Preparring teachers, leaders, and student services professionals who are…

Reflective Practitioners

to engage in…
evidence-based practice.

who can reflect on…
actions, performances, and practice

in the contexts of…
planning and preparation, learning environments, professional practice, and professional responsibilities
1. MISSION AND DEGREE

1.1 Describe how the program relates to UW-Stout's Mission and Goals.

The mission of the University of Wisconsin-Stout is a career focused, comprehensive polytechnic university where diverse students, faculty and staff integrate applied learning, scientific theory, humanistic understanding, creativity and research to solve real work problems, grow the economy and serve a global society.

UW-Stout Enduring Goals:
1. Offer high quality, challenging academic programs that influence and respond to a changing society.
2. Preserve and enhance our educational processes through the application of active learning principles.
3. Promote excellence in teaching, research, scholarship and service.
4. Recruit and retain a diverse university population.
5. Foster a collegial, trusting and tolerant campus climate.
6. Provide safe, accessible, effective, efficient and inviting physical facilities.
7. Provide responsive, efficient, and cost effective educational support programs and services.

The Early Childhood Education program at UW-Stout meets the mission of the university in many ways. Students in the program are actively engaged in learning through courses, micro clinicals, and their capstone student teaching experience. The recently revised Mission Statement, Philosophy, and Vision and Values clearly compliment the mission and goals of the University.

**Mission Statement**
The mission of the Early Childhood Program is to prepare early childhood professionals to support the developmental and educational needs of young children in our diverse and changing world. The program provides best instructional practice through applied experiences for candidates who are preparing to educate young children in the context of home, school and community.

**Philosophy**
The Early Childhood Education Program promotes the fundamental belief that the goal of early childhood is to prepare candidates to meet the developmental and educational needs of young children in a global community. To best prepare candidates to educate young children in the 21st century it is essential to infuse and model professional standards in teaching and learning.

**Vision and Values**
The Early Childhood Education program at UW-Stout prepares candidates who utilize evidence based practice and tools of technology to educate a diverse population of students by demonstrating the following UW Stout’s Early Childhood Tenets:

- Innovation
- Content knowledge
- Communication skills
- Problem solving skills
- Critical thinking
- Creative thinking
- Decision making
- Reflection
- Ethical practice
- Professionalism
These standards are embedded into the Early Childhood program through a tiered developmental sequence model. This sequence is delivered through a micro-clinical approach that incorporates theory with practice.

2. DESCRIPTION OF THE PROGRAM

2.1 Curriculum Design

There are three main areas of coursework that the ECE program is built around:

A) General education. The program includes 48-49 credits of general education curriculum.
B) Professional Core. 11 credits. This includes courses designed around Wisconsin Teacher Standards 1 through 10. Students progress through three benchmarks each of which provide an assessment of student progress and becomes a critical decision point of their knowledge, skill, and dispositions relative to becoming a licensed teacher in the State of Wisconsin.
C) Major Studies. 68 credits of coursework which concentrates of early childhood pedagogy and micro clinical experiences.

2.1.1 State the program objectives.

According to the Department of Public Instruction guidelines, graduates of the early childhood program will be able to:

1. Broaden student’s general knowledge, including the areas of communication, analytic reasoning, health/physical education, humanities and the arts, social and behavioral sciences, natural science and technology.
2. Add breadth and depth to student’s knowledge in child development and family studies.
3. To prepare students to teach and care of young children who are in Early Childhood (birth through age 8) and to effectively function in the workplace.
4. Prepare students for further academic work in areas for which the students of the Early Childhood Education Program have a sound foundation (e.g., early childhood family education and support, supervision, administration, curriculum and instruction, child development).
5. Develop a program that responds to identified societal needs and trends in Early Childhood (e.g., early childhood family education and support, children and families at risk, marketing and management programs in early childhood).

2.1.2 List the indicators that are monitored to determine the need for program revision, including but not limited to program enrollment, student retention or student graduation rates.

The program’s assessment system is consistent with School of Education (SOE) unit level assessment system. The program monitors student progress across three benchmarks, each of which measures student progress through multiple measures. The measures yield student knowledge, skill, and disposition data. The data provides insight into the program’s curriculum and its impact on student learning. Added insights are generated through the ETS (Educational Testing Service) Pre-Professional Skills Test (PPST 5710 Reading, 5720 Writing, and 5730 Math) and the ETS Praxis II (Elementary Education: Content Knowledge, test #0014).
Indicators also include course evaluations submitted by students, career services and placement records, and follow up studies of program graduates. Additionally, the program relies on the annual Assessment in the Major (AIM) report. Indicators include PPST scores, Praxis II Content exam, Educational Benchmarking Inventory (EBI) scores along with retention and benchmark measures. Also, closely monitored are program enrollment, student retention and student graduation rates.

The Early Childhood Education Program Advisory Committee and current cooperating teachers assist in making us aware of current trends and practices in the field. Additionally, faculty attend state and national meetings such as the National Association for the Education of Young children conference to keep abreast of current policies and practices.

2.1.3 What distance educational opportunities are provided in your program? Does the UWSA "Distance Education Standards for Academic and Student Support Services" apply to your program? If so, what evidence of educational effectiveness exists for these experiences? What does this evidence show?

Currently we do not provide distance delivery within the professional ECE component.

2.1.4 Give examples and explain the ways in which the program committee functions and contributes to the program.

The program advisory committee has been carefully selected to represent all facets of the early childhood community. Included are early childhood and university professors, a technical college instructor, current cooperating teachers, students currently in the program and a recent graduate. The program advisory committee meets two times per year. The program director calls the meeting and develops the meeting agenda along with input from program faculty.

At each meeting a status report is shared along with the AIM report. Input and advice is sought from all members. At the most recent meeting, the program advisory committee approved the proposed program revision which will now be taken through the university approval process.

2.1.5 UW-Stout “programs are presented through an approach to learning which involves combining theory, practice and experimentation” (Mission Statement). Briefly describe the components of your program where students participate in scholarly activity including research, scholarship, development and creative endeavor.

