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The State of Early Childhood Higher Education in New Jersey The New Jersey Early Childhood Higher Education Inventory

By Fran Kipnis, Marcy Whitebook, Lea Austin and Laura Sakai

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The State of Early Childhood Higher Education in New Jersey

The New Jersey Early Childhood Higher Education Inventory

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Table of Contents

INTRODUCTION	2
NEW JERSEY EARLY CHILDHOOD HIGHER EDUCATION INVENTORY	
Results from the Mapping and Program Modules	5
Results from the Faculty Module	35
DISCUSSION AND RECOMMENDATIONS	65
REFERENCES	67
APPENDIX 1 The New Jersey Early Childhood Higher Education Inventory Methodology	68
APPENDIX 2 The New Jersey Early Childhood Higher Education Inventory Mapping and Program Modules – Supplemental Tables	73
APPENDIX 3 The New Jersey Early Childhood Higher Education Inventory Faculty Module – Supplemental Tables	88

Introduction

The Center for the Study of Child Care Employment (CSCCE) at the University of California, Berkeley, is assisting the New Jersey Council for Young Children (Council) in collecting and analyzing information about the state's early learning professional preparation and development system. The project consists of two phases: a Mapping Phase and a Quality Assessment Phase. As part of the Quality Assessment, the Council asked the CSCCE to investigate the early childhood higher education opportunities available to the state's early learning work force.

Historically, any higher education degree program within one of several disciplines focused on children has been considered an acceptable form of early childhood teacher preparation. "Early childhood-related" is a widely used label in research and policy to describe the educational backgrounds of teachers of young children. There is no accepted and agreed-upon standard for what constitutes a high-quality course of study for early childhood practitioners working with children before Kindergarten. Too often, highly diverse degree programs are assumed to produce equivalent results (Maxwell, Lim, & Early, 2006; Whitebook et al., 2012).

To address this issue, the Early Childhood Higher Education Inventory (Inventory) was designed to gain a clearer picture of the early childhood offerings in a state's higher education system. The New Jersey Inventory was implemented for the Council by the CSCCE in fall 2012/winter 2013. The Inventory describes the landscape of the state's early childhood degree programs, focusing on variations in program content, child age-group focus, student field-based learning, and faculty characteristics. This information allows the Council and other stakeholders to identify the gaps and opportunities in the available offerings and to assess the capacity of the higher education system over time. This document presents the Inventory findings. These findings are also included in the Quality Assessment Report (Kipnis et al., 2013).

The Inventory includes three modules:

1. **Mapping Module:** Through an extensive document review, the mapping module identifies the state's early childhood higher education programs by collecting information on the college or university, the department in which the program is housed, degrees and certificates offered, and characteristics of the students attending the program.
2. **Program Module:** Using an online survey tool completed by the degree program's dean or coordinator, the program module collects information on program content and age group focus, connections to state standards, accreditation; methods of student assessment, types, sequencing, duration and supervision of clinical experiences, and student supports and challenges within the institution.
3. **Faculty Module:** Using an online survey tool completed by all faculty members teaching in the degree program, the faculty module collects information on faculty employment status, teaching experience and expertise, profession development experiences and needs, and past experience within the early childhood field.

Thirteen of the 14 community colleges offering early childhood degrees in New Jersey agreed to participate in the Inventory. These 13 colleges offered 18 associate degrees, and data were collected for 17 of these 18 degree programs. Thirteen of the 15 four-year colleges and universities offering early childhood degree programs participated in the Inventory. These 13 institutions offered 34 bachelor's and graduate degrees, and data were collected for 32 of these 34 degree programs.

Approximately one-half of the faculty sample responded to the Faculty Module. For this reason, we cannot assume that findings from this module are representative of early childhood teacher educators in the state. As discussed in the Discussion and Recommendations section, however, findings from the Faculty Module were consistent with those from the Program Module.

This report begins with a description of the number and types of degree programs across the state, followed by highlights from the Program and Faculty Modules. The Highlights are followed by recommendations for addressing the challenges identified in the findings and for building on promising practices. The appendices describe the Inventory methodology and present supplementary tables for both the Program and Faculty Modules.

The State of Early Childhood Higher Education in New Jersey

Results from the Mapping and Program Modules

New Jersey Early Childhood Higher Education Inventory

HIGHLIGHTS

- ❖ Twenty-nine institutions of higher education offer early childhood degree programs in New Jersey. Associate degrees are offered in community colleges in 14 of New Jersey's 21 counties, bachelor's degrees in 11 counties, and joint bachelor's/master's and master's degrees in nine counties. The two early childhood doctoral degree programs are offered in Middlesex County.
- ❖ The associate, bachelor's, master's and doctoral degree programs reported a range of goals related to preparing students for specific early childhood job roles and job settings.
 - ✓ Preparing teachers and administrators to work in both early childhood (e.g., preschools, family child care homes) and elementary education settings was the most frequently reported goal (52 percent).
 - ✓ Approximately one-quarter (22 percent) reported that their primary goal was preparing students to work in multiple roles (e.g., teachers, administrators, family workers, mental health consultants), in multiple settings for young children (e.g., preschools, K-3 settings, social services agencies, family resource centers).
 - ✓ Smaller percentages of programs reported that their primary goal was to prepare teachers and administrators to work exclusively in early childhood settings (14 percent) or to prepare early interventionists/special education teachers (2 percent).
- ❖ Almost all degree programs required coursework on multiple topics related to child development and learning, teaching diverse child populations, teaching and curriculum, teaching skills, and community, family, and policy.
- ❖ Degree programs were less likely to report offering coursework on topics related to early childhood administration and leadership (e.g., adult supervision, program planning, development and operations). Only four of the 13 topics listed in the Inventory were offered by one-half or more of degree programs. The two doctoral programs, however, offered course work on eight of the 13 topics, with one of the doctoral programs offering a concentration in teacher leadership.
- ❖ While most degree programs reported focusing their coursework on preschool-age children (ages three to four years) and children in the early elementary grades, they were less likely to report focusing course content on infants and toddlers (birth to two years old). Associate degree programs were more likely to report focusing their course content on infants and toddlers than the bachelor's and graduate-level degree programs.

¹ Student teaching is defined as full-time immersion in a classroom, with increasing responsibility for curriculum planning and teaching, and supervision by a cooperating teacher. A practicum is defined as an experience, associated with a course, that is short in duration, often focused on a particular skill or population of children, and supervised by a faculty member and/or mentor.

- ❖ Approximately 40 percent of degree programs reported that they did not require students to participate in a student teaching experience. About one-third did not require students to participate in a practicum.¹ The requirement for field experiences varied by degree program, with the bachelor's degree programs most likely to report requiring students to participate in a student teaching and/or practicum experience. All the bachelor's degree programs required a student teaching experience, and 92 percent required a practicum experience.
- ❖ In a pattern similar to the age focus of coursework, degree programs reported that field experiences were more likely to focus on preschool and early elementary age children than on infants and toddlers. More than three-fourths (77 percent) of degree programs requiring field experiences reported that student teaching focused on infants and toddlers was not available to students, and more than one-half (58 percent) reported that practicum experiences focused on infants and toddlers were not available. In both cases, associate degree programs were the most likely to report that their field experiences focused on infants and toddlers.
- ❖ For those programs requiring field experiences and reporting criteria for selection of field sites, the two most frequently reported criteria were the location of the site (79 percent for student teaching, and 77 percent for practicum) and the ages of children served (62 percent for student teaching, and 58 percent for practicum). Less than one-half of these degree programs reported that criteria for selection included characteristics related to the quality of the site, such as quality ratings, national accreditation, connections to a professional development or laboratory school, or to specific demographic characteristics of the children other than age. Almost one-third (32 percent) of degree programs reporting a challenge facing their degree program, reported that lack of access to quality clinical experiences was a challenge.
- ❖ More than three-quarters of degree programs requiring field experiences used a cooperating teacher at the site to help supervise students participating in student teaching (77 percent) and practicum experiences (81 percent). Most of these programs (97 percent for student teaching and 85 percent for practicum) reported criteria for selecting the cooperating teacher. In almost all cases, the cooperating teacher was required to hold a New Jersey state credential or equivalent. Fewer than two-thirds of these programs, however, required the cooperating teacher to have experience in supervising field placements (61 percent for student teaching, and 54 percent for practicum) and fewer than one-half required the teacher to attain any certification as a mentor or master teacher (46 percent for student teaching, and 43 percent for practicum).
- ❖ Most degree programs reported incorporating the New Jersey Preschool Teaching and Learning Standards and the New Jersey Core Curriculum Content Standards into their curricula. Only 35 percent, however, reported incorporating the New Jersey Core Knowledge and Competencies for Working with Children Birth through Age Eight and in After-school Programs into their curricula.
- ❖ Approximately three-quarters (77 percent) of degree programs reported challenges. The most frequently reported challenge by these programs was the inability to recruit students (43 percent), followed by the lack of access to quality clinical experience sites (32 percent), inequitable distribution of resources within the institution (30 percent), and lack of recognition of the value of early childhood education within the department or school (30 percent).

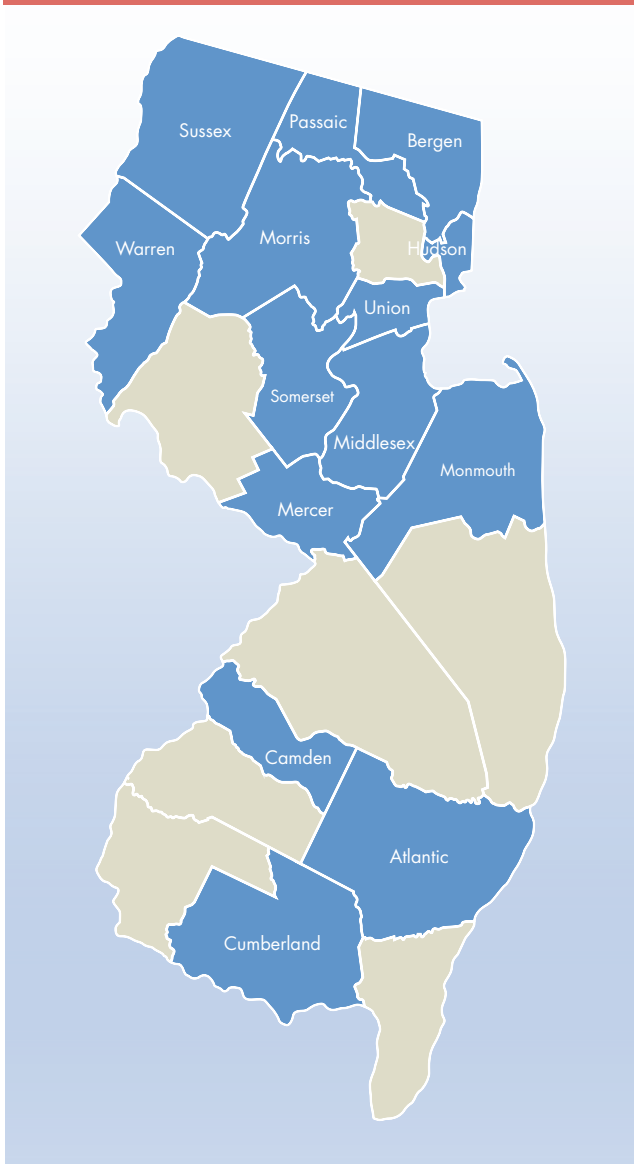
The following document presents the major findings from the Mapping and Program Modules of the *New Jersey Early Childhood Higher Education Inventory*. Because only two doctoral programs offered early childhood degrees, these programs have been excluded from the figures that display the data by degree program. In these cases, we have included the doctoral degree responses in text below the figure when appropriate. Additional tables are included in Appendix 3.

I. What early childhood degree programs are available in New Jersey?

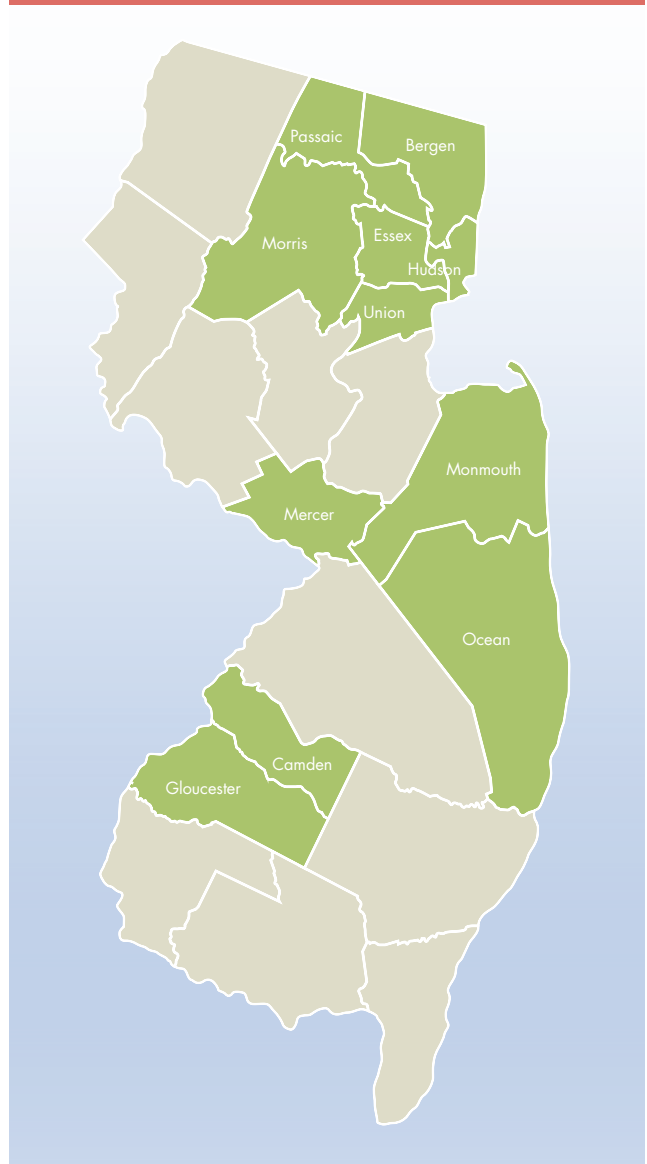
Twenty-nine institutions of higher education offer early childhood degree programs in New Jersey.

- ❖ 14 public community colleges offer:
 - 19 associate degree programs;
 - A variety of certificate programs, including the Child Development Associate.
- ❖ 15 public and private four-year colleges and universities offer:
 - 16 bachelor's degree programs;
 - 4 joint bachelor's/master's degree programs;
 - 14 master's degree programs;
 - 2 doctoral degree programs
 - All 15 offer coursework for the Preschool to Third Grade (P-3) Certificate.

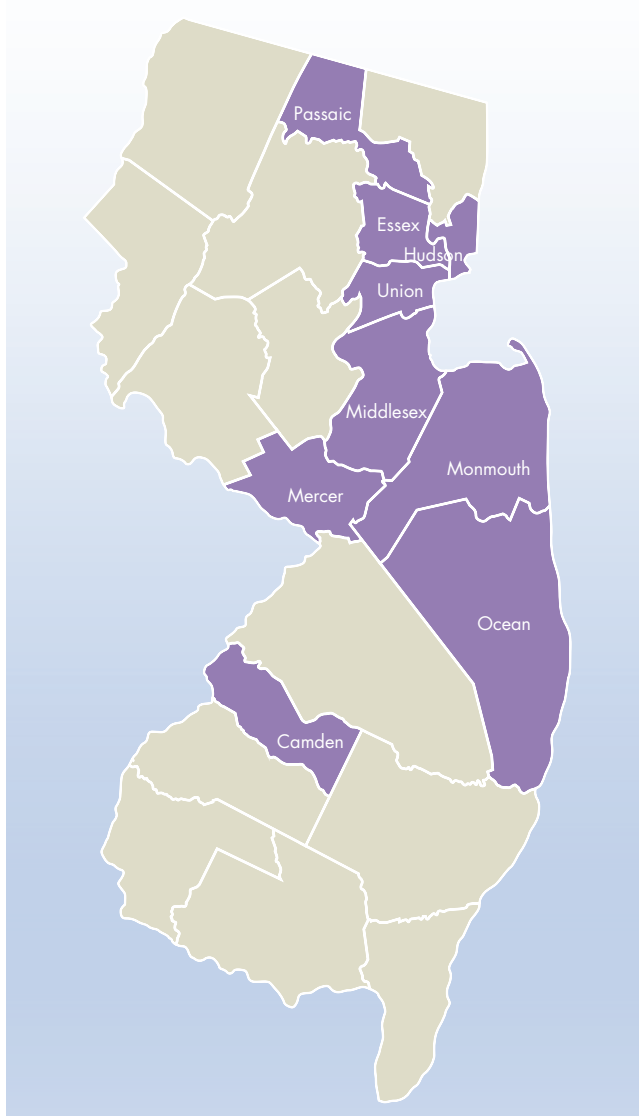
Map 1: Location of Early Childhood Associate Degree Programs in New Jersey



Map 2: Location of Early Childhood Bachelor's Degree Programs in New Jersey



Map 3: Location of Early Childhood Master's and Bachelor's/Master's Degree Programs in New Jersey



Map 4: Location of Early Childhood Doctoral Degree Programs in New Jersey

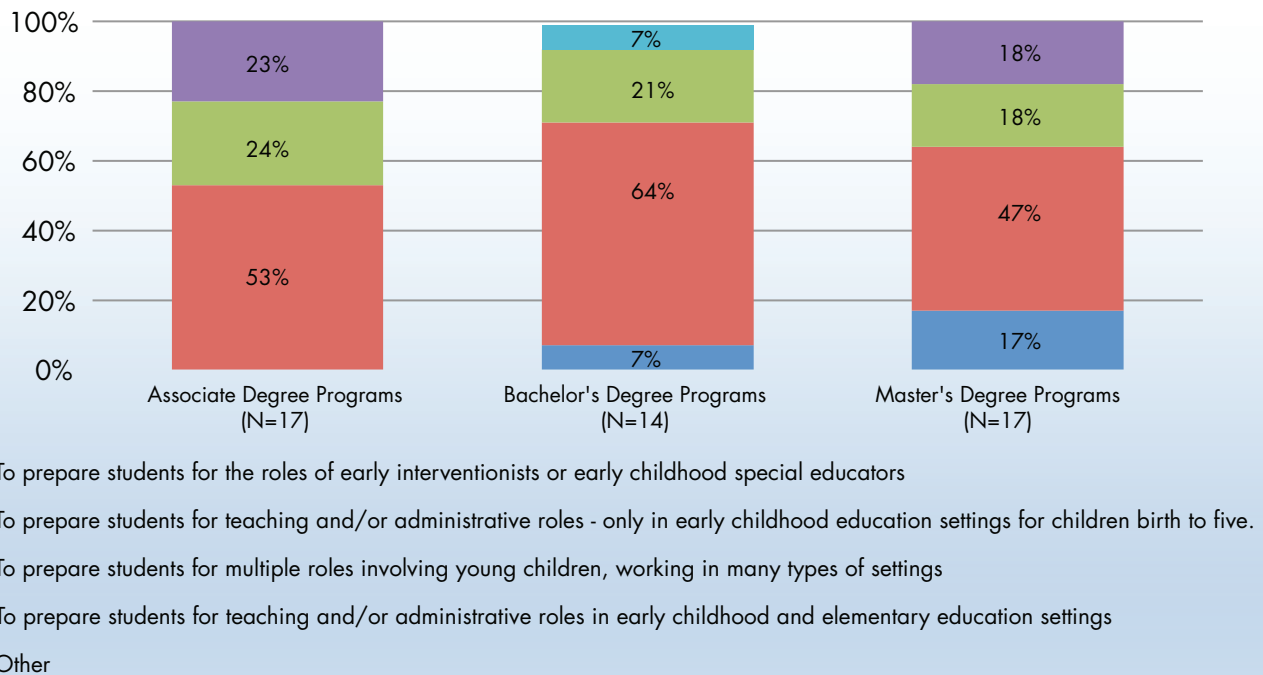


II. What are the primary goals of the early childhood degree programs?

The associate, bachelor's, master's and doctoral degree programs reported a range of goals related to preparing students for specific early childhood job roles and job settings.

