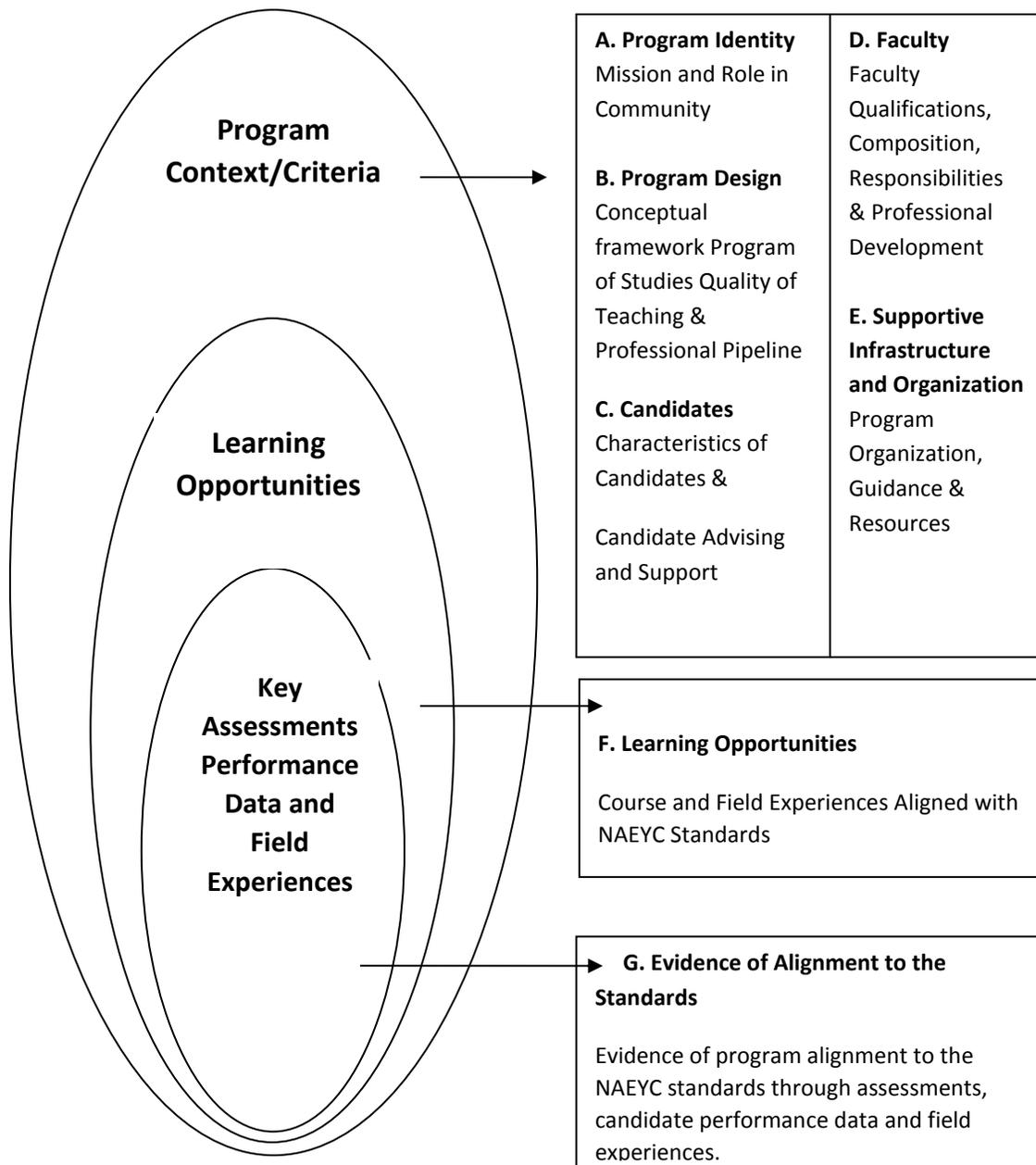
Similarly, a program offered on more than one campus should communicate with NAEYC to determine how many campuses can effectively be submitted in one Self-Study Report and visited in one site visit. A program that offers both on-campus and online courses should communicate with NAEYC to determine how to effectively present evidence related to Accreditation Criteria and standards across both on-campus and online course sections.

A program must complete its Self-Study Report within five years of being notified of its accepted Application for Accreditation Eligibility. If the program does not submit the Self-Study Report within five years, it will need to reapply. This time line can be adjusted if a program seeking first-time accreditation is receiving funds for accreditation support

through a state, NAEYC, a NAEYC affiliate or other sources. In that case, the program may adhere to the time line set by the funding source.

Overview of the Self-Study Report

The Self-Study Report is comprised of four parts. The program affirms/reaffirms its compliance with the Accreditation Eligibility Requirements in part one. In part two, the program is asked to describe its context using the framework of 12 criteria. In part three, the program describes the Learning Opportunities it provides to candidates throughout the program, as the opportunities relate to the NAEYC Professional Preparation Standards. The program also describes how it assesses candidates, gathers information about their growth in relation to the standards, designs field experiences, and uses this information to plan program improvements that respond to candidate needs. Strong programs demonstrates that the Learning Opportunities and assessments presented in part three of the report are designed to build on the strengths and address the challenges described in part two. In part four, the program reports on program outcome data related to candidate success.



NAEYC Accreditation Criteria

Accreditation Criteria identify elements of the program context with corresponding indicators of strength. These criteria are used to better understand the program's unique state and community context, the institution and program mission and goals, the program's conceptual framework and design, the characteristics of candidates and faculty, and the institutional structure. In the Self-Study Report, the program reflects on strengths, challenges and plans for improvement in relation to each criterion. The Accreditation Criteria provide insight to peer reviewers and the Commission as to the choices the program makes in integrating the NAEYC Professional Preparation Standards into its curriculum and Key Assessments. Peer reviewers and the Commission also look to the Accreditation Criteria to understand the program's capacity to address identified gaps in its program's alignment to the NAEYC Professional Preparation Standards. The twelve Accreditation Criteria are clustered into five groups: program identity, program design, candidates, faculty, and supportive infrastructure and organization. Each criterion includes a rationale, indicators of strength and the sources of evidence used by peer reviewers and the Commission in the program review. (See Appendix C for a description of each criterion.)

The NAEYC Professional Preparation Standards

The accreditation of a program is based on a determination by the Commission that a program meets NAEYC's core standards as published in the *NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation for Use by Associate, Baccalaureate, and Graduate Degree Programs*. The NAEYC Professional Preparation Standards describe what well-prepared early childhood program graduates should know and be able to do. These standards are not meant to be a constricting, one-size-fits-all framework. They are meant to provide a shared vision for early childhood professional preparation that is developed and implemented in programs that are responsive to particular candidates, faculty, and communities.

Successful accreditation depends upon providing evidence in the Self-Study Report and during the site visit that the program meets these accreditation standards. This evidence is closely examined in the process of making the accreditation decision. Standards One through Six are evaluated separately using four indicators:

- 1) Learning Opportunities aligned with the standard
- 2) Key Assessments aligned with the standard
- 3) Aggregate data on candidate performance related to the standard gathered from the Key Assessments (two applications of data are required for renewal programs; one application of data is required for first-time programs)
- 4) Use of those data in ongoing program improvement planning

Each program must demonstrate that its Learning Opportunities (which include field experiences) and Key Assessments are aligned with key elements of the accreditation standards. A strong program demonstrates that its Learning Opportunities and Key Assessments are designed to use the strengths and address the challenges described in responses to the Accreditation Criteria.

Whereas Standards One through Six are focused on what candidates know, understand, and are able to do in relation to early childhood competencies, Standard Seven is focused on program design. As such, Standard Seven is not evaluated through the submission of Key Assessments but through narrative, a field experiences chart, and other documents that explain the design and quality of the program's field experiences.

Programs are strongly encouraged to read the full NAEYC Professional Preparation Standards [on the NAEYC website](#) as they will be expected to demonstrate how they meet the full standards. (See Appendix D for a summary of the standards.)

Program Responsibility

The program is responsible for submitting all evidence that it meets the standards. The program is responsible for preparing reports and documents following the required report templates and with a degree of thoroughness and clarity

that will satisfy a detailed review by staff, the Peer Review Team, and the Commission. Questions about accessing the accreditation online resource library, conducting the self-study work, and submitting the Self-Study Report should be directed to NAEYC.

The submission of the Self-Study Report, cover sheet with required signatures, and self-study review fee serves as the program's request for a site visit. NAEYC will review each Self-Study Report and may request additional information if the documents appear to be incomplete in response to one or more standards or criteria. Current deadlines for submission of completed Self-Study Reports are posted in the online resource library.

Definition of a Complete Self-Study Report

A self-study report is considered complete when all components of the form are completed to the satisfaction of NAEYC staff and the Commission, including but not limited to the following:

- The program uses the most current edition of NAEYC's Professional Preparation Standards.
- **The program has affirmed (or reaffirmed) that it meets all Accreditation Eligibility Requirements.**
- Every criterion in Part Two of the report has been addressed.
- The Chart of Learning Opportunities chart is filled out, with information provided for each key element, and with the requested narratives (commentary on the chart and description of challenges/strengths/plans) included.
- The Chart of Key Assessments is submitted, with alignment indicated for Standards One through Six and each **key element associated with those standards.**
- Five or six Key Assessments are submitted that address alignment with Standards One through Six and each **key element associated with those standards.**
- For every Key Assessment in the Chart of Key Assessments, a complete (and single) evidence chart, set of candidate instructions, and rubric are submitted.
- For Standard Seven, the narrative and Chart of Field Experiences are completed and associated evidence documents are included.
- For a Self-Study Report addressing more than one degree program, the multi-program alignment chart is completed.
- **For a first-time program, at least one application of data is submitted for each Key Assessment or, in the case of new/newly revised Key Assessments, data are submitted for assessments that were used prior to the current versions. Data are disaggregated by standard, and data are also disaggregated by program in a Self-Study Report that incorporates more than one degree program. If a program does not submit at least one application of data for each Key Assessment, it will be given a condition if the program receives a favorable accreditation decision.**
- For a renewal program, at least two applications of data (disaggregated by application) are submitted for each Key Assessment--or, in the case of new/newly revised Key Assessments, data are submitted for assessments that were used prior to the current versions. Data are disaggregated by standard, and data are also disaggregated by program in a Self-Study Report that incorporates more than one degree program.
- The program has included a two- to four-page narrative that reviews strengths, challenges, and plans related to the assessment system.
- The report is formatted per the report submission instructions in the online resource library, and the self-study review fee payment has been received.

This list is based on the 2017 Self-Study Report Templates for First-Time and Renewal Accreditation. It will be updated to reflect subsequent changes to the Self-Study Report template; however, it is the responsibility of the program to ensure that it has fully completed the most current template. Site visits for programs seeking first-time accreditation may not be scheduled in the absence of a complete Self-Study Report and receipt of the self-study review fee. Depending on circumstances, renewal accreditation visits may be scheduled in consultation with the program.

Staff Review

NAEYC staff review the Self-Study Report for completeness and confirm that the program used the required template so that peer reviewers have the evidence needed to conduct a site visit and Commissioners have the evidence needed to make an accreditation decision. The program is advised to download current report templates, use external proofreaders, and use the peer reviewer worksheets in the online resource library as quality control tools before submitting the report to NAEYC. If a report is not deemed complete by the staff, the program will be asked to revise the report to address missing or incorrect components. If the issues can be addressed within two weeks of receiving feedback, the program can move forward with a site visit in the current cycle. In the event the program applicant disagrees with the determination of staff regarding completeness, staff will forward the Self-Study Report to the Executive Committee of the Commission for a determination on completeness.

Step Three: Accreditation Candidacy Phase

Candidacy status begins with the acceptance of a completed Self-Study Report and self-study review fee. Candidacy status indicates that the program is progressing toward an accreditation decision with a referral to a Peer Review Team for a site visit. At the time the program is notified that the Self-Study Report has qualified the program for a site visit, the program is assessed a site visit fee that covers the direct and indirect costs associated with the visit of the Peer Review Team. (A current fee schedule is posted on the NAEYC website.) The candidacy stage cannot last more than two years unless a program experiences unforeseen extenuating circumstances (see p. 34 Extension Policy for Site Visits) or the Commission exercises its right to extend the candidacy period beyond the two years due to unanticipated caseloads. A program that remains in the candidacy phase beyond one year not due to circumstances caused by NAEYC, will be asked to pay the annual fee in order to maintain candidacy status.

A program is not required to display its candidacy status on its website or in other materials. However, if a program chooses to do so, the name of the degree program and the name and address of the accrediting body must be included in the accreditation status statement. A program should use the following language in its entirety to display its accreditation status.

The [degree program] at [institution] is a candidate for accreditation by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children, 1313 L Street #500, Washington, D.C. 20005. (202) 350-8007.

A program in the candidacy stage may not display the NAEYC Accreditation logo. A program misusing the logo will not be eligible for accreditation until the issue is resolved.