The Early Childhood Education program at the University of Wisconsin-Stout incorporates a Micro-Clinical Approach to pre-student teaching clinical experiences. The Micro-Clinical Approach’s basic philosophy is that a quality clinical program in teacher training should be based on the nature of the experiences rather than a set number of hours. The Micro-Clinical Approach provides a better opportunity to assess the performances of students in relationship to the Danielson framework and the 10 Wisconsin Teaching Standards which parallel the Interstate New Teacher Assessment and Support Consortium’s (INTASC) standards. Listed below is a summary of these experiences.
Downsville Elementary School Experience
Candidates completing *ECE-426 Advanced Classroom Management and Child Guidance* participate in a Morning Meeting micro-clinical in which candidates in small teams meet with a classroom to discuss planning for the daily morning meeting. Candidates observe the classroom teacher present a morning meeting lesson and then plan and teach the morning meeting to students over a two week period. Candidate goals for the micro-clinical include the following:

1) to give candidates the opportunity to teach the four components of the morning meeting in a regular early childhood classroom environment
2) to give candidates the opportunity to manage behaviors of students in a large group environment
3) to give candidates the opportunity to team plan with a classroom teacher
4) to give candidates the opportunity to reflect on their teaching and management skills
5) to give candidates the opportunity to consider how to develop a positive learning environment for students.

Downsville/Knapp Elementary School Experience
Candidates taking *ECE-410 Early Childhood Curriculum: Science* complete a science night project at an area elementary school. Candidates create a science investigation for students and parents. The science investigation has built in modifications to address the learning interests/needs of younger and older students. In addition to the investigation, candidates create parent information cards which provide information on how parents can recreate the investigation at home. Reflections with a focus on investigation strengths/weaknesses are submitted after the science night project is completed. Candidate goals for the micro-clinical include the following:

1) to demonstrate the ability to invite and engage students and parents in a science investigation
2) to demonstrate the ability to provide a science investigation that can have extensions to meet the learning interests/needs of younger and older students
3) to demonstrate the ability to provide a well written communication to parents
4) to demonstrate the ability to reflect on strengths and weaknesses of a science investigation participated in by students and parents.

Wakanda Elementary School Experience
Candidates enrolled in *ECE-410 Early Childhood Curriculum: Science* plan and teach a science mini-unit at Wakanda Elementary School in Menomonie, Wisconsin for a two week period. Candidate goals for the Science Micro-Clinical include the following:

1) to learn to develop lesson plans based on school district curricula
2) to learn to instruct and manage a large group environment
3) to learn to align goals/learner outcomes to planning and to assessing student outcomes
4) to learn to revise lesson plans based on student performances
5) to learn to develop an assessment system to evaluate individual learning for each student in a class
6) to learn to demonstrate professionalism in a school environment.

Candidates in the science micro-clinical receive science curriculum guides from classroom teachers for which they, as a small team, are to develop lesson plans and teach students in grades, K – 3. Candidates are required to reflect after each lesson to determine if plans for the next lesson are to be modified. Candidates also plan and carry out an assessment system for the purpose of determining how each student has achieved the goals/learner outcomes for the unit.
**Oaklawn Elementary School Experience**
For the past nine years early childhood education majors have participated in a math micro-clinical experience for eight weeks at Oaklawn Elementary School in Menomonie, Wisconsin as part of their ECE-411 Early Childhood Curriculum: Math course. Candidate goals for the micro-clinical include the following:

1) to learn how individual students learn, learn differently
2) to learn how to assess student performances
3) to make adjustments to learning/planning based on student performances
4) to learn how to demonstrate professionalism in a school environment.

Candidates in the micro-clinical administer math pre-test to students developed by classroom teachers and the university instructor. Tutoring plans are developed by candidates based on pre-test results. Classroom teachers and the university instructor give candidates feedback on their tutoring plans. At the end of the experience candidates create post-tests and consider post-test results along with student performances in the last few tutoring sessions to summarize gains and propose a plan for continued tutoring.

**Northwoods Elementary School Experience**
For the past six years, early childhood education majors have participated in a literacy micro-clinical experience which runs for six weeks at Northwoods Elementary School in Eau Claire, Wisconsin. Students participate in the after school program, Leaping into Literacy, as part of their ECE-413 Language Arts and Emergent Reading: Pre-K and K course. Candidate goals for the micro-clinical include the following:

1) to learn to develop lesson plans that enhance literacy with students
2) to develop teaching tools which augment the lesson and allow for hands-on experiences that enrich literacy
3) to reflect upon the lessons taught and make modifications for further learning.

Candidates in the micro-clinical experience conduct authentic assessment to identify the student’s individual strengths and areas of need. At the end of the experience candidates summarize the literacy journey of the student which includes specific literacy skills addressed, the results of the sessions and propose a plan for continual literacy work.

**Child and Family Study Center Preschool Experience**
Candidates completing ECE-307 Developmentally Appropriate Practice: Preschool participate weekly in a preschool classroom in the Child and Family Study Center. Candidates observe the classroom teacher present a variety of lessons and then plan, implement and evaluate lesson plans in curricular and developmental areas such as art, storytelling, mathematics, science, sensory, small manipulative development, and large motor development. Developmentally Appropriate Practice: Preschool has the following goals: (1) to team plan with a classroom teacher and teach lessons in an early childhood classroom, (2) to apply knowledge of specific appropriate practices contributing to the process approach to creative activities with preschool children, (3) to apply knowledge of specific prescribed standard practices that will ensure the health and safety of preschool children and early childhood professionals working with preschool children, and (4) to reflect on their teaching.

