

## NCATE INSTITUTION REPORT OVERVIEW

### OVERVIEW

**This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.**

#### **A.1. What is the institution's historical context?**

Delaware State University was established in 1891 under the Morrill Act of 1890 as a segregated land-grant college opportunity for individuals of color. Five courses of study leading to a baccalaureate degree were offered: Agricultural, Chemical, Classical, Engineering, and Scientific. A three-year normal course leading to a teacher's certificate was initiated in 1897. Teacher Education was extended to four years in 1911. In 1917, a Model Grade School was established, and a high school diploma was granted on completion of a four-year course of study. In 1923, a Junior College Division was added. Four-year curricula in Arts and Sciences, Elementary Education, Home Economics, Agriculture, and Industrial Arts were established in 1932. In 1944, the College received provisional accreditation by the Middle States Commission on Higher Education. In 1947, the name of the institution was changed to "Delaware State College" by legislative action. At the end of 1952, the High School Division was discontinued. In April 1957, the College was accredited by the Middle States Commission on Higher Education (MSCHE). MSCHE in 1962, 1972, 1982, 1987, 1992, 1997, 2002, and 2007 reaffirmed this accreditation. The Teacher Education Program was accredited by the National Council for Accreditation of Teacher Education (NCATE) 1998, and 2003.

On July 1, 1993, Delaware State College was renamed Delaware State University. Accreditations now include the National League of Nursing Accrediting Commission (NLNAC), the Commission on Collegiate Nursing Education (CCNE), Council on Social Work Education (CSWE), Accreditation Council for Programs in Hospitality Administration (ACPHA), the National Council for Accreditation of Teacher Education (NCATE), and Commission on Accreditation for Dietetic Education (CCDE). The University's College of Business is nationally and internationally accredited by the Association to Advance Collegiate Schools of Business (AACSB).

#### **A.2. What is the institution's mission?**

Delaware State University is a public, comprehensive 1890 land-grant institution. The mission of the University is to provide, for the people of Delaware and others who are admitted, meaningful and relevant education that emphasizes both liberal and professional aspects of higher education. Within this context, the University provides educational opportunities to all qualified citizens of this state and other states at a cost consistent with the economic status of the students as a whole. While recognizing its historical heritage, the University serves a diverse student population with a broad range of programs in instruction, service, and research so that its graduates will become competent, productive and contributing citizens. Evolving from the mission are core values set for the institution by the formulated Blue Ribbon Panel. These core values are Outreach, Community, Scholarship, Diversity, and Integrity in the (Spring 2010).

#### **A.3. What are the institution's characteristics [e.g., control (e.g., public or private) and type of institution such as private, land grant, or HBI; location (e.g., urban, rural, or suburban area)]?**

Since 1957, the University has grown in stature as a center for teaching, research, and public service. The purpose of the University has broadened in keeping with changing times. Recognizing its heritage, the University is among the premier Historically Black Colleges and Universities (HBCUs) in the country, while serving a diverse student population. Faculty and students comprise a microcosm of global society with linkages to twenty six other Universities around the world. Undergraduate studies are organized into five colleges that contain a total of 20 academic departments, which offer 64 bachelor degrees. The College of Graduate Studies comprises advance level programs offering 22 master degrees and five doctoral degrees.

Delaware State University serves Delaware’s three counties, Kent, New Castle, and Sussex and is located in the State Capital, Dover. These counties span the range from urban to rural settings. In addition, there has been an expansion in the student population from surrounding states in the region and other countries around the world. The University community believes in equality of opportunity thus, it recognizes that exquisite talent is often hidden in students whose finest development requires extraordinary support educationally, personally, and financially. Delaware State University graduates are recognized in their respective fields for their contributions in a global society. Current enrollment has topped 3,609 students from various racial, cultural and ethnic backgrounds. Student demographic profiles are available in the DESU Fact-book for 2009. See student enrollment profiles in [http://www.desu.edu/sites/default/files/09enrprofile\(3\).pdf](http://www.desu.edu/sites/default/files/09enrprofile(3).pdf) [1]

**A.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the institutional context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]**

[A.4.1 A copy of the Unit’s notice soliciting 3<sup>rd</sup> Party testimony.](#) [2]