The Site Visit

Once the program achieves candidacy status, NAEYC will work with the program to schedule a site visit by a team of peer reviewers. The site visit is an essential component in the accreditation of higher education programs. It provides for collegial interaction between the visiting Peer Review Team and the professionals associated with the program, along with appropriate administrators of the host institution and other stakeholders. In any professional field, accreditation relies on the professional judgments of well-trained peers—in this case, those who understand the context of early childhood degree programs as well as the standards that NAEYC has developed to make accreditation decisions.

Peer review is an important element in evaluating whether an early childhood degree program meets NAEYC's Professional Preparation Standards. Typically, a team of two to three peer reviewers will be assigned to each institution in the candidacy phase. One person on the team is assigned the role of chair and is responsible for leading team meetings during the site visit, sending the final written report to NAEYC, and serving as the team's primary contact for communication with NAEYC and the host institution. The Peer Review Team's role is to prepare for and conduct the site visit and produce a Peer Review Report (this template is available in the online resource library) for the program and Commission. The Peer Review Team members confirm and supplement the information in the program's Self-Study

Report through interviews with faculty, candidates, administrators and community stakeholders. They will review supporting documents as well as conduct tours of campus facilities and field sites. Using the Peer Review Reviewer Worksheet and Rubric (templates available in the online resource library), the team writes a report to the accreditation Commission, using its analysis of the program's Self-Study Report and its experiences during the site visit to document strengths and challenges in relation to the program's alignment to the standards. The report represents the consensus of the team.

Peer review has three steps:

Step 1 occurs before the visit. The peer reviewers individually read the Self-Study Report and make a preliminary assessment of the program's strengths and challenges based on the program's narrative and evidence provided. However, this is only a first assessment, and the views of the team members may change when they conduct the site visit.

Step 2 is the actual site visit, when the Peer Review Team sees the program first-hand. The team has multiple opportunities to meet with program faculty, candidates, and other stakeholders. The team may want to review additional evidence provided by the program and may request new information. This phase provides opportunities for the team to gain knowledge from sources other than the Self-Study report and allows the team to have a broader perspective on the program's strengths and possible challenges in each area.

Step 3 is for the team to synthesize its evaluation of the program in a summary report to the Commission. The team's preliminary key findings are orally summarized in a meeting at the end of the visit. As a reminder, the Peer Review Team is not a decision-making body and will only report its findings regarding the program's alignment to NAEYC's Professional Preparation Standards. It will not make a recommendation regarding an accreditation decision to the Commission.

Scheduling the Visit

Site visits are typically conducted only during the spring and fall semesters. When the program's Self-Study Report is complete (see page 17 for a definition of a complete Self-Study Report) NAEYC will determine whether the report was completed in time to be considered for a site visit the following semester. Site visit dates and peer review teams are assigned during the fall or spring semester prior to the site visit.

NAEYC will contact the program and peer reviewers for available dates. A program should select possible dates with several factors in mind: the college must be in session, and administrators and field sites must be available; fewer possible dates mean fewer available reviewers.

NAEYC and the program will mutually agree upon the visit date. NAEYC then assigns the Peer Review Team, considering dates of availability, potential conflicts of interest, geography, and areas of expertise. The program identifies any potential conflicts of interest with peer reviewers immediately after receiving the names of the assigned team.

The Commission reserves the right to postpone the site visit due to an incomplete Self-Study Report, failure to submit the report or fee by a deadline, unusually large numbers of reports from a particular state or in a particular cycle, or other conditions that may have negative impact on the integrity of the visit or of the accreditation system.

Site Visits for Programs with Unique Features (multiple, online programs, night programs)

As stated previously (see p. 14 under the Self-Study Phase), an institution with multiple eligible programs is strongly encouraged to communicate with NAEYC early in the self-study process to determine whether or not multiple degree programs can be reviewed during one site visit. Similarly, an eligible program offered on more than one campus should communicate with NAEYC to determine how many campuses can effectively be addressed in one site visit.

An eligible program that offers both on-campus and online or other forms of distance courses should communicate with NAEYC to determine how to effectively present evidence related to criteria and standards across both on-campus and distance course sections during the site visit.

These or other special conditions, such as night or weekend programs, may require a modified site visit schedule and/or may increase site visit costs to the program. Any modifications will be made with mutual agreement of NAEYC, the Peer Review Team chair, and the program's primary contact.

Emergencies affecting a site visit

Emergencies occur when a Peer Reviewer can no longer commit to a site visit due to a personal emergency or the host institution needs to cancel the visit due to weather or other emergencies.

If an assigned Peer Review Team member must withdraw from the team and can give sufficient notice, NAEYC will attempt to find a replacement. The program will be notified of the change and given the opportunity to identify any potential conflict of interest.

If the assigned Peer Review Team member was not able to give sufficient notice or if a replacement cannot be found, decisions for proceeding will be made on a case-by-case basis. Options include, but are not limited to, proceeding with a smaller team (but no fewer than a two-person team), arranging for the non-traveling team member to be available for consultation by telephone, extending the visit if team member arrivals are delayed, or rescheduling the visit. The team chair and the site primary contact, in consultation with NAEYC staff, have the right to postpone a visit on the basis of their consultation and mutual agreement.

Site visit fees are non-refundable. If the visit is unable to proceed as scheduled due to a reviewer cancellation or due to weather, governmental order, or other cause beyond the control of the institution, the visit will be rescheduled at a mutually acceptable future date at no additional cost to the institution. If the institution cancels the visit for any other reason than specified above, the institution will bear responsibility for any costs associated with rescheduling.

Confidentiality of Teacher Candidate Information

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of candidate education records. Generally, a school must have written permission from a parent or eligible candidate in order to release any information from a candidate's education record. However, FERPA allows schools to disclose those records to accrediting organizations without consent. Although not a concern under FERPA, the types of information most relevant to the Accreditation system typically do not include individual candidate records. Of greater relevance are the program's assessments themselves and aggregated data from those assessments. In cases where it is helpful to see individual samples of candidates' work (for example, to highlight performance expectations at different levels on a rubric), a program may choose to remove candidates' identifying information, including names.

Restrictions on Gifts and Compensation for Peer Reviewers

Peer reviewers will not request or accept any compensation or any gifts of substance from the institution being reviewed or anyone affiliated with the institution. (Gifts of substance would include briefcases, tickets to athletic or entertainment events, etc.) If unsure as to whether something constitutes a "gift of substance," peer reviewers are advised to err on the side of declining gifts of any kind. Similarly, peer reviewers will not expect elaborate hospitality during site visits. It is appropriate for institutions to provide snacks and non-alcoholic beverages for teams as they conduct their work on campus and at their hotel. Institutions must ensure that the team's work space on campus is comfortable and conducive to their work, including basic office supplies as well as Wifi and printing capabilities. Host institutions generally provide transportation to field sites (and off-campus class sites, if applicable) during the visit and may assist with the pickup and delivery (though not the cost) of lunch, depending on the availability and location of dining options on or near campus. Programs are encouraged to contact NAEYC if any questions arise regarding an appropriate level of hospitality during the site visit.

The Peer Review Report

During the site visit, the Peer Review Team begins drafting its report. The report provides feedback to the program and information to the Commission about how the program has addressed the Accreditation Criteria and NAEYC Professional Preparation Standards. Areas of strength and recommendations for consideration are noted. The essential findings in the report are shared orally with the program at an "exit report session" on the final day of the visit.

The Exit Report

The program and institution will decide who will attend the exit report session. Usually attendees include the program faculty and representatives of the senior administrative staff of the college. Typically all Peer Review Team members participate, and the team chair takes the lead. At the meeting, the team will summarize the preliminary key findings, note commendations and recommendations that will appear in the report, and generally describe the overall thrust of the report, which the program will receive at a later date.

Additionally, the review team will remind those at the exit session about the next steps in the accreditation process and the possible accreditation decisions. Finally, the review team will emphasize that it does not make the accreditation decision, and it cannot speak for the Commission, which will use the Peer Review Report, the program's Self-Study Report, and the program's Written Response to the Peer Review Report to reach a conclusion about accreditation.

Feedback Loops for Continuous Improvement

NAEYC believes that a quality system needs continuous feedback. As part of this process, the program will be asked to complete a survey about its experiences with the planning and implementation of the site visit, including the Peer Review Team's preparation and conduct. Peer reviewers are also asked to provide feedback on each other.

Once the Peer Review Report Is Completed

The team chair typically submits the Peer Review Report to NAEYC within two weeks of the site visit. This report develops the basic findings of the team as shared orally in the exit session. The report summarizes the program's alignment NAEYC Professional Preparation Standards as evidenced by the Learning Opportunities, Key Assessments, candidate performance data, and program improvement work reviewed by the Peer Review Team.

The team does not make a recommendation on accreditation. It does use a rubric to assess the evidence submitted by the program for each standard as meeting expectations or as an area of significant concern. The team also identifies strengths, challenges, and areas for improvement related to each Accreditation Criteria.

The Written Response to the Peer Review Report

Once NAEYC has reviewed the Peer Review Report to ensure that it is complete, it is sent to the program. The program may choose to submit a Written Response to the Peer Review Report within the next 30 days that the institution is in session, including weekends. In a program's Written Response to the Peer Review Report, the program may not introduce new pieces of evidence (i.e., documents, including Key Assessments not submitted in the Self-Study Report) that were not available for review by the Peer Review Team at the time of the site visit. The programs may, however, note any factual inaccuracies in the Peer Review Report and provide updated information (narrative) related to the Accreditation Criteria and NAEYC Professional Preparation Standards in the Self-Study Report, as evidence of the program's capacity for continued growth.

The program's Self-Study Report, Peer Review Report, and Written Response to the Peer Review Report are sent to the Commission and serve as the documented evidence on which the Commission makes an accreditation decision.

Step Four: The Accreditation Decision

Accreditation decisions are made by the Commission (see page 10 for a description of the Commission). Before each meeting, Commissioners receive copies of the Self-Study Reports, Peer Review Reports, Written Responses to the Peer Review Reports, and, if applicable, Annual and/or Focus Reports (described later in this publication) for programs being reviewed in that cycle.

The Commission will send a Decision Report for first-time/renewal accreditation cases, or a Decision Letter for conditions cases, to the primary contacts for the programs and chief executive officers of the institutions housing the programs.

The Role of Criteria and Standards in the Accreditation Decision

The accreditation decision is based on evidence that the program meets each of the NAEYC Professional Preparation Standards. Responses to the Accreditation Criteria in part two of the Self-Study Report help the peer reviewers and Commission to understand how the program approaches the standards and why the program is designed in a particular way. The Commission looks to see that the program is reflective and responsive in relation to its unique community base, candidates, faculty, conceptual framework, institutional mission and goals, program resources, capacity, strengths, and challenges. The standards and criteria may all be used to identify program strengths and recommended areas for improvement.

Possible Decisions

The Commission may choose from the following accreditation decision outcomes for programs pursuing accreditation for the first-time:

- Accredited
- Accredited with Conditions
- Not Accredited

The Commission may choose from the following accreditation decision outcomes for programs pursuing renewal accreditation:

- Accredited
- Accredited with Conditions
- Accredited with Probation

The Commission may choose from the following accreditation decision outcomes for programs that have reached the end of their conditions or probation period:

- Accredited
- Accreditation Revoked
- Accreditation Expired

In rare cases, the Commission may defer making an accreditation decision; in those cases, the Commission will communicate with the program (via NAEYC staff) regarding next steps and time lines.

Accredited

Accredited indicates that the program has demonstrated the following:

- It provides adequate opportunities for candidates to learn and practice the competencies reflected in each standard.
- Key Assessments appear adequate to provide an accurate picture of candidates' growth and competence in relation to each standard.
- The program is collecting data that provide evidence of candidate performance in relation to the standards
- The program uses this evidence to improve the program in response to candidate needs or has specific plans to use this evidence.
- The program meets each of the Accreditation Eligibility Requirements.

The program holds accreditation for a period of seven years.

Accredited with Conditions

Accredited with Conditions indicates that there are concerns related to the program's ability to measure candidate performance in relation to one or more standards. Therefore, this impacts the program's ability to collect and use data aligned with one or more standards. However, strengths in the program illustrate its capacity to address these concerns within the first two Annual Reports. Commission findings indicate:

- The program provides adequate opportunities for candidates to learn and practice the competencies reflected in each standard.
- Key assessments may not address the depth and breadth of each standard, and/or the rubrics may not describe performance expectations related to one or more standards. In some cases, it may not be clear which Key Assessments were intended to align with one or more standards, or Key Assessment(s) may not be taken by all candidates and/or used consistently by all faculty. Therefore, the Key Assessments will not generate meaningful data related to the standards.
- Strengths within the Accreditation Criteria demonstrate the program's capacity to revise the Key Assessments within two Annual Report cycles and address any identified issues with data collection and use of data.
- The program meets each of the Accreditation Eligibility Requirements

A program may remain Accredited with Conditions for up to two annual report cycles. The program is publicly listed as Accredited during this period.

The program must submit evidence that identified conditions have been addressed in the first and/or second Annual Reports. This evidence will be reviewed by the Commission. If the Commission determines that the program has sufficiently addressed conditions in either the first or second Annual Report, the program is accredited for the remainder of the seven-year accreditation term that began with the Accreditation with Conditions decision. If the Commission determines that conditions have not been sufficiently addressed by the second Annual Report, the accreditation status expires, and the program receives notice that it is no longer accredited.