**Child and Family Study Center Infant/Toddler Experience**
Candidates taking ECE-303 Developmentally Appropriate Practices: Infants/Toddlers participate in a laboratory component that introduces candidates to the micro laboratory approach of applying theory to practice. Candidates are involved in the infant/toddler laboratory on a weekly basis for the full semester. They are provided the opportunity to observe the classroom teacher, interact with children, and plan and implement a lesson. Goals for the Infant/Toddler micro-clinical experience include: (1) to apply learned knowledge of infant/toddler development and guidance, (2) to synthesize course materials by writing a lesson plan for infants and toddlers in a group setting, and (3) to give candidates the opportunity to reflect on their teaching and management skills.
River Heights Elementary School Experience

Candidates completing ECE-364 Observing and Guiding Children: Early Childhood Programs spend 8 hours in a micro-clinical experience interacting with a classroom teacher and students at the K-3 level. River Heights has the highest percent of ethnic/cultural diversity in the Menomonee School District. Candidates focus their attention on the guidance strategies the teacher uses and how these affect classroom behaviors. They also learn what expectations are developmentally appropriate for the grade level of students they are placed with. Candidate goals for this micro-clinical experience include: (1) to observe how early childhood teachers communicate behavioral expectations to their students, (2) to apply knowledge of child development to guidance decisions in an early childhood classroom, (3) to identify and use positive guidance strategies for early childhood teachers, (4) to analyze an existing early childhood classroom’s physical lay-out and to make suggestions for change based on identified criteria, and (5) to use narrative and non-narrative methods for recording observations of children.

2.1.6 Does your program currently have an accreditation or certification agency that reviews the program? If so, which agency and to what extent do they influence the structure of the curriculum?

The ECE program is required to meet the Wisconsin Department of Public Instruction (W-DPI) teacher education standards and content guidelines outlined under Public Law 34 (PI34). Additional information relative to program certification can be obtained from the DPI through its web link at http://DPI.wi.gov/tepdl/qualedinit.html

Early Childhood Education licensure must meet the program guidelines as outlined in PI 34. It is required for each teacher education program to provide prospective teachers with experiences that allow them to meet these guidelines. These guidelines identify critical competencies that must be mastered by each program graduate prior to licensure. (PI 34 Program Report available through the program director or SOE). Additionally, in the Fall '09, the School of Education hosted an on-site evaluation for the national Council for the Accreditation of Teacher Education (NCATE) as evidence of SOE’s commitment to excellence.

2.2 Faculty/Academic Staff Expertise

2.2.1 List the key people in the curriculum. A key instructor is one who teaches at least one required professional course in your program.

Principal instructors serving the early childhood education program are Dr. Donald Platz, Dr. Jill Klefstad, Dr. Lorraine Mitchell, Ms. Kari Merritt and Ms. Judy Gifford. All instructors also supervise student teachers, conduct research and perform service. The program also relies on adjunct staff to meet program needs in supervision of student teachers.

Dr. Donald Platz is lead instructor for math and science curriculum courses as well as the advanced classroom management course. He also supervises student teachers.

Dr. Jill Klefstad is the lead instructor for the beginning language arts course and the social studies curriculum course. She also has responsibility for the final developmentally appropriate practice course where the focus is the kindergarten and primary level. Additionally she supervises student teachers.

Dr. Lorraine Mitchell recently joined the early childhood area and has taken on the role of lead instructor for the beginning management class as well as the children, families, schools and communities class. Dr. Mitchell is also
supervising student teachers.

Ms. Kari Merritt is currently responsible for the program directorship. In addition, she teaches the introductory course as well as the initial developmentally appropriate course where the focus is infant and toddler development. Supervision of student teachers is also a responsibility.

Ms. Judy Gifford is the center director for our on campus laboratory school. In addition to those duties she teaches the pre-school developmentally appropriate class, is lead instructor for the administration class, and supervises student teachers.

2.2.2 What additional areas of faculty/academic staff expertise are currently needed?

This program is under allocated in terms of faculty. The program was able to successfully complete a search for a new faculty member who came on board this fall semester. The program currently hires adjunct faculty to supervise a portion of our student teachers.

The program has begun the process of a major program revision which will include the reformulation of courses offered in the program. This will clarify the areas of staff expertise that are needed.

2.3 Facilities

2.3.1 What special facilities and or capital equipment currently available are utilized and how do they strengthen this program? What additional facilities (special classrooms, labs, additional space involving minor construction) have been requested and has that been filled?

The ECE program is currently housed in the College of Education, Health and Human Sciences and resides in the School of Education. Faculty offices are located in Heritage Hall. The program shares a mediated classroom with Family and Consumer Sciences, Art Education, and the Early Childhood Special Education certification. The mediated classroom provides wireless internet and a Smartboard. Smartboard technology. Because of the heavy usage of this classroom, it is extremely difficult for our students to have access to this technology. Student surveys indicate the need for greater access to technology in order to be prepared to enter the classroom environment. In the most recent survey of current student teachers, a student sums up the need with their comment “I wish this program gave us more opportunity to interact with technology that we are going to experience (i.e., Smartboards, Skyward, etc.).

Additionally, the Child and Family Study Center is inadequate in terms of size and design. It does not reflect best practices which is a detriment for students currently in the program but it also works against us in attracting students to the major. Our students utilize the on campus laboratory in a variety of classes and at multiple points in the program so it is critical that this facility is state of the art.

2.4 Resources for the Program

2.4.1 Evaluate as to currency/up-to-datedness, quality, relevance, and quantity of the library resources to support the program. List or describe any information or service needs created over the past three years by concentration and course changes and include a brief statement as to how these
needs have been met by the library.

The program director and faculty work closely with the Educational Materials Reference Librarian, Cory Mitchell. The program director and key program instructors provide recommendations for resource allocations on an annual basis. Additionally, Mr. Mitchell frequently provides class presentations and tours of the facilities so that students are aware of the resources available.