**B. The unit**

**B.1. What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators?**

Delaware State University Professional Education Unit (PEU) is a collaborative assemblage and network of dedicated Faculty from across curricula involved in the following rigorous and comprehensive teacher education programs: Elementary Education, Early Childhood Education, Elementary and Secondary Special Education, Physical Education, Middle Level Education, Physical Science Education, Mathematics Education, Chemistry Education, Physics Education, Art Education, Music Education, English Education, Foreign Languages Education; including all college that offer Education related program. Teacher candidates who complete these programs demonstrate excellent levels of content and pedagogical knowledge, skills, and dispositions for teaching. The Dean of The College of Education Health and Public Policy serves as Head of the Professional Education Unit. The Council for Professional Education (CPE) is a formal standing committee of the Faculty Senate. This body is representative of Unit faculty members. The CPE membership establishes policies and procedures and deliberates on exceptions to policy. The Education Department Chair is the head of CPE.

**B.2. How many professional education faculty members support the professional education unit? Please complete Table 1 or upload your own table at Prompt B.7 below.**

As indicated in the table below, there are a total of 35 professional faculty who support the unit.

**Table 1**

**Professional Education Faculty**

<b>Professional Education Faculty</b>	<b>Full-time in the Unit</b>	<b>Full-time in the Institution, but Part-time in the Unit</b>	<b>Part-time at the Institution &amp; the Unit (e.g., adjunct faculty)</b>	<b>Graduate Teaching Assistants Teaching or Supervising Clinical Practice</b>	<b>Total # of Professional Education Faculty</b>
<b>Number of faculty</b>	22	8	5	0	35

**B.3. What programs are offered at your institution to prepare candidates for their first license to teach? Please complete Table 2 or upload your own table at Prompt B.7 below.**

Table 2 is [TK20 Document Room](#) [2]

\* National Recognition through NCATE is accepted by the State Department of Education in lieu of state approval. (For all cells in this column)

**B.4. What programs are offered at your institution to prepare advanced teacher candidates and other school professionals? Please complete Table 3 or upload your own table at Prompt B.7 below.**

**Table 3**

**Advanced Preparation Programs and Their Review Status**

<b>Program</b>	<b>Award Level (e.g., Bachelor's or Master's)</b>	<b>Number of Candidates Enrolled or Admitted</b>	<b>Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)</b>	<b>Program Report Submitted for National Review (Yes/No)</b>	<b>State Approval Status (e.g., approved or provisional)</b>	<b>Status of National Recognition of Programs by NCATE</b>
Secondary Special Education	MA		CEC	Yes	*	National Recognition with Conditions
Elementary Special Education	MA		CEC	Yes		National Recognition with Conditions
Curriculum and Instruction	MA		No SPA identified	No	Approved	
Education Leadership at School Building Level	MA		ELCC	Yes		Needs Further Development
Education Leadership at School District Level	Ed. D. in Education Leadership		ELCC	Yes		Needs Further Development

\* With the exception of Curriculum and Instruction, National Recognition through NCATE is accepted by the State Department of Education in lieu of state approval. (For all cells in this column)

**B.5. Which of the above initial teacher preparation and advanced preparation programs are offered off-campus or via distance learning technologies? What alternate route programs are offered? [In addition to this response, please review the**

**"Institutional Information" in AIMS and, if updating is needed, contact NCATE with details about these programs.]**

At this time, no initial teacher preparation or advanced preparation programs are offered off campus or through distance learning technologies. Also, no alternative route programs are currently offered. The Professional Education Unit at Delaware State University provides course offerings on main campus and at two sites off-campus, Wilmington and Georgetown. All courses offered at off-campus sites conform to the elements of the Unit’s Conceptual Framework and to the Unit’s assessment system. Undergraduate courses offered off-campus are in Early Childhood Education, Elementary Education, and Special Education. Advance level courses in Curriculum and Instruction and Educational Leadership are taught at both locations as arranged. In addition, the connected degree programs in Early Childhood Education and Elementary Education which are articulated with Delaware Technical and Community College, necessitate some course offerings off-campus. (See the following Articulation Agreements for connected degree programs, located EH 109 and see programs on DTCC Website:

[http://www.dtcc.edu/connecteddegree/pdfs/early\\_child\\_ed\\_birth\\_second\\_dsu.pdf](http://www.dtcc.edu/connecteddegree/pdfs/early_child_ed_birth_second_dsu.pdf) [3]