Accredited with Probation

During the time a program is accredited or at the time of its accreditation renewal, the Commission may decide to place an accredited program on probation if the program is found to have not met one or more standards and evidence within the Accreditation Criteria does not support the program's capacity to address the concerns within two Annual Report cycles; the program is found to not meet one or more Accreditation Eligibility Requirements; or the program is not meeting other accreditation expectations (excluding reasons for Administrative Probation. See page 30 for more information).

A program will be placed on probation if the following occurs:

- Evidence does not indicate that the program provides adequate opportunities for candidates to learn and practice the competencies reflected in each standard.
- Key assessments may not address the depth and breadth of each standard, and/or the rubrics may not describe performance expectations related to one or more standards. In some cases, it may not be clear which Key Assessments were intended to align with one or more standards, or Key Assessment(s) may not be taken by all candidates and/or used consistently by all faculty. Therefore, the Key Assessments will not generate meaningful data related to the standards.
- Evidence within the Accreditation Criteria does not support the program's capacity to address the concerns within two Annual Report cycles. However, the fact that the program previously achieved and maintained accreditation provides sufficient evidence of capacity to prevent the awarding of a Not Accredited decision.
- Evidence indicates that the program is not meeting one or more of Accreditation Eligibility Requirements 2-6.

- Evidence indicates that the program is not meeting other accreditation expectations (excluding reasons for Administrative Probation. See page 29 for more information)).

Evidence of the above list may come to the Commission’s attention at the time of renewal, in an Annual Report, or from other documented sources, such as notifications from an institution or state agency regarding substantive change. (Consequences for not meeting Accreditation Eligibility Requirement 1 are discussed on page 25 under Accreditation Revoked.)

The term of probation, with the exception of Administrative Probation, may be no more than two years. A program may not appeal a probation decision. During the probation period, the program will be publically listed as “Accredited with Probation”. A program on probation due to an issue relating to meeting a standard may be required to complete a Focus Report that addresses the specific issues in the program that led to probation, may require an additional site visit at the expense of the institution, or both. During the probation period, the program will submit evidence that it has addressed the concerns outlined by the Commission. If the Commission determines that the program has sufficiently addressed the concerns, the program will be granted full accreditation for the remainder of the seven-year accreditation term during which it was placed on probation. If the Commission determines that the program has not sufficiently addressed the concerns within two years, the program’s accreditation will be revoked.

Not Accredited

A Not Accredited decision indicates that a program seeking first-time accreditation does not meet one or more of the NAEYC Professional Preparation Standards and there is limited capacity for the program to address the concerns within two Annual Report cycles. Commission findings indicate:

- Evidence does not indicate that the program provides adequate opportunities for candidates to learn and practice the competencies reflected in each standard.
- Key assessments may not address the depth and breadth of each standard, and/or the rubrics may not describe performance expectations related to one or more standards. In some cases, it may not be clear which Key Assessments were intended to align with one or more standards, or Key Assessment(s) may not be taken by all candidates and/or used consistently by all faculty. Therefore, the Key Assessments will not generate meaningful data related to the standards.
- Evidence within the Accreditation Criteria does not support the program’s capacity to address the concerns within two Annual Report cycles.

The program has the right to appeal a Not Accredited decision (see page 29 for the Appeals Policy). The program may also choose to return to self-study work and repeat the Self-Study Report and site visit process. If the program chooses to return to self-study, it will not be required to pay an additional application fee but will be required to pay an additional self-study review fee and site visit fee. The program will be expected to follow all policies related to the self-study phase and candidacy phase.

Accreditation Expired

Accreditation is considered expired if the following occurs:

- If a degree program ceases operations as a functional entity such as through the merger of programs in an institutional system
- If an Accredited with Conditions program fails to meet conditions by its second Annual Report
- If an Accredited with Probation program fails to meet its probation requirements by its second Annual Report

- If a program on Administrative Probation fails to meet its administrative probation requirements

The program has the right to appeal an Accreditation Expired decision (see page 29 for the Appeals Policy). The program may also choose to return to self-study work and repeat the Self-Study Report and site visit process. If the program chooses to return to self-study, it will not be required to pay an additional application fee but will be required to pay an additional self-study review fee and site visit fee. The program will be expected to follow all policies related to the self-study phase and candidacy phase.

Accreditation Revoked

Accreditation will be revoked if the following occurs:

- If the institution in which the program is located is no longer in compliance with Accreditation Eligibility Requirement 1 *(i.e., regional accreditation)*
- In rare circumstances, the resolution of a complaint (see page 32 for the Complaints Policy) could result in a program's accreditation being revoked.

The program has the right to appeal an Accreditation Revoked decision (see page 29 for the Appeals Policy). The program may also choose to return to self-study work and repeat the Self-Study Report and site visit process. If the program chooses to return to self-study, it will not be required to pay an additional application fee but will be required to pay an additional self-study review fee and site visit fee. The program will be expected to follow all policies related to the self-study phase and candidacy phase.

Deferral of decision

The Commission may choose to defer an accreditation decision to its next meeting based on scheduling, insufficient evidence, or consideration of additional information. In the case of insufficient evidence, the Commission must request new documentation that would clarify whether or not the program meets the standard(s) in question. Deferrals cannot extend beyond the 24-month candidacy limit for a program seeking accreditation for the first time. For a program seeking renewal accreditation that receives a deferral of decision, the Commission will extend the program's current accreditation term until it makes a final decision. If the Commission accredits the program when it reconsiders the case, the new seven-year accreditation term would begin at that point.

Notification of Accreditation Status, Effective Date of Decisions and NAEYC Public announcement of Decisions

Notification of Accreditation Decisions

Within 45 days of the accreditation decisions made at a Commission meeting, NAEYC staff will notify the primary contact and president of the institution of the relevant program.

Decision Effective Dates

The effective date of the Accredited, Accredited with Conditions, and Accredited with Probation decisions are the date the Commission makes its final decision. Annual Report and renewal Self-Study Report due dates as well as site visits are set according to the effective date of the most recent Accreditation Decision.

The effective date of the Not Accredited decision is 30 days after the program receives notification of the accreditation decision unless the program notifies NAEYC during that period of its intention to appeal the decision. (See page 29 for Appeals Policy.)

The effective dates of the Accreditation Expired and Accreditation Revoked decisions are 30 days after the program receives notification of the decision unless the program notifies NAEYC during that period of its intention to appeal the decision. (See page 29 for Appeals Policy.)

After a final negative decision, a program has an additional 60 days to notify necessary parties about it and to update its website and other materials to reflect that the program is no longer accredited.

NAEYC Public Announcement of Accreditation Decisions

NAEYC will publicize on its website and through its communications channels (e.g., newsletter, relevant Listservs, etc.) decisions of the NAEYC Commission on the Accreditation of Early Childhood Higher Education Programs. All decisions made at Commission meetings will be publicized after the 30-day window that a program has to notify NAEYC of its intent to appeal the Commission's decision. NAEYC will not publish the decision for a program that is appealing a decision until the appeals process is complete.

When NAEYC publishes an Accreditation Decision it will include the decision status – Accredited, Accredited with Conditions, Not Accredited, Accredited with Probation, Accreditation Expired, and Accreditation Revoked. In cases where an adverse decision (Not Accredited, Accreditation Expired or Accreditation Revoked) was made, the Commission will state the reason for the decision, including which standards have not been met and/or in what way the program is out of compliance with the accreditation system's policies. It will also publish comments, if any, that the program may wish to make regarding an adverse accreditation decision.

NAEYC also will maintain on its website a list of currently accredited programs.

Step Five: Maintaining Accreditation

Once a program has achieved accredited status there are several policies (outlined below) a program must follow in order to maintain its accreditation status.

Use of Accreditation Logo by Programs

The NAEYC higher education accreditation logo is the exclusive property of NAEYC. However, NAEYC allows an accredited program and its sponsoring institution to use the logo in publications and displays – electronic or print – to highlight its current accreditation status. The use of the logo is governed by the following guidelines:

- A program may not use NAEYC's name or logo or other intellectual property in any way without prior written consent from NAEYC.
- The logo may NOT be used by a program that has applied for but not yet been notified by the Commission that it is accredited.
- Use of the logo shall be subject at all times to revocation and withdrawal by NAEYC when, in its sole judgment, NAEYC determines that continued use of the logo would not serve the best interests of NAEYC or the public.
- A program will receive further guidance on logo usage in relation to size, color, and other technical specifications, as well as the process for seeking approval of logo usage when it receives its Accreditation Decision.

Program Display of Accreditation Status

Wherever a program's accreditation status is provided to the public (website, course catalogue, etc.) the accreditation status statement must be accurate and complete. A program that is accredited or on probation is required to display its NAEYC accreditation status on its degree program's web page(s) and other places on the institution's website where accreditations are listed, in addition to displaying it in other widely-used materials, such as course catalogues and recruitment materials. The name of the degree program and the name and address of the accrediting body must be included in the accreditation status statement. A program that provides inaccurate or misleading information about its accreditation status could lead to an Administrative Probation decision.

An accredited program should use the following language (unless waived through prior approval by NAEYC) in its entirety to display its accreditation status.

The *[degree program]* at *[institution]* is accredited by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children, 1313 L Street, NW, #500, Washington, DC 20005. (202) 232-8777. The accreditation term runs from *[beginning date (month/year)]* through *[end date (month/year)]*.

An accredited program on probation should use the following language (unless waived through prior approval by NAEYC) in its entirety to display its accreditation status:

On *[date]* the *[degree program]* at *[institution]* was placed on probation by the Commission on the Accreditation of Early Childhood Higher Education Programs of the National Association for the Education of Young Children, 1313 L Street, NW, #500, Washington, DC 20005. (202) 232-8777. A program on probation is accredited but is not in full compliance with the accreditation standards and/or other requirements for maintaining its accreditation status. A program has up to two years to demonstrate full compliance with the standards and/or administrative requirements for maintaining its accreditation status.

Annual Reports

An accredited program reports annually to NAEYC on substantive program changes. It updates program outcome data and reports on data collected and analyzed on candidate performance related to NAEYC's Professional Preparation Standards.

An Annual Report must follow the template provided in the online resource library. If the report is complete, if the program demonstrates continued compliance with standards and criteria, if the program pays its annual fee, and if substantive changes are approved by the Commission, accreditation continues for the following year. If the report indicates a substantive change, staff or the Commission may request additional information. In rare cases, this may lead to a probation decision.

A program that received an Accredited with Conditions decision must also submit evidence of addressing the conditions in the first and/or second Annual Report(s) in order to maintain accreditation. (See page 23 for Accredited with Conditions decision.)

An Annual Report or annual fee is considered late at the close of business two weeks after the due date (or on the next business day that the NAEYC office is open). A program with a late Annual Report and/or annual fee will be assessed a late fee. A program with a late annual report and/or fee will be notified that it is placed on administrative probation and will have 30 days from the notification to submit the report and/or fee, including the late fee. If a program does not comply within 30 days or request and receive an extension, its accreditation status will be considered expired.

Reporting Program Outcomes on Institutional Website

NAEYC is committed to strengthening pathways into the early childhood profession and facilitating transparency of early childhood higher education degree programs' productivity and quality. As part of this commitment, NAEYC requires its accredited higher education degree programs to make easily available on their websites clear information about the productivity and quality of their accredited early childhood degree programs, as evidenced through degree candidate achievement measures. In addition, as an accrediting body seeking recognition by the Council for Higher Education Accreditation (CHEA), the NAEYC Accreditation of Early Childhood Higher Education Programs system is required to ensure that its accredited programs' candidate achievement data are transparent, consistent, and accessible to the public on programs' websites. **NAEYC strongly encourages programs to work with their institutional research offices to gather these data.**

A program must report on its program/department websites the following measures for each accredited program:

- The number of program completers for each of the three* most recently completed academic years

- For a fall semester cohort of entering full-time students, the number and percentage of candidates in a cohort of full-time students completing the program within 150% (and one of the following: 100%, 200% or 300%) of the program's published time frame for three sequential academic years; **AND at least one of the following measures**
- The fall-to-fall retention rate of candidates in the program for each of the three* most recently completed academic years
- The number and percentage of program graduates employed in the early childhood profession and/or pursuing further education in the profession within one year of graduation for each of the three* most recently completed academic years
- An institutionally-designed measure that speaks to candidate outcomes in the program for each of the three* most recently completed academic years. Such measures might include the average GPA of the graduating class, the number and percentage of candidates who completed their courses with a grade of “C” or above, the pass rates on national performance assessments such as edTPA, etc.

(*Or, if the program has been operating for fewer than three years, for the years since the program’s inception.)

