A. Learning Outcomes

The program is designed to prepare personnel for professional roles serving children from birth through eight years of age and their families. This program includes the concepts, competencies, and skills required by teachers, child care workers, and other professionals involved in the education and care of young children.

Graduates of the interdisciplinary program in early childhood studies will be able to:

1. Apply concepts of the developmental processes of children within their families, including the integration of children’s physical, cognitive, social, and emotional development.
2. Integrate knowledge of the culturally diverse environment of U.S. society and the skills and strategies necessary to meet the needs of children and their families.
3. Observe and assess children in early childhood settings and apply this information to program planning and implementation.
4. Apply the skills and theoretical knowledge necessary to plan for and work effectively with young children with diverse developmental characteristics and backgrounds, their families, and their communities in a variety of educational settings.

These outcomes describe, in general terms, the required skills and dispositions for teachers in the state of Illinois, the teacher preparation standards of the National Association for the Education of Young Children (NAEYC) and the National Council for Accreditation of Teacher Education (NCATE) for early childhood teacher preparation, and the Northern Illinois Conceptual Framework for Teacher Education. A chart outlining points of comparison is attached (Attachment 1).
## 2. Methods * direct **indirect

### Explanation of Methods

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
<th>Timeline</th>
<th>Person Responsible</th>
<th>Objectives Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion with Professional Advisory Committee**</td>
<td>The Early Childhood Studies Steering Committee oversees the analysis and use of program assessments, both internal and external. The Committee meets monthly during the academic year, and central to its work is the review of student assessment and program assessment data for program improvement. As program improvement initiatives are considered by the Steering Committee, they are also presented for discussion and feedback from the Early Childhood Professional Advisory Board that meets twice each year, in the fall and spring semesters. The Professional Advisory Board is composed of individuals in public primary schools, public and private preschools, resource and referral agencies, and community colleges. The program improvement process is depicted in the flow chart</td>
<td>Fall and spring</td>
<td>ECS Steering Committee</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Evaluation by clinical supervisors *</td>
<td>80 % satisfactory performance</td>
<td>upon completion</td>
<td>TLRN office</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>ISBE ECS state examination *</td>
<td>100 % pass 80 % will achieve 70% score on the Family, Community, and Gender section 80% will display 70% score on the assessment and special education needs section</td>
<td>upon completion</td>
<td>TLRN office</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Employment in degree-related profession **</td>
<td>Obtain employment in education or related field.</td>
<td>Each year</td>
<td>ECS Steering Committee</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>Classroom Assessments*</td>
<td>Done throughout the professional semesters to evaluate progress towards NAEYC standards, Illinois ECS Content Standards, and Illinois Professional Standards, monitored through Live text exhibits or other electronic portfolio.</td>
<td>throughout professional semesters</td>
<td>professors in the respective classes with summary by ECS Steering Committee</td>
<td>1, 2, 3, 4</td>
</tr>
</tbody>
</table>
Outcomes by Methods:

<table>
<thead>
<tr>
<th>Developmental Processes</th>
<th>Discussion With Professional Advisory Committee</th>
<th>Clinical Supervisors</th>
<th>ISBE State Exam</th>
<th>Employed In Field</th>
<th>Classroom Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Processes</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Cultural Diverse</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Observe and assess children, apply</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Demonstrate skills and knowledge</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Assessment Checkpoints:

- **Sophomore Year**
  - Application for admission to program
  - Complete State Basic Skills test

- **Junior Year**
  - Beginning of Professional Course Sequence
  - Entrance into early clinical experiences

- **Senior Year, fall**
  - Completion of Professional Coursework in Classroom
  - Taking of Content Area Examination

- **Senior Year, spring**
  - Entrance into elementary clinical and assessment of this
  - Entrance into and completion of Student Teaching
  - Evaluation of Student Teaching
  - Taking of Assessment of Professional Teaching
  - Examination
  - Evaluation of completion of professional coursework
    (transcript review)

- **Post-Graduation**
  - Application for Initial Certificate