[http://www.dtcc.edu/connecteddegree/pdfs/elem\\_education.pdf](http://www.dtcc.edu/connecteddegree/pdfs/elem_education.pdf) [4]

**B.6. (Continuing Visit Only) What substantive changes have taken place in the unit since the last visit (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the unit, etc.)? [These changes could be compiled from those reported in Part C of the AACTE/NCATE annual reports since the last visit.]**

The Conceptual Framework establishes the shared vision for the Unit’s efforts in educating teachers to effectively work in P-12 schools. It provides direction for programs, courses, candidate performance, scholarship, service, and Unit accountability. The Unit is knowledge-based, articulated, shared, coherent, consistent with the Unit’s mission and values, and continuously evaluated. The conceptual framework was reviewed in a strategic planning retreat workshop held by the Unit in Fall 2008. The construct was determined to remain viable and relevant to guide the Unit. The Council for Professional Education considered this input and determined the model to be appropriate for all levels of teacher and teacher leader education. Passage of the PRAXIS II exam was added to the Conceptual Framework Model in 2008. Some faculty members voiced concerns that the model does not seem to cover advance level expectations. To remedy these concerns, during Fall 2010, slight semantic modifications were made to the transition points in the conceptual framework model. For example, “teacher candidacy” was changed to “candidacy” and “admission to student teaching” has been changed to “admission to internship.”

Since 2006 the unit has experienced a decline in enrollment as indicated in Standard 3. The table represents eligible candidates for student teaching and completers.

<b>Semester/Year</b>	<b>Eligible Candidates</b>	<b>Candidate Completers</b>
<b>Spring/06</b>	19	19
<b>Fall /06</b>	14	14
<b>Spring /07</b>	12	12
<b>Fall /07</b>	9	9
<b>Spring/08</b>	13	13
<b>Fall /08</b>	9	8
<b>Spring/09</b>	13	13
<b>Fall /09</b>	4	4
<b>Spring /10</b>	16	15
<b>Total</b>	109	107

In spring, 2009, the College of Education was merged into a new configuration with the College of Health and Public Policy, to form the College of Education Health and Public Policy. The rationale was to bring the professional education programs together for sharing of resources and administrative supports. This reconfiguration, however, did not affect the function of the Professional Education Unit, which involves several colleges that have teacher education related courses across the University.

**B.7. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]**

## CONCEPTUAL FRAMEWORK

**This section provides an overview of the unit's conceptual framework(s). The overview should include a brief description of the framework(s) and its development.**

**C.1. How does the unit's conceptual framework address the following structural elements? [Please provide a summary here. A more complete description of the conceptual framework should be available as an electronic exhibit.]**

1 the vision and mission of the unit

1 philosophy, purposes, goals, and institutional standards of the unit

1 knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit

1 candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards

1 summarized description of the unit's assessment system

### **Vision**

Teacher candidates in the Professional Education Unit programs will be able to demonstrate excellence in the design and delivery of instruction and assessment, exhibit research capabilities, and have a passion for outreach and service to local, state, regional, national and international constituencies. Upon completion of the Unit's programs, teacher candidates are able to deliver quality instruction through "best practices" for optimal teaching effectiveness, demonstrate professionalism in various settings, employ current technology advances to enhance teaching and learning, and can differentiate instruction to allow all students to access the curriculum.

### **Mission**

The Professional Education Unit's mission is consistent with the University's mission, and is as follows:

The Professional Education Unit is committed to excellence in offering a comprehensive program that addresses the needs of all its students. The Professional Education Unit offers a strong pedagogical base within the context of teaching, research, and service, and continues to build on its historical heritage in serving multicultural populations.

### **Philosophy**

Education is the very foundation of our democracy. People govern themselves and pursue happiness through the acquisition of knowledge, skills and dispositions. The P-12 school system is a primary source of such knowledge, skills, and dispositions, where teachers prepare youth to lead fruitful, productive lives and to become intelligent, contributive citizens who can meet the demands of the 21<sup>st</sup> Century. Thus, teachers have an awesome responsibility to the future. To meet this supreme challenge, teachers must be prepared through a first-rate education, which enables them to be instrumental in the teaching and creation of knowledge, acquire

positive dispositions, and to develop critical thinking and creative skills in their students.