Reporting Substantive Changes

NAEYC understands and appreciates that programmatic changes are a routine and healthy part of the continuous improvement process. Most of these changes will not impact the accreditation of the program (as described and captured in the Self-Study Report and site visit). However, substantive changes should be reported to NAEYC staff within 30 days of the change or in the program’s Annual Report, whichever occurs first. The Commission will review the changes to determine whether they impact the accreditation status of the program. Substantive changes include, but are not limited to,

- Changes in the management, oversight, and/or administrative home of the program
- Changes in geographic setting, including moving the program to a new location, or establishing a branch campus or a new off-campus cohort program
- Adding or modifying courses that represent a significant departure in terms of either the content or the method of delivery from those offered at the last site visit, such as new online courses (here a substantive change is operationally defined as 25% or more of the credit hours of the accredited curriculum)
- Changes that affect compliance with Accreditation Eligibility Requirements

Renewal of Accreditation

A program seeking to renew its accreditation will submit a Self-Study Report instead of an Annual Report in year six of its accreditation term. Once the Self-Study Report is deemed complete and is accompanied by the annual fee, the program will host a site visit and the Commission will determine the program’s accreditation status.

A Renewal Self-Study Report is considered late at the close of business two weeks after the due date (or on the next business day that the NAEYC office is open). A program with a late Renewal Self-Study Report will be assessed a late fee. A program with a late Renewal Self-Study Report will be notified that it is placed on administrative probation and will have 30 days from the notification to submit the report, including the late fee. If a program does not comply within 30 days or request and receive an extension, its accreditation status will be considered expired.

Supplemental Policies

Communicating with the Accreditation of Early Childhood Higher Education Programs Staff and the Commission

Programs and the public can contact the accreditation system and the Commission on the Accreditation of Early Childhood Higher Education Programs by emailing highered@naeyc.org or mailing correspondence to:

Commission on the Accreditation of Early Childhood Higher Education Programs
National Association for the Education of Young Children
1313 L Street NW, Suite 500
3rd Floor
Washington, D.C. 20005

Administrative Probation

An accredited program will be placed on Administrative Probation in the following circumstances:

- If the program does not submit its Annual Report or renewal Self-Study Report by the appropriate deadline and has not requested (and been granted) an extension or provided information regarding the delay
- If the program does not submit its annual fee by the appropriate deadline and has not requested (and been granted) an extension or provided information regarding the delay
- If the program fails to comply with accreditation policies not related to standards or Accreditation Eligibility Requirements

The program will be notified that it is on Administrative Probation, that it has 30 days to provide the necessary information and/or fee payment, and that its accreditation will expire should it fail to comply. Programs that are on Administrative Probation are publically listed as accredited. If a program does not respond within 30 days with the necessary information or request an extension, its accreditation will be considered expired.

Appeals Procedures

This section outlines the procedures for appealing a Not Accredited or Accreditation Expired/ Revoked decision.

NAEYC is committed to providing a mechanism whereby appeals can be raised and dealt with promptly, impartially, and confidentially.

Only a program that received a Not Accredited, Accreditation Expired or Accreditation Revoked decision may appeal the decision. The program must submit its intention to appeal within 30 days of receipt of the Commission's accreditation decision. During the appeal process, there is no change in the program's public accreditation status. The Appellant's first-time accreditation decision remain unannounced during this period.

Filing an Appeal

The appeal process is initiated by submitting to the Commission a Letter of Intent to Appeal. The Letter of Intent to Appeal must:

- Be submitted in writing within 30 days of receipt of the Accreditation Decision Report or letter notifying the program of the adverse decision. If the program does not submit a Letter of Intent to Appeal within this time period, the decision to deny accreditation will become final
- Be addressed to the Senior Director of the NAEYC Early Childhood Higher Education Accreditation System
- Be signed by a senior administrative official (at the vice president/provost level or above) of the host institution (the Appellant)
- State whether the appeal is based on a procedural violation (i.e., the Commission failed to follow proper procedure in reviewing the Appellant's program) or substantive error (i.e., the Commission misapplied the program's evidence for meeting the standards, criteria, and/or Accreditation Eligibility Requirements) by the Commission

The program has 45 business days after receipt of the Commission's accreditation decision to submit the formal appeal, which must:

- Be addressed to the Senior Director of the NAEYC Accreditation of Early Childhood Higher Education Programs System
- Be signed by a senior administrative official (at the vice president/provost level or above) of the host institution (the Appellant)
- State whether the appeal is based on a procedural violation (i.e., the Commission failed to follow proper procedure in reviewing the Appellant's program) or substantive error (i.e., the Commission misapplied the program's evidence for meeting the accreditation standards, criteria and/or Accreditation Eligibility Requirements)
- Specify the grounds on which the appeal is made, including the specific facts and circumstances supporting the appeal
- And include complete and accurate supporting documents (Note: The Appeals Panel will consider as evidence only the record that was before the Commission at the time of its decision, which might be documented in the Self-Study Report, the Peer Review Report, the Appellant's Written Response to the Peer Review Report and/or the Annual Report, or other documents pertaining to Accreditation Eligibility Requirements. The Appeals Panel will not consider new revisions to the reports, additions to the reports, or subsequent changes made by the Appellant program.)

Once the formal appeal is received, NAEYC will verify the documents for completeness and may ask for additional documentary support, if necessary. When the documents are complete NAEYC will acknowledge receipt of the appeal.

The Appeals Panel

The Commission chair will initiate the appeal process by appointing a three-member Appeals Panel within 30 days of receipt of the completed Appeal Letter but shall not take part in the deliberation. Should the Commission chair have a conflict of interest with the Appellant, the chair-elect will oversee the appeals process.

Members of the Appeals Panel may include former Commissioners, current and former peer reviewers, and other early childhood professionals who are knowledgeable about the accreditation standards and process. Members of the Appeals Panel cannot include current members of the Commission, members of the Appellant's Peer Review Team, members of NAEYC's Governing Board, or current NAEYC staff. Members of the Appeals Panel will follow NAEYC's conflict-of-interest policy and confidentiality policy.

The Scope and Conduct of the Appeal Review

The Appeals Panel will conduct its review as follows:

The members of the Appeals Panel shall judge in all fairness. The burden of persuading the appeals body rests with the Appellant program. The members are bound by the rules in this procedure and the terms of NAEYC's confidentiality policy.

The issues addressed by the Appeals Panel are limited to those identified in the Appeal Letter.

The role of the Appeals Panel is to determine whether or not there is evidence that procedures were violated or errors were made by the Commission that would affect the decision outcome and to either affirm the decision being appealed or direct the Commission to reconsider the original decision. The Appeals Panel reviews the Commission's reasonable application of its professional judgment to the evidence in compliance with the procedures for determining the accreditation decision, not the underlying merits of the Appellant program.

As the first step, the Appeals Panel will review the appeal to ensure that it addresses a procedural or substantive error by the Commission. The Appeals Panel has the right to disallow the appeal if it does not fall into either of these categories. In this case, staff will advise the program on other avenues it can use to pursue its concern(s).

The Appeals Panel will consider as evidence only the record that was before the Commission at the time of its decision, which might be documented in the Self-Study Report, the Peer Review Report, the Appellant's Written Response to the Peer Review Report and/or the Annual Report, or other documents pertaining to Accreditation Eligibility Requirements. The Appeals Panel will not consider new revisions to the reports, additions to the reports, or subsequent changes made by the Appellant program. In addition, the Appeals Panel will be provided the program's Accreditation Decision Report and letter and have access to the minutes from the relevant Commission meetings.

When assessing the evidence substantiating the appeal, the Appeals Panel may request additional information and hear from the Appellant, the Peer Review Team that conducted the Appellant's site visit, and the Commission. The decision to hear from the Appellant, whether in-person or by telephone conference, or only in writing, shall be at sole discretion of the Appeals Panel. No formal rules of evidence, judicial procedure, or other trial type proceedings shall apply.

The Appeals Panel will report its evaluation and final decision to the Commission no later than 90 days after the Appeals Panel has been appointed. The Appeals Panel may vote to grant an extension of time for any deadline under these policies, but such extension of time shall be no longer than 60 days. NAEYC shall inform the Appellant accordingly.

The Appeals Panel's decision is final.

The Appeals Panel Decision and Report

No later than 90 days after the Appeals Panel has been appointed, it will submit a decision report addressed to the senior leader of the NAEYC's Accreditation of Early Childhood Higher Education Programs System. Copies will be forwarded to the Appellant program, the chief executive officer of NAEYC, and the Commission Chair.

If the Appeals Panel upholds the Commission decision, the original decision stands. In the event that the decision of the Commission is not upheld, the case will be remanded to the Commission for reconsideration at its next scheduled meeting with specific instructions to review the case in a manner consistent with the findings of the Appeals Panel. The Commission's subsequent decision is final and not appealable.

Costs of the Appeal

The program must submit an appeals filing fee when it submits its formal appeal. During the appeals process, each party is responsible for its own expenses that are incurred, including expenses for its representatives and any legal fees. Costs associated with Appeals Panel (such as travel for the Appeals Panel members) will be shared equally between both parties. Should the Appeals Panel deem that a Focus Visit is necessary, both parties will split the expenses associated with the Focus Visit. If, at the conclusion of the appeals process, the accreditation decision is reversed, the Appellant will be reimbursed the cost of the appeals filing fee.

Withdrawing an Appeal

A program may withdraw its appeal of an accreditation decision in writing at any time until the decision of the Appeals Panel is rendered. The signature of a senior administrative official (at the vice president/provost level or above) is required on the withdrawal notification letter. The appellant institution or program foregoes the right to reassert the

appeal at a later date. The Commission decision becomes final upon receipt of the written request to withdraw the appeal.

Complaints Policy¹

This Complaints Policy covers complaints against accredited programs or programs in candidacy for accreditation, complaints against staff, complaints against peer reviewers or complaints against Commission members. Filing a complaint will not influence a program's accreditation decision (if one is pending) or its accreditation status (if it is already accredited). The complaint policy should be used primarily to address concerns about the professional conduct of commissioners, staff and peer reviewers and implementation of Accreditation Eligibility Requirements, standards, Accreditation Criteria, policies and procedures.

Complaints about the Operations of an Accredited Program or Program in Candidacy

Any member of the public can file a complaint about the operations of an accredited program or program in candidacy. To be considered by the Commission, the complaint must:

- Be written and signed
- Identify the individual, group, or legal entity represented by the complainant
- Present substantial evidence that the program is not in compliance with one or more of the standards, Accreditation Eligibility Requirements or accreditation policies in use at the time referred to by the complainant
- Demonstrate, when reasonably possible, that serious effort has been made to pursue the complaint procedures within the institution in which the program is located
- Grant permission to send the complaint, in its entirety, to the institution

Complaints must be submitted to the NAEYC Senior Director of Higher Education. Within 15 business days, the Executive Committee will determine whether the complaint meets the above criteria and notify the complainant of the determination. If the complaint meets the criteria, the complaint will be sent to the program for comment. The program will have 30 calendar days to respond to the complaint in writing. Staff will then forward the complaint and the program's comment to the Executive Committee of the Commission. Within 60 calendar days of receiving the complaint and the program's comment, the Executive Committee will notify the complainant and the program of the action it will take in regard to the complaint. These actions may include the following:

- Dismissing the complaint
- Recommending changes to the program to be implemented within a certain time frame
- Pursuing the matter further, requesting more information
- Making a recommendation to the full Commission for the program to be placed on probation or to have its accreditation revoked

If the Executive Committee decides to dismiss the complaint or recommend changes to the program, the disposition of the complaint will be considered final at that point. If the Executive Committee decides to pursue the complaint further or to make a recommendation to the full Commission regarding a change in the accreditation status of the program, the

¹ A program seeking to overturn an adverse accreditation decision should use the accreditation system's appeals process rather than the complaints process. A program that disagrees with the preliminary findings of its Peer Review Report from a recent site visit should address those concerns in its Written Response to the Peer Review Report rather than using the complaints policy. If a program is unsure whether to address concerns through its Written Response to the Peer Review Report, the complaints process or the appeals process please contact staff.

disposition of the complaint must be finalized within 90 calendar days after the Executive Committee notifies the complainant and the program of its decision.

Complaints Against a Peer Reviewer

For complaints related to a peer reviewer, the complainant should notify the NAEYC Senior Director of Higher Education of the intent to file a complaint within 30 days of completion of the site visit.

All complaints must be submitted in writing and must include the following items:

- Be written and signed
- Fall within the purview of the NAEYC Accreditation of Early Childhood Higher Education Programs System – including its standards, policies and procedures, Accreditation Eligibility Requirements, and representatives (staff, Commission, peer reviewers)
- Provide a clear description of the critical incident(s) in question
- If possible, be sent before the host institution has received the Peer Review Report and within 30 days after the completion of the site visit
- Grant permission to send the complaint, in its entirety, to the peer reviewer(s) cited in the complaint

NAEYC will acknowledge receipt of a complaint and forward the complaint to the Executive Committee of the Commission. Should the chair of the Commission (who is a member of the Executive Committee) have a conflict of interest with either or both of the parties involved with the complaint, the chair will follow the Conflict of Interest Policy and may recuse him/herself, and the chair-elect will manage the complaint process. If an Executive Committee member has a conflict of interest and must recuse him/herself, the chair (or chair-elect) may appoint another member of the Commission to be included in the consideration of the complaint. If the complaint is related to a site visit, the complaint will first be sent to the relevant members of the Peer Review Team with request for comment within 30 days. During this same period, the Peer Review Report will be sent to the program for comment.