- ❖ Preparing teachers and administrators to work in both early childhood (e.g., preschools, child care centers, family child care homes) and elementary education settings was the most frequently reported goal (52 percent) of degree programs.
- ❖ Approximately one-quarter of degree programs (22 percent) reported that their primary goal was preparing students to work in multiple roles (e.g., teachers, administrators, family workers, mental health consultants) in multiple settings for young children (e.g., preschools, K-3 settings, social services agencies, family resource centers).
- ❖ Smaller percentages of programs reported that their primary goal was to prepare teachers and administrators to work exclusively in early childhood settings (14 percent) or to prepare early interventionists/special education teachers (2 percent).

Figure 1: Primary Goal of New Jersey Early Childhood Higher Education Degree Programs, by Degree Program



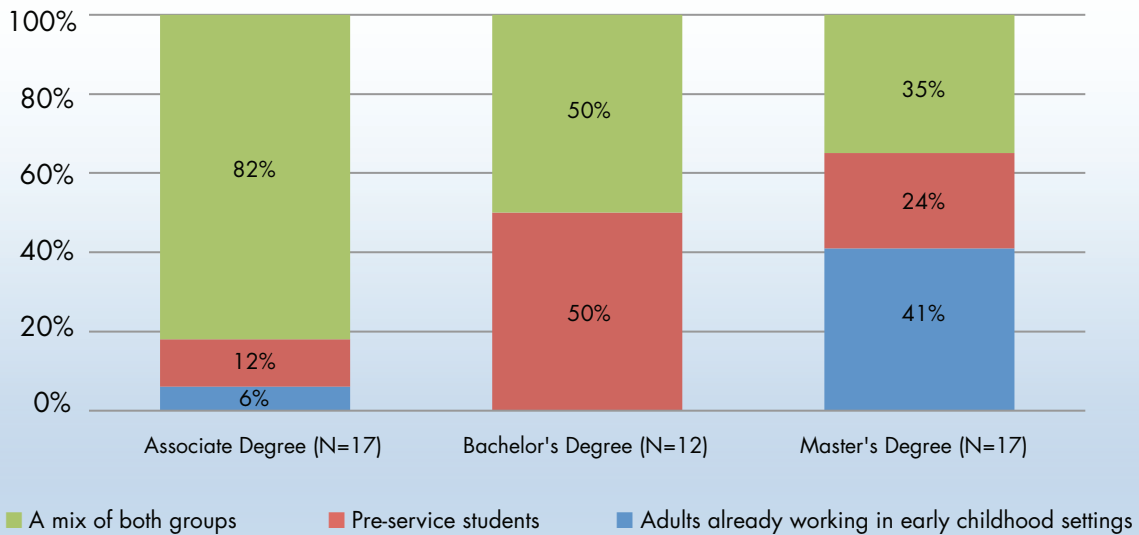
Primary goals of the doctoral degree programs:

1. Prepare students for faculty positions at research institutions.
2. Prepare students for multiple roles involving young children, working in many types of settings.

III. Who are the students being served, and what services are available to them?

- ❖ More than one-half of degree programs (54 percent) reported that their target student population was a mix of pre-service students and students already working in early childhood settings. One-quarter reported that their target population was pre-service students, and the remaining 21 percent targeted students already working in early childhood settings.
- ❖ Bachelor's degree programs were the most likely to report targeting pre-service students, while the master's degree programs were more likely to report targeting students already working in the field. Both doctoral degree programs also reported targeting students already working in the field. The associate degree programs were the most likely to report targeting a mix of both groups.
- ❖ Degree programs reported that students were offered a variety of services to help them access their education and succeed in their educational careers. These included three general categories of services: counseling and support such as academic and financial aid counseling; access supports such as classes in convenient locations and at convenient times (e.g., evening, weekends), and skills supports such as academic tutoring and assistance with technology.
- ❖ In most cases, degree programs reported that these student services were offered to all students in the college or university, and not targeted specifically to students in the early childhood degree programs.

Figure 2: Target Student Population of New Jersey Early Childhood Higher Education Degree Programs, by Degree Programs



The two doctoral degree programs reported targeting adults already working in early childhood settings.

Figure 3: Services Offered to Students in New Jersey Early Childhood Higher Education Degree Programs: Counseling and Support, by Degree Program

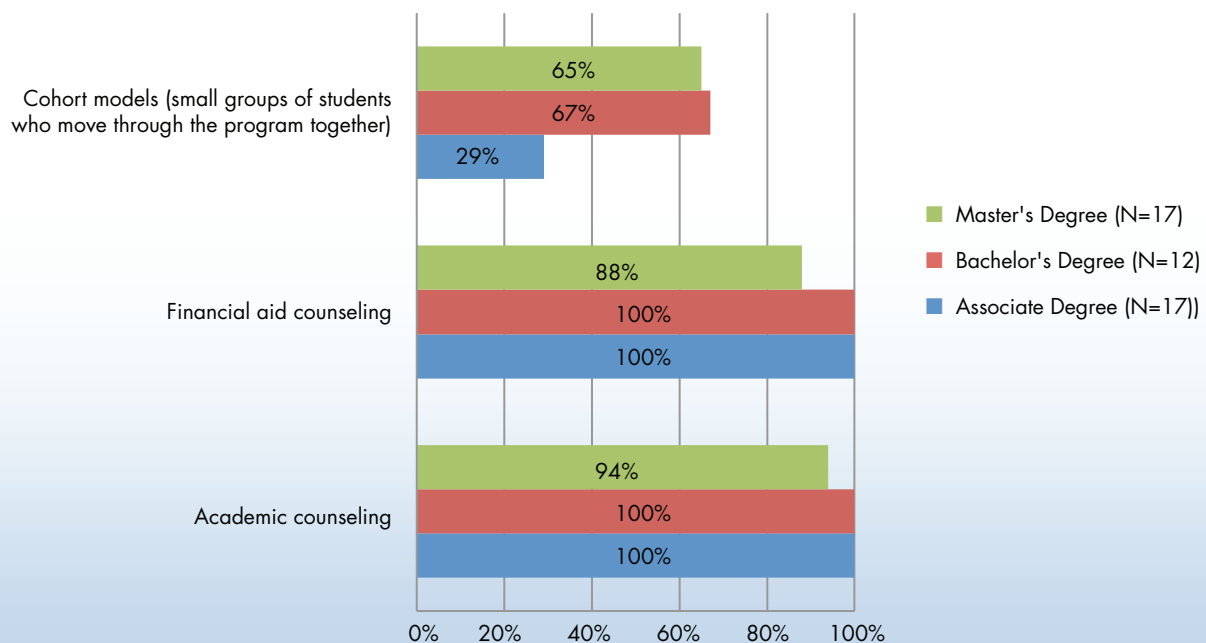


Figure 4: Services Offered to Students in New Jersey Early Childhood Higher Education Degree Programs: Access Supports, by Degree Program

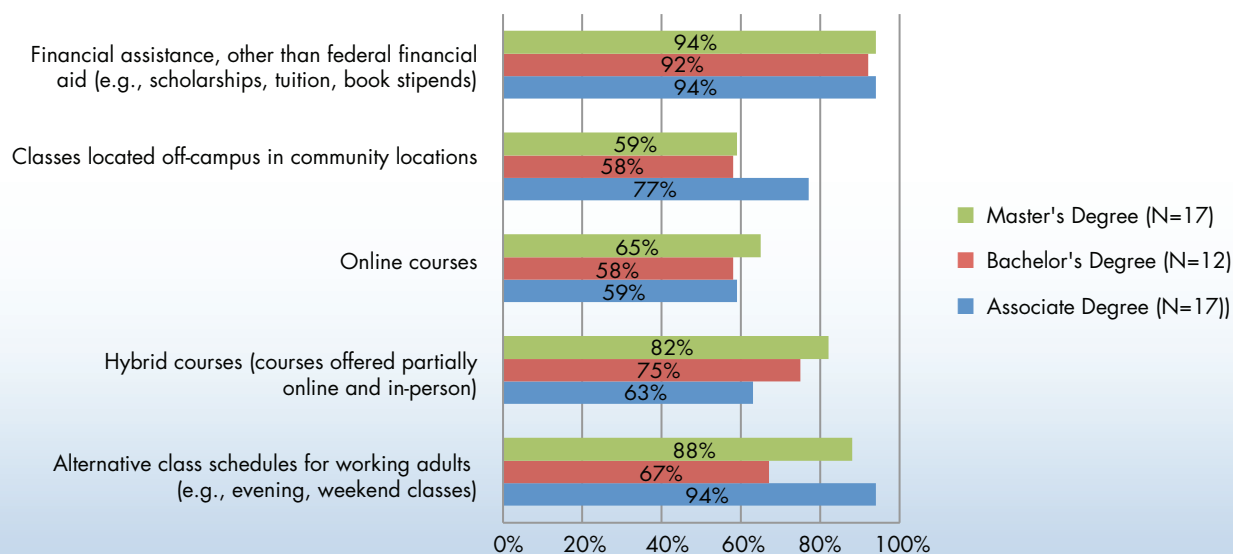
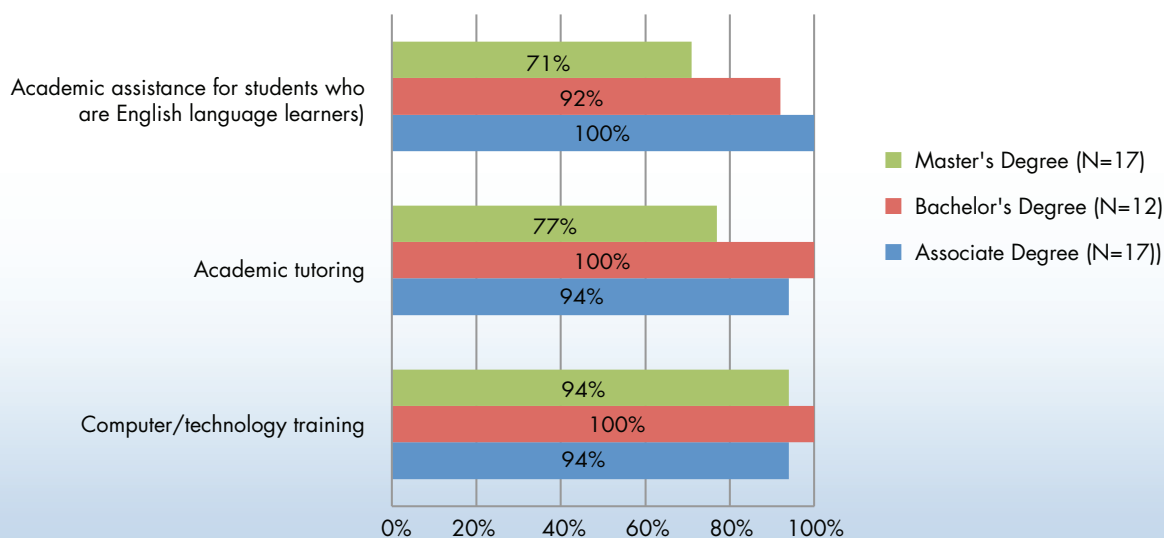


Figure 5: Services Offered to Students in New Jersey Early Childhood Higher Education Degree Programs: Skills Supports, by Degree Program



Students in both doctoral degree programs were offered: financial aid counseling, alternative class schedules for working adults, hybrid courses, online courses and computer/technology training.

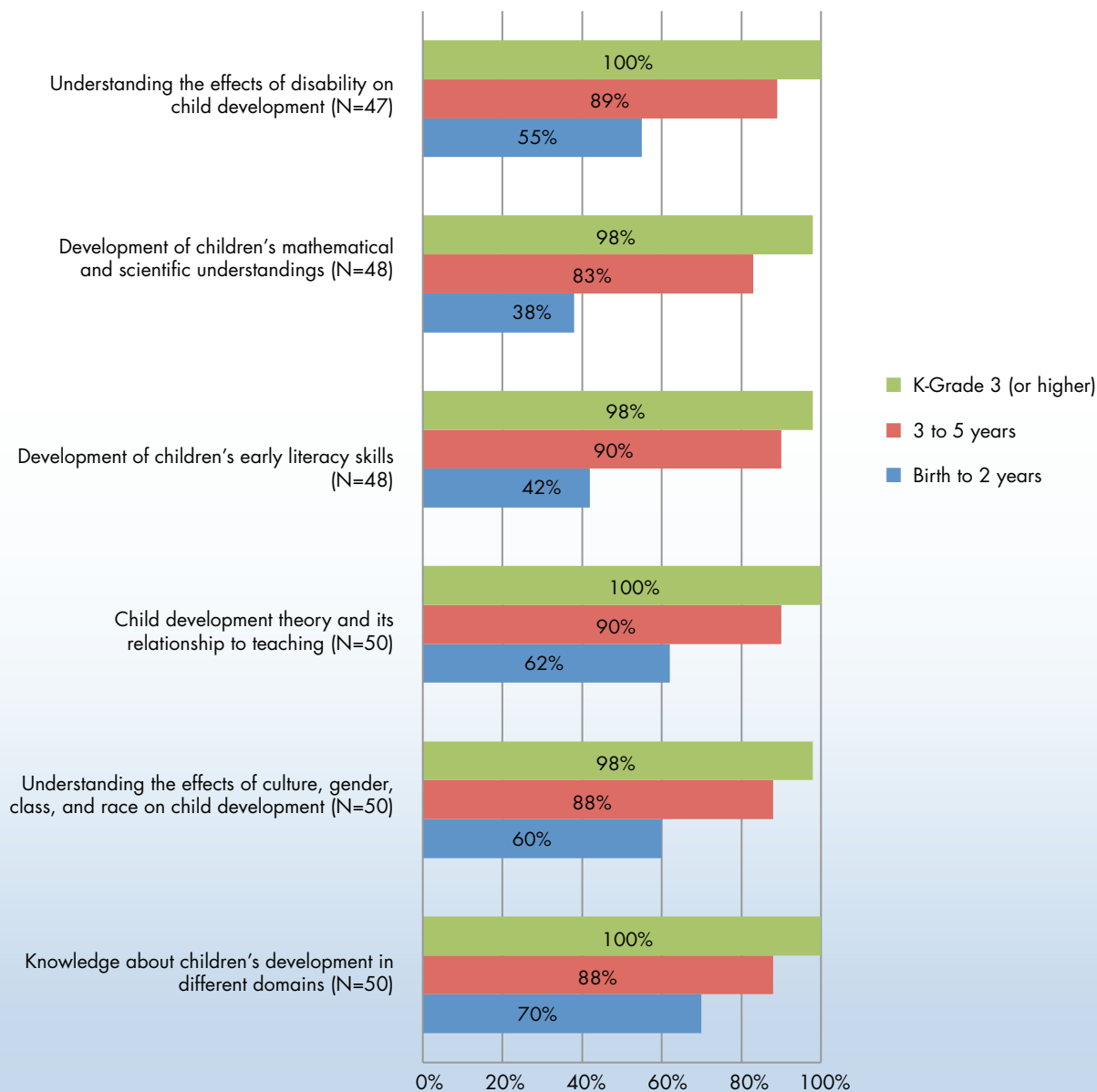
Students in one of the two doctoral degree programs were offered: academic counseling and financial assistance other than federal financial aid.

IV. What is the academic and age group focus of the early childhood degree programs?

- ❖ The Inventory asked deans or coordinators to indicate the course content required for students to complete their degrees. Almost all degree programs required coursework in multiple topics related to child development and learning, teaching diverse child populations, teaching and curriculum, teaching skills, and community family and policy.
- ❖ While most degree programs reported focusing this course work on preschool-age children (ages three to four years) and children in the early elementary grades, they were less likely to report focusing course content on infants and toddlers (birth to two years old). Associate degree programs were more likely to report focusing their course content on infants and toddlers than were the upper division and graduate programs.
- ❖ Degree programs were less likely to report offering coursework in topics related to early childhood administration and leadership (e.g., adult supervision, program planning, development and operations). Only four of the 13 topics listed in the Inventory were offered by one-half or more of degree programs. The two doctoral programs, however, offered coursework on eight of the 13 topics, with one of the doctoral programs offering a concentration in teacher leadership.
- ❖ When coursework on administration and leadership was offered, degree programs were more likely to report focusing these topics on preschool and early elementary settings than on infant and toddler settings.

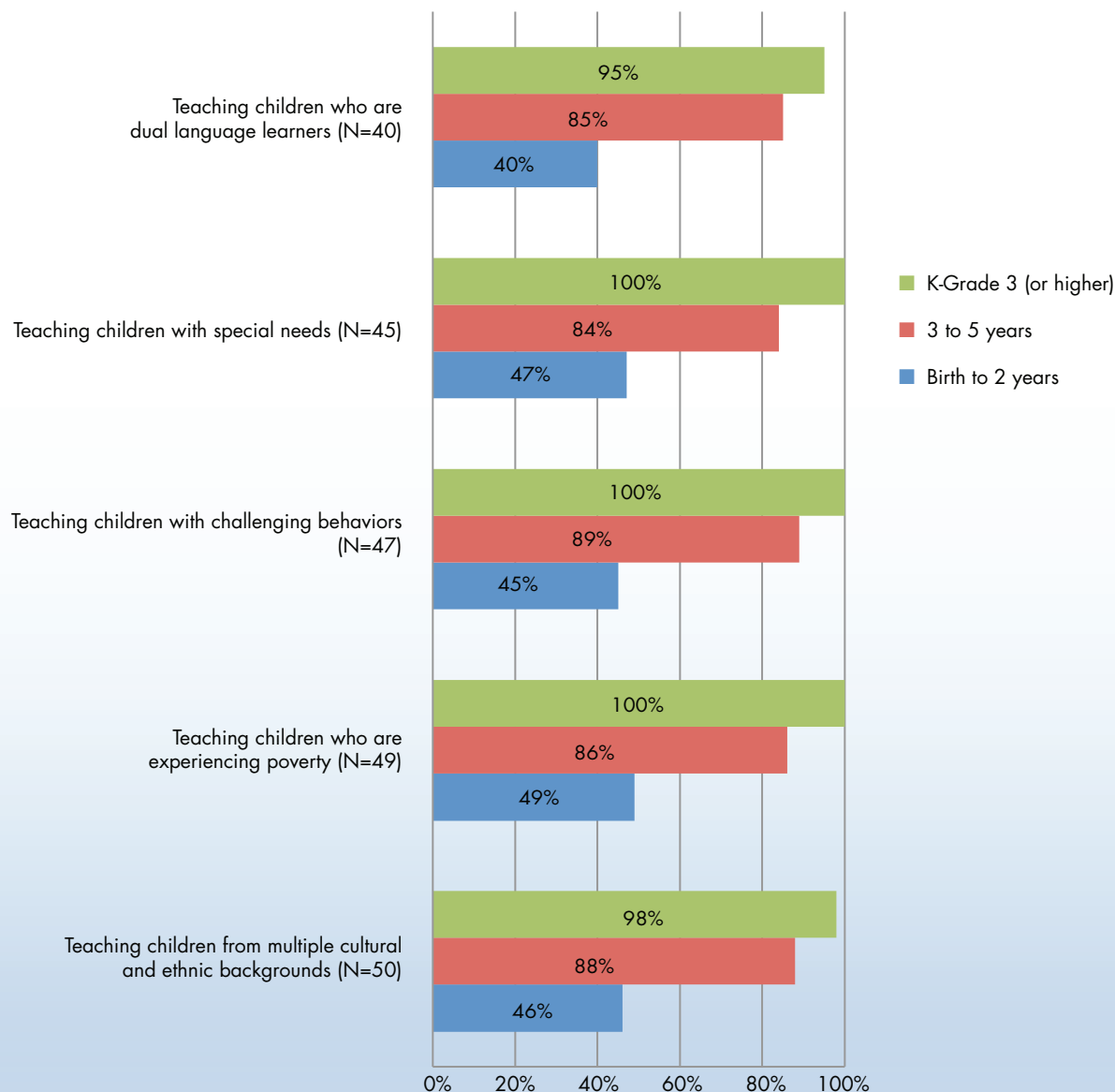
Between 94 percent and 100 percent of degree programs reported requiring the following topics related to Child Development and Learning. These degree programs were more likely to report focusing this content on preschool and elementary age children than on infants and toddlers.

