

**NCATE  
Compliance with Specialty Guidelines**

**Professional Organization:** National Association for the Education of Young Children

**Institution Submitting Program:** Southern Connecticut State University (CT)

**Program:** Early Childhood Education

**Date of Review:** April 26, 2002

**Degree Level(s):** Initial Post-Baccalaureate

**GUIDELINES/COMPETENCIES NOT MET:**

4.2 – No evidence of program evaluation in courses listed.

5.7 – No evidence of advocacy in courses listed.

5.8 – No evidence presented for program administration guideline.

**PERCEIVED PROGRAM STRENGTHS:**

The program is well grounded in child development principles and concepts.

All domains of development are evident in the curriculum.

Integration of curricular areas and inclusion of developmentally appropriate approaches are strong.

Integration of issues related to family are strongly integrated into the program.

Assessment is integrated well throughout the program.

**PERCEIVED PROGRAM WEAKNESSES:**

2.1.3 – All areas are covered except for health, safety, and nutrition; SHE 203 is cited as evidence for this guideline, yet the course is an undergraduate course not listed in program requirements.

2.1.4 – Culturally valued content is not evidenced in curriculum courses.

2.4.2 – Attention to protective factors and resilience would strengthen this component.

2.4.3 – This guideline is partially met through SED 558/9; SHE 203 is cited as evidence, but the course is not listed as a program requirement.

**Southern Conn State University (CT)**

**Page Two**

**PERCEIVED PROGRAM WEAKNESSES (cont'd.):**

4.1.1 – Aspects of including the child in the self-assessment process are not addressed.

**OTHER COMMENTS:**

Some of the syllabi demonstrate a movement toward performance-based assessment. For example, the 534 course provides assessments for each objective. This format will be helpful in transitioning to the new NAEYC and NCATE standards.

An expanded philosophical statement could provide greater coherence of the program.

The field experiences are limited in the pre-student teaching courses. The program would be significantly strengthened if candidates were required to work more extensively with children of diverse ages and backgrounds over a longer period of time.

**NOTE to all institutions:** NAEYC and NCATE have developed new standards. They are no longer based on courses or on inputs. They are outcome driven. Please refer to the NAEYC website at [www.naeyc.org](http://www.naeyc.org) for details pertaining to the performance standards. All institutions will be required to meet these guidelines by 2005 and they will be required to provide evidence through reported data. We encourage all institutions to begin this process of data collection now in order to ensure meeting the new NAEYC and NCATE requirements.

**PROFESSIONAL ASSOCIATION'S RECOMMENDATION REGARDING COMPLIANCE OR NONCOMPLIANCE WITH THE SPECIALTY GUIDELINES** (i.e. has the institution adequately met the specialty guidelines?): YES

**Program(s) in Compliance:** Initial post-baccalaureate