## **Purpose**

The purpose of the Professional Education Unit at Delaware State University is to design and implement high quality teacher education (P-12) programs that address standards-driven performance competencies. Those standards-based performance competencies are aligned with Delaware State Teaching Standards, the Specialty Area Standards, and with Professional Education Unit Standards. These standards are identified by the acronym, DIRECT. The model is described as follows: 1.) Teacher candidates will demonstrate an awareness of diversity issues that impact teaching and learning, (2.) Teacher candidates will demonstrate effective interpersonal communication, (3.) Teacher candidates will demonstrate meaningful reflection in their practice, (4.) Teacher candidates will use effective instruction and assessment strategies, (5.) Teacher candidates will be proficient in the content area and use theories of teaching and learning to effectively address issues and concerns related to teaching and learning, (6.) Teacher candidates will demonstrate appropriate technological literacy in the content areas. In addition, the aim of the Unit is to permeate teacher education with concepts focusing on the development of professional knowledge, skills, and dispositions required of highly qualified teachers in the 21<sup>st</sup> Century.

The Theme that is emergent from these goals remains, “Effective Teachers within Diverse Populations for the 21<sup>st</sup> Century.”

## **Theoretical Knowledge Bases**

Knowledge base documents are categorized according to the Professional Education Unit standards. Included under each category are those documents that are used in the development of content and assessment.

### **PEU Standard 1. Diversity**

Effective teachers realize that understanding and adapting to diversity is an essential component of effective teaching in the 21<sup>st</sup> Century. Thus, effective teachers understand the impact educational equity has on schooling, the foundations and impact of racism, multiple points of view for a global society, and diversity in learning styles and aptitudes. Effective teachers strive to strengthen cultural consciousness and intercultural competence of self and others (Robinson and Howard-Hamilton, 2000; Banks, 2001, Diaz, 2001; Grieshaber & Cannelli, 2001; Brown & Kysilka, 2002; Robins, K. N., Lindsay, R. B., Lindsay, D. B., & Terrell, R. D., 2006 Johnson, R.S., 2002, and Gay, 2002) ([C.4 PEU Standards Selected Bibliography](#) [2]). [2]

### **PEU Standard 2. Interpersonal Communication**

Interpersonal skills are essential to effective teaching. Thus, effective teachers possess communication skills and attitudes needed in a workplace that values trust, self-esteem, reflection, self-improvement, expertise sharing, collaboration and productivity. They are members of a learning community that collaborates with peers, parents, and students to plan programs, implement effective instruction, manage classrooms, and resolve conflicts. (Barbour & Barbour, 2001; Brooks & Brooks, 1999; Friend, M. & Cook, L. 2003; Vance & Weaver, 2002) ([C.4 PEU Standards Selected Bibliography](#) [2]).

### **PEU Standard 3. Reflection**

The construct of reflective teaching dates back to John Dewey, an early 20<sup>th</sup> Century educational philosopher, who defined reflective action as, “that which involves active, persistent, and careful consideration of any belief or practice in light of the reasons that support it and further consequences to which it leads” (Zeichner & Liston, 1996, p. 9). Reflective teaching requires metacognitive processes and exercises that frame what teachers do in teaching and learning. Connected to reflection is an examination by teachers of their personal, professional beliefs, attitudes, and values toward the learners. Reflective practice requires that teachers assess critical levels of pedagogy: 1.) Who is the learner, (2.) What is to be taught, learned, and assessed, (3.) under what conditions should the learning occur, (4.) How should the content be delivered, and (5.) How relevant is the selected content? (Henderson, 1992; Eby et al., 1992) ([C.4 PEU Standards Selected Bibliography](#) [2]).

### **PEU Standard 4. Effective Teaching Strategies and Assessment**

Effective teachers understand and plan instruction and assessment in accordance with the most updated research-based models (Kauchak & Eggan, 2003). They plan, using acceptable lesson and unit planning formats, logically sequenced goals, activities and

assessments (Guskey, 2003; Pellegrino, Chudowski, & Glasser, 2001). They reflect on their practices for instructional improvement. They also make pedagogically sound decisions for adaptations and accommodations to ensure that all students access the curriculum. Moreover, they foster critical thinking and self-determination skill development in students (McLesky, Rosenberg, & Westling, 2010) ([C.4 PEU Standards Selected Bibliography](#) [2]).