Figure 6: Child Development and Learning Coursework in New Jersey Early Childhood Higher Education Degree Programs: Age Group Focus



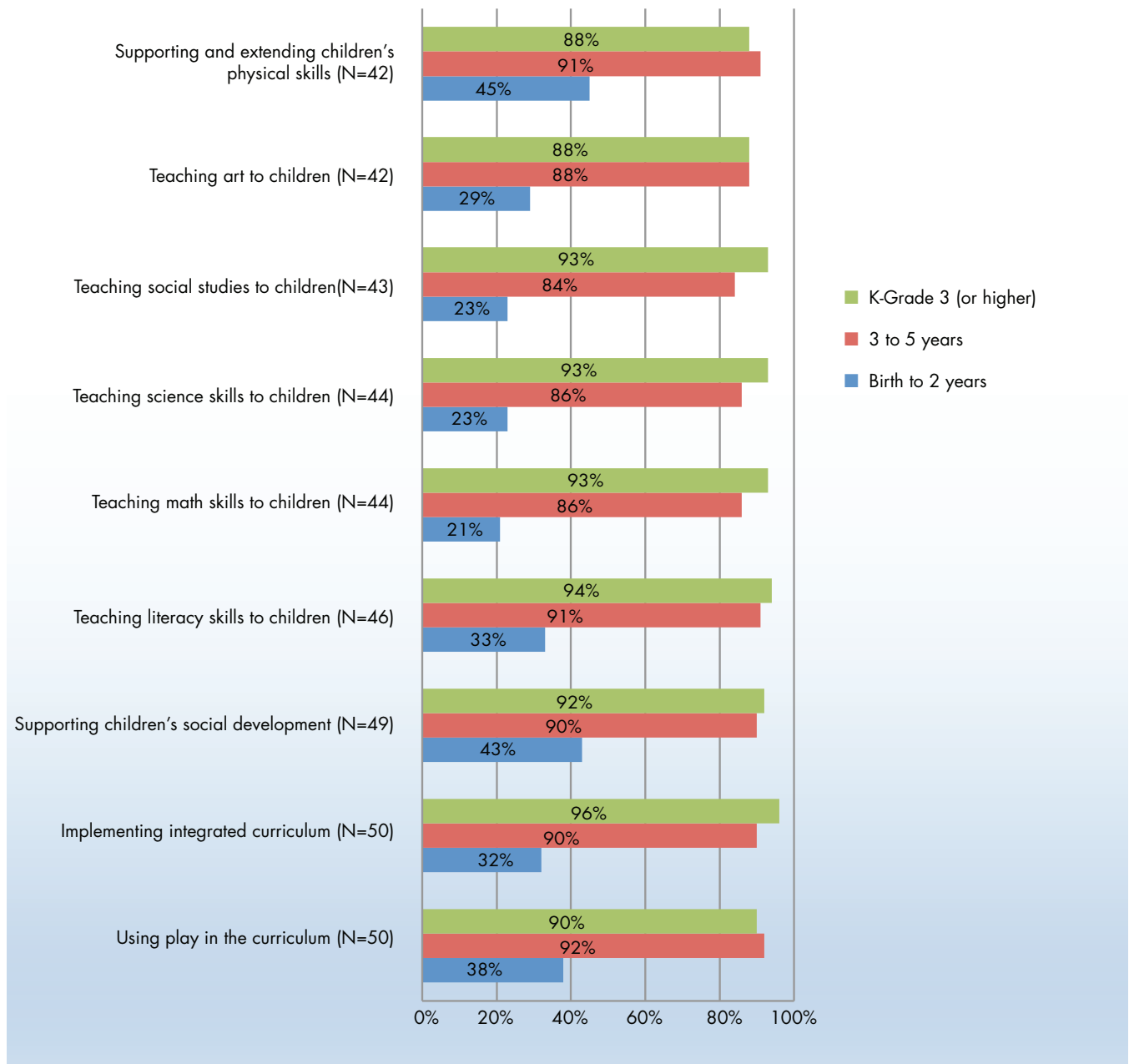
Between 80 percent and 100 percent of degree programs reported requiring the following topics related to Teaching Diverse Child Populations. These degree programs were more likely to focus this content on preschool and elementary age children than on infants and toddlers

Figure 7: Teaching Diverse Child Populations Coursework in New Jersey Higher Education Degree Programs: Age Group Focus



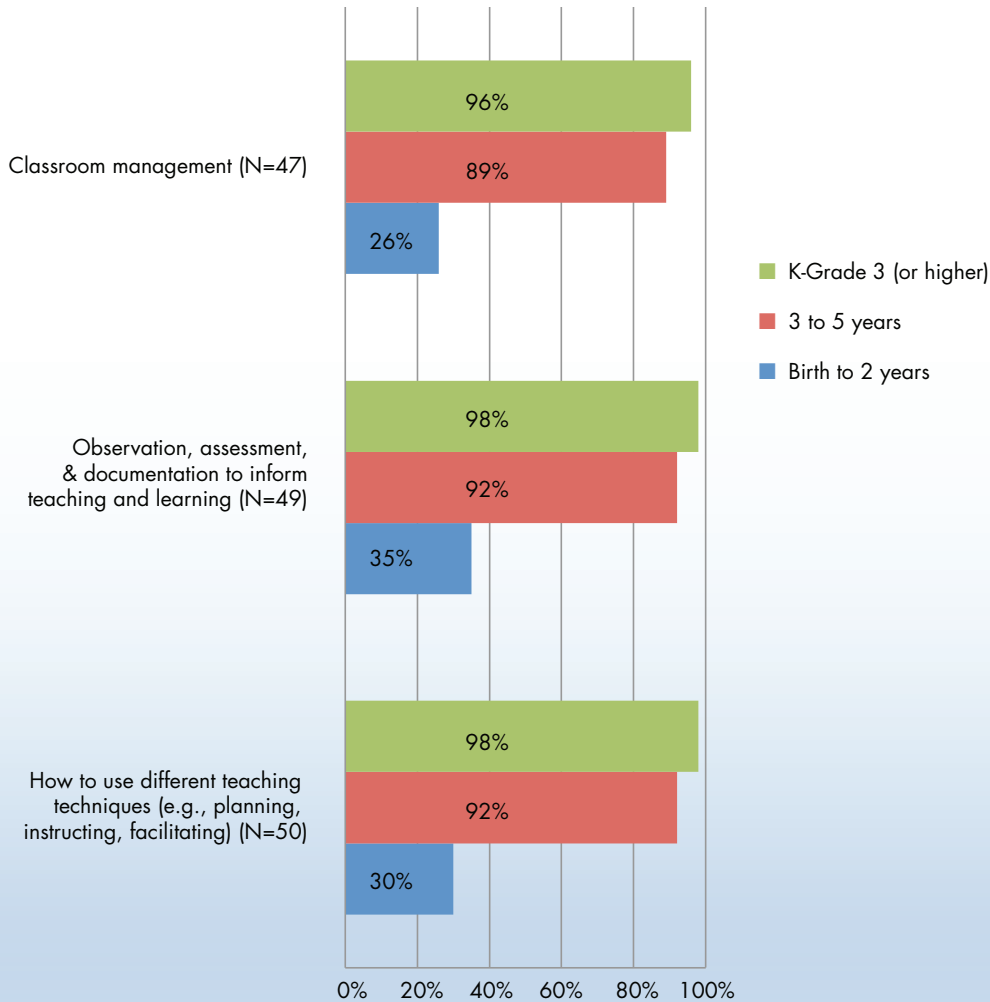
Between 84 percent and 100 percent of degree programs reported requiring the following topics related to Teaching and Curriculum. These degree programs were more likely to focus this content on preschool and elementary age children than on infants and toddlers.

Figure 8: Teaching and Curriculum Coursework in New Jersey Early Childhood Higher Education Degree Programs: Age Group Focus



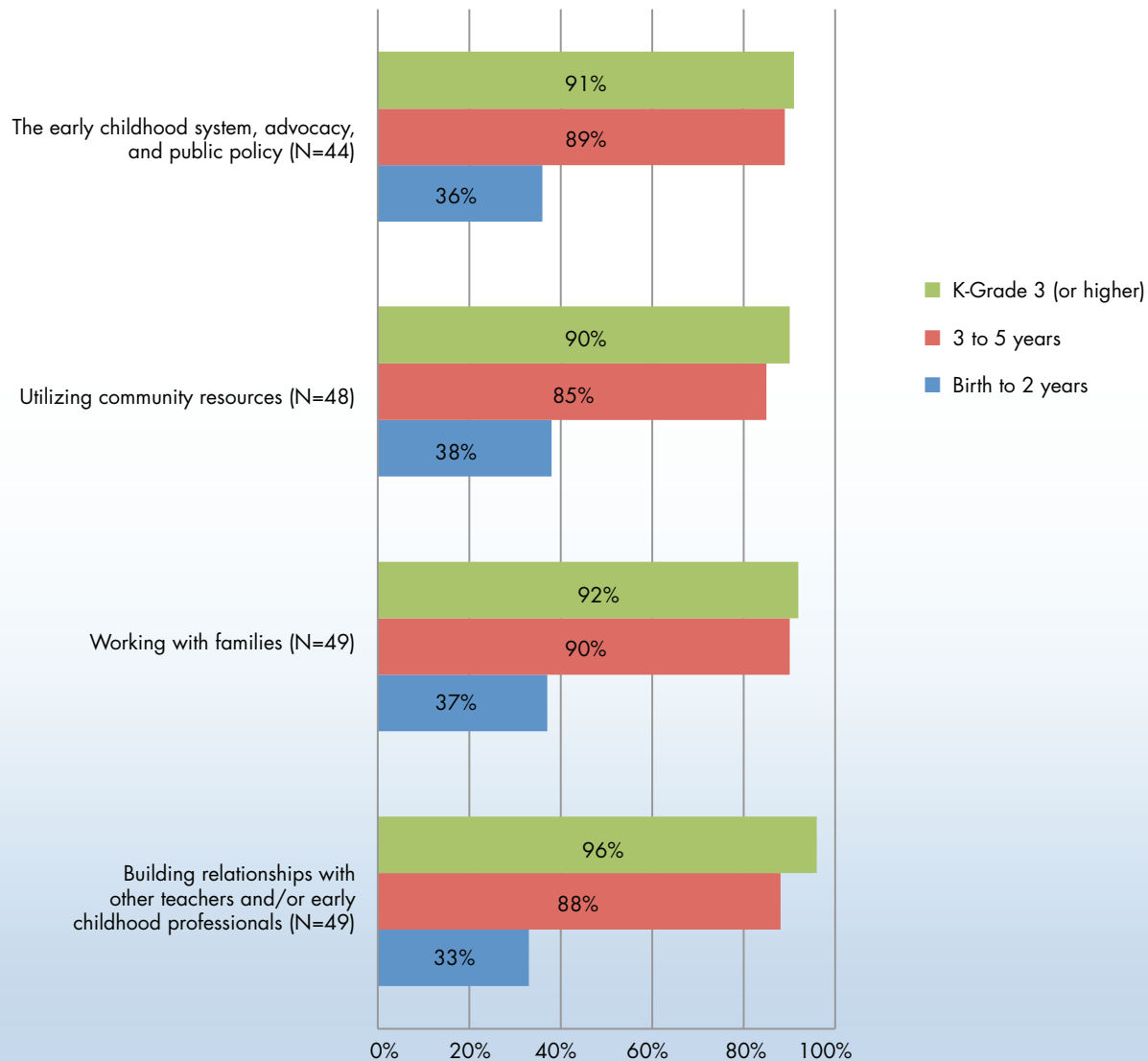
Between 94 percent and 100 percent of all degree programs reported requiring the following topics related to Teaching Skills in Early Childhood Settings. These degree programs were more likely to focus this content on preschool and elementary age children than on infants and toddlers.

Figure 9: Teaching Skills in Early Childhood Settings Coursework in New Jersey Early Childhood Higher Education Degree Programs: Age Group Focus



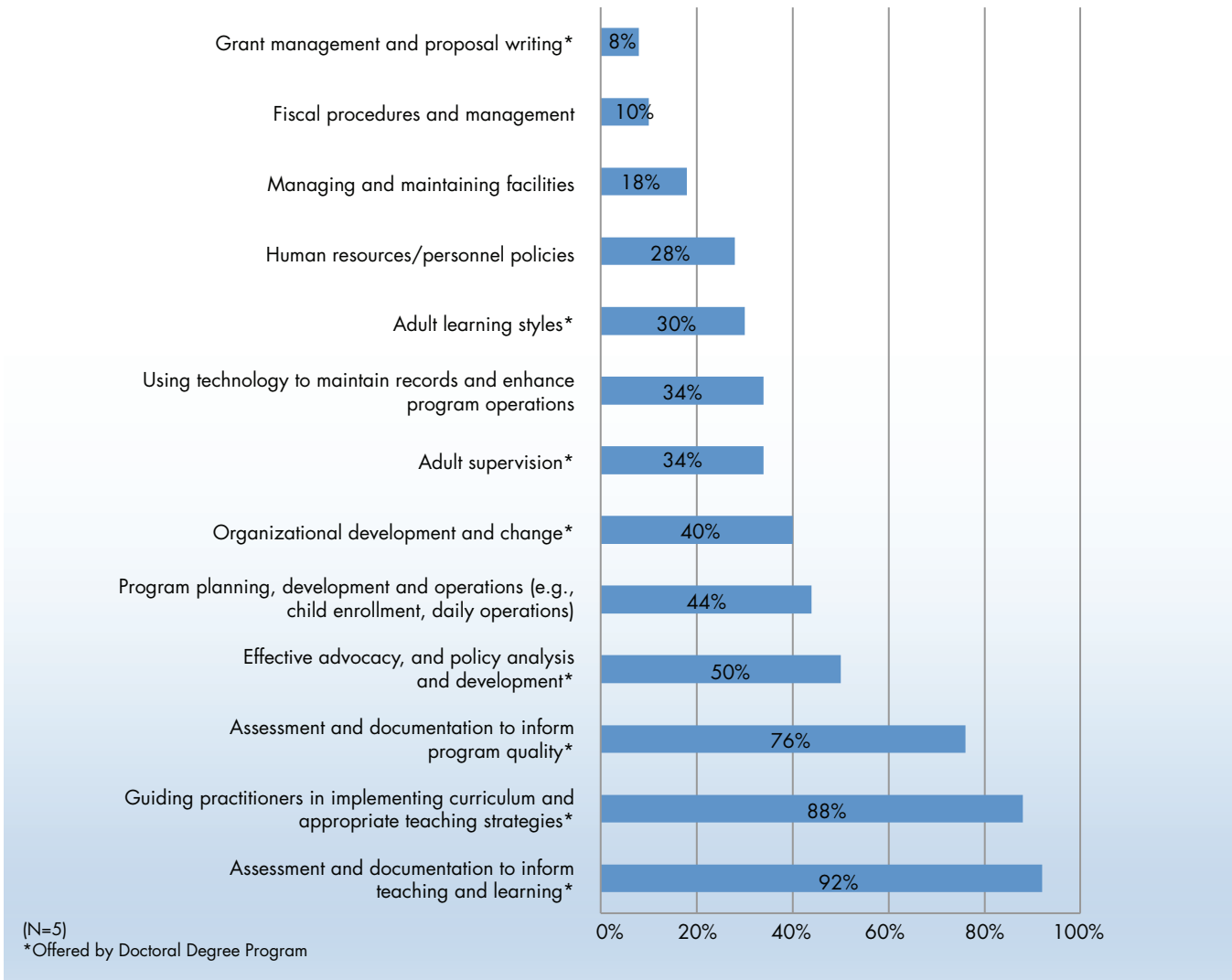
Between 88 percent and 98 percent of degree programs reported requiring the following topics related to Community, Family and Policy. These degree programs were more likely to focus this content on preschool and elementary age children than on infants and toddlers.

Figure 10: Community, Family and Policy Coursework in New Jersey Early Childhood Higher Education Degree Programs: Age Group Focus



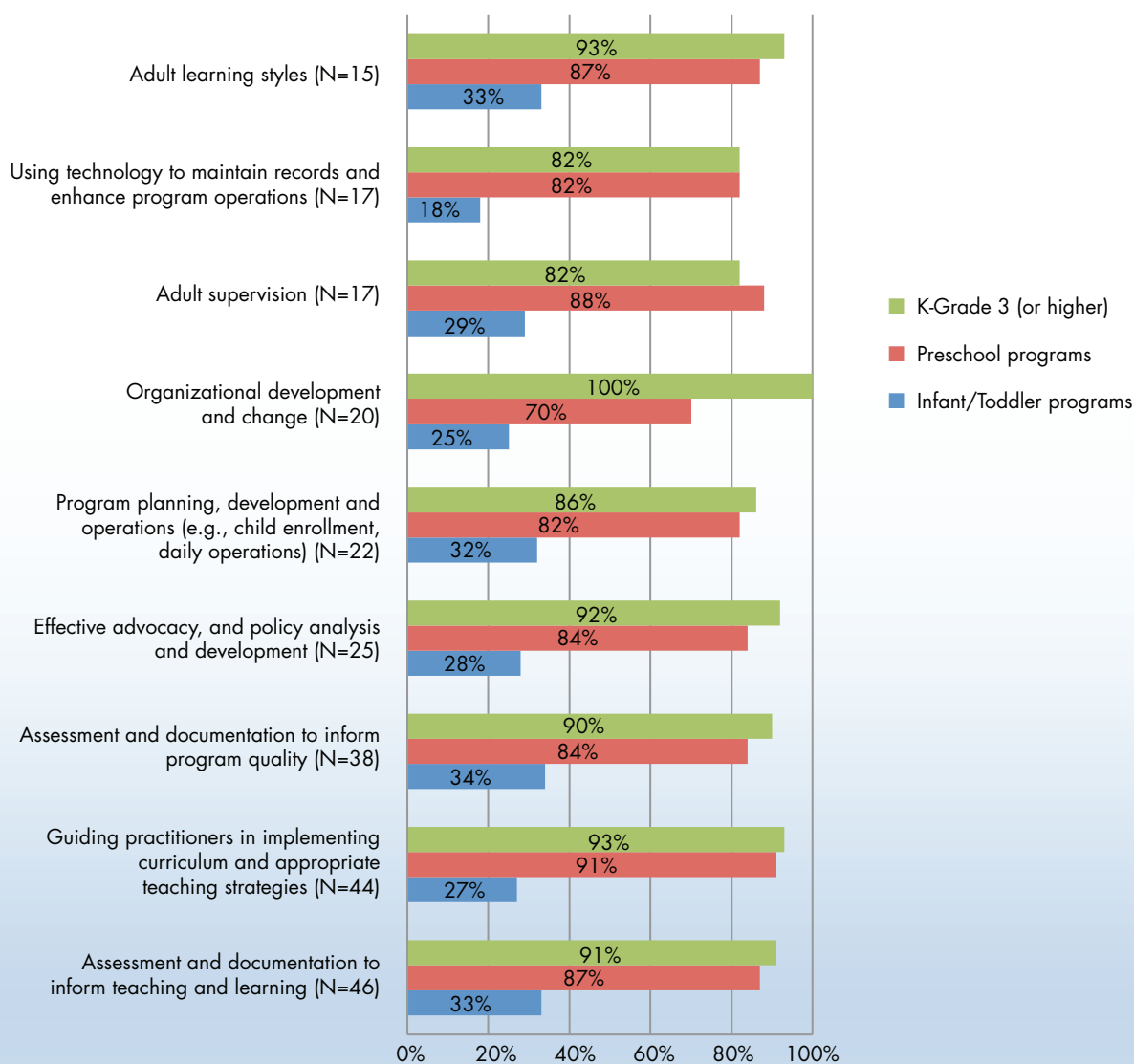
Degree programs were less likely to report offering topics related to Early Childhood Administration and Leadership. Only four topics were offered by one-half or more of degree programs. The two doctoral degree programs offered course work in eight of the topics, as indicated by the asterisk.