University Library Resources for the Early Childhood Education Program
University of Wisconsin Stout
November 24, 2010
Written by Cory Mitchell, EMC Librarian

University Library Collection (Non-Periodical)

The University Library collection in support of the Early Childhood Education program at UW-Stout reflects the library’s emphasis on selecting materials with a direct relationship to the courses and programs offered by the university. The library’s general collection covers the areas of early childhood education, general education, elementary education, inclusion, teaching, learning, curriculum, classroom management, educational research, activities, educational policy, childcare center administration, nutrition, safety, child development, psychology, reading, storytelling, children’s literature, and lesson planning.

The University Library also has a curriculum library called the Educational Materials Center (EMC). The Educational Materials Center houses curricular and learning materials that support the teacher education programs at UW-Stout. The EMC has several collections including: EMC Juvenile collection, EMC Young Adult collection, EMC Text collection, EMC Curriculum Guides collection, EMC Computer Software Collection, EMC Puppet collection, and EMC Juvenile Periodicals collection. The EMC collection contains a variety of materials including books (children’s literature, young adult literature, textbooks, curriculum, activities, lesson plans, etc.), DVDs, CDs, computer software, kits, manipulatives, puppets and juvenile periodicals.

University Library Holdings (Non-Periodical)

<table>
<thead>
<tr>
<th></th>
<th>University Library Collection</th>
<th>Educational Materials Center (EMC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>234,444 items</td>
<td>19,533</td>
</tr>
<tr>
<td>Audio-Visual (DVD, VHS, CD) &amp; Miscellaneous</td>
<td>23,758 items (est.)</td>
<td>1,816 items (est.)</td>
</tr>
<tr>
<td>Total</td>
<td>258,202 items (est.)</td>
<td>21,349 items (est.)</td>
</tr>
</tbody>
</table>

Educational Materials Center Holdings

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EMC (total)</td>
<td>21,349 items (est.)</td>
</tr>
<tr>
<td>EMC Juvenile collection</td>
<td>11,391 items</td>
</tr>
<tr>
<td>EMC Text collection</td>
<td>7,427 items</td>
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<tr>
<td>EMC Young Adult collection</td>
<td>1,154 items</td>
</tr>
<tr>
<td>EMC Curriculum Guides collection</td>
<td>979 items</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>EMC Computer Software collection</td>
<td>252 items</td>
</tr>
<tr>
<td>EMC Puppet collection</td>
<td>146 items</td>
</tr>
</tbody>
</table>

**University Library Collection (Periodicals)**

**Education Indexes and Databases (includes full text)**

- British Education Index (free)
- EBSCOhost
  - Academic Search Complete – 7,400 full text titles, indexing and abstracts of 11,500 journals
  - Masterfile Premier – 1,700 full text full text titles, 500 full text reference books
  - ERIC (330,000 full text ERIC Documents, indexing of 1085 journal titles, 84 full text journal titles)
  - Professional Development Collection – 520 full text journals, 200 educational reports
  - Education Research Complete – 1,300 full text titles, indexing and abstracts of 2,100 journals, 550 full text e-books
  - Education Administration Abstracts – 178,000 total records
  - Mental Measurements Yearbook with Tests in Print
  - PsycINFO
  - PsycArticles
  - Family and Society Studies Worldwide

- Emerald Library – 179 full text titles
- JStor – 368 full text titles
- Project Muse – 635 full text titles
- Web of Science (Citations/Abstracts)
  - Social Science Citation Index
- WilsonWeb
  - Education Full Text
  - ERIC
  - Omnifile Full Text Mega
  - Reader’s Guide Full Text
  - Social Sciences Full Text
- Open J-Gate (free) – 7,484 full text titles
- Directory of Open Access Journals (DOAJ) (free)– 5,163 full text titles
- Kraus Curriculum Development Library – 3,500 full text documents, 7,500 documents indexed

**E-Books**

- Books 24/7 = 8,881
- Credo Reference = 634
- Eighteenth Century Collections = 180,000
- NetLibrary = 10,000
Periodicals Access

Overall, the library has 43,716 e-journal subscriptions (full text) and 891 print journal subscriptions. The library provides access to over 1,071 education periodicals (print and full text online). Many of the University Library’s resources (including databases) are accessible on the World Wide Web through the University Library Homepage www.uwstout.edu/lib. The University Library uses the SFX link resolver software to help students easily locate items. To help promote resource discovery the library provides patrons access to the federated search engine MetaLib (SuperSearch) that allows simultaneous searching of multiple vendor databases and the library’s online catalog. The University Library also participates in a robust interlibrary loan (ILL) document delivery system that provides patrons access to additional periodical articles.

Online Subject and Course Guides

Two hundred online Subject and Course Guides have been developed and maintained by librarians. The University Library Subject and Course Guides can be found at: http://libguides.uwstout.edu/browse.php#b The Subject and Course Guides are used for reference service and library instruction.

The following online Subject and Course Guides support the Early Childhood Education program:
- Early Childhood Education
- Education Resources
- K-12 Education
- Children’s and Young Adult Literature
- Nutrition for Children
- ECE 421 - Administration of Early Childhood Education Programs (course guide)

Collection Development Policy

The University Library’s written Collection Development Policy guides the selection of materials for the library collection. It reflects a commitment to student and faculty curricular and research needs in all formats. The Policy also defines the mission of the University Library’s Educational Materials Center, a special collection of curriculum materials, “to make readily available for study, evaluation, and implementation, those educational materials of the highest quality produced for use with children from preschool through grade twelve.”

University Library Services

The priority of the Early Childhood Education program is reflected in the University Library’s services, staff, and collaboration with faculty in the program. The program director works with the
Educational Materials Center Librarian, Cory Mitchell, who has primary responsibility for the EMC, establishing quality materials for early childhood education students. The program director makes recommendations for the collection while the EMC Librarian communicates with vendors and publishers and offers ideas for purchases. Specialized library instruction is provided to early childhood education students. Included in instruction are: introduction to early childhood education textbooks, standards curriculum guides and activity materials; children’s literature; Internet resources in ECE; and searching education literature (periodicals and books). Reference assistance regarding educational materials is provided by all Reference Staff; specialized or in-depth reference service is provided by the EMC Librarian.