## **PEU Standard 5. Content and Pedagogical Knowledge**

The Professional Education Unit has developed a knowledge base grounded in best practices and trends necessary for tomorrow's teachers. Content and pedagogical knowledge form the knowledge base for teaching that encompasses specialization of content areas and how content knowledge is understood, learned, and retained by all students. Content mastery by teacher candidates and domain-specific context of teaching are crucial for successful mastery learning (Kauchak & Eggen, 2003; Thompson, Kushner-Benson, Pachnowski, & Salzman, 2001) ([C.4.2 PEU Standards Selected Bibliography](#) [5]).<https://desu.tk20.com/campustoolshighered/start.do> [2]

## **PEU Standard 6. Technology**

The effective teacher is aware of increasing technological needs and trends of the 21<sup>st</sup> Century and is comfortable and confident with using technology in a variety of ways for instruction. Thus, the effective teacher strives to integrate technology into curriculum, instruction, and assessment in ways that improve teaching and student learning (Roblyer, 2006). In addition, the effective teacher can apply technology to lighten administrative tasks and to differentiate instruction via adaptations and accommodations or assistive technologies to ensure that all students access the curriculum (Reiser & Dempsey, 2006) (Link to C.4 PEU Standards Selected Bibliography) ([C.4 PEU Standards Selected Bibliography](#) [2]).

## **Candidate Proficiencies**

See [C.1.1 Professional Education Unit's Standards with Performance Indicators](#) [2]

## **Unit's Assessment System**

Assessment plays a vital role in the analysis of the quality of program completers. The Unit has designed a comprehensive, performance-based assessment system that addresses the assessment of teacher candidates, advance level students, professional education faculty, unit operations, and program evaluations. Prospective teacher candidates and advance level students are assessed at specific transition points in the Professional Education Unit's knowledge-bases. These transition points for teacher candidates are Admission (including General Education), Teacher Candidacy, Admission to Student Teaching, Program Completion, and Workforce Induction.

General Education coursework is evaluated on an independent basis via Grade Point Average (GPA). Each syllabus contains evaluation methods and the minimal criteria for successful completion of the course. To meet general education requirements, each student must successfully complete, or be in the semester of completing, the core courses and the foundation courses except for the senior capstone at the time of applying for admittance to the Teacher Education Program (TEP).

### **1. Program Admittance**

Each undergraduate student, desiring to enter the teacher education program, is assessed during the semester of completing or by completing 45-60 semester hours of study in the general education core curriculum by GPA (2.5). Each content course taken must show evidence of being completed with a minimum grade of C. The PRAXIS I examination must be passed with an independent area score. Each Advance level applicant, desiring to enter an education program, is assessed through GRE/MAT score, personal statement (essay), application form, letters of recommendation and GPA (3.0).

Undergraduate students must formally apply to enter the TEP.

### **2. Candidacy**

Teacher candidates must maintain a 2.5 cumulative GPA. Students may reapply to the TEP when minimal criteria are met. In addition to their course of study, teacher candidates organize a working portfolio according to the Unit standards, DIRECT, and

collect their documentation and artifacts indicating how they have met each standard. Advanced level candidates must possess and maintain a minimum GPA of 3.0 and matriculate in a program of study (knowledge, dispositions, skills, and working portfolio).

### 3. Admission to Internship

Teacher candidates must maintain a minimum of a 2.5 GPA in order to be admitted to student teaching. Each content course must be completed with a C or better. The candidate must pass the PRAXIS II and submit a working portfolio which documents unacceptable, acceptable and target levels of performance in knowledge, skills, and dispositions. In advanced level programs that have internship, the requirements are GPA (minimum 3.0), successful completion of appropriate course work and completion of internship application.

### 4. Program Completion

Teacher candidates are assessed at the completion of their senior capstone, student teaching. To successfully exit the Program, teacher candidates must complete the student teaching experience with a grade of C or better, submit a professional portfolio evaluated at acceptable to target level, and be eligible to meet the State of Delaware teacher certification standards. Advanced level candidates are assessed in the final semester of their program of study. They must maintain a minimum GPA of 3.0 and successfully complete the internship and capstone project.