Figure 11: Administration and Leadership Cousework in New Jersey Early Childhood Higher Education Degree Programs



These degree programs were more likely to focus Administration and Leadership content on preschool and elementary age children than on infants and toddlers.

Figure 12: Administration and Leadership Coursework in New Jersey Early Childhood Higher Education Degree Programs: Age Group Focus



The figures below display degree- and age-level information for two of the Child Development and Learning topics. Associate degree programs were the most likely to report focusing course content on infants and toddlers. Degree- and age-level information for the other content areas followed the same pattern. (See Appendix 3.)

Figure 13: Development of Children's Early Literacy Skills: Age Group Focus, by Degree Program

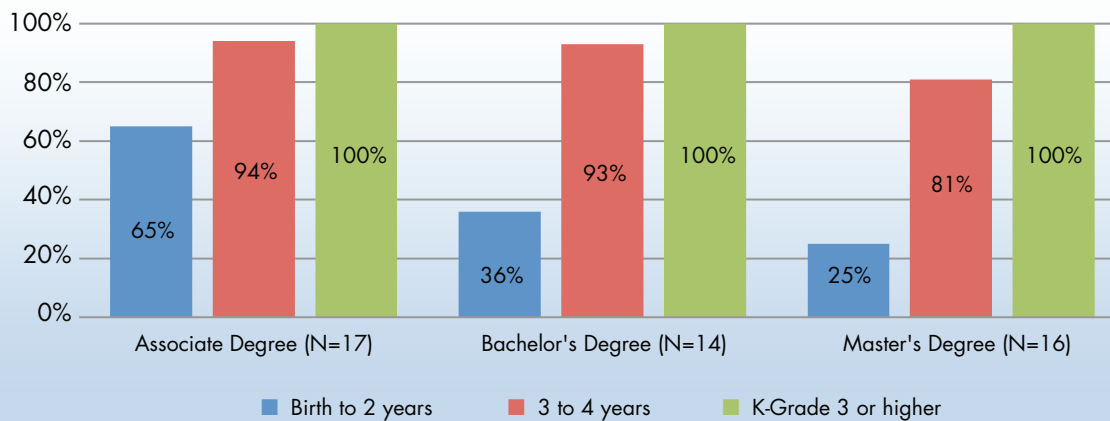
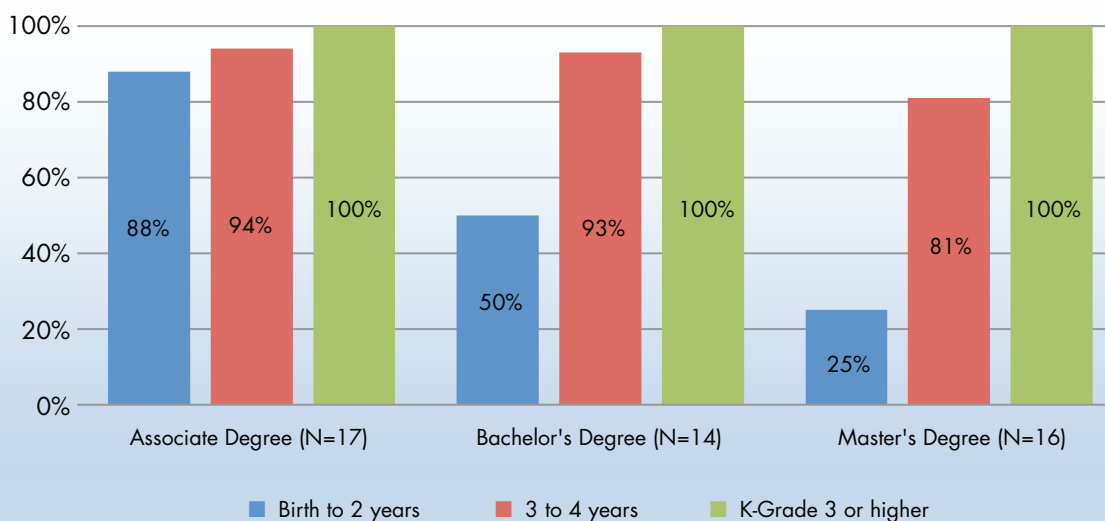


Figure 14: Understanding the Effects of Disability on Child Development: Age Group Focus, by Degree Program



V. What are the characteristics of the field experiences offered by the early childhood degree programs?

The Inventory asked respondents about two types of field experiences offered to the students: 1) student teaching, defined as full-time immersion in a classroom, with increasing responsibility for curriculum planning and teaching, and supervision by a cooperating teacher; and 2) practicum, defined as an experience, associated with a course, that is short in duration, often focused on a particular skill or population of children, and supervised by a faculty member and/or mentor.

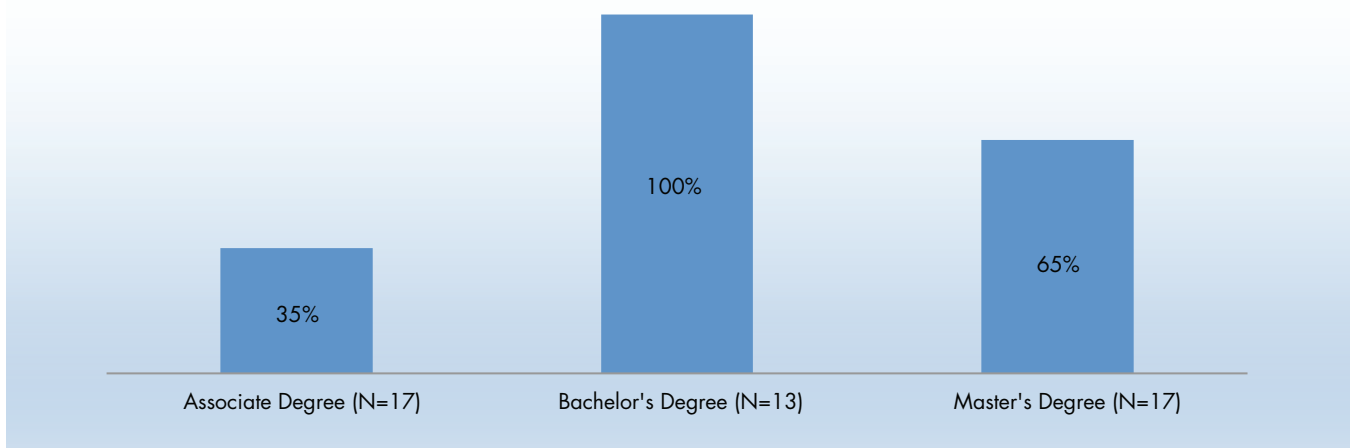
- ❖ More than one-half (61 percent) of degree programs reported requiring students to participate in a student teaching experience, and 69 percent reported requiring students to participate in a practicum. The requirement for field experiences varied by degree program, with the bachelor's degree programs most likely to report requiring students to participate in a student teaching and/or practicum experience. All the bachelor's degree programs required a student teaching experience, and 92 percent required a practicum.

Degree programs requiring student teaching and/or practicum experiences:

- ❖ In a pattern similar to the age focus of coursework, programs reported that field experiences were more likely to focus on preschool and early elementary age children than on infants and toddlers. More than three-fourths (77 percent) of degree programs reported that student teaching focused on infants and toddlers was not available to students, and more than one-half (58 percent) reported that practicum experiences focused on infants and toddlers were not available. In both cases, associate degree programs were the most likely to report that their field experiences focused on infants and toddlers.
- ❖ All degree programs requiring student teaching reported having criteria for selecting field sites as did 94 percent of the degree programs requiring practicum experiences. For these programs, the two most frequently reported criteria were the location of the site (79 percent for student teaching, and 77 percent for practicum) and/or the ages of children served (62 percent for student teaching, and 58 percent for practicum). Less than one-half of degree programs reported that criteria for field site selection included characteristics related to the quality of the site such as quality ratings, national accreditation, connections to a professional development or laboratory school, or to specific demographic characteristics of the children other than age.
- ❖ More than three-quarters of degree programs used a cooperating teacher at the site to help supervise students participating in student teaching (77 percent) and practicum experiences (81 percent). Almost all of these (97 percent for student teaching and 85 percent for practicum) reported criteria for selecting the cooperating teacher. In almost all cases, the cooperating teacher was required to hold a New Jersey state credential or equivalent. Fewer than two-thirds of these programs, however, required the cooperating teacher to have experience in supervising field placements (61 percent for student teaching, and 54 percent for practicum) and fewer than one-half required the teacher to attain any certification as a mentor or master teacher (46 percent for student teaching, and 43 percent for practicum).
- ❖ Most programs (83 percent) reported that students participated in their student teaching experience at the conclusion of the degree program, rather than during the first year (three percent) or midway into the program (17 percent). Practicum experiences occurred earlier for students, with 49 percent of programs reporting that the first practicum occurred during the first year of the degree program.

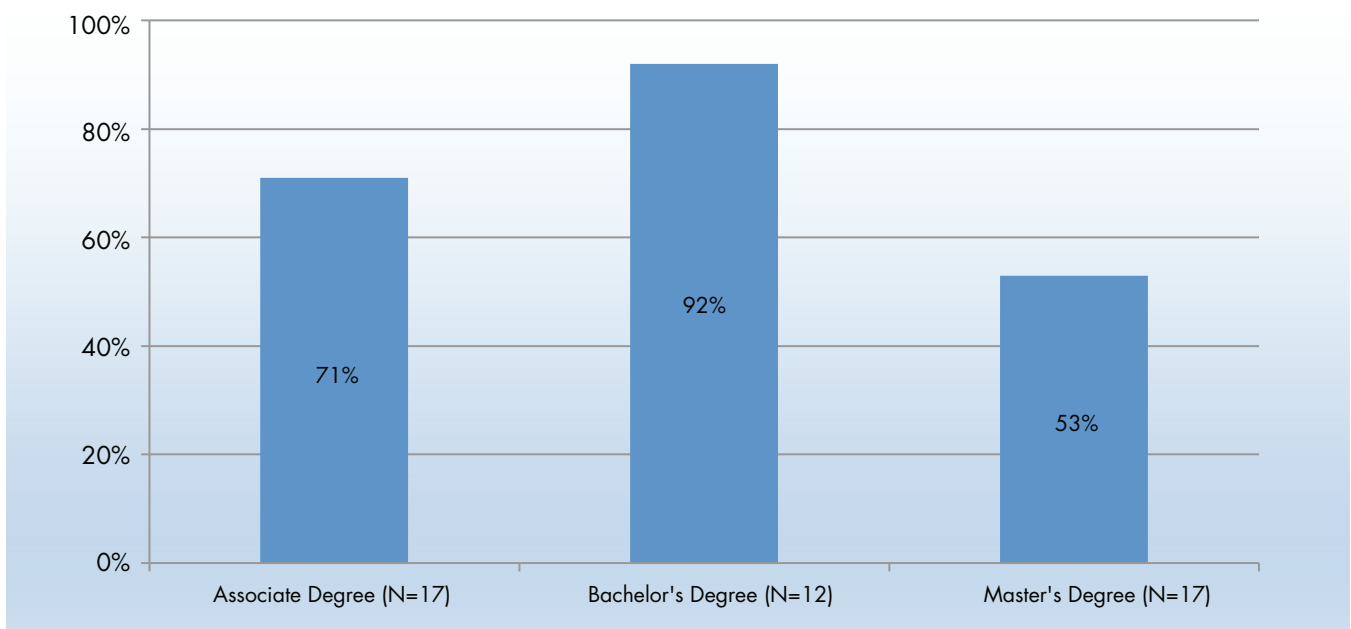
- ❖ Student teaching occurred for four months (one semester) in about two-thirds of programs (63 percent), for less than four months in 13 percent of programs, and for more than four months in 23 percent of the programs.
- ❖ Degree programs offered a variety of resources to cooperating teachers. Approximately two-thirds of degree programs reported providing these teachers with stipends (69 percent) or regularly scheduled consultations with clinical faculty (66 percent). Less than one-half reported offering opportunities to participate in training or college credit or financial resources for release time to work with the student. Degree programs were less likely to report offering any resources to cooperating teachers working with practicum students. The most commonly reported resource was regularly scheduled consultation with clinical faculty (39 percent).
- ❖ The majority of degree programs reported that student teaching and practicum experiences were not structured differently for new and experienced teachers. Only 31 percent of programs reported that student teaching experiences were structured differently for new and experienced teachers, and 24 percent of programs reported this for practicum experiences.

Figure 15: Student Teaching Experience Required in New Jersey Early Childhood Higher Education Degree Programs, by Degree Program



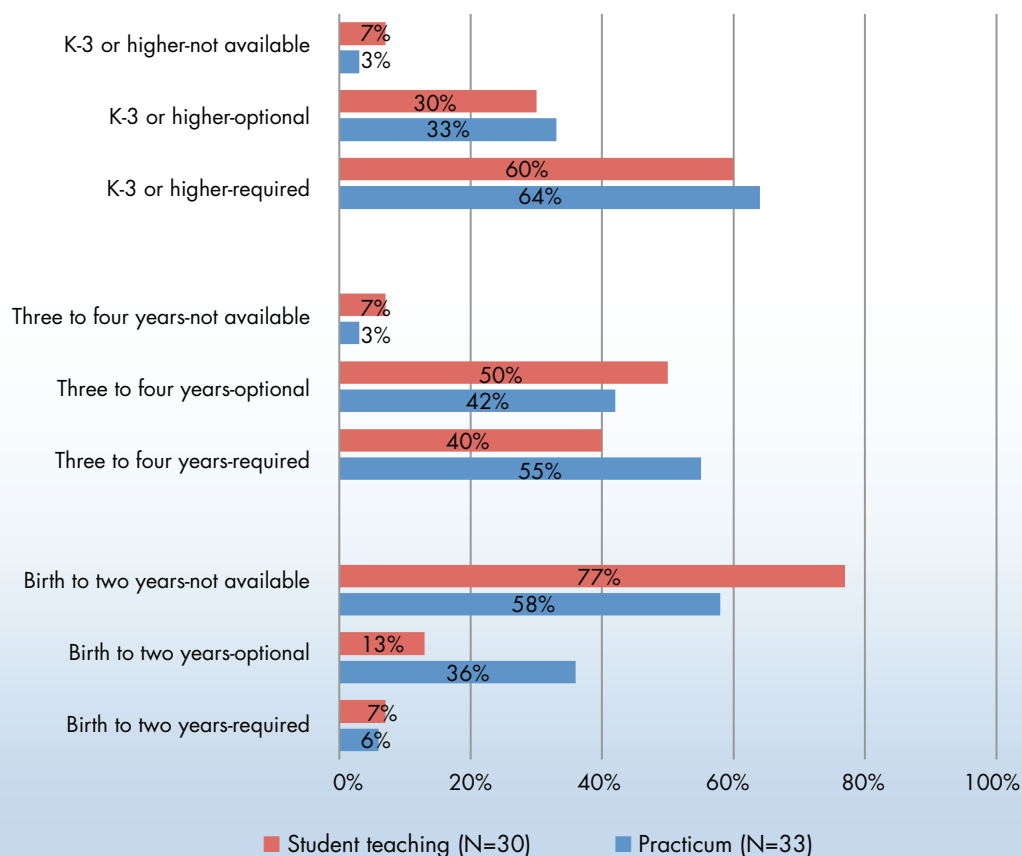
Neither of the two doctoral degree programs reported requiring student teaching.

Figure 16: Practicum Experience Required in New Jersey Early Childhood Higher Education Degree Programs, by Degree Program



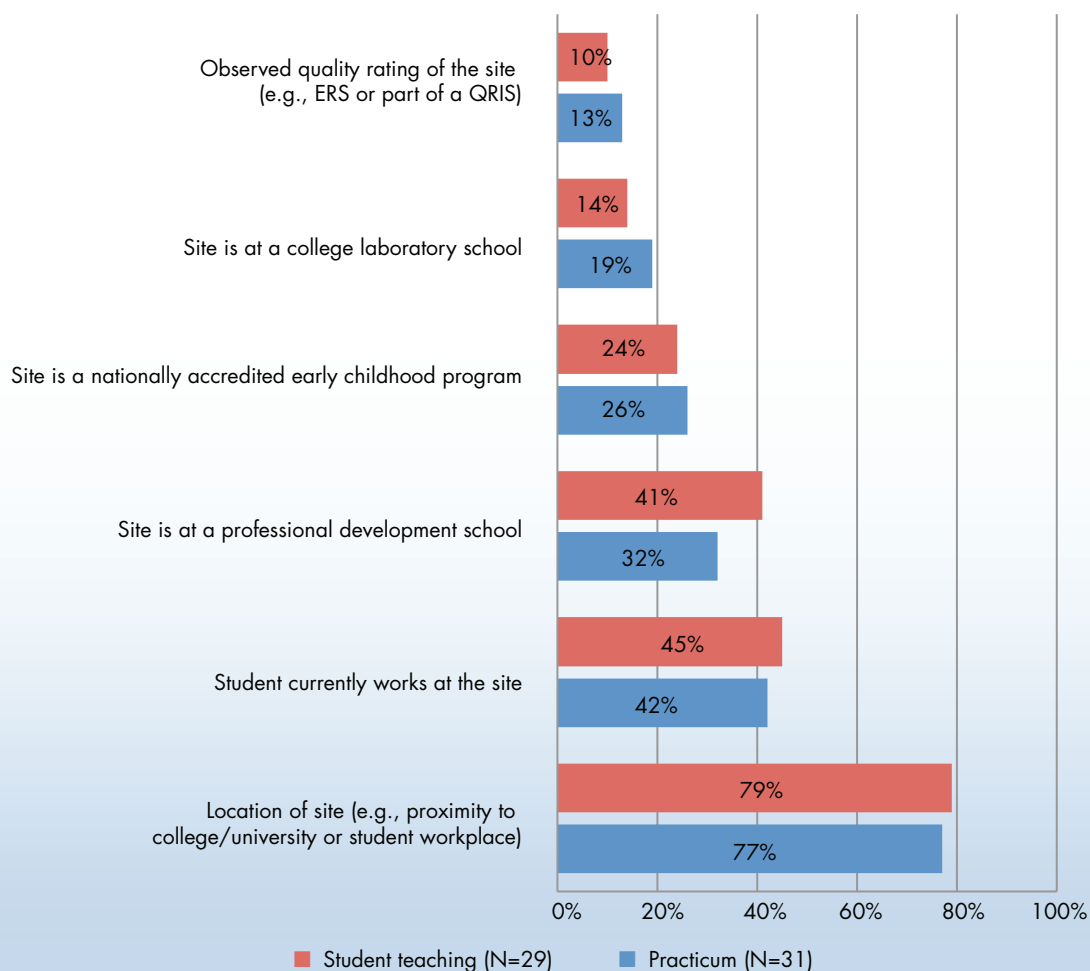
One of the two doctoral degree programs reported requiring a practicum.