Executive Committee members are asked to 1) review the complaint and peer reviewer comments; and 2) review the Peer Review Report and the program's Written Response to the Peer Review Report.

Upon the Executive Committee's receipt of the complaint, the committee will reach one of the following decisions by a majority vote:

- Deny the complaint
- Sustain the complaint and make a recommendation to the full Commission on subsequent actions needed to address the complaint. The Commission will consider these recommendations at its next in-person meeting and convey its final response to the complainant within 15 days of the Commission meeting.
- Vote to pursue the matter further, either through correspondence or through a special fact-finding group, to secure the additional information necessary to reach a decision

If the committee votes to sustain the complaint, it must then determine whether the critical incident(s) influenced the content of the Peer Review Report. If the incident is determined to have influenced the Peer Review Report, the committee voids the site visit. Another site visit will be conducted at the expense of the NAEYC Accreditation of Early Childhood Higher Education Programs system. If it is determined that the incident did not influence the Peer Review Report, the Commission proceeds with its decision on program compliance with accreditation standards. The Commission may not move to an accreditation decision until it has reached a disposition on the complaint. The

disposition of the complaint is communicated in writing to the primary contact of the host institution and to all members of the Peer Review Team that conducted the site visit.

Complaints Against a Commissioner(s)

Complaints concerning the conduct of a Commissioner may be made and transmitted in any manner by any person to the NAEYC Governing Board President or the NAEYC Chief Executive Officer and the General Counsel. The Governing Board President and Chief Executive Officer, in conjunction with the General Counsel, will address all reported concerns or complaints regarding illegal and inappropriate conduct pertaining to policy violations. The Senior Director of Human Resources will immediately notify the CEO of any such complaint, and the CEO will work with the General Counsel until the matter is resolved. The General Counsel will notify the Audit Committee of any such matters.

Under the Governing Board Policies, for each complaint involving an alleged violation of the NAEYC Code of Ethics that the Audit committee determines is potentially actionable, such determination will be brought to the Governing Board to determine whether the Commission member should be removed from his or her position.

The Complainant will be notified when a resolution of the complaint has been determined.

Complaints Against Staff

Complaints against staff should be sent to the NAEYC Director of Human Resources. This person will notify the complainant within 30 days of the intention to:

- Deny the complaint
- Sustain the complaint. In this case complaints against NAEYC employees that are found to have merit will be handled in accordance with the relevant policies contained in the NAEYC Employee Handbook.
- Pursue the matter further, either through correspondence or through a special fact-finding group, to secure the additional information necessary to reach a decision

The Complainant will be notified when a resolution of the complaint has been determined.

Extension Policies

For a Site Visit

When a program has submitted its Self-Study Report and accompanying fee it will receive confirmation from NAEYC staff that the report is complete and NAEYC is ready to schedule a site visit. At that time, if the program requires a delay in hosting the visit, the program can submit a written request to NAEYC staff to delay its site visit to the semester after the date proposed by NAEYC. Decisions will be made on a case-by-case basis—by staff, in the case of a program preparing for its first accreditation site visit, or by the Executive Committee of the Commission, in the case of renewal site visits. In either case, a program may be required to submit an updated Self-Study Report closer to the time of the visit should a year or more elapse between submission of the Self-Study Report and the site visit. If an accredited program receives an extension on hosting a renewal site visit, its current accreditation period is extended to accommodate this additional time.

For an Annual Report

An accredited program submits Annual Reports each year of its accreditation term as part of the requirements for maintaining accreditation. Should a program require an extension for submitting an Annual Report, it must submit a written request to NAEYC staff (at least three months prior to the report due date, unless there are extenuating circumstances) and clearly state the reason for the extension and an explanation as to how the extension will enable the program to address the underlying circumstance. The Executive Committee of the Commission will review the request

and decide whether to grant the extension. Decisions will be made on a case-by-case basis. Only six-month extension terms will be granted. Should a program not meet the extended deadline, it may be placed on Administrative Probation. A program may receive an extension for submitting its Annual Report only twice during its accreditation period.

For an Annual Fee

An accredited program submits an annual fee each year of its accreditation term as part of the requirements for maintaining accreditation. Should a program require an extension in submitting an annual fee, it must submit a written request to NAEYC staff (at least three months prior to the report due date, unless there are extenuating circumstances) and clearly state the reason for the extension and an explanation as to how the extension will enable the program to address the underlying circumstance. The Executive Committee of the Commission will review the request and decide whether to grant the extension. Decisions will be made on a case-by-case basis. Only six-month extension terms will be granted. Should a program not meet the extended deadline, it may be placed on Administrative Probation. A program may receive an extension for paying its annual fee only twice during its accreditation period.

For a Renewal Self-Study Report

Should a program require an extension for its renewal Self-Study Report, it must submit a written request to NAEYC staff (at least three months prior to the report due date, unless there are extenuating circumstances) and clearly state the reason for the extension and explain how the extension will enable the program to address the underlying circumstance. The Executive Committee of the Commission will review the request and decide whether to grant the extension. Decisions will be made on a case-by-case basis. Extensions may only be granted for six-month terms. If a program should need additional time, it must submit another extension request. A maximum of two extension requests will be considered before a program is placed on probation. If a program receives an extension for submitting a Renewal Self-Study Report, its current accreditation period will be extended to accommodate this additional time.

Adding a Program During the Accreditation Period

An institution with one or more accredited programs may choose to seek accreditation for additional programs during the accreditation period and prior to the next scheduled renewal Self-Study Report submission. The additional programs must meet the following requirements:

- Each additional program submitted for review meets the Accreditation Eligibility Requirements
- Each additional program submitted for review is at the same degree level as the currently accredited program(s) at the institution
- Each additional program shares the same set of Key Assessments as the already accredited program(s)
- Each additional program's field experiences meet the requirements of Standard 7

The application for adding an additional program can be found in the online resource library. Requests to add a program must come within three years of the accredited program's most recent accreditation decision. In the application, the program must respond to a subset of the Accreditation Criteria, and if the program has indicated, through Annual Reports, that it has revised or created new Key Assessments, those Key Assessments must be submitted with the application. The Commission will consider requests to add a program at its meetings. In some cases, the Commission may request a virtual site visit with the program to better understand the context of the program. Should the new program be granted accreditation, it will follow the already accredited program's accreditation cycle. If the Commission approves the accreditation of the additional program, the institution will pay the annual fee at the multiple programs rate, if it was not already doing so.

An institution seeking to add a program after the first three years of its accreditation period, should submit the additional program in its renewal Self-Study report.

Withdrawal Policies

Withdrawing from the First-Time Accreditation Process

A program seeking accreditation may voluntarily withdraw from the accreditation process at any time when it requests withdrawal in a letter to NAEYC signed by a senior-level administrator (dean or above) of the program. The program may reapply for accreditation at a later time without prejudice by submitting a new application for accreditation eligibility and an application fee.

Accredited Programs Withdrawing from the Accreditation System

An accredited program may voluntarily withdraw from the accreditation system at any time when it requests withdrawal in a letter to NAEYC signed by a senior-level administrator (dean or above) of the program. An accredited program that voluntarily withdraws will be removed from the public list of accredited programs. The program may reapply for accreditation at a later time without prejudice by submitting a new Application for Accreditation Eligibility and an application fee.

Consultant Policy

The NAEYC Accreditation of Early Childhood Higher Education Programs system does not offer direct consulting services to a program seeking or maintaining accreditation. There are multiple training opportunities for a program, though, offered through the system (see page 38 for Professional Development Resources for Programs) that provide guidance on the policies, processes and expectations regarding program alignment with the NAEYC Professional Preparation Standards.

A program seeking direct consulting services to achieve or maintain accreditation or an individual serving as a consultant should abide by the following:

- An individual serving on the Commission on the Accreditation of Early Childhood Higher Education Programs or the NAEYC Governing Board may not serve as a consultant to the program during her term of office.
- Any individual serving as a consultant to a program may not serve on the Peer Review Team for that program or serve in any accreditation decision-making role for that program.
- An individual may not serve as a consultant to a program for which she has served on the Peer Review Team until that program has received the accreditation decision associated with that site visit.
- A consultant draws upon her professional knowledge and experiences to provide guidance to a program she consults for; her guidance does not represent NAEYC Accreditation of Early Childhood Higher Education Programs official policies
- A consultant should obtain all relevant accreditation documents (such as Self-Study Reports, Annual Reports, Response to Conditions, etc.) from the program it is consulting. NAEYC will not provide these documents to the consultant.
- A consultants and the program may access publically available content on the NAEYC website, materials available in the accreditation online resource library (if the consultant and the program have log-in privileges) and materials used in NAEYC trainings that the program attended.
- Use of a consultant does not guarantee achievement of accreditation.
- Any arrangements regarding consultant fees and travel are between the consultant and the program.

Professional Development Resources for Programs

Programs are encouraged to take advantage of the many resources available to support them in the accreditation process.

Staff Contacts

Contact NAEYC Staff with questions via email at higherred@naeyc.org

NAEYC Website (www.naeyc.org)

Visit www.naeyc.org/highered to access resources on higher education accreditation. This site is updated periodically as resources are revised and new resources made available.

NAEYC Webinars

Periodically, NAEYC offers free webinars to support programs in Self-Study, preparing Annual Reports, and responding to conditions.

Online Resource Library for Programs

This online community contains additional resources for programs that have been deemed eligible to begin Self-Study or are maintaining accreditation. The instructions for accessing this community are sent via email to the Primary and Secondary Contacts designated by the institution.

NAEYC Conference Workshops

Full-day self-study workshops on the accreditation process are typically offered twice a year, as pre-conference sessions prior to the NAEYC Annual Conference (generally held in November) and the NAEYC Professional Learning Institute (generally held in June). Registration information will be available on the NAEYC website.

Individualized Trainings

NAEYC offers half-day and day-long trainings for a fee to programs seeking or renewing accreditation. These trainings are usually presented to state cohorts of programs. Shorter customized trainings may be available via technology. Contact NAEYC at higherred@naeyc.org to inquire about hosting a training.

Glossary

Accreditation terms used throughout the NAEYC Accreditation of Early Childhood Higher Education Programs system

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| AACC | American Association of Community Colleges, founded in 1920 and representing the approximately 1200 community colleges in the United States. http://www.aacc.nche.edu/ |
| ACCESS | Associate Degree Early Childhood Teacher Educators, founded in the early 1980s and representing the faculty in early childhood associate degree programs in the United States. http://www.accesscece.org/ |
| Accreditation | A voluntary, non-governmental system of evaluation used to protect the public interest and to verify the quality of service provided by academic programs and institutions. |
| Accreditation Action | Any decision made by an accreditation agency affecting the accreditation (or determination of accreditation) of a program. In this accreditation system possible actions include: 1) approving eligibility after program application, 2) granting candidacy after submission of Self-Study Report, and 3) making an accreditation decision |
| Accreditation Criteria | Accreditation Criteria identify elements of the program context and are used to better understand the program's unique state and community context, the institution and program mission and goals, the program's conceptual framework and design, the characteristics of candidates and faculty, and the institutional structure. The Accreditation Criteria provide insight to peer reviewers and the Commission as to the choices the program makes in integrating the NAEYC Professional Preparation Standards into its curriculum and Key Assessments. Peer reviewers and the Commission also look to the Accreditation Criteria to understand the program's capacity to address identified gaps in its program's alignment to the NAEYC Professional Preparation Standards. |
| Accreditation Decision | Accreditation decisions are made by the Commission related to the accreditation status of a program. The Commission typically makes these decisions following the submission of the program Self-Study Report, the submission of the Peer Review Report, the submission of any Written Response to the Peer Review Report, the submission of the Annual Report, or the submission of evidence that an accredited program no longer meets Accreditation Eligibility Requirements, NAEYC Professional Preparation Standards, or NAEYC accreditation policies. |
| Accreditation Decision Report | The official document sent to the program's primary contact and its chief officer as identified in writing by the institution, conveying the accreditation agency's accreditation decision following a comprehensive or focused review of a program seeking first-time or renewal accreditation. This report from the Commission describes the accreditation decision, based on a review of the program Self-Study Report, Peer Review Report, and Written Response to the Peer Review Report and followed by deliberation. It may include conditions (improvements required to maintain accreditation) and recommendations (suggestions that confirm or add to the program's ongoing improvement plans). |
| Adverse Decision | The three adverse accreditation decisions include Not Accredited, Accreditation Expired and Accreditation Revoked. |
| Accreditation Eligibility Requirements | Accreditation Eligibility Requirements are objective, baseline criteria that programs must meet in order to pursue accreditation. These requirements affirm that the institution in which the program is housed is in good standing, that the program meets a threshold regarding early childhood content and that faculty have early childhood academic credentials. |

