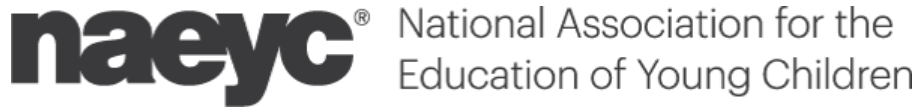

Higher Ed Accreditation Updates

From NAEYC <highered@naeyc.org>

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Higher Ed Accreditation Updates



New Online Resource Library Now Available!

We're pleased to announce the launch of our new easier-to-navigate hub for all accreditation guidance documents, templates, on-demand trainings, and more! Current primary and secondary program contacts, peer reviewers, and Commissioners, **please check your inbox for a separate email containing access instructions.**

For the next few months, we will keep both the [new resource library](#) and the previous one in Basecamp accessible simultaneously, with the intent to eventually sunset the Basecamp version for program contacts (peer reviewers and Commissioners will continue to utilize Basecamp in their review work). However, any new resources created from this point will only be added to the new library.

NAEYC H.Ed.Accred. Resource Library				
Hide fields	Filter	Grouped by 1 field	Sort	...
Resource Name	Downloads	Links	Notes/Instructions	Resource Type
RESOURCE TYPE > Report Templates	Count 6			
RESOURCE TYPE > Forms	Count 3			
RESOURCE TYPE > Standards and Policies	Count 3			
RESOURCE TYPE > Webinar Recordings	Count 6			
RESOURCE TYPE > On-Demand Trainings	Count 4			
RESOURCE TYPE > Program Guidance Resources	Count 7			
RESOURCE TYPE > Other Program Resources	Count 6			
RESOURCE TYPE > Peer Reviewer Resources	Count 12			

Check out these new and newly revised resources available in the Accreditation Online Resource Library:

- **On Demand Trainings**
 - Key Assessments (KAs) In Higher Education Accreditation
 - An In-Depth Focus on Rubrics for NAEYC Higher Education Accreditation
 - Focus in Fifteen: Accreditation Info. For Program Websites
- **Program Guidance Resources/Guidance Documents**
 - Preparing for the Inevitable: Faculty Transitions- Tips for NAEYC Accredited Higher Education Programs
 - An Approach to the Self-Study Process
 - Resources for Programs Seeking Higher Education Accreditation (Resource Level Options)
- **Recorded Webinars**
 - Accreditation Interest/Overview Webinar
 - Ask Me Anything (Summer 2024 & Winter 2024)
 - Diving Deeper into Key Assessments and Data Analysis
- **Peer Reviewer Resources**
 - Peer Review Report Finalization
 - Peer Reviewer Team Self-Assessment Tool
 - Peer Review Team Chair Guide

"Even though this is a challenging process, I am so grateful for the help and kindness of the people at NAEYC I've interacted with throughout our reaccreditation process so far. From working with staff in a completeness review to the experience I had with our peer review team during our site visit, I appreciate the overall tone of support and guiding our program toward continuous improvement. I can't say enough good things about our

peer review team and how professional, kind, and supportive they were. Even when concerns were raised, it was consistently in the context of wanting to make sure they understood the program and also wanting to make sure we understood the goal of the NAEYC accreditation process."

—Diana Reece, Program Director at Central Ohio Technical College

Accreditation Policy Updates

Beginning with the spring 2025 report cycle, programs preparing **Response-to-Conditions reports** (Year 1, 2, or 3) for conditions cited under the 2010 standards must now align key assessments to the 2020 standards rather than the 2010 standards, submit six key assessments rather than five (for key assessment conditions), and submit an updated learning opportunities chart (for programs that have key assessment alignment conditions). Please reach out to staff at highered@naeyc.org with any questions.

To obtain the most benefit from the Commission review of **Year 4 Interim Reports**, programs submitting these reports are now also required to align learning opportunities and key assessments with one of the **2020 Professional Standards and Competencies** (it is OK if candidate performance data were collected from versions of assessments previously aligned with the 2010 standards).

Programs anticipating challenges submitting reports by their scheduled deadline may submit an **extension request form** in accordance with the extension policies found on pp.41-44 of the **Accreditation Handbook**.

Feedback Needed on Proposed Updates to the Higher Education Accreditation Standards

The Commission on Early Childhood Higher Education Accreditation is seeking feedback on proposed revisions to the 2021 Accreditation Standards. Now that several programs have received accreditation decisions under those standards and even more programs have transitioned to aligning their learning opportunities and key assessments to the *Professional Standards and Competencies for Early Childhood Educators*, the Commission has identified places in the standards where additional clarifications and other revisions are needed. Thus, it is proposing **minor updates to the 2021 accreditation standards** and is seeking feedback on these proposed updates from the ECE higher education community and the larger ECE field. These updates provide further guidance for each standard to clarify

accreditation expectations and streamline or eliminate some of the sub-indicators within standards either due to repetition or because the indicator is not contributing, as intended, to how programs are addressing the overall standard.

The public comment period will remain open through **January 10, 2025**. Individuals are encouraged to submit feedback through [this short survey](#) or by emailing Mary Harrill at mharrill@naeyc.org.

Meet a Commissioner: Elisa Huss-Hage



As HOPE Toledo's Director of Early Childhood, Elisa Huss-Hage is leading and guiding the early learning initiatives of HOPE Toledo Pre-K. As a lifelong Toledoan, she is passionate about the mission of HOPE Toledo and assuring that all children have access to high-quality early education experiences. Ms. Huss-Hage spent 25 years at Owens Community College as a Professor of Teacher Education and Human Services, focusing on the preparation of educators to serve Toledo's young children.

Elisa is involved in local and state ECE initiatives, and the National Association for the Education of Young Children where she is currently serving on the Higher Education Accreditation Commission. She was a NAEYC Governing Board member (2016-2020), leading the creation of the Advancing Equity in Early Childhood Education position statement, revising the foundational Developmentally Appropriate Practice position statement, and shepherding the elevation of the Professional Standards and Competencies for Early Childhood Educators. Ms. Huss-Hage earned her MEd in Educational Administration and a BEd from the University of Toledo. She is married to Chuck Hage, and together they are Just Kiddin' Around, providing a fun, lively children's music experience for children and families.

We asked Elisa why she chose to serve on the Commission. Her response: "Elevating the early childhood profession is critical, and having an

accreditation system for teacher preparation programs that provides standards and accountability is one way to show the rigor and importance of the work being done in preparing well qualified early childhood educators. I wanted to offer my experiences, passion, and commitment to the profession to review, support, and acknowledge the great work reflected by programs through the accreditation process.”

Public Transparency Requirements

As part of the NAEYC higher education accreditation system’s recognition by the Council for Higher Education Accreditation (CHEA), we periodically review our accredited programs’ websites to ensure accreditation requirements around public transparency are being met. Programs with websites found to have issues were recently contacted with details regarding what needs to be updated to comply with requirements. If you were contacted regarding your program’s website, please review the email and update your website as needed by **Friday, November 22** to ensure each requirement is present, current, and accurate.



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