Figure 17: Age Group Focus of Required Student Field Experiences in New Jersey Early Childhood Higher Education Degree Programs



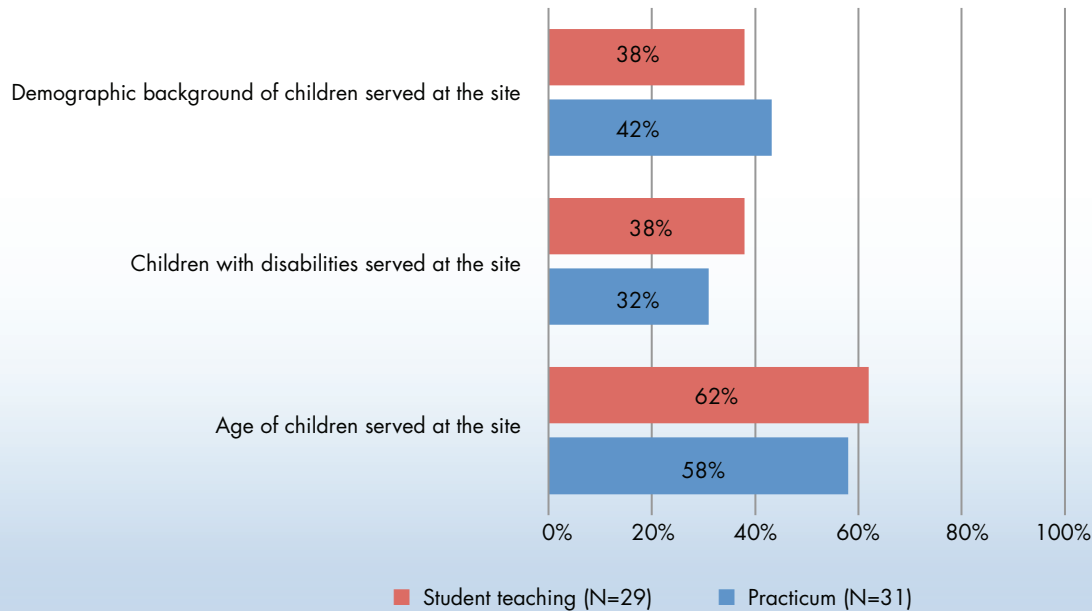
All degree programs requiring student teaching reported having criteria for selecting field sites as did 94 percent of degree programs requiring practicum experiences. Figures 18 and 19 display the reported criteria.

Figure 18: Criteria for Selecting Student Field Sites in New Jersey Early Childhood Higher Education Degree Programs: Site Characteristics



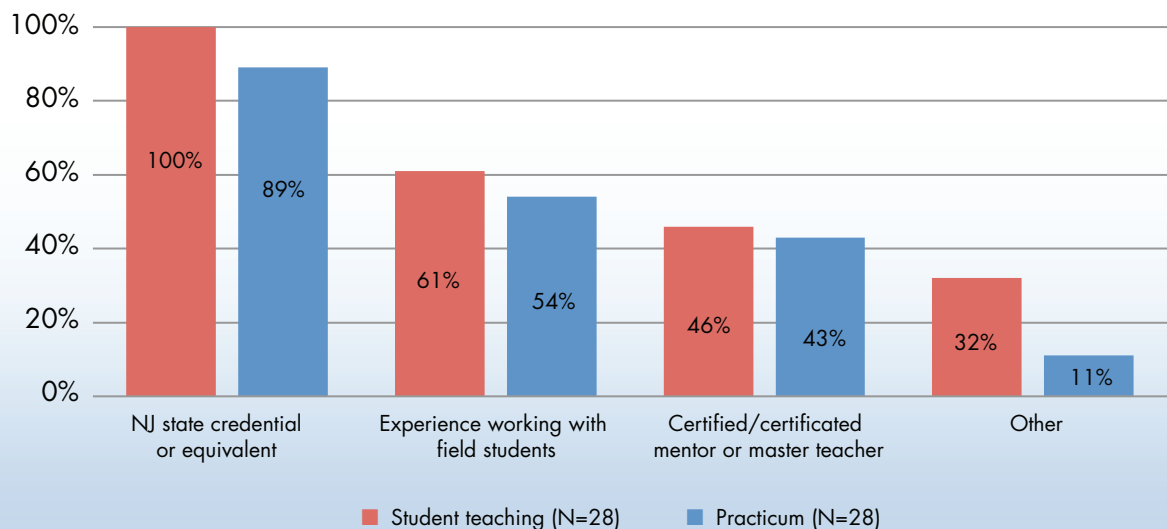
More than three-quarters of degree programs requiring field experiences used a cooperating teacher at the site to help supervise students participating in student teaching (77 percent) and practicum experiences (81 percent). Almost all of these (97 percent for student teaching and 85 percent for practicum) reported criteria for selecting the cooperation teacher. Figure 20 displays the criteria reported by these programs.

Figure 19: Criteria for Selecting Student Field Sites in New Jersey Early Childhood Higher Education Degree Programs: Child Characteristics



More than three-quarters of degree programs requiring field experiences used a cooperating teacher at the site to help supervise students participating in student teaching (77 percent) and practicum experiences (81 percent). Almost all of these (97 percent for student teaching and 85 percent for practicum) reported criteria for selecting the cooperation teacher. Figure 20 displays the criteria reported by these programs.

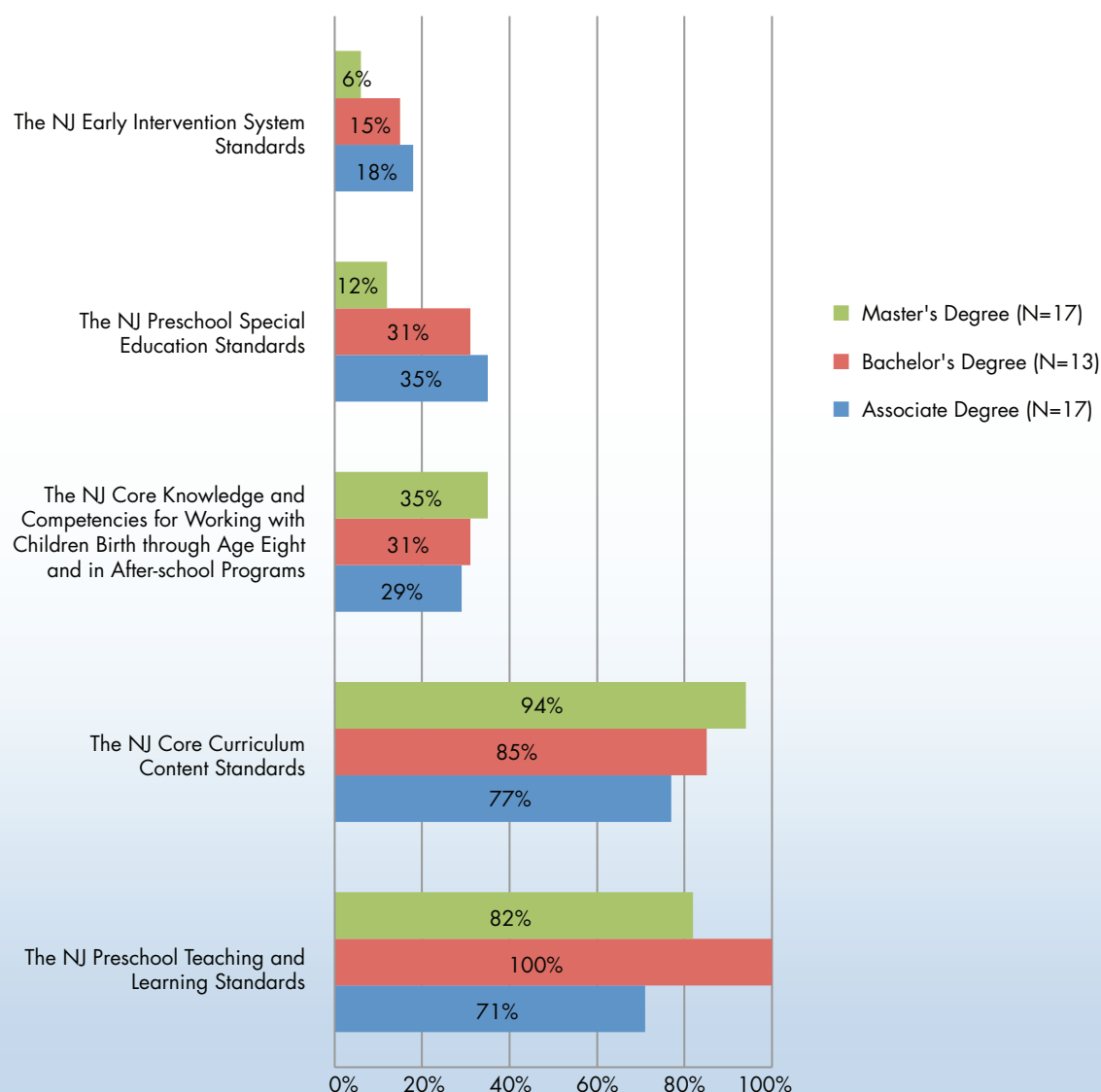
Figure 20: Criteria for Selecting Cooperating Teachers for in New Jersey Early Childhood Higher Education Degree Programs



VI. How do the early childhood degree programs align with New Jersey's professional development system?

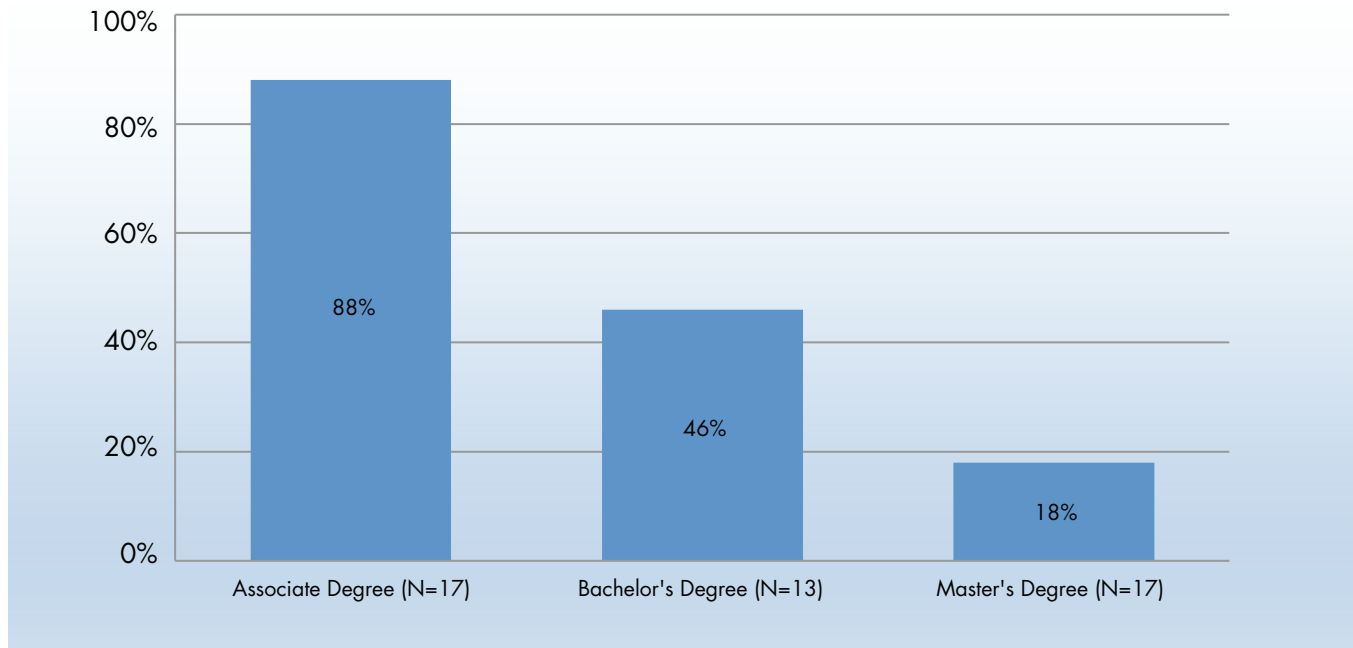
- ❖ About one-half (49 percent) of degree programs reported articulation between the Child Development Associate (CDA) certificate and credit towards the degree. The most frequently reported strategy was to articulate for-credit CDA hours with credit towards the degree. The associate degree programs were the most likely to report articulation between non-credit CDA hours and credit towards a degree.
- ❖ All degree programs reported incorporating at least one of the New Jersey early care and education standards into their curriculum.
- ❖ Most degree programs reported incorporating the New Jersey Preschool Teaching and Learning Standards (84 percent) and the *New Jersey Core Curriculum Content Standards* (82 percent) into their curriculum.
- ❖ Only about one-third of degree programs (35 percent) reported incorporating the *New Jersey Core Knowledge and Competencies for Working with Children Birth through Age Eight and in After-school Programs*, with both doctoral degree programs doing so.
- ❖ Less than one-third of degree programs reported aligning with standards related to children with special needs. One-quarter reported alignment with the *New Jersey Preschool Special Education Standards* and 12 percent with the *New Jersey Early Intervention System Standards*.
- ❖ Slightly more than one-third (37 percent) of degree programs reported offering coursework directly related to the New Jersey Infant/Toddler Credential, with the associate degree programs most likely to do so.
- ❖ Less than one-quarter (22 percent) of degree programs reported offering any coursework directly related to the New Jersey Administrators' Credential, with both doctoral degree programs doing so.

Figure 21: New Jersey Early Childhood Higher Education Degree Alignment with the State's Early Care and Education Standards, by Degree Program



Both doctoral degree programs reported aligning their course work with the New Jersey Preschool Teaching and Learning Standards and the New Jersey Core Knowledge and Competencies for Working with Children Birth through Age Eight and in After-school Programs

Figure 22: New Jersey Early Childhood Higher Education Degree Program Articulation with the Child Development Associate, by Degree Program



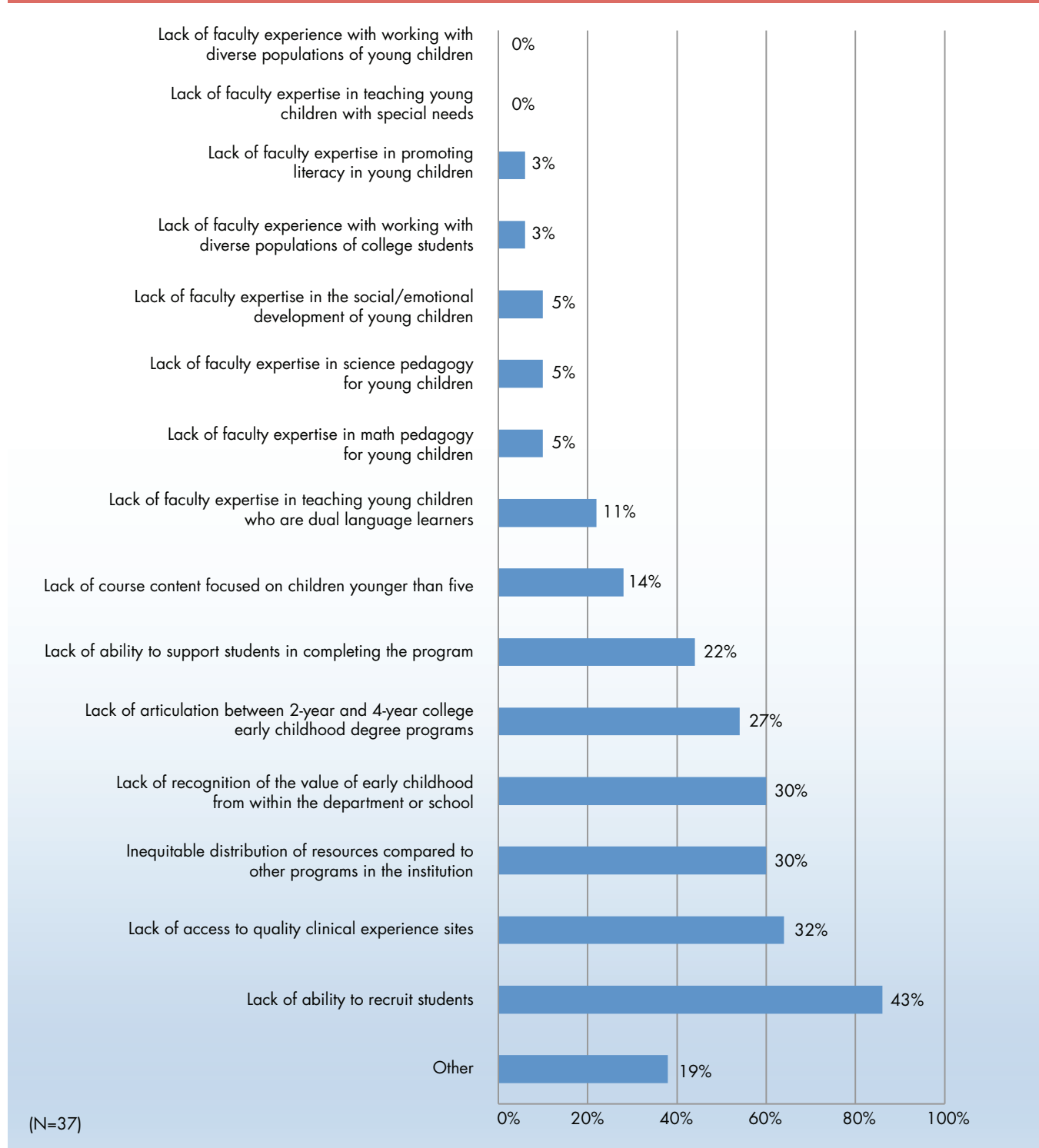
Neither of the two doctoral degree programs reported articulating with the CDA.

VII. What are the challenges facing early childhood degree programs?

- ❖ Approximately three-quarters (77 percent) of degree programs reported facing at least one challenge. Of these degree programs, the most frequently reported challenge (43 percent) was difficulty in recruiting students. Slightly more than one-half of the associate degree programs reported this challenge (53 percent), compared to 40 percent of both the bachelor's and master's degree programs and none of the doctoral degree programs.
- ❖ Approximately one-third of degree programs that reported challenges mentioned lack of access to high-quality clinical experience sites (32 percent); inequitable distribution of resources compared to other degree programs within the institution (30 percent); and lack of recognition of the value of early childhood education from the department or school in which the degree program was housed (30 percent).
- ❖ About one-quarter of degree programs mentioned the lack of articulation between associate and bachelor's degree programs (27 percent) and the inability to support students in completing the program (22 percent).
- ❖ Less than 15 percent of these degree programs reported that a lack of faculty expertise in any specific topic was a challenge. In fact, none of the degree programs reported that a lack of faculty expertise related to working with diverse populations of young children, or with young children with special needs, was a challenge for their degree programs.