2.4.2 List any special resources used to meet program and/or student needs such as: Academic Computing, Instructional Technology Services for curriculum materials development, ASPIRE, Research Center, Media Self-Instruction Lab, Academic Skills Center, etc. List or describe any other resources which are needed to meet the program objectives with a brief statement as to how these would enhance or maintain the concentration quality.

Starting in the introductory course for the major (ECE 100), students are introduced to the variety of assistance that is available on campus. Following is a listing of resources that the program director and advisors frequently direct students toward:

Academic Skills Center: This center is used as a referral point for students needing assistance in basic skills development. The program director or key instructors recommend the center’s services when weaknesses in skills are noted.

The School of Education provides required preparatory services for the pre professional skills test. Additionally, they are the key contact for criminal background checks, student teacher placements, and e-portfolio support.

The Counseling Center provides professional, personal, and career counseling to students.

Learning Technology Services: This support service provides the program with E-scholar mentors, just in time laptop training and the Ask 5000 help desk. These are critical services that allow students to obtain necessary skills not generally taught within a university setting.

Career Services: Provides professional development skills relative to educational resume and job seeking. Students are encouraged to utilize career placement services during their student teaching experience to efficiently merge into their initial teaching job. Students consistently rate their level of satisfaction with Career Services as very low.

2.5 Assessment in the Major

2.5.1 Attach your most recent Assessment in Major report.

See report at http://www3.uwstout.edu/provost/aitm.cfm

3. Supply evidence of the quality of the graduates of the program.
3.1 Describe the demand for graduates and anticipated changes or trends in such positions/roles.

According to the 2007 Wisconsin Teacher Supply and Demand Study, Wisconsin’s public school enrollment, including pre-kindergarten through grade 12, decreased by 1.34% between the 2006-2007 and 2007-2008 school years. During this same time period, the report notes the supply of early childhood, kindergarten and elementary candidates as well above average. It is however, significant to note that placement rates for Early Childhood Education candidates was reported at 100% in the 2008-2009 Career Services report.

According to the 2009-2010 University of Wisconsin Fact Book, enrollment in the program decreased from years 2005 through 2008, with an increase in enrollment for the last two school years.

<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010 (10th day of class report)</th>
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<tbody>
<tr>
<td>2005</td>
<td>373</td>
<td>351</td>
<td>327</td>
<td>302</td>
<td>312</td>
<td>344</td>
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</table>

The increase in program size over the last two years may be attributed to increased efforts at follow up with prospective students, utilization of student ambassador for correspondence with potential students and efforts by faculty and staff to create positive connections with teachers in the field.

Current trends show that nearly three fourths of young children in the United States are involved in some sort of early childhood education. High quality programs are shown to produce significant gains in children’s development and learning. Because of the potential benefit to children, there is more support of the idea of government sponsored universal early childhood education programs. In addition, the introduction of universal preschool has allowed more four year olds to attend public schools, which has created an increased demand for early childhood education teachers.

The variety of positions that our students have taken has expanded. Students have taken positions as infant/toddler, preschool, four year old kindergarten, kindergarten and primary teachers. They also have taken positions as center directors, kid’s club directors and program coordinators.

3.2 Interpret the data from the Institutional Research Office follow-up studies.

Responses from outside of the program area faculty indicate strong support for the program. The faculty note many strengths in the program, its facilities and the students. Responses were received from the following area instructors and are noted below:
- Early Childhood Special Education
- Inclusion
- Foundations of Education
- Physical Activities for Young Children
- Human Development: Early Childhood
- Educational Psychology/Multiculturalism
- Music for the Young Child

Please select the number that indicates your judgment of the various aspects of the program using the following descriptors:
When provided the opportunity to provide input regarding the strengths of the program, the following was noted:

<table>
<thead>
<tr>
<th>Question</th>
<th>0 = Don't Know</th>
<th>1 = Poor</th>
<th>2 = Inadequate</th>
<th>3 = Adequate</th>
<th>4 = Good</th>
<th>5 = Excellent</th>
<th>Responses</th>
<th>Mean</th>
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<tr>
<td>Quality of classroom facilities for my course(s).</td>
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<td>0</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>5.29</td>
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<tr>
<td>Quality of laboratory facilities for my course(s) (if applicable).</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>5.00</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>5.00</td>
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<td>Adequacy of supplies for my course(s).</td>
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<td>0</td>
<td>0</td>
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<td>2</td>
<td>7</td>
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</tr>
<tr>
<td>The students entering my course(s) are adequately prepared to successfully complete them.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>7</td>
<td>5.14</td>
</tr>
<tr>
<td>Communication between program director and yourself.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>5.14</td>
</tr>
<tr>
<td>The Library Learning Center meets the needs of the students in my class(es).</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>7</td>
<td>5.43</td>
</tr>
<tr>
<td>The Library Learning Center meets my needs for research and professional development.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>5.57</td>
</tr>
</tbody>
</table>

The students in the program are very child-centered.
The opportunity to student teach at 3 levels  Study abroad opportunity

The students get hands on practice teaching children in PE-265 and throughout the program in general.

Faculty who are available and knowledgeable  A committed program director who works well with both faculty and students

The major strength of this program is the specialization in Early Childhood. I believe the students are highly prepared for employment in the area of Early Childhood, K through 3rd grade. Also the schools, daycares and preschools in Menomonie serve as laboratories for students to both observe and apply what they have learned in their classes.

Major weaknesses noted were:

Lack of teaching positions

Only getting certified up to 3rd grade. It would be nice if the program was designed to certify the students up to 6th grade in the 4 year program.

3.3 Interpret the major results from your Specific Program Survey.

The following table is the survey response of faculty teaching within the professional education core of the Early Childhood Education program. Factors specific to the program, its leadership and curriculum indicate high awareness, support and satisfaction. This is supported by high mean responses (5.67) in Quality of instruction in the core courses, Relevance of information presented in the core courses, and Student mastery of degree content by program graduates. The areas that were rated lower were Quality of laboratory facilities for my courses (3.67), Clerical support for my courses (4.00) and Adequacy of supplies for my courses (4.33).