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| Annual Report | A report submitted every year by an already accredited program for the duration of its accreditation term for the purpose of demonstrating continued compliance with accreditation standards, Accreditation Eligibility Requirements and accreditation policies. The program also shares major developments and illustrates ongoing program improvements. If a program is Accredited with Conditions, then this report must address the conditions in the timeframe specified in the Accreditation Decision Report in order to maintain accreditation. |
| Appeal | The right and process for reconsideration available to a program after an adverse accreditation decision. |
| Articulation | Efforts to design degree programs at different levels so that they fit together, or articulate, to facilitate candidate transfer with minimal loss of credits. |
| Assessment | In the NAEYC Professional Preparation Standards the term “assessment” refers primarily to the methods through which early childhood professionals gain understanding of children’s development and learning. Systematic observations and other informal and formal assessments enable candidates to appreciate children’s unique qualities, to develop appropriate goals, and to plan, implement, and evaluate effective curriculum. (See Standard 3) Secondly, assessment here refers to the formal and informal assessments of adult candidates required for degree completion. In higher education accreditation systems, certain assessments are identified as Key Assessments and provide evidence that the degree program and its graduates meet the NAEYC Professional Preparation Standards. |
| Associate Degree | <p>The associate degree is a widely recognized college diploma. It consists of a coherent and sequenced set of courses, defined outcomes, and evaluations of candidate performance on assignments related to the degree outcomes. It includes foundational general education courses in the arts, humanities, mathematics, sciences and social sciences. If designed for specialized career/workforce entry, it will also include courses in a specialized discipline.</p> <p>Guidance in the <i>AACC Board Statement on the Associate Degree</i> suggests that an associate in arts (AA) be three fourths general education; an Associate in Science (AS) be one half general education; and associate in applied science (AAS) include one third general education coursework. Although the AAS is designed to lead directly to employment in a specific career, it should be “designed to recognize the dual possibility” of career entry and continued higher education. In many states these titles are used differently and new titles are being developed.</p> <p>In this accreditation system, the phrase associate degree program refers to a specific associate degree plan, program or course of study with a specific title, course list and other graduation requirements.</p> |
| ASPA | Association of Specialized and Professional Accreditors - a national, non-profit organization providing a collaborative forum and a collective voice for U.S. accreditation agencies that assess the quality of specialized and professional higher education programs and schools. ASPA represents its members on issues of educational quality facing institutions of higher education, governments, candidates, and the public. ASPA also advances the knowledge, skills, good practices, and ethical commitments of accreditors, and communicates the value of accreditation as a means of enhancing educational quality. http://www.aspa-usa.org/ |

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| Baccalaureate Degree | <p>The baccalaureate degree is a widely recognized college diploma. It consists of a coherent and sequenced set of courses, defined outcomes, and evaluations of candidate performance on assignments related to the degree outcomes. It includes foundational general education courses in the arts, humanities, mathematics, sciences and social sciences. If designed for specialized career/workforce entry, it will also include courses in a specialized discipline.</p> <p>In this accreditation system, the phrase baccalaureate degree program refers to a specific baccalaureate degree plan, program or course of study with a specific title, course list and other graduation requirements.</p> |
| Candidacy (Programs) | The status granted to a program that has been approved as eligible for accreditation and has submitted a first-time Self-Study Report. A program in Candidacy may move forward to a site visit. |
| Candidates (Students) | Refers to college students who are candidates for completion in early childhood professional preparation programs. In some cases, these candidates are also candidates for professional licensure or certification |
| CHEA | Council for Higher Education Accreditation (CHEA), a private, nonprofit national organization that coordinates accreditation activity and recognizes regional, institutional, and professional accrediting agencies in the United States. NAEYC is currently seeking CHEA recognition. http://www.chea.org/ |
| Children | Used throughout the standards to refer to the young children in early learning programs, family child care homes, and other early childhood settings. In this document, child/children refers to young children in the period of early childhood development, from birth through approximately age 8. |
| Clinical Practice | See “Field Experiences” |
| Commission | Refers to the Commission on the Accreditation of Early Childhood Higher Education Programs. This body sets the standards and policies for the accreditation system and makes decisions with regard to the accreditation of early childhood degree programs. |
| Community College | Part of the postsecondary education system, offering certificate and undergraduate degree programs, preparation for career entry and college transfer. Community colleges also offer non-credit programs including workforce training, English as a second language, GED, and community enrichment programs. Most are open access and offer comprehensive candidate support services. (See AACC American Association of Community Colleges) |
| Compliance | The extent to which a program or institution conforms and adheres to accreditation standards and policies. |
| Conflict of Interest | Any personal, financial, or professional interest that might create a conflict with an external evaluator, reviewer, or member of a decision-making body's ability to fairly and objectively carry out accreditation responsibilities. |
| CAEP | Council for the Accreditation of Educator Preparation (CAEP), formed from the merger of the National Council for Accreditation of Teacher Education and the Teacher Education Accreditation Council. CAEP accredits schools, colleges, and departments of education (known as education preparation providers) that offer baccalaureate and graduate degree programs leading to initial or advanced teacher licensure. http://www.caepnet.org/ |

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| Culture | Includes ethnicity, racial identity, economic class, family structure, language, and religious and political beliefs that profoundly influence each child's development and relationship to the world. |
| Developmentally Appropriate Practice | Refers to the NAEYC position statement first developed in 1985 and revised in 2009. The term developmentally appropriate practice, or DAP for short, refers to a framework of principles and guidelines for practice that promotes young children's optimal learning and development. DAP is a way of framing a teacher's intentional decision making. It begins with three core considerations: 1) what is known about age-related characteristics of child development and learning, 2) what is known about the child as an individual; and 3) what is known about the social and cultural contexts in which the child lives. DAP is a way of framing differentiation for teachers of young children from birth through age 8. |
| Early Childhood | The period in human development that begins at birth and ends at approximately 8 years old. |
| ECADA | Early Childhood Associate Degree Accreditation (ECADA) is the original name of NAEYC's higher education accreditation system (now called NAEYC Accreditation of Early Childhood Higher Education Programs). |
| Evidence | Documents submitted with program or Peer Review Reports, notes from site visit interviews, examples that substantiate a claim. Both the program and the Peer Review Team should be able to substantiate narratives with evidence. |
| Executive Committee | This is a three-person committee within the Commission comprised of the chair, chair-elect and an additional Commissioner. The Executive Committee conducts business on behalf of the Commission such as granting extensions and overseeing complaints against programs and peer reviewers. The Executive Committee cannot make accreditation decisions; only the Commission can make accreditation decisions. |
| Faculty | Each reference to faculty includes full-time, part-time, and adjunct faculty. |
| Field Experiences | Includes informal and formal opportunities for field observations, field work, practica, student teaching and other clinical practice experiences such as home visiting. A planned sequence of these experiences supports candidate development of understanding, competence and dispositions in a specialized area of practice. |
| First-time Accreditation | Accreditation that has been granted to a program or institution being accredited for the first time. |
| Focus Report | A program Accredited with Probation may be asked to complete a Focus Report to address specific areas of concern as outlined in a decision document. (See "Special Report"). |
| Higher Education Act (HEA) | This federal legislation outlines requirements for institutions of higher education and higher education accrediting agencies. http://www.ed.gov/admins/finaid/accred/index.html |

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| Inclusion and Diversity | Not a separate standard, but is integrated into each standard. The phrase “each child” or “all children” is used to emphasize that every standard is meant to include all children: children with developmental delays or disabilities, children who are gifted and talented, children whose families are culturally and linguistically diverse, children from diverse socioeconomic groups, and other children with individual learning preferences, strengths and needs. Family and child diversity includes race, ethnicity, language, culture, socioeconomic status, immigrant status, special needs, and learner characteristics. These are highlighted in NAEYC’s core considerations for making decisions about Developmentally Appropriate Practice. |
| Institutional Accreditation | The evaluation and accreditation of an institution as a whole (e.g., a school, college or university), usually by a regional accreditor. |
| Learning Opportunities | Learning Opportunities address the many ways in which the program helps candidates know, understand, and apply the NAEYC Professional Preparation Standards. Learning Opportunities are more than the Key Assessments that a program uses. They include classroom discussions, guest speakers, group projects, textbook/journal/periodical readings, reflections, etc. |
| NAEYC Professional Preparation Standards | This refers to the NAEYC <i>Standards for Initial and Advanced Early Childhood Professional Preparation for Use by Associate, Baccalaureate, and Graduate Degree Programs</i> . The standards describe what well-prepared early childhood program graduates should know and be able to do. These are the standards by which programs are evaluated in the NAEYC Accreditation of Early Childhood Higher Education Programs system. The standards are created through a consensus process that calls for input from educators, candidates, practitioners, regulators and the general public. (also see “Standards”) |
| NACCTEP | National Association of Community College Teacher Education Programs (NACCTEP) is dedicated to supporting the community college role in recruiting, preparing and retaining Pre K-12 teachers.” http://www.nacctep.org/ |
| Peer Review | A process for external evaluation of the quality of a program or institution using one’s equals from the same profession to ensure that it meets accreditation Standards. The team conducting the review is called the Peer Review Team. |
| Peer Review Team | Conducts site visits to programs undergoing first-time and renewal accreditation. The Peer Review Team is typically comprised of two to three individuals who have expertise in the preparation of early childhood professionals. |
| Probation | Status granted by an accreditation agency to an accredited program or institution that is determined to be in non-compliance with one or more standards, Accreditation Eligibility Requirements or accreditation policies. Probation is not an adverse accreditation action; however, adverse accreditation action (withdrawal or denial of accreditation status) will be taken if a program or institution fails to come into compliance within the period specified by the agency. |
| Program | A degree that has a cohesive and distinct set of degree completion requirements, with the full degree name (e.g. Associate of Applied Science in Early Childhood Education, Bachelors of Arts in Early Childhood Education, etc.) shown consistently on the transcripts of its graduates, and the institution’s electronic and print publications. A program may choose to have an option, track, or similar designation implying specialization within the program (e.g. Associate of Applied Science in Early Childhood Education – Infant Toddler option, etc.) reviewed as a separate program. |

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| Public Member | A member of an accreditation agency who is appointed from the public at large to represent the public interest. This person is not employed in the early childhood education profession. |
| Recommendations | Suggested improvements included in the Accreditation Decision Report to be considered in the program's ongoing improvement plans. |
| Regional Accreditor | An agency that accredits institutions of higher education. In the United States, the regional agencies (Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Commission on Colleges and Universities, Southern Association of Colleges and Schools, and Western Association of Schools and College) accredit institutions in specific geographic areas. |
| Rubric | A rubric is an evaluation tool used to assess student learning. For purposes of NAEYC accreditation, the rubric is part of each Key Assessments that a program submits in its Self-Study Report. |
| Self-Study Report | A document prepared by a program as part of the comprehensive review process. This document describes the program; discusses how it meets the standards; analyzes its strengths, weaknesses, and challenges; and sets forth the program's plans and goals for future development and continued compliance with the standards. |
| Specialized Accreditor | An agency that accredits post-secondary professional and occupational-education programs or schools, such as medical schools, engineering schools, teacher-education programs and health-profession programs. |
| Standards | Accreditation standards establish minimum levels of quality on which evaluations and accreditation decisions must be based. |
| Substantive Change | Significant modification, expansion or contraction in the nature or scope of an accredited program or institution, including mission, organization, curricular delivery, enrollment, leadership, etc. |
| Technology | This is not a separate standard, but is woven throughout the standards. Early childhood professionals understand technology and media as important influences on children's development. They use technology as one way to communicate with families and share children's work, while recognizing the importance of using other communication methods for families with limited internet access. Similarly, they use technology in child assessment and as a professional resource with colleagues and for their own professional development. |
| Young Children | Refers to children in the developmental period known as early childhood. Although developmental periods do not rigidly correspond to chronological age, early childhood is generally defined as including all children from birth through age 8. |

Appendix A: ASPA Code of Good Practice

ASPA - Member Code of Good Practice

The ASPA-Member Code of Good Practice is oriented toward the work of accrediting organizations as a guide in establishing the principles on which relationships with programs and institutions should be based. ASPA Members endorse these principles.

An accrediting organization holding full membership in the Association of Specialized and Professional Accreditors:

Promotes the development of educational quality:

- a. Focuses accreditation reviews on the development of student knowledge and competence in light of specific institutional and programmatic missions, goals, objectives, and contexts.
- b. Conducts reviews in a spirit that recognizes that teaching and learning are the primary purposes of institutions/programs.
- c. Places educational quality in accreditation reviews above special interests, politics or educational delivery models.

Exhibits integrity and professionalism in the conduct of its operations:

- d. Maintains autonomy and integrity in governance and operations through appropriate relationships and practices.
- e. Creates, documents and implements scope of authority, policies, and procedures to ensure objective decision making under a rule of law framework that includes attention to due process, systems of checks and balances, conflict of interest, confidentiality, expedient response to appeals and complaints and consistent application of standards.
- f. Develops, reviews and revises standards and accreditation procedures with the participation of communities of interest.
- g. Maintains sufficient financial, personnel, and other resources to carry out its operations effectively, while ensuring efficient and cost-effective accreditation processes for institutions/programs.
- h. Cooperates with other accrediting organizations as appropriate to avoid conflicting standards and to minimize duplication of effort by the institution/program.
- i. Provides thoughtful analyses to assist institutions/programs to find their own approaches and solutions, making a clear distinction between requirements for accreditation and recommendations for improvement.
- j. Provides accurate, clear, and timely information in a professional manner to the higher education community, to the professions, and to the public about standards and procedures for accreditation and the accreditation status of institutions/programs.
- k. Maintains a thorough and effective orientation, training, and professional development program for all accreditation personnel.
- l. Ensures that site teams have the appropriate expertise and experience for each specific review.
- m. Conducts evaluations of the accreditation process with institutions/programs that have experienced the accreditation process.
- n. Encourages institutions/programs to provide public information that is appropriate to their specific communities of interest.