Approximately three-quarters (77 percent) of degree programs reported facing at least one challenge. Figure 23 displays the reported challenges for these programs.

Figure 23: Challenges Facing New Jersey Early Childhood Higher Education Degree Programs



The State of Early Childhood Higher Education in New Jersey

Results from the Faculty Module

New Jersey Early Childhood Higher Education Inventory

HIGHLIGHTS

Approximately one-half of the faculty sample responded to the Faculty Module. For this reason, we cannot assume that the findings from the Faculty Module are representative of all early childhood higher education faculty in New Jersey.

- ❖ Of the faculty who participated in the Inventory, almost all (96 percent) were women and three-quarters (75 percent) identified as White/Caucasian. Slightly more than three-quarters (78 percent) reported fluency in English only. The second largest racial/ethnic group was Latino/Hispanic (eight percent), and 13 percent of all faculty reported fluency in both English and Spanish.
- ❖ Almost one-third (31 percent) of faculty reported being 60 years or older, potentially close to retirement. More than one-half (56 percent) were between 40 and 59 years old. Only 13 percent reported being 39 years or younger.
- ❖ The faculty who participated in the Inventory were evenly divided between tenure-track or tenured faculty (46 percent) and adjunct faculty/part-time lecturers (46 percent). The remaining faculty defined themselves as having some other employment status.
 - ✓ Associate degree faculty were more likely to report adjunct status (61 percent) than were bachelor's degree faculty (31 percent), and master's degree faculty (27 percent). None of the doctoral degree faculty reported adjunct status.
- ❖ Almost all faculty reported attaining graduate-level degrees, with 47 percent reporting attaining a doctoral degree and 52 percent attaining a master's degree.
 - ✓ Faculty teaching in upper-division and graduate-level degree programs were more likely to report attaining a doctoral degree (100 percent of doctoral degree faculty, 80 percent of master's degree faculty and 65 percent of bachelor's degree faculty). Associate degree faculty were more likely to report attaining a master's degree (78 percent).
- ❖ Almost all faculty (98 percent) reported participating in professional development opportunities during the last three years.
 - ✓ Of these faculty, "teaching practitioners to work with children from diverse cultural backgrounds" was the most frequently reported professional development topic (61 percent), followed by "conducting child assessments" (49 percent), and "teaching practitioners to work with children with special needs" (40 percent).

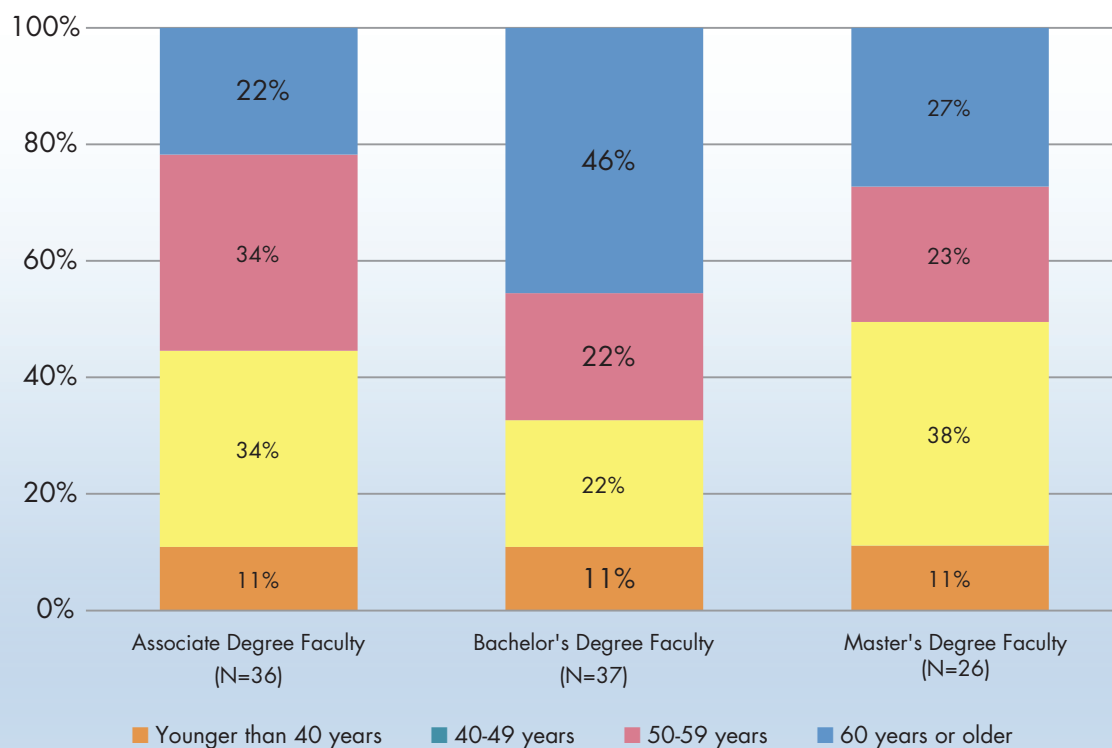
- ❖ Faculty indicated a number of areas in which it would be helpful to them to have additional knowledge or training.
 - ✓ The three topics mentioned most often were: “teaching practitioners to work with children who are dual language learners” (56 percent), “teaching practitioners to work with children with special needs” (57 percent), and “teaching practitioners to use technology with children” (62 percent).
 - ✓ Reflecting the demographic characteristics of the faculty (primarily White/Caucasian and English-speaking) more than one-half reported that it would be helpful to have additional knowledge or training related to teaching linguistically diverse college students (53 percent) and teaching culturally and ethnically diverse college students (52 percent).
- ❖ Seventy percent of faculty reported that they had worked in roles other than college-level teaching and/or administration in the past 10 years. Of these, the two roles most frequently reported by faculty were early childhood professional development providers, such as mentors, coaches and trainers (65 percent) and classroom teachers (46 percent).
- ❖ Faculty reported teaching coursework, in the past two years, in a wide range of topics related to child development and learning, teaching diverse child populations, teaching skills in early childhood settings, and family, community and policy.
- ❖ Faculty were less likely to report teaching coursework in some topics related to teaching and curriculum, including coursework related to teaching science and/or math skills to children. They were also less likely to report teaching coursework in most of the topics related to early childhood administration and leadership.
- ❖ While most faculty reported focusing their coursework on preschool-age children (ages three to four years) and children in the early elementary grades, they were less likely to report focusing course content on infants and toddlers (birth to two years old). Associate degree faculty were more likely to report focusing their coursework on infants and toddlers than were upper-division or graduate-level faculty.
- ❖ Eighty-three percent of faculty reported that additional resources were needed to improve the early childhood degree program at their college or university.
 - ✓ The three resources most frequently reported as needed were resources for professional development (53 percent), funding for travel (47 percent), and resources for program planning and improvement (45 percent).
 - ✓ Although ethnic/racial and language diversity among the faculty was limited, less than one-third reported that increasing the racial/ethnic diversity (29 percent) and/or the linguistic diversity (25 percent) of faculty was a needed resource.

The following document presents the major findings from the Faculty Module of the *New Jersey Early Childhood Higher Education Inventory*. As there are only four doctoral degree faculty teaching in the two doctoral programs offering early childhood degrees, we have not included the doctoral degree faculty in the figures that display the data by degree program. In these cases, we have included the doctoral degree responses in text below the figures, when appropriate. Appendix 4 includes supplementary tables displaying additional findings from the Faculty Module.

I. Demographics of Faculty Participating in the New Jersey Early Childhood Higher Education Inventory

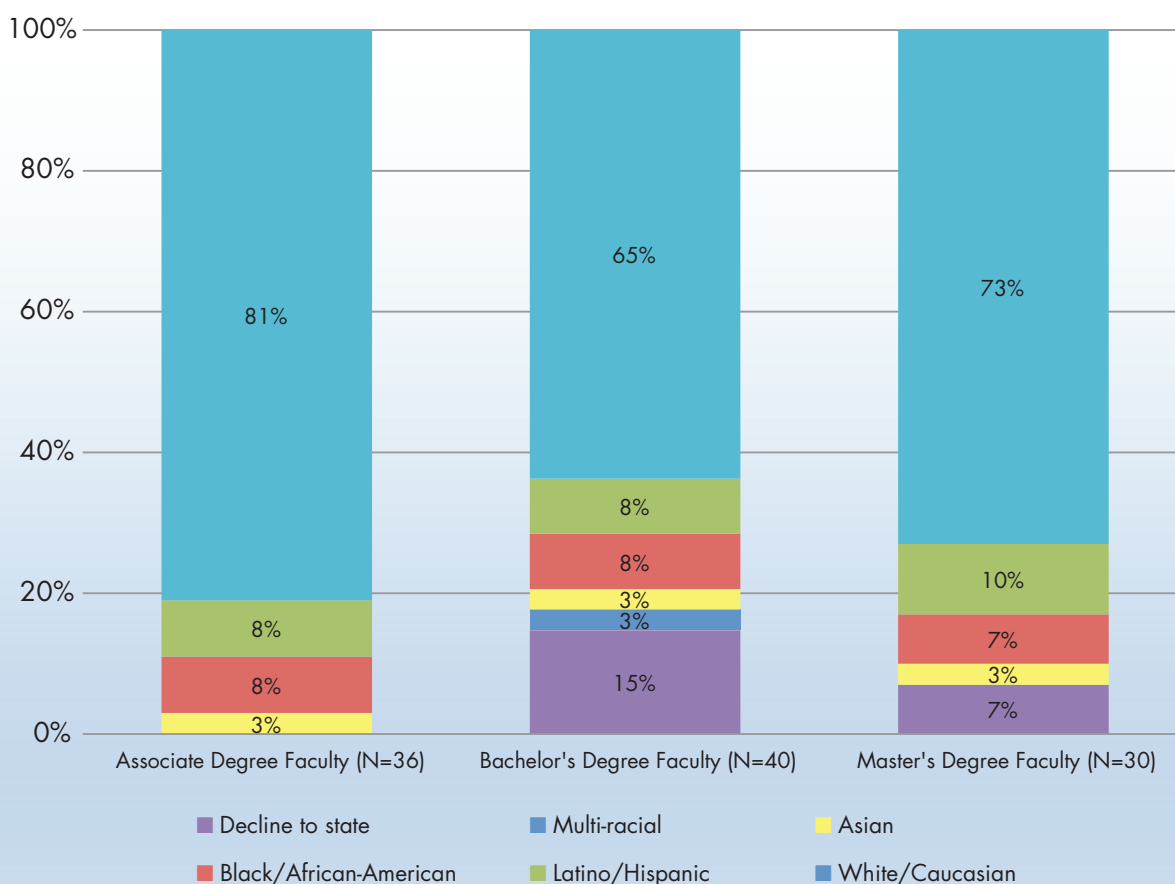
- ❖ Almost all faculty (96 percent) were women.
- ❖ On average, the faculty were 52 years of age.
 - ✓ Thirteen percent reported being younger than 40 years; 27 percent between 40 and 49 years; 27 percent between 50 and 59 years; and 31 percent 60 years or older.
 - ✓ Bachelor's degree faculty were the most likely to report being 60 years or older (46 percent), compared to 22 percent of the associate degree faculty and 27 percent of the master's degree faculty.
- ❖ There was very little racial diversity among the faculty, with 75 percent identifying as White/Caucasian. The second largest racial/ethnic group was Latino/Hispanic, at eight percent.
- ❖ Similarly, there was very little language diversity among faculty, with approximately three-quarters (78 percent) reporting fluency exclusively in English, and only 13 percent reporting fluency in both English and Spanish.
- ❖ Forty percent of faculty indicated that it would be helpful to know another language when communicating with their students. Of these, 91 percent indicated that it would be helpful to know Spanish.

Figure 1F: Age of Faculty Participating in the New Jersey Early Childhood Higher Education Inventory, by Degree Program



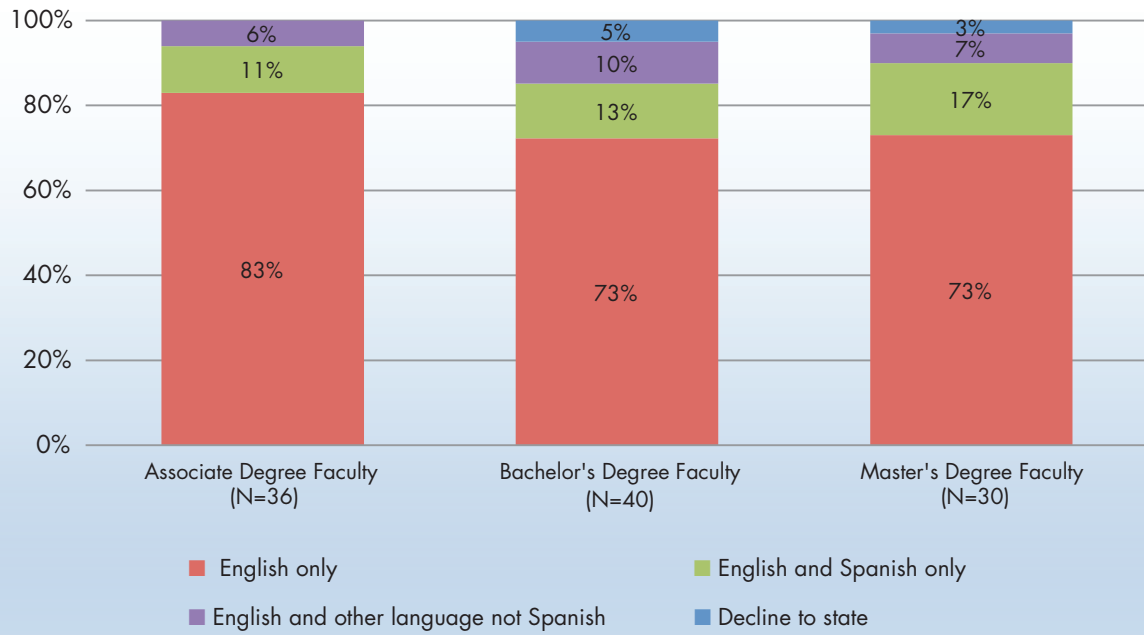
One doctoral degree faculty reported being younger than 40 years, one reported being between 40-49 years and one reported being between 50-59 years.

Figure 2F: Race/Ethnicity of Faculty Participating in the New Jersey Early Childhood Higher Education Inventory, by Degree Program



All doctoral degree faculty reported being White/Caucasian.

Figure 3F: Languages Spoken Fluently by Faculty Participating in the New Jersey Early Childhood Higher Education Inventory, by Degree Program

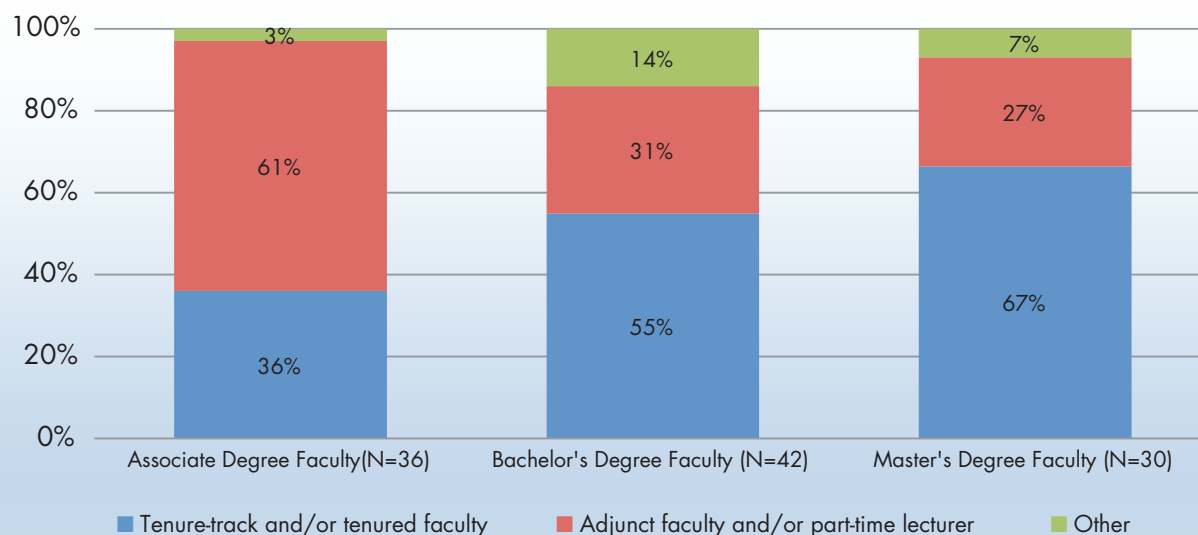


All doctoral degree faculty reported speaking English only fluently.