Please select the number that indicates your judgment of the various aspects of the program using the following descriptors:
<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>0 =Don't Know</th>
<th>1 = Poor</th>
<th>2 = Inadequate</th>
<th>3 = Adequate</th>
<th>4 = Good</th>
<th>5 = Excellent</th>
<th>Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quality of instruction in the core courses.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5.67</td>
</tr>
<tr>
<td>2</td>
<td>Relevance of information presented in the core courses.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5.67</td>
</tr>
<tr>
<td>3</td>
<td>Quality of instruction in support courses.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>5.33</td>
</tr>
<tr>
<td>4</td>
<td>Student mastery of degree content by program graduates.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5.67</td>
</tr>
<tr>
<td>5</td>
<td>Communication between program director and yourself.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>5.33</td>
</tr>
<tr>
<td>6</td>
<td>Program director's leadership.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>5.33</td>
</tr>
<tr>
<td>7</td>
<td>Department cooperation in scheduling an adequate number of course sections.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>5.33</td>
</tr>
<tr>
<td>8</td>
<td>Preparation of students entering my course(s).</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>5.00</td>
</tr>
<tr>
<td>9</td>
<td>Quality of classroom facilities for my course(s).</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>5.33</td>
</tr>
<tr>
<td>10</td>
<td>Quality of laboratory facilities for my course(s) (if applicable).</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>3</td>
<td>3.67</td>
</tr>
<tr>
<td>11</td>
<td>Clerical support for my course(s).</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>4.00</td>
</tr>
<tr>
<td>12</td>
<td>Adequacy of equipment for my course(s).</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>5.00</td>
</tr>
<tr>
<td></td>
<td>Course(s).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Adequacy of supplies for my course(s).</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>4.33</td>
</tr>
<tr>
<td>14</td>
<td>Ability of the Library Learning Center to meet the needs of my students.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>5.33</td>
</tr>
<tr>
<td>15</td>
<td>Ability of the Library Learning Center to meet research and professional needs.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5.00</td>
</tr>
<tr>
<td>16</td>
<td>Opportunity to participate in the program's decisions.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>5.33</td>
</tr>
</tbody>
</table>

Additional feedback reports that the program is providing a rich experiential learning environment for their students and have a cohesive faculty and program director with a shared vision. Recommendations for program improvement include:
1. Hire two more faculty/academic staff. With an enrollment of 344 students, the largest program in SOE.
2. Look at areas of overlap sited by students in ECE 364/Observing and Guiding Children and ECE 426/Advanced Classroom Management.

Program strengths include:
1. Cohesiveness of faculty and program director with shared vision and values.
2. Practicum experiences with provide rich experiential learning for students.
3. All ECE faculty care about the students.

Program Student Feedback

Student specific responses were obtained from 11 junior and 42 senior level students. The table below provides detailed student responses to key questions about their program perceptions and experiences. The lowest rated items were; The laboratory equipment for my program is up to date (4.22) and My program has few or no problems with unnecessary repetition or overlap of content (4.30). While the highest rated items were; Instructors in my program provide current and relevant information (4.85) and My critical thinking skills have been enhanced through my coursework (4.77).

Please indicate the response that best describes your attitude towards the following questions.
<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A. The library resources and access to collections are adequate for my program of study.</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>27</td>
<td>37</td>
<td>4.65</td>
</tr>
<tr>
<td>2</td>
<td>B. My written communication skills have been enhanced through my coursework.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>30</td>
<td>37</td>
<td>4.68</td>
</tr>
<tr>
<td>3</td>
<td>C. My oral communication skills have been enhanced through my coursework.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td>27</td>
<td>35</td>
<td>4.71</td>
</tr>
<tr>
<td>4</td>
<td>D. My critical thinking skills have been enhanced through my coursework.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>27</td>
<td>31</td>
<td>4.77</td>
</tr>
<tr>
<td>5</td>
<td>E. My problem solving skills have been enhanced through my coursework.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>33</td>
<td>40</td>
<td>4.75</td>
</tr>
<tr>
<td>6</td>
<td>F. The classroom facilities meet the needs of students in my program.</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>16</td>
<td>24</td>
<td>45</td>
<td>4.40</td>
</tr>
<tr>
<td>7</td>
<td>G. The laboratory equipment for my program is up-to-date.</td>
<td>2</td>
<td>0</td>
<td>9</td>
<td>6</td>
<td>24</td>
<td>41</td>
<td>4.22</td>
</tr>
<tr>
<td>8</td>
<td>H. My advisor is accessible on a routine basis.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>23</td>
<td>32</td>
<td>4.63</td>
</tr>
<tr>
<td>9</td>
<td>I. Instructors in my program are accessible for help outside of regular class time.</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>30</td>
<td>35</td>
<td>4.74</td>
</tr>
<tr>
<td>10</td>
<td>J. Instructors in my program provide current and relevant information.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>30</td>
<td>34</td>
<td>4.85</td>
</tr>
<tr>
<td>11</td>
<td>K. Instructors in my program achieve the</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>28</td>
<td>34</td>
<td>4.76</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>12</td>
<td>L. The evaluation procedures for my courses in my program appropriately measure my learning.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td>28</td>
<td>40</td>
<td>4.63</td>
</tr>
<tr>
<td>13</td>
<td>M. My program’s objectives were made clear to me and are being met.</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>6</td>
<td>30</td>
<td>38</td>
<td>4.68</td>
</tr>
<tr>
<td>14</td>
<td>N. My program has few or no problems with unnecessary repetition or overlap of content (if you disagree or strongly disagree with this question, please list the courses and/or content in which unnecessary repetition or overlap occurs in Question #7).</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>12</td>
<td>24</td>
<td>43</td>
<td>4.30</td>
</tr>
<tr>
<td>15</td>
<td>O. My program requirements can be completed in a reasonable time.</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>11</td>
<td>31</td>
<td>47</td>
<td>4.53</td>
</tr>
<tr>
<td>16</td>
<td>P. As I near the completion of my degree, I feel confident that my program has prepared me to be successful in my profession.</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>31</td>
<td>43</td>
<td>4.58</td>
</tr>
<tr>
<td>17</td>
<td>Q. Overall, this is a quality program.</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>28</td>
<td>35</td>
<td>4.66</td>
</tr>
<tr>
<td>18</td>
<td>R. If I had to do it all over again, I would choose this program.</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>20</td>
<td>34</td>
<td>4.32</td>
</tr>
<tr>
<td>19</td>
<td>S. The coursework in ethnic studies that I have taken discourages racism</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>29</td>
<td>37</td>
<td>4.73</td>
</tr>
</tbody>
</table>
Respondents view the program faculty, preparation and fellow students favorably. The following are comments by students regarding strengths of the program:

1. The instructors, the community atmosphere, and the lesson plans and assignments are very thorough and relevant to my future as a teacher.
2. I feel that we get so spend a lot of time with students in the school in a variety of classes and situations and that has been an enormous positive. That aspect of our program made me feel comfortable and prepared to begin my student teaching experiences.
3. The program challenges the students while at the same time offering opportunities of success. The instructors are very knowledgeable of the content being taught and seem to have a passion for their course.
4. The program is thorough. We have to be familiar with four or five different styles of lesson plans and have to create multiples of our own originals using each system. We get some hands on time in the schools for different classes.

When asked about opportunities for program improvement, the following themes emerged:

1. The lack of current technology being available to students (i.e., Smartboard)
2. So few instructors for the core curriculum classes.
3. Three quarters of student teaching and finishing that experience in the middle of the semester.
4. No enough focus on the school age child.

Responses for the Program Advisory Board members indicate they have been not only adequately informed about program information but that they also feel they have contributed to the improvement of the program. The Advisory Board members can be viewed at http://www3.uwstout.edu/provost/progcommittees.cfm

4. Supply evidence of continuous improvement efforts of the program.

4.1. Describe the strengths and unique features of your program that distinguish it from similar programs.

What are the weaknesses of the program?

A key strength of the program is clearly the micro clinical component. Students are provided the opportunity early in the program to combine theory with practice through this approach. Starting the second semester of their freshman year, a micro clinical component is present in their course sequence. Additionally, through the proposed program revision, students will experience the opportunity to participate in a classroom environment their first semester in the program. Another crucial strength of the program is the expertise and passion displayed by the key faculty.

A unique feature of the Early Childhood Education program at UW-Stout is the opportunity for students to add on certification in Early Childhood Special Education as a part of their undergraduate program. Through the addition of five courses, students are able to graduate with an addition certification. Through careful planning, students
would be able to accomplish this within their four year course sequence.

An additional unique feature of the program is the introduction of an Early Childhood Education Learning Community. The 2010-2011 school year is the second year of the program offering this opportunity to incoming Freshman. First to second year retention rates of Learning Community participants for the 2009 school year was 81.0% as compared to a 74/4% retention rate for all new freshman.

4.2. Submit evidence of program response to the concerns and recommendations in your previous program review.

The following are the recommendations from the 2003 PRC directed at the ECE program’s continuous improvement process.

Recommendation #1: Student responses suggest a “disconnect” between the program and the students’ perceived needs and experiences.

Action and Progress: Based upon the recommendation of PRC in 2003, the program currently surveys students during their student teaching experience. Information from that survey is shared in the discipline area work group and with the advisory committee. Information gleaned from these surveys has been instrumental in guiding development of a major program revision. Additionally, based upon the Program Survey conducted for this review, students consistently comment about the strengths of the professors in the program, opportunities for hands on experiences and being prepared for the “real” world.

Recommendation #2: Significant course overlap continues to be noted in this review as was the case in 1996.

Action and Progress: Surveys of students have indicated that the perceived overlap in the 2003 PRC report is no longer evident. This is due to the fact that many of the courses where overlap may have existed, are no longer required in the program. Additionally, lines of communication between courses housed within the School of Education are clear and open. For example, the instructor of HDFS 124/Human Development and ECE 303/DAP: Infants/Toddlers are co-leaders of the ECE Learning Community. This partnership has created many benefits and facilitated communication.

While some overlap is still being noted by students, many of these concerns have been addressed in the proposed program revision.

Recommendation #3: Student’s perceived preparedness for teaching the early primary grades remains a concern as it was in 1996.

Action and Progress: Through the micro clinical approach, students have the opportunity to teach many of the content areas in the public school setting. Additionally, the proposed program revision provides a “tier” approach to learning that includes a micro clinical at each of the four tiers. Tier four, semester seven of the suggested course sequence, has a significant focus on grades one, two and three.

4.3 In the next seven years, what are the major improvements or changes you plan to implement to improve program quality?
The following are the identified goals that the program seeks to make progress on:

1. A major program revision is in the planning stages, including revision of many of the major studies courses, updated philosophy and goals and the addition of Tenets of Early Childhood Education.
2. As a part of the program revision, investigate ways that students can feel more confident with formal and informal assessment strategies to evaluate student progress.
3. Investigate ways to provide students the opportunity to become more proficient in instructional technology.
4. Continue recruitment and retention of quality candidates.
5. Work with unit and/or college leaders to advocate for the hiring of more faculty.

5. Attachments

5.1 Submit any other information or documentation that may be helpful to the Planning and Review Committee in reviewing the quality of the program including interpretation of data from Institutional Research and PRC data.