Respects and promotes institutional independence and freedom in academic decision making:

- o.** Encourages institutional independence and freedom to make academic decisions in light of the commitment to mutual accountability implied by participation in accreditation.
- p.** Applies standards and procedures that respect the rights and responsibilities of institutions/programs to identify, designate and control their respective: missions and goals; educational and philosophical principles and methodologies; content; agendas and areas of study pursued through scholarship, research, and policy developments; administrative structures and staffing configurations; and methodologies and timing of tests, evaluations and assessments.
- q.** Has standards and review procedures that allow for experimentation, encourage innovation, and promote thoughtful change that meets the needs and conditions in the profession and the communities served.

Code of Good Practice apr 2013

Original adopted by membership March 21, 1995



Appendix B: Conflict of Interest, Confidentiality, Code of Conduct and Intellectual Property

NAEYC Early Childhood Higher Education Accreditation System Conflict of Interest, Confidentiality and Code of Conduct Agreement

The integrity of the NAEYC Early Childhood Higher Education Accreditation system depends in part upon the conduct of the peer reviewers who conduct site visits and the Commissioners who make accreditation decisions. In signing this agreement, peer reviewers and Commissioners agree to avoid conflicts of interest and preserve confidentiality as part of our responsibility to the colleges and public that we serve. Peer reviewers and Commissioners are expected to read, understand, and agree to adhere to all the policies set forth in this document.

A. Conflicts of Interest

Peer reviewers and Commissioners agree to conduct themselves in a manner which seeks to avoid a conflict of interest or any appearance of a conflict of interest. Peer reviewer and Commissioner conflicts of interest may include, but are not limited to: residing or working in the same state as the institution under review; being a current or pending employee, student or consultant to the institution under review; being a former employee, student or consultant to the institution under review (within the past 10 years); having family members at the institution under review; having a personal relationship with the faculty at the program under review; or having applied for a position at the program under review. Commissioner conflicts of interest may also include serving on the review team for the program under review.

If a Peer Reviewer or Commissioner is uncertain about whether a conflict of interest exists, the individual will describe in the situation in writing to staff. Staff, on behalf of the Commission, will review the written statement, and issue a ruling as to whether the matter in question creates a real or perceived conflict of interest.

B. Confidentiality

Peer reviewers and Commissioners agree to keep confidential any and all information from or about the program they are asked to review. They will not share information obtained through documents, interviews, or discussions related to the peer review site visit or accreditation decision. All the content of discussions, interpretations and analyses will be kept confidential. Peer reviewers and Commissioners will not discuss specific information about the program reviewed or the institution visited with anyone other than team members and staff. They will not keep or share documents obtained during the review process. Notes made about the program before, during or after the visit will only be kept for the purpose of clarifying the Peer Review Report or the Commission Decision Report. All hardcopy or electronic notes and correspondence must be destroyed/deleted after the report is complete.

C. Code of Conduct

NAEYC Commission on Early Childhood Higher Education Accreditation policy incorporates best practices as described by the U.S. Department of Education Recognition Criteria, the Council on Higher Education Accreditation (CHEA), and the Association of Specialized & Professional Accreditors (ASPA). Peer reviewers and Commissioners agree to abide by standards of personal conduct that help the team conduct a well-informed and competent review. Peer Reviewers and Commissioners do this by participating in training, preparing for site visits or Commission meetings, reviewing all report materials, assessing information critically and fairly, and conducting themselves in a professional, objective, fair manner at all times.

Peer reviewers and Commissioners may not:

- solicit consultation arrangements with institutions preparing for accreditation visits;

- advertise their status as Commissioners or Peer reviewers for the purpose of building a consulting clientele;
- accept a consulting arrangement at an institution for which the member served as a Peer Reviewer or on the Commission for at least two years following the accreditation decision;
- claim or imply representation of NAEYC or the Commission on Early Childhood Higher Education Accreditation in any private consulting or training business. All accreditation consultation and training is arranged through the national office. Any fees or honoraria are paid to NAEYC. Any accreditation consultants or trainers are trained and assigned by the national office.

Peer reviewers and Commissioners agree to keep their focus within the scope of published Accreditation Criteria, standards and indicators of strength.

Peer reviewers and Commissioners will not allow any personal preferences or biases to impact the program review. Each program will be considered in its own context.

Peer reviewers will not request or accept any compensation whatsoever or any gifts of substance from the institution being reviewed or anyone affiliated with the institution. (Gifts of substance would include briefcases, tickets to athletic or entertainment events. . .)

- If the giving of small tokens is important to an institution's culture, Peer Reviewers may accept these tokens from the institution. (Tokens might include, for example, coffee mugs, key chains, tee shirts, etc.)
- If unsure, the Peer Reviewer should err on the side of declining gifts of any kind.

Peer reviewers will not expect elaborate hospitality during site visits. Institutions are not expected to arrange for dinner for teams, except for the Sunday night dinner with institutional representatives. It is appropriate for institutions to provide snacks and non-alcoholic beverages for teams as they conduct their work on campus and at their hotel. Where options for meals are limited, the peer reviewer team chair shall make arrangements in advance with the institution for team meals. Peer Reviewers shall abide by the guidelines set forth in the Travel Reimbursement Policy.

Peer reviewers will not state any opinion or make any prediction concerning action by the Commission that may result from the site visit to the institution.

D. Violations of the Conflict of Interest, Confidentiality and Code of Conduct Agreement

Alleged violations of the Conflict of Interest, Confidentiality and Code of Conduct Agreement shall immediately be brought to the attention of the Commission, which shall investigate the alleged violation and accept a written or verbal statement from the peer reviewer or commissioner involved. If the Commission determines that the individual has violated the Conflict of Interest, Confidentiality and Code of Conduct Agreement, it may sanction the offending individual through a verbal or written reprimand or prohibit that individual from being a member of any Peer Review Team or Commission in the future.

Appendix C: Accreditation Criteria

Accreditation Criteria identify elements of the program context and are used to better understand the program's unique state and community context, the institution and program mission and goals, the program's conceptual framework and design, the characteristics of candidates and faculty, and the institutional structure. The Accreditation Criteria provide insight to Peer reviewers and the Commission as to the choices the program makes in integrating the NAEYC Professional Preparation Standards into its curriculum and Key Assessments. Peer reviewers and the Commission also look to the Accreditation Criteria to understand the program's capacity to address identified gaps in its program's alignment to the NAEYC Professional Preparation Standards.

Criterion 1: Mission and Role

The early childhood degree program has established a clear identity and role in its community, as community is defined by the institution or program, and is responsive to stakeholders.

Rationale: Strong early childhood degree programs are closely connected with the community as they have defined it, and they respond to the growing need to prepare a workforce (educators, administrators, specialists, etc.) to serve young children and families. Stakeholders see the program as providing an important service.

Indicators of strength:

- The program has a clear sense of its mission and identity in meeting the needs of the community with which it identifies.
- The program is able to clearly identify the roles, settings, and age groups for which each degree program is preparing early childhood professionals along with the degree level of each program.
- Others outside the institution or program recognize and value the program's role.

Sources of evidence:

- 1) Report: a one- to two-page description of mission and program identity in relation to the community as it has been identified by the program.
- 2) Site Visit: Interviews with stakeholders as identified by the program.

Criterion 2: Conceptual framework

The early childhood degree program is based on a conceptual framework that is linked to the program's mission and values.

Rationale: Strong early childhood degree programs are more than a collection of courses. Strong programs gain coherence by developing, sharing, and implementing a clear, overarching mission and set of values.

Indicators of strength:

- The conceptual framework is linked to the degree program’s unique mission and goals (Criterion 1) and to the NAEYC standards. [Note: The program’s conceptual framework may be adapted from the conceptual framework of the larger educator preparation program (if applicable)]
- The conceptual framework is a living document: developed collaboratively; clearly written and presented; and recognized and used by program faculty, candidates, field placement supervisors, and other stakeholders.
- The conceptual framework supports the program’s commitment to diversity, equity, and inclusion and to preparing candidates to work in diverse, inclusive settings.

Sources of evidence:

1) Report:

- a one- to two-page summary of the program’s conceptual framework and how it has been developed and used.
- a one-page description of plans to address challenges and build on current strengths in this area.

2) Site Visit: Interviews with faculty, candidates, and other stakeholders.

Criterion 3: Program(s) of Study

The program of study is a coherent series of courses and field and clinical experiences that promote candidate learning in relation to the NAEYC Professional Preparation Standards.

Rationale: Strong early childhood programs are more than a collection of courses. The program of study has a logical, developmental progression and has sufficient depth and breadth of content to prepare candidates adequately to enter the field as professionals.

Indicators of strength:

- The program has a combination of courses and field and clinical experiences that prepares candidates to have a positive impact on the lives of young children and families.
- Program requirements and the sequence of courses reflect the program’s mission, role and conceptual framework.
- The program’s design is clearly influenced by the NAEYC Professional Preparation Standards
- If applicable, the program is designed to meet the needs of transfer and online candidates and satellite sites.

Sources of evidence:

1) Report:

- a one- to two-page summary of the program(s) of study and how it has been developed and used.
- the program(s) of study as published in the course catalog, including admission and graduation requirements, and concentrations or other degree program options. [Baccalaureate and graduate programs that have achieved national recognition through NAEYC’s partnership with the Council

for Accreditation of Educator Preparation (CAEP) may attach the document they provided in answer to Question 3 in Section I of the CAEP program report.]

- a catalog course list with brief course descriptions.
- a one-page description of plans to address challenges and build on current strengths in this area.

2) Site Visit: Interviews with administrators and faculty

Criterion 4: Quality of Teaching

The teaching strategies used by program faculty reflect the characteristics, instructional methods, and evaluation strategies that are likely to promote candidate learning in relation to the NAEYC Professional Preparation Standards. They reflect the current professional knowledge base and are responsive to the characteristics of the program's candidates.

Rationale: Today, we know a great deal about how to promote the learning of candidates in early childhood degree programs. Teaching-learning experiences in strong programs reflect that knowledge base and are responsive to the characteristics of the program's candidates.

Indicators of strength:

NOTE: Indicators should be evident whether faculty are full-time or part-time, and whether courses are offered in day or evening, in distance or other formats, on- or off-campus.

- The teaching-learning experiences offered in the degree program are consistent with the program's mission, role and conceptual framework and the NAEYC Professional Preparation Standards.
- The content of the program's teaching-learning processes reflects the early childhood field's current knowledge base derived from research on early development and education and other professional sources.
- Teaching reflects current research about the role of faculty as facilitators of candidate learning and about learner-centered education that uses a variety of methods and strategies.
- Candidate participation is frequently fostered and monitored, as appropriate, to the delivery (face-to-face, online, hybrid) of the program.
- Teaching reflects knowledge about and experiences with diverse populations of adults and is based on knowledge of cultural and individual adult approaches to learning.
- The program continuously evaluates the quality of its teaching-learning processes such as through peer review, self-reflection, reflective supervision, course evaluations, and other candidate feedback and uses the results, including candidate performance data from the program's assessments (not just Key Assessments), to improve the program and to promote all candidates' learning in relation to the NAEYC Professional Preparation Standards.

Sources of evidence:

1) Report:

- a one- to two-page summary of the program's quality of teaching.
- a one-page description of plans to address challenges and build on current strengths in this area.

- 2) Site Visit: Interviews with faculty and candidates; observations of classes that illustrate indicators of strength.

Criterion 5: Role in Supporting the Education Career Pathway

The program of study allows early childhood professionals to build on prior credentials and prepares them for future professional education opportunities in order to advance early childhood education and improve student learning.

Rationale: The professional preparation standards are relevant throughout an early childhood professional's educational studies, as individuals pursue education opportunities to advance their knowledge, serve young children in their learning environments, meet professional performance standards in the degree program, and achieve career aspirations. Successful programs consider ways to build on candidates' prior credentials and position them for seamless advancement in their educational studies through supporting transfer, articulation and collaboration across programs and institutions to sequence and reduce redundancy in content and requirements.

Indicators of strength:

- The program(s) reflects on the credentials with which candidates commonly enter the program and considers opportunities to avoid duplication and/or deepen coursework at a more advanced level of study.
- The program(s) identifies common educational steps its graduates take prior to entering and after completing the program and proactively addresses opportunities to streamline requirements, reduce redundancy, align coursework, etc. to create a seamless higher education pipeline for early childhood candidates and professionals
- The program(s) actively participates in partnerships with relevant high schools, community colleges, and/or four-year colleges and universities and graduate programs to support the recruitment and development of early childhood candidates through higher education pathways. (Examples might include dual enrollment agreements or articulation agreements).