II. Employment Status and Professional Experience of Faculty Participating in the New Jersey Early Childhood Higher Education Inventory

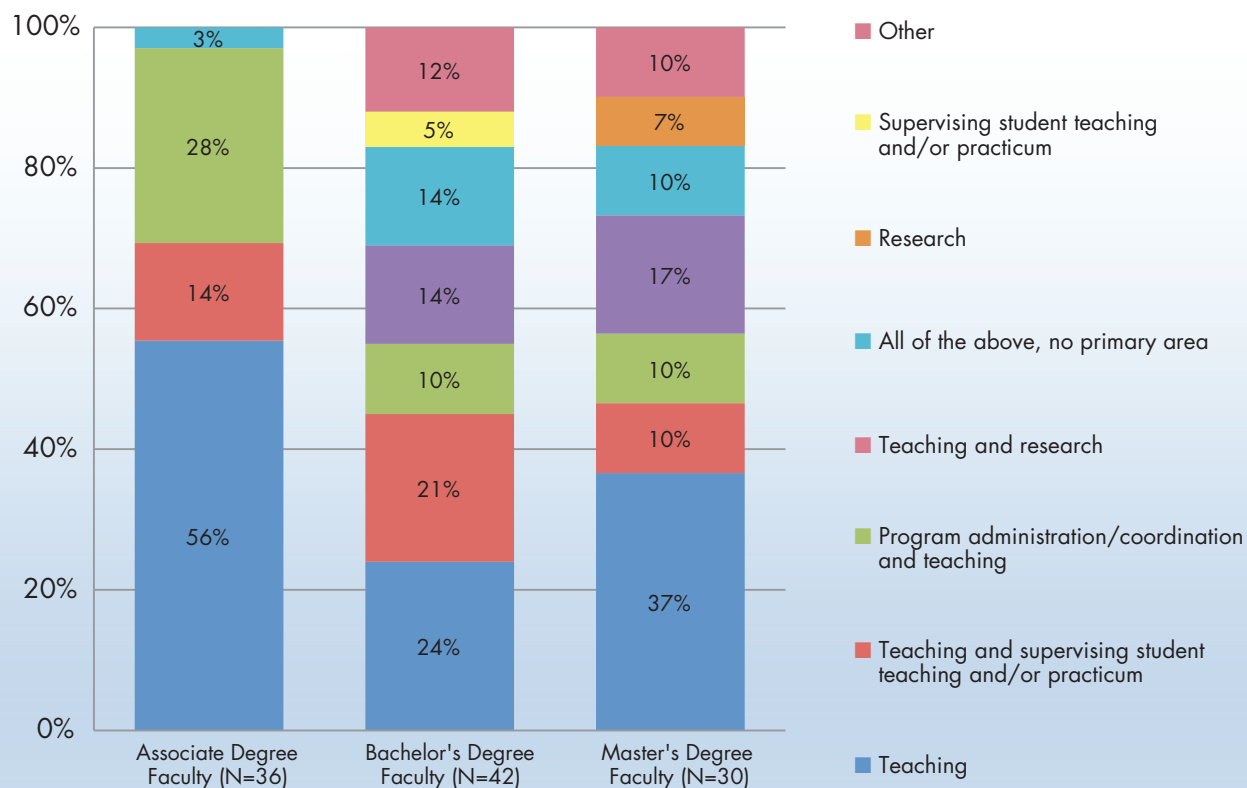
- ❖ The faculty who participated in the Inventory were evenly divided between tenure-track or tenured faculty (46 percent) and adjunct faculty/part-time lecturers (46 percent). The remaining faculty defined themselves as having some other employment status.
- ✓ About three-fifths (61 percent) of the associate degree faculty reported adjunct status, compared to about one-third (31 percent) of the bachelor's degree faculty, 27 percent of the master's degree faculty, and none of the doctoral degree faculty.
- ❖ Faculty reported a variety of primary responsibilities. Overall, "teaching exclusively" was the most frequently reported primary responsibility, reported by 39 percent of faculty. Associate degree faculty were the most likely to report teaching exclusively (56 percent) as their primary responsibility, followed by 37 percent of master's degree faculty and 24 percent of bachelor's degree faculty.
- ✓ Associate degree faculty were the most likely to report that teaching, combined with program administration, was their primary responsibility. More than one-quarter (28 percent) did so, compared to 10 percent of the bachelor's and master's degree faculty, and none of the doctoral degree faculty.
- ✓ Bachelor's degree faculty were the most likely to report that teaching, combined with supervising students' field experiences, was their primary responsibility. Twenty-one percent did so, compared to 14 percent of associate degree faculty, 10 percent of master's degree faculty, and none of the doctoral degree faculty. This parallels the finding in the Program Module that bachelor's degree programs were the most likely to require field experiences for students.
- ✓ Doctoral degree faculty were the most likely to report that research, or teaching combined with research, was their primary responsibility. Three-quarters of the doctoral degree faculty reported this, compared to 23 percent of the master's degree faculty, 14 percent of the bachelor's degree faculty, and none of the associate degree faculty.
- ❖ On average, faculty reported teaching four courses in a typical academic year. Associate degree faculty, reflecting their adjunct/part-time status, were the most likely to report teaching one to two courses (41 percent), compared to one-third of the bachelor's degree faculty and approximately one-quarter (23 percent) of the master's and doctoral degree faculty.
- ❖ On average, faculty reported advising 33 students in a typical academic year.
- ❖ On average, faculty in the bachelor's and master's degree programs reported advising more students in a typical year (41 and 40 students, respectively) than did associate degree faculty (31 students).
- ✓ While 40 percent of associate degree faculty reported advising more than 20 students in a typical year, 51 percent of bachelor's degree and 63 percent of master's degree faculty reported doing so.

Figure 4F: Employment Status of Faculty Participating in the New Jersey Early Childhood Higher Education Inventory, by Degree Program



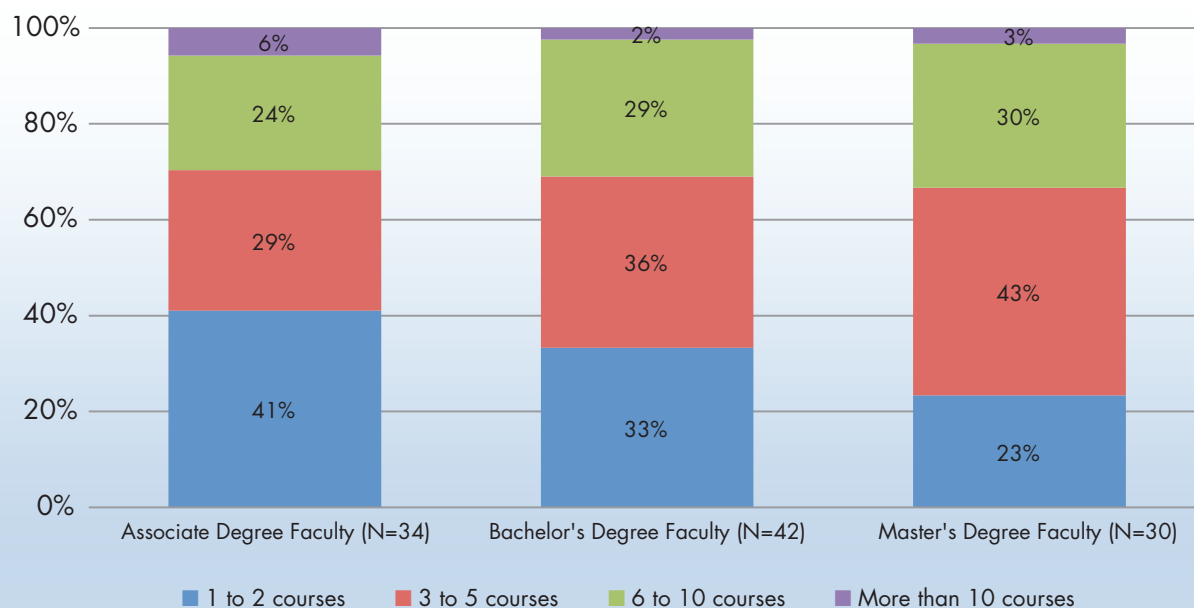
Three of the doctoral degree faculty reported tenure-track status and one reported being a full-time faculty member.

Figure 5F: Primary Responsibility of Faculty Participating in the New Jersey Early Childhood Higher Education Inventory, by Degree Program



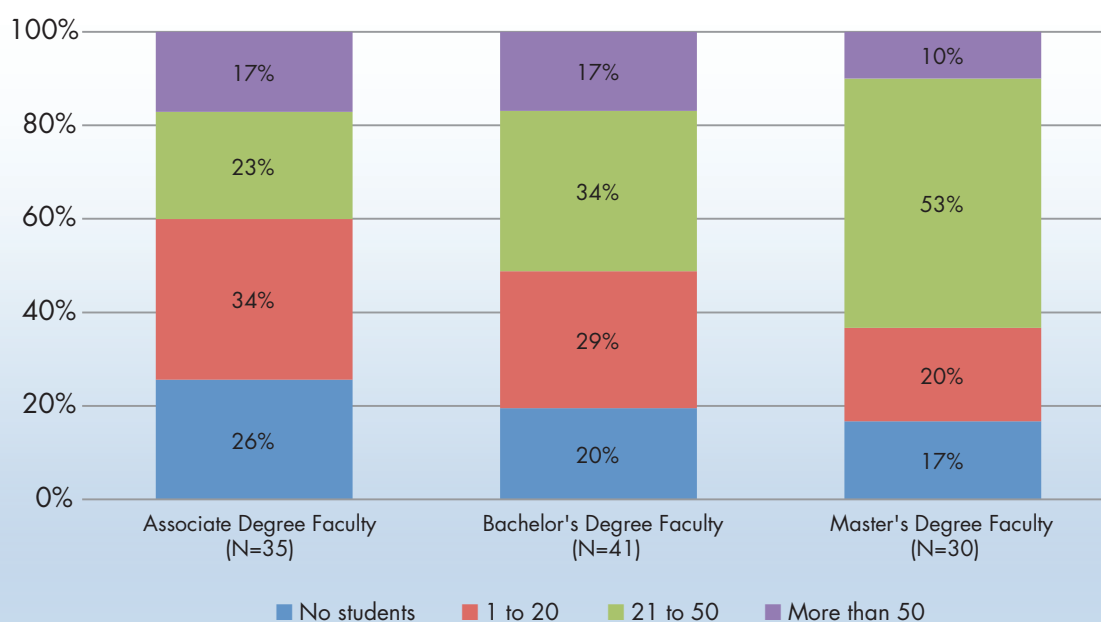
One doctoral degree faculty reported their primary responsibility was teaching, one reported teaching and research and two reported research.

Figure 6F: Number of Courses Taught in an Academic Year by Faculty Participating in the New Jersey Early Childhood Higher Education Inventory, by Degree Program



One doctoral degree faculty reported teaching one to two courses and three reported teaching three to five courses.

Figure 7F: Number of Students Advised in a Typical Academic Year by Faculty Participating in the New Jersey Early Childhood Higher Education Inventory, by Degree Program



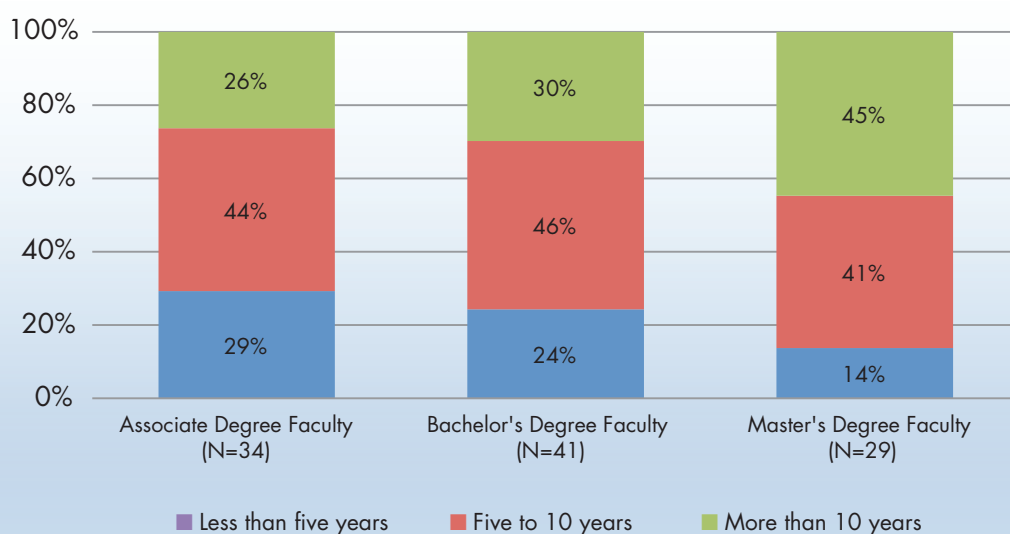
One doctoral degree faculty reported not advising any students, one reported advising one to 20 students, and two reported advising 21 to 50 students.

III. Professional and Educational Background of the Faculty Participating in the New Jersey Early Childhood Higher Education Inventory

- ❖ Faculty members reported significant tenure at their colleges or universities. On average, faculty had taught for nine years at their college or university, and for 11 years at the college level.
 - ✓ As degree levels increased, faculty tenure increased as well. One-quarter of the associate degree faculty reported teaching on the college or university level for more than 10 years, compared to slightly more than one-half (56 percent) of bachelor's degree faculty, about two-thirds (69 percent) of master's degree faculty, and three-quarters of doctoral degree faculty.
- ❖ Seventy percent of faculty reported that they had worked in roles other than college-level teaching and/or administration in the past 10 years. The two roles most frequently reported by these faculty were early childhood professional development providers, such as mentors, coaches, or trainers (65 percent) and classroom teachers (46 percent).
 - ✓ Most (83 percent) of the faculty who reported having been early childhood professional development providers focused their expertise on preschool-age children, aged three to four years, compared to one-third who had focused on infants and toddlers, aged birth to two years (34 percent), about one-half on children in Kindergarten through grade 3 (51 percent), and one-fifth on children in the fourth grade or higher.
 - ✓ For those faculty who mentioned classroom teaching, 17 percent had taught in an infant/toddler classroom, about one-half (52 percent) in a preschool and/or a Kindergarten to third grade classroom, and 38 percent in a fourth grade or higher classroom.
- ❖ Almost all faculty reported having attained a graduate-level degree, with 47 percent reporting attaining a doctoral degree and 52 percent attaining a master's degree. Faculty teaching in upper-division and graduate-level degree programs were more likely to report attaining a doctoral degree (100 percent of doctoral degree faculty, 80 percent of master's degree faculty, and 65 percent of bachelor's degree faculty), while associate degree faculty were more likely to report attaining a master's degree (78 percent).
- ❖ Approximately three-quarters (77 percent) of faculty reported at least one degree attained was an Early Childhood Education (ECE) or Child Development Degree (CD). About one-half (55 percent) of the associate degree faculty reported a graduate degree in ECE/CD compared to approximately three-quarters of bachelor's degree faculty (78 percent) and master's degree faculty (76 percent) and all doctoral degree faculty.
- ❖ Almost all faculty (98 percent) reported participating in professional development opportunities during the last three years. Of these faculty, "teaching practitioners to work with children from diverse cultural backgrounds" was the most frequently reported professional development topic (61 percent), followed by "conducting child assessments" (49 percent) and "teaching practitioners to work with children with special needs" (40 percent). Faculty were least likely to report professional development related to "teaching adult students who are English language learners" (14 percent).

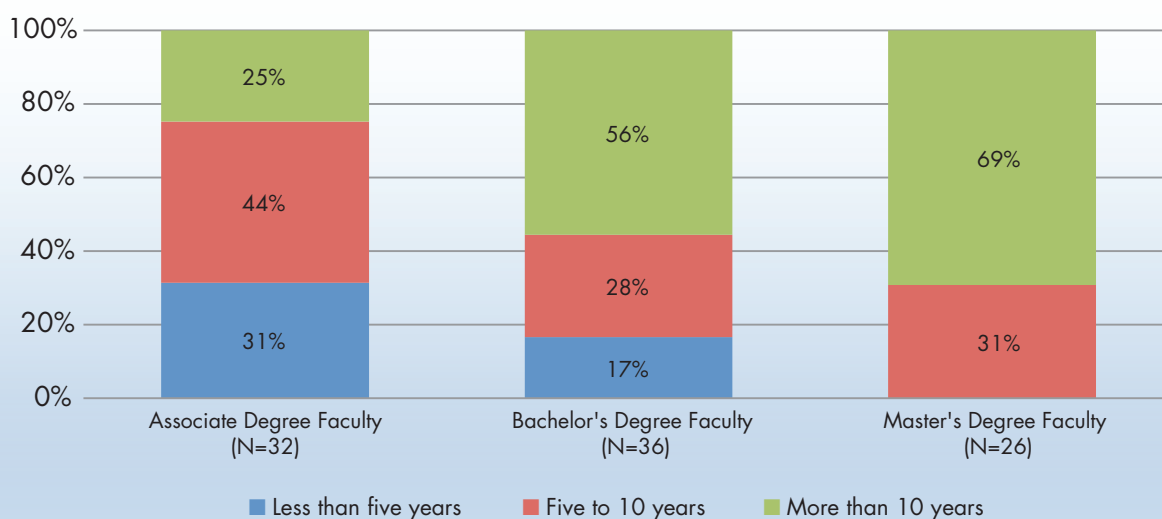
- ❖ Faculty indicated a number of areas in which it would be helpful to gain additional knowledge or training.
 - ✓ The three topics mentioned most often were: “teaching practitioners to work with children who are dual language learners” (56 percent), “teaching practitioners to work with children with special needs” (57 percent), and “teaching practitioners to use technology with children” (62 percent).
 - ✓ Reflecting the demographic characteristics of faculty (primarily White/Caucasian and English speaking), more than one-half reported that it would be helpful to have additional knowledge or training related to “teaching linguistically diverse college students” (53 percent) and “teaching culturally and ethnically diverse college students” (52 percent).
 - ✓ Associate degree faculty indicated interest in a wider range of topics than did faculty in the upper-division and graduate degree programs. One-half or more of associate degree faculty indicated interest in 12 topics, compared to three topics for one-half or more of bachelor’s degree faculty, and six topics for one-half or more of master’s degree faculty.

Figure 8F: Number of Years Teaching at Current College or University for Faculty Participating in the New Jersey Early Childhood Higher Education Inventory, by Degree Program



One doctoral degree faculty reported teaching at their current college/university for less than five years, and three reported for more than ten years.

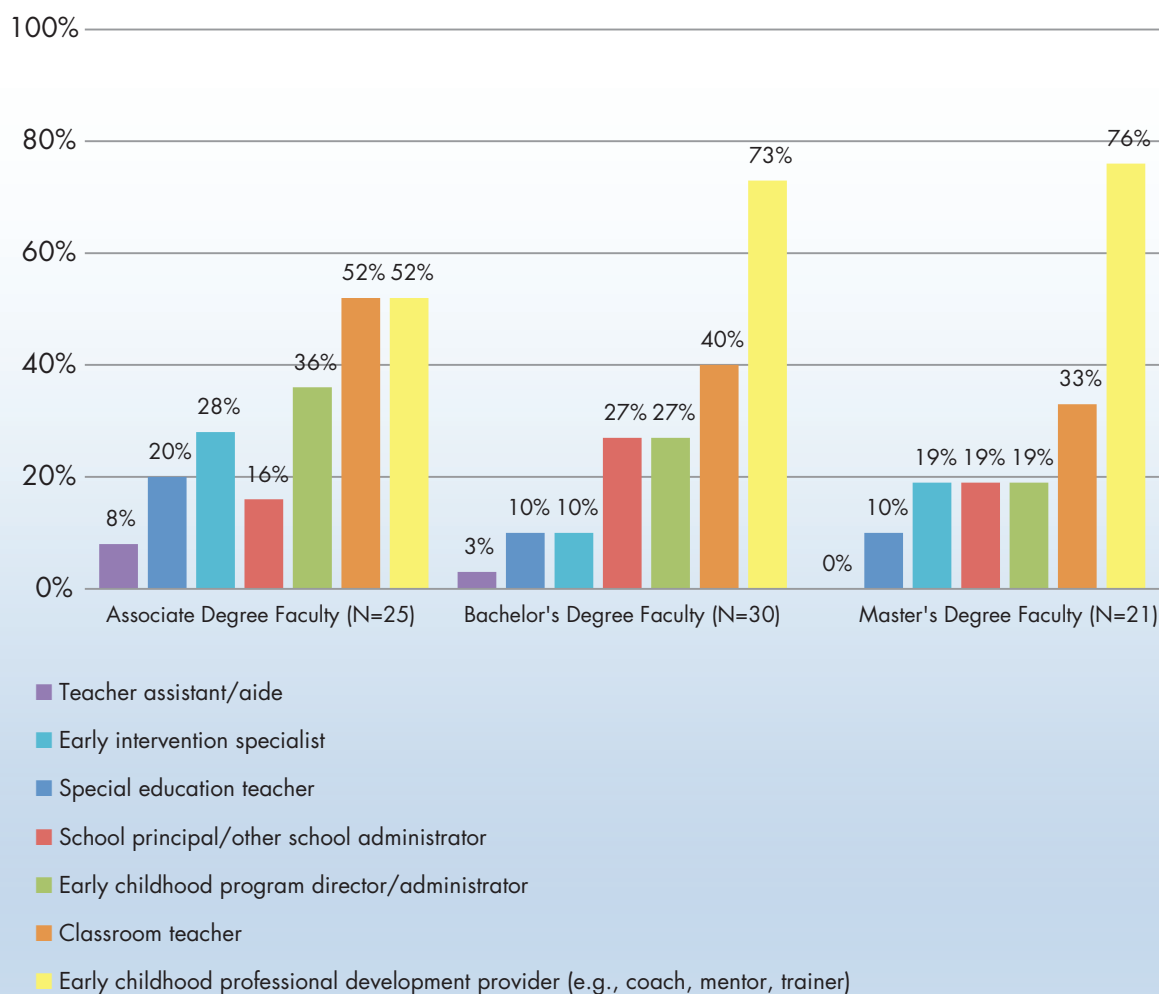
Figure 9F: Number of Years Teaching at the College or University Level for Faculty Participating in the New Jersey Early Childhood Higher Education Inventory, by Degree Program



One doctoral degree faculty reported teaching at the current college/university level for less than five years and three reported teaching there for more than 10 years.