### 5. Workforce Induction

The final transition point is after the teacher candidate has secured a position in the workforce. Assessment focuses on program evaluation which includes courses, programs, and clinical experiences. Graduates are contacted via questionnaires, and, employers are sent satisfaction surveys (see Standard 1 data). Protocols are designed to determine the quality of the Delaware State University Teacher Education Program and to determine if revisions to the program are needed for improvement. The final transition point for advanced level candidates is also workforce induction. The assessment is captured through employer satisfaction and graduate follow-up surveys.

[Table showing alignment of state, professional](#) [2]

#### **C.2. (Continuing Visits Only) What changes have been made to the conceptual framework since the last visit?**

In 2008, the PRAXIS II exam was added to the conceptual framework model as a key assessment. Students must now pass the PRAXIS II Examination in their particular SPA area prior to enrollment in EDUC 400, student teaching. In fall 2010, the Conceptual Framework Model was revised to reflect expectations of advanced level candidates at transition points.

#### **C.3. (First Visits Only) How was the conceptual framework developed and who was involved in its development?**

**C.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the conceptual framework may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.**

[C.4.1 Professional Education Unit Model](#) [2]

[C.4.2 Professional Education Unit's Standards with Performance Indicators](#) [2]

[C.4.3 \[6\]Selected Bibliography](#) [2]

#### **Exhibits**

1. Institutional report, BOE report, and institutional rejoinder from the previous NCATE review (Continuing & Focused Visits only)
2. Preconditions Report and Report from NCATE indicating that all preconditions were met (First Visits only) (N/A)
3. Unit catalogs and other printed documents describing general education, specialty/content studies, and professional studies: [Undergraduate](#)

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Published on DSU (<http://www.desu.edu>)

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4. Most recent report prepared for a state program review and the state's findings (If the visit is being conducted jointly with the state, the state's findings are available until the visit.) (**pending state review**)
5. A copy of the unit's notice soliciting third-party testimony [A.4.1 A copy of the Unit's notice soliciting 3<sup>rd</sup> Party testimony](#)
6. Syllabi for professional education courses (EH 109, N-drive)
7. Conceptual framework(s) Documents in EH 109
8. [Table showing alignment of state, professional, and institutional standards](#) [2]
9. Reports and findings of other national accreditation associations related to the preparation of education professionals (e.g., ASHA, NAEP, etc.) (N/A)

- **Standard 1 Candidate Knowledge for Teacher Candidates**
- **Standard 2 Assessment System and Unit Evaluation**
- **Standard 3 Field Experiences and Clinical Practice**
- **Standard 4 Diversity**
- **Standard 5 Faculty Qualifications, Performance, and Development**
- **Standard 6 Unit Governance and Resources**

**Source URL:** <http://www.desu.edu/education/ncate-institution-report-overview>

### Links

- [1] <http://www.desu.edu/sites/default/files/09enrprofile%283%29.pdf>
- [2] <https://desu.tk20.com/campustoolshighered/start.do>
- [3] [http://www.dtcc.edu/connecteddegree/pdfs/early\\_child\\_ed\\_birth\\_second\\_dsu.pdf](http://www.dtcc.edu/connecteddegree/pdfs/early_child_ed_birth_second_dsu.pdf)
- [4] [http://www.dtcc.edu/connecteddegree/pdfs/elem\\_education.pdf](http://www.dtcc.edu/connecteddegree/pdfs/elem_education.pdf)
- [5] [file:///C:/Users/James/Documents/My%20Web%20Sites/My%20Web%20Sites/mysite/\\_private/IR%20Exhibits/C.4.3%20Selected%20Bibliography%20for%20Knowledge%20Bases.doc](file:///C:/Users/James/Documents/My%20Web%20Sites/My%20Web%20Sites/mysite/_private/IR%20Exhibits/C.4.3%20Selected%20Bibliography%20for%20Knowledge%20Bases.doc)
- [6] [file:///J:/My%20Web%20Sites/mysite/\\_private/IR%20Exhibits/C.4.3%20Selected%20Bibliography%20for%20Knowledge%20Bases.doc](file:///J:/My%20Web%20Sites/mysite/_private/IR%20Exhibits/C.4.3%20Selected%20Bibliography%20for%20Knowledge%20Bases.doc)