Sources of evidence:

- 1) Report:
 - a one- to two-page summary of the program's participation in the professional pipeline. (Programs located within institutions that offer early childhood education degrees at multiple levels should consider how they address this criteria within their own institution as well as with institutions in or near their service area)
 - a one-page description of plans to address challenges and build on current strengths in this area.
- 2) Site Visit: Interviews with faculty; candidates; administrators; P-12 partners, and other educational partners when relevant. Review of articulation agreements, letters of support, and other documents that reflect partnerships and cross-institutional initiatives to provide a seamless early childhood higher education pipeline.

Criterion 6: Qualifications and Characteristics of Candidates

The program encourages enrollment of a diverse group of candidates who have potential to succeed as early childhood educators.

Rationale: Strong degree programs actively seek out and encourage candidates who will contribute to a future work force of diverse, well prepared early childhood professionals, as well as welcome candidates with many kinds of prior experiences.

Indicators of strength:

- The program actively encourages enrollment of candidates who demonstrate potential for success in the early childhood field as defined by faculty.
- The program actively encourages attention to recruitment, retention, and graduation of a diverse candidate population to meet its mission, goals, and community context.
- The program engages in efforts to ensure that candidates graduating are well qualified and prepared for the roles and settings described in Criterion 1.

Sources of evidence:

1) Report:

- a one- to two-page summary of qualifications and characteristics of candidates.
- a one-page description of plans to address challenges and build on current strengths in this area.

2) Site Visit: Interviews with faculty, stakeholders, and candidates as appropriate.

Criterion 7: Advising and Supporting Candidates

The program ensures that candidates are adequately advised and supported.

Rationale: Candidates need many kinds of assistance if they are to gain the competencies reflected in the NAEYC standards. Strong programs ensure that comprehensive services are available to all candidates, and that candidates' career goals are being met.

Indicators of strength:

- Advising and supports are designed around the needs and characteristics of the candidate population.
- The program ensures that all candidates have equitable access to a comprehensive support system including appropriate academic advisement, career counseling, financial aid information, academic support services, and other resources from admission to the completion of their education.
- On a regular basis, program faculty review the performance of candidates in relation to learning outcomes (including NAEYC standards) and provide candidates with advice and counseling regarding their progress and potential in the program and early childhood profession.

- The program has protocols in place for identifying and advising candidates whose behaviors, actions and/or performance related to the standards are not appropriate for working with young children.
- The program makes every effort to ensure that candidates complete their course of study in a way that recognizes and supports each candidate's goals and characteristics.

Sources of evidence:

- 1) Report:
 - a one- to two-page summary of how the program advises and supports candidates.
 - a one-page description of plans to address challenges and build on current strengths in this area.
- 2) Site Visit: Interviews with candidates, faculty, administrators and other campus staff as appropriate.

Criterion 8: Qualifications and Composition of Faculty

The program ensures that faculty members demonstrate the qualifications and characteristics needed to promote candidates' learning in relation to the NAEYC Professional Preparation Standards.

Rationale: Strong programs ensure that both full- and part-time faculty have the academic and practical expertise to guide candidates toward mastery of the competencies reflected in NAEYC's Professional Preparation Standards, and to serve as models and mentors for candidates.

Indicators of Strength

NOTE: Indicators apply to all faculty, whether temporary, part-time, or full-time.

- Faculty have experience in early childhood education or a closely related field. In addition, faculty teaching at the associate's and/or baccalaureate level have a graduate degree in early childhood education or a closely related field; faculty teaching at the graduate level have a doctoral degree in early childhood education or a closely related field;
- Faculty have academic qualifications appropriate to the courses they are assigned to teach.
- Faculty know about and implement the principles in NAEYC's Code of Ethical Conduct, including its Supplement for Early Childhood Adult Educators.
- The program uses a variety of strategies to recruit, hire, mentor, and retain a diverse faculty.
- The institution regularly evaluates faculty on their teaching, scholarship, and service.

Sources of evidence:

- 1) Report:
 - a one- to two-page description of strategies for recruitment, hiring, mentoring and retention of a diverse and qualified faculty.
 - a chart listing program faculty with brief description of qualifications (see example below). Baccalaureate and master's degree programs that have achieved national recognition through NAEYC's partnership with the Council for Accreditation of Educator Preparation may use the chart submitted with their most recent program report.

- a one-page description of how program is planning to address challenges and build on its current strengths in this area.

2) Site Visit: Interviews with program coordinator and faculty.

Criterion 9: Professional Responsibilities

Faculty responsibilities allow them to promote candidates' learning in relation to the NAEYC standards.

Rationale: Strong early childhood degree programs make sure that faculty assignments balance teaching, institutional and community service, and/or research and scholarly work (in whatever combination is consistent with the mission of the institution and program) in order to fulfill their job responsibilities and support the program in meeting its goals.

Indicators of Strength:

NOTE: Indicators apply to all faculty, whether hired on a temporary, part-time, or full-time basis.

- Work assignments accommodate faculty involvement in activities appropriate to their role in the program and important to their ability to support candidate learning. In addition to teaching and supervision, these may include curriculum development and evaluation; advising and mentoring; collaboration with families and other professionals; scholarly activities; and service to the institution, profession, and community.
- Faculty teaching responsibilities, including overloads and off-campus teaching, are mutually agreed upon and designed to allow faculty to engage effectively in activities appropriate to their role in the program and to their ability to promote candidate learning.
- The program regularly compares the full-time to part-time faculty ratio and faculty to candidate ratio with other programs in the institution to identify whether the program needs additional allocations for faculty.

Sources of evidence:

1) Report:

- a one- to two-page summary of how the program makes sure faculty assignments balance teaching, institutional and community service, and/or research and scholarly work.
- a one-page description of plans to address challenges and build on current strengths in this area

2) Site Visit: Interviews with faculty and administrators as needed.

Criterion 10: Professional Development

Faculty are provided with professional development that strengthens their ability to promote candidates' learning in relation to NAEYC standards.

Rationale: Early childhood education is a rapidly developing and changing field. Strong programs help faculty keep current and engaged in their profession, and they continuously assess faculty effectiveness, so that ultimately candidates may benefit.

Indicators of strength:

Note: Indicators apply to all faculty, whether hired on a temporary, part-time, or full-time basis.

- Faculty members stay current and engaged in the field. Depending on the institutional and program mission and the faculty member's individual role in the program, this may occur through a combination of active participation in professional organizations, conferences, scholarly activity, and/or service to the profession.
- Faculty members have opportunities to develop knowledge and collaborative relationships with professionals in other disciplines, such as health, speech and language, or special education.
- Opportunities are provided for faculty development, such as travel support, leave, in-service training, education visits, exchanges, and fellowships.
- Faculty members' performance is periodically reviewed and evaluated; the review uses multiple methods of evaluation, such as self-assessment and reflection, candidate evaluations, professional early childhood peer evaluations, and assessment by other individuals.
- Faculty supervisors support/recommend professional development opportunities for faculty based on program needs, faculty interests, the results of performance reviews (or professional growth plans) and evaluations, and faculty responsibilities (such as teaching online).

Sources of evidence:

1) Report:

- a one- to two-page summary of how program provides professional development and how it conducts and uses faculty evaluations.
- a one-page description of plans to address challenges and build on current strengths in this area.

2) Site Visit: Interviews with administrators and faculty

Criterion 11: Program Organization and Guidance

The program's organization and guidance are aligned to the mission and are participatory, placing the needs of candidates as its first priority.

Rationale: Strong programs function out of a clear sense of mission, seek the involvement of all stakeholders, and place the needs of candidates at the center of their operations.

Indicators of strength:

- The program sets goals and plans in conjunction with the college and program mission and in response to stakeholder and community needs.
- Faculty, including part-time faculty, are informed about and regularly participate in program decision-making.
- As appropriate to their role, faculty have opportunities to participate in college-wide decision-making.
- Candidates participate in evaluation of courses, faculty, field experiences, and the program.

- The program (including full- and part-time faculty and program administrators) regularly evaluates its impact on candidate learning and candidate and program outcomes such as year-to-year retention in the program, graduation rates, graduates' employment and education outcomes, graduates' and employers' satisfaction with the program, etc.
- With advisory council, faculty, and other stakeholder involvement, the program establishes strategic objectives to address candidate and stakeholder needs; incorporate new knowledge about the education of children and families, and enhance its performance.

Sources of evidence:

1) Report:

- a one- to two-page summary of key features of program organization and governance; strategies to engage faculty in program and institution-wide decision-making ; and strategies to engage faculty, candidates and other stakeholders in program development.
- a one-page description of plans to address challenges and build on current strengths in this area.

2) Site Visit: Interviews with stakeholders. Program should have available a summary of current strategic objectives and how they were developed.

Criterion 12: Program Resources

The program has sufficient resources to support its efforts to promote candidates' learning in relation to NAEYC standards.

Rationale: Appropriate learning materials, support staff, and budget resources are essential if strong programs are to meet candidates' learning needs.

Indicators of strength:

- Faculty and candidates have access to and use of appropriate instructional materials and technology to support candidates' success in relation to NAEYC standards, such as early childhood classroom materials, consumable supplies, **digital resources** and other media equipment, and computers.
- The institution's library/information technology center reflects a commitment to child development and early childhood education as reflected in the NAEYC standards. A sufficient number of current books, journals, periodicals, media, and other materials that reflect the diversity of philosophy in the field are available. Adequate library/information technology center resources may include study space for candidates; instructional and curriculum laboratories; media and data processing and technological equipment; and cooperative educational and research relationships with early childhood settings and practitioners.
- The program's budget reflects a level of support comparable to other programs at the institution or to similar early childhood programs elsewhere, and is adequate to allow the program to support candidates' learning in relation to the standards.
- Faculty have access to adequate institutional resources (such as institutional research offices, marketing communications offices, etc.), to allow them to meet their responsibilities in the program.

Sources of evidence:

- 1) Report:
 - a one- to two-page description of the program's budget and other resources. The program may include a chart comparing the support for the early childhood education program with support for comparable programs at the institution.
 - a one-page description of plans to address challenges and build on current strengths in this area.
- 2) Site Visit: Interviews with faculty and administrators. Review of additional materials related to program resources. Tours of relevant sites such as media center or curriculum lab, as needed and as suggested by the program.

Appendix D: Summary of NAEYC Professional Preparation Standards

Initial Standards

STANDARD ONE: PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understandings 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.

- 1a: Knowing and understanding young children's characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

STANDARD TWO: BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

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.

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in their children's development and learning

STANDARD THREE: OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

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.

- 3a: Understanding the goals, benefits, and uses of assessment
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child
- 3d: Knowing about assessment partnerships with families and with other professionals

STANDARD FOUR: USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES

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.

- 4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
- 4b: Knowing and understanding effective strategies and tools for early education
- 4c: Using a broad repertoire of developmentally appropriate teaching/learning practices

4d: Reflecting on their own practice to promote positive outcomes for each child.

STANDARD FIVE: USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

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.

5a: Understanding content knowledge and resources in academic disciplines

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

STANDARD SIX: BECOMING A PROFESSIONAL

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.

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for children and the profession

STANDARD SEVEN: EARLY CHILDHOOD FIELD EXPERIENCES

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, 3-5, 5-8) and in a variety of settings that offer early education (early school grades, early learning and 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 three main types of early education settings (early school grades, early learning and care centers and homes, Head Start programs)

Advanced Standards

STANDARD ONE: PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understandings 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.

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.

STANDARD TWO: BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

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.

- 2a: Knowing about and understanding diverse family and community characteristics
- 2b: Supporting and engaging families and communities through respectful, reciprocal relationships
- 2c: Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning

STANDARD THREE: OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

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.

- 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
- 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities
- 3d: Demonstrating ability to collaborate effectively to build assessment partnerships with families and with other professional colleagues to build effective learning environments

STANDARD FOUR: USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES

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.

- 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
- 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity
- 4d: Reflecting on their own practice to promote positive outcomes for each child.

STANDARD FIVE: USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

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.

- 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 their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful, challenging curricula for each child.

STANDARD SIX: GROWING AS A PROFESSIONAL

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.

- 6a: Demonstrating professional identification with and leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others, and have a positive influence on outcomes for children, families and the profession
- 6b: In-depth understanding and thoughtful application of NAEYC Code of Ethical Conduct and other professional guidelines relevant to their professional role
- 6c: Using professional resources, inquiry skills and research methods to engage in continuous collaborative learning and investigation relevant to practice and professional role
- 6d: Integrating knowledgeable, reflective, and critical perspectives on early education based upon mastery of relevant theory and research
- 6e: Engaging in informed advocacy for children and the profession, skillfully articulating and advocating for sound professional practices and public policies
- 6f: Demonstrating a high level of oral, written and technological communication skills with specialization for specific professional role(s) emphasized in the program

STANDARD SEVEN: EARLY CHILDHOOD FIELD EXPERIENCES

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, 3-5, 5-8) and in a variety of settings that offer early education (early school grades, early learning and 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 three main types of early education settings (early school grades, early learning and care centers and homes, Head Start programs)