1. Program Revision Documents:  Mission Statement, Philosophy, Vision/Values
   Tenets of Early Childhood Education

5.2 Links of specific program information to be included:
   • Program plan sheet  http://www.uwstout.edu/programs/bsece/cs.html
   • Current assessment in the major  http://www3.uwstout.edu/provost/aitm.cfm
   • Current program advisory committee  http://www3.uwstout.edu/provost/progcommittees.cfm
   • Other items requested by the consultant
Mission Statement
The mission of the Early Childhood Program is to prepare early childhood professionals to support the developmental and educational needs of young children in our diverse and changing world. The program provides best instructional practice through applied experiences for candidates who are preparing to educate young children in the context of home, school and community.

Philosophy
The Early Childhood Education Program promotes the fundamental belief that the goal of early childhood is to prepare candidates to meet the developmental and educational needs of young children in a global community. To best prepare candidates to educate young children in the 21st century it is essential to infuse and model professional standards in teaching and learning.

Vision and Values
The Early Childhood Education program at UW-Stout prepares candidates who utilize evidence based practice and tools of technology to educate a diverse population of students by demonstrating the following UW Stout’s Early Childhood Tenets:

  Innovation
  Content knowledge
  Communication skills
  Problem solving skills
  Critical thinking
  Creative thinking
  Decision making
  Reflection
  Ethical practice
  Professionalism

These standards are embedded into the Early Childhood program through a tiered developmental sequence model. This sequence is delivered through a micro-clinical approach that incorporates theory with practice.
Tenets of UW-Stout Early Childhood Program
The Early Childhood Education program at UW-Stout prepares candidates who utilize evidence based practice and tools of technology to educate a diverse population of students by demonstrating the following UW Stout’s Early Childhood Tenets which support the Wisconsin Teaching Standards and Danielson’s Domains.

<table>
<thead>
<tr>
<th>TENETS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 INNOVATION/CREATIVITY: Innovation which requires adaptability, leadership, teamwork, and interpersonal skills. Creativity which thrives on freedom, friction, and diversity which spark new ideas and new perspectives.</td>
<td></td>
</tr>
<tr>
<td>2 KNOWLEDGE: Related to academic content and child development which support teacher candidates’ abilities to actively partake in the process of knowledge by fostering their thinking and building on core subjects and developmental appropriate practice.</td>
<td></td>
</tr>
<tr>
<td>3 COMMUNICATION: Clear articulation through speaking, and writing and listening in collaborated efforts.</td>
<td></td>
</tr>
<tr>
<td>4 PROBLEM SOLVING: Application of learning and innovation skills to a specific area of inquiry. Encompasses a set of skills: to first be able to formulate the problem and then develop a sense of resources and strategies to solve the problem.</td>
<td></td>
</tr>
<tr>
<td>5 CRITICAL THINKING: The capacity of active investigative thinking; thinking that is purposeful, reasoned and goal directed. Builds upon Bloom’s Taxonomy.</td>
<td></td>
</tr>
<tr>
<td>6 CREATIVE THINKING: Connected to critical thinking or higher level thinking involving both imagination and intellectual standards where thoughts are produced, assessed, generated and judged.</td>
<td></td>
</tr>
<tr>
<td>7 DECISION MAKING: Ability to frame, analyze and problem solve.</td>
<td></td>
</tr>
<tr>
<td>8 REFLECTION: Monitoring one’s own understanding and learning needs, locating resources, and transferring learning from one domain to another.</td>
<td></td>
</tr>
<tr>
<td>9 ETHICAL PRACTICE: Ethical commitment to 1) children providing care and education in settings that are safe, healthy, nurturing, and responsive, 2) families recognizing that it is our primary responsibility to bring about communication, cooperation, and collaboration between the home and program in ways that enhance the child’s development and 3) colleagues where our responsibility includes establishing and maintaining settings and relationships that support productive work and meet professional needs (NAEYC).</td>
<td></td>
</tr>
<tr>
<td>10 PROFESSIONALISM: Continuous, collaborative professionals who demonstrate knowledgeable, reflective and critical perspectives on their work (NAEYC). Acting responsible with the interests of the larger community in mind.</td>
<td></td>
</tr>
</tbody>
</table>

Questions for Response by Concentration Coordinators
Of Concentrations under Review – If Appropriate

1. DESCRIPTION OF THE CONCENTRATION

State the general and specific objectives of the concentration.

Give examples and explain the ways in which the advisory committee functions and contributes to the concentration.

2. FACULTY/ACADEMIC STAFF EXPERTISE

List the principal instructors in the curriculum/concentration. A principal instructor is one who teaches at least one required professional course in the concentration. The faculty and staff you list will be sent a questionnaire regarding the concentration.

What additional areas of faculty/academic staff expertise are needed?

3. FACILITIES

What special facilities and or capital equipment currently available are utilized and how do they strengthen this concentration? What additional facilities (special classrooms, labs, additional space involving minor construction) have been requested and has that been filled?

4. RESOURCES FOR THE CONCENTRATION
Evaluate as to currency/up-to-datedness, quality, relevance, and quantity of the library resources to support the concentration. List or describe any information or service needs created over the past three years by concentration and course changes and include a brief statement as to how these needs have been met by the library.

List any special resources used to meet concentration and/or students needs such as: Academic Computing, Instructional Technology Services for curriculum materials development, ASPIRE, Research Center, Media Self-Instruction Lab, Academic Skills Center, etc. List or describe any other resources which are needed to meet the concentration objectives with a brief statement as to how these would enhance or maintain the concentration quality.

5. SUPPLY EVIDENCE OF THE QUALITY OF THE GRADUATES OF THE CONCENTRATION

Describe the demand for your graduates and anticipated changes or trends in such positions/roles.

What are the core competencies in the concentration and how are they evaluated?

6. IN THE NEXT SEVEN YEARS, WHAT ARE THE MAJOR IMPROVEMENTS OR CHANGES YOU PLAN TO IMPLEMENT TO IMPROVE CONCENTRATION QUALITY?

7. SUBMIT ANY OTHER INFORMATION OR DOCUMENTATION WHICH MAY BE HELPFUL TO THE PLANNING AND REVIEW COMMITTEE IN REVIEWING THE QUALITY OF YOUR CONCENTRATION.