NCATE recognition of this program is dependent on the review of the program by representatives of the National Association for the Education for Young Children (NAEYC).

Cover Page

Name of Institution
University of South Carolina Upstate

Date of Review
MM DD YYYY
02 / 01 / 2010

This report is in response to a(n):
- Initial Review
- Revised Report
- Response to Conditions Report

Program covered by this Review
Early Childhood Education

Program Type
- First Teaching License

Award or Degree Level(s)
- Baccalaureate
- Post Baccalaureate
- Master's

PART A - RECOGNITION DECISION

SPA Decision on NCATE Recognition of the Program(s):
- Nationally recognized
- Nationally recognized with conditions
- Further development required OR Nationally recognized with probation OR Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)
The program meets or exceeds an 80% pass rate on state licensure exams:
PART B - STATUS OF MEETING SPA STANDARDS

**Standard 1. Promoting Child Development and Learning.** Candidates use their understanding 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 all children.

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**Comment:**
Per the conditions outlined in the previous final report (February 2009), the data have been disaggregated by site. This sufficiently confirms that for each site, Standard 1 has been met.

**Standard 2. Building Family and Community Relationships.** Candidates 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.

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**Comment:**
As stated in the conditions outlined in the previous final report (February 2009), the data have been disaggregated by site. This sufficiently confirms that for each site, Standard 2 has been met.

**Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families.** Candidates 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 children's development and learning.

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**Comment:**
Per the conditions stated in the previous previous final report (February 2009), the data have been disaggregated by site. This sufficiently confirms that for each site, Standard 3 has been met.

**Standard 4. Teaching and Learning.** Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.

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Comment:
As outlined in the previous previous final report (February 2009), the data have been disaggregated by site. This sufficiently confirms that for each site, Standard 4 has been met.

**Standard 5. Becoming a Professional.** Candidates 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.

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Comment:
Per the conditions stated in the previous previous final report (February 2009), the data have been disaggregated by site. This sufficiently confirms that for each site, Standard 5 has been met.

**PART C - EVALUATION OF PROGRAM REPORT EVIDENCE**

C.1. Candidates' knowledge of content
See previous report.

C.2. Candidates's ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions
See previous report.

C.3. Candidate effects on P-12 student learning
See previous report.

**PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS**

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)
See previous report.
PART E - AREAS FOR CONSIDERATION

Areas for consideration
None.

PART F - ADDITIONAL COMMENTS

F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:
None.

F.2. Concerns for possible follow-up by the Board of Examiners:
None.

PART G - DECISIONS

Please select final decision:

Program is nationally recognized. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its published materials. National recognition is dependent upon NCATE accreditation. Please note that once a program has been nationally recognized, it may not submit a revised report addressing any unmet standards or other concerns.

Please click "Next"

This is the end of the report. Please click "Next" to proceed.