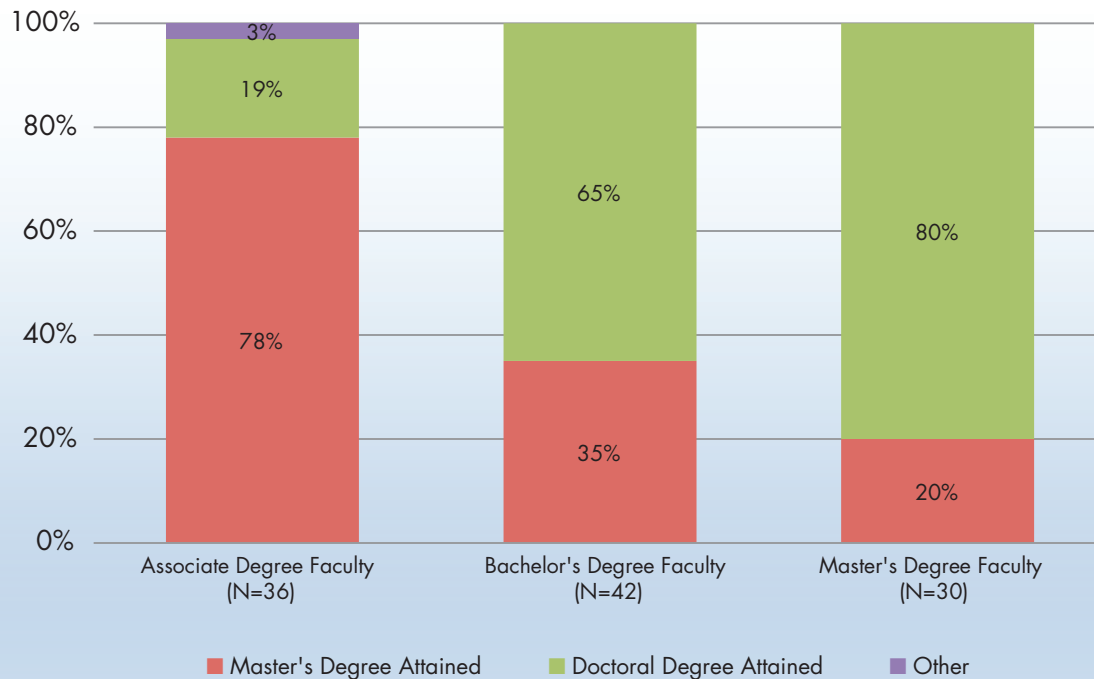
Seventy percent of faculty reported other job roles in the past 10 years. Figure 10F displays the job roles of these faculty.

Figure 10F: Job Roles in the Last 10 Years of Faculty Participating in the New Jersey Early Childhood Higher Education Inventory



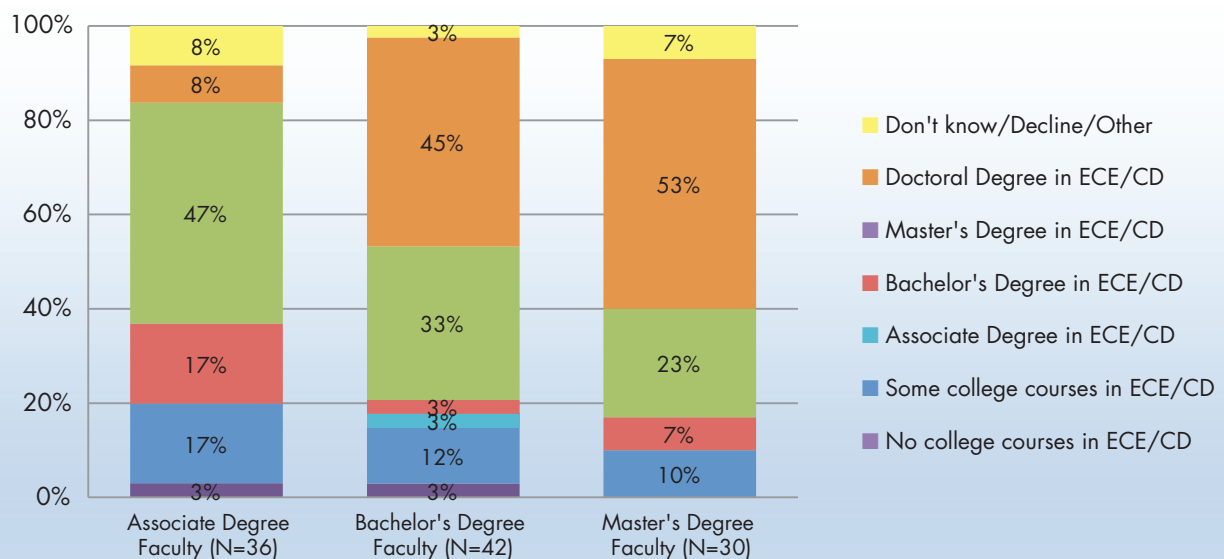
One doctoral degree faculty reported being a classroom teacher and one reported being an early childhood professional development provider.

Figure 11F: Highest Level of Education of Faculty Participating in the New Jersey Early Childhood Higher Education Inventory, by Degree Program



All four doctoral degree faculty reported having attained a doctoral degree.

Figure 12F: ECE/CD Degree Attainment by Faculty Participating in the New Jersey Early Childhood Higher Education Inventory, by Degree Program



One doctoral degree faculty reported attaining a master's degree in ECE/CD and three reported attaining a doctoral degree in ECE/CD.

Ninety-eight percent of faculty reported having participated in professional development experiences in the last three years. Figure 13F displays the professional development experiences of these faculty.

Figure 13F: Professional Development Experiences in Last Three Years of Faculty Participating in the New Jersey Early Childhood Higher Education Inventory, by Degree Program

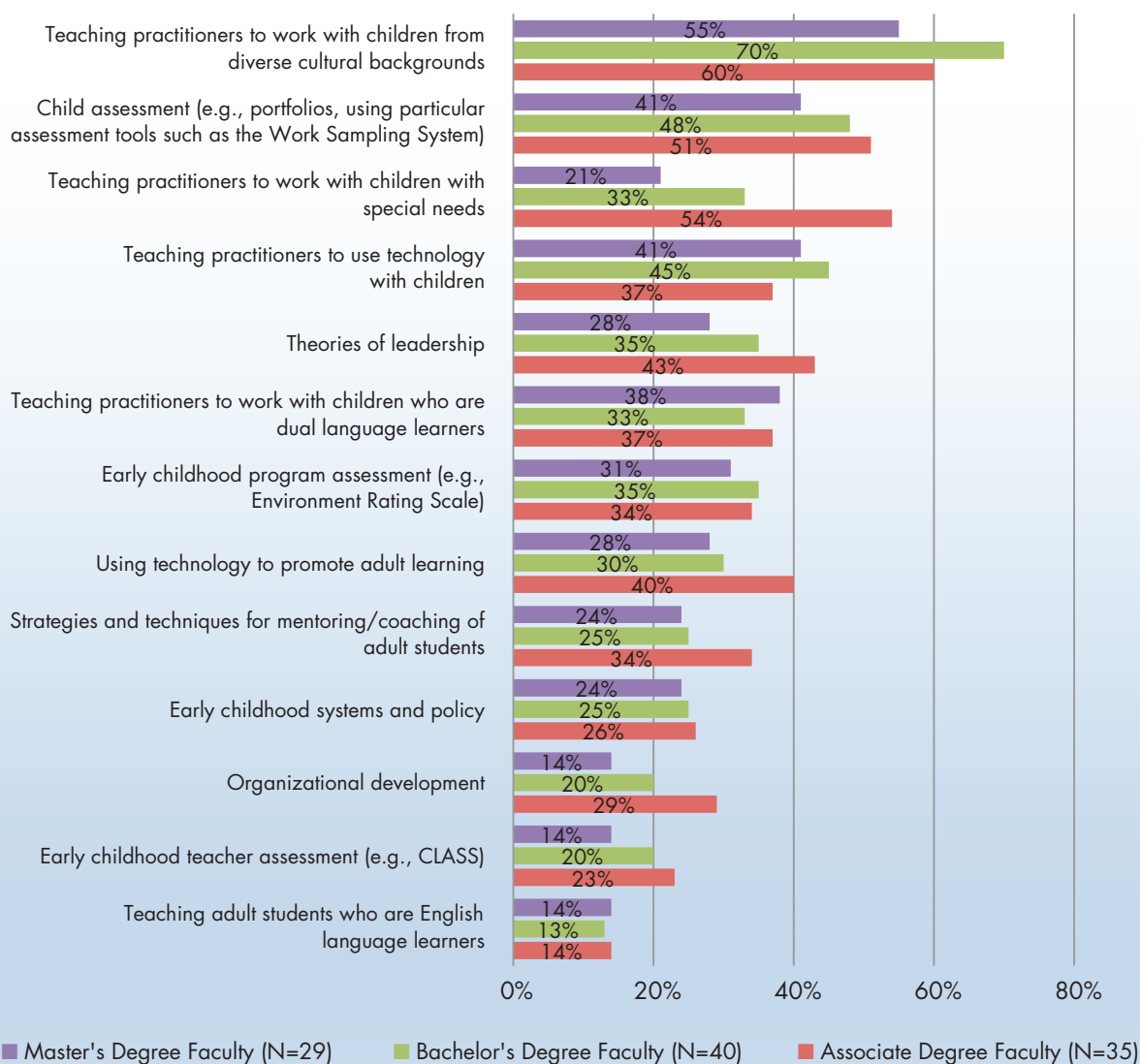
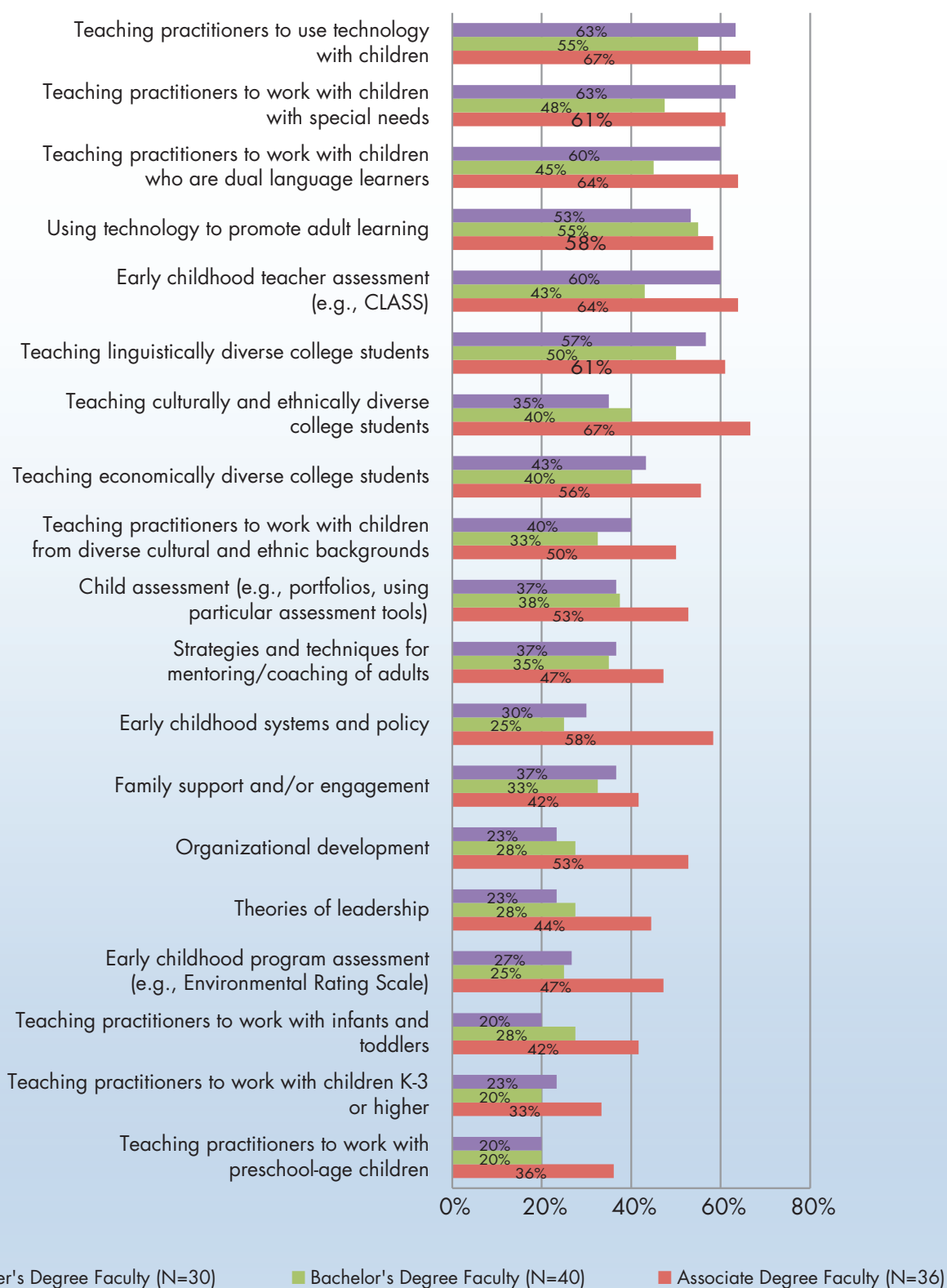


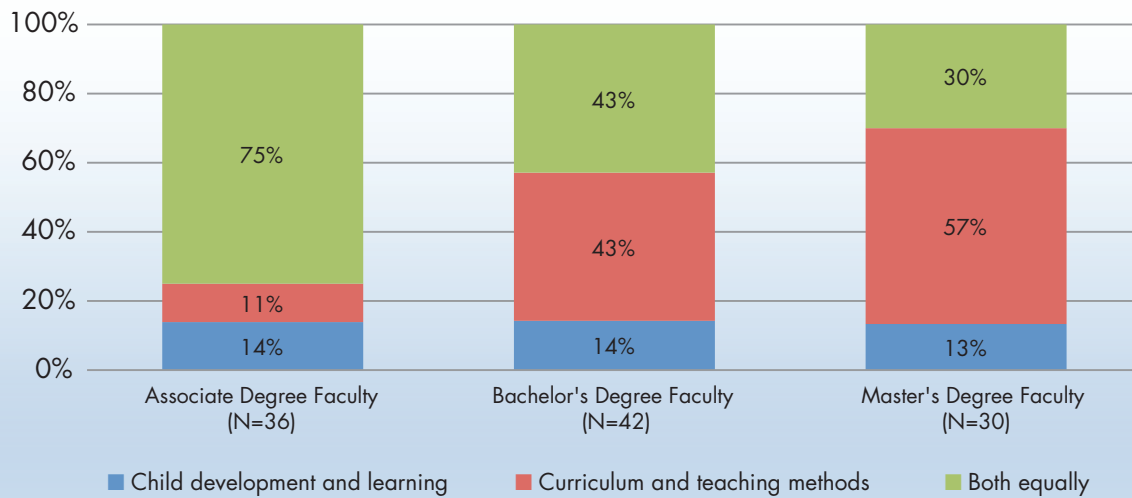
Figure 14F: Professional Development Topics that Would be Helpful to Faculty Participating in the New Jersey Early Childhood Higher Education Inventory, by Degree Program



IV. Teaching Focus and Age Expertise of Faculty Participating in the New Jersey Early Childhood Higher Education Inventory

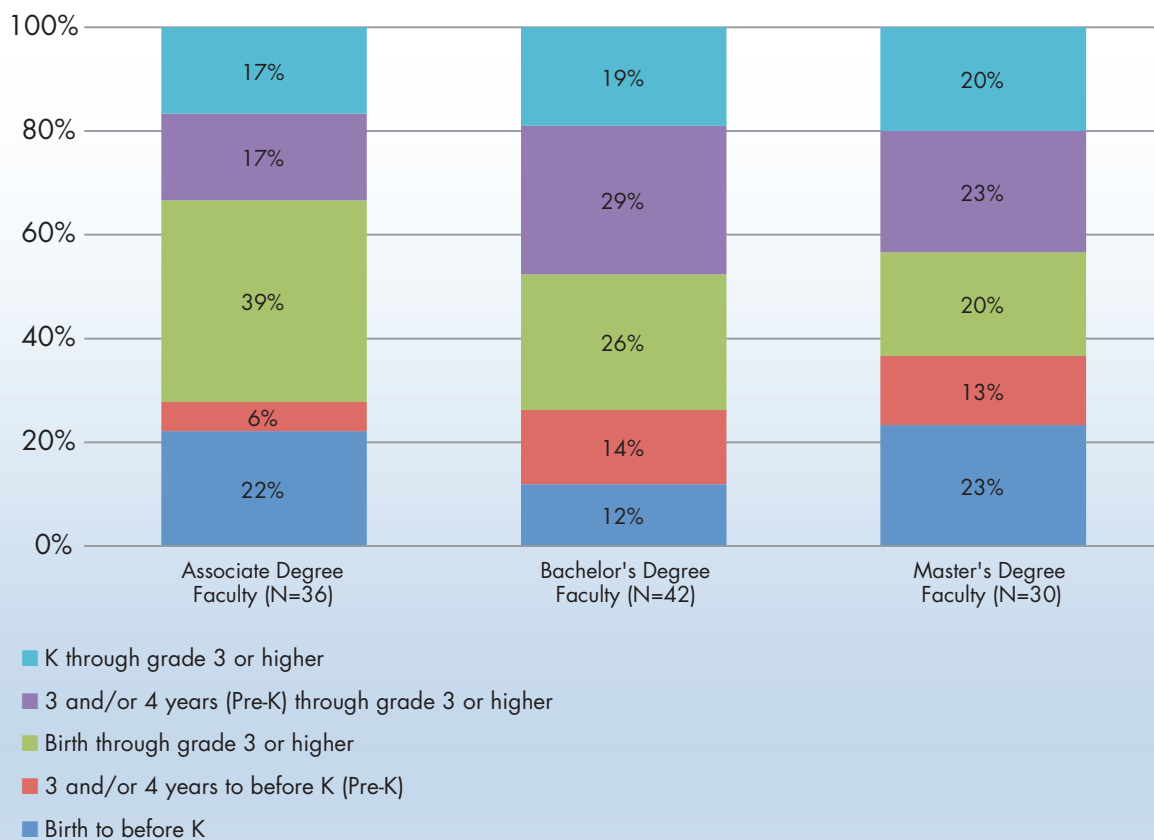
- ❖ The Inventory asked faculty to indicate the primary focus of their teaching: either “child development and learning” or “curriculum and teaching methods,” or both equally. Fourteen percent reported a primary focus on child development and learning; one-third on curriculum and teaching methods; and more than one-half (53 percent) reported focusing on both equally.
 - ✓ Associate degree faculty were the most likely to report focusing equally on child development and learning and on curriculum and teaching methods (75 percent).
 - ✓ Faculty in the upper-division and graduate degree levels were more likely to report a specific academic focus, with 43 percent of the bachelor’s, 57 percent of the master’s, and 50 percent of the doctoral degree faculty reporting that curriculum and teaching methods was their primary area of focus.
- ❖ Faculty were also asked to identify the age group of children they considered to be their primary expertise.
 - ✓ None of the faculty reported expertise on infants and toddlers (birth to two years old) exclusively, but almost one-half (47 percent) reported expertise on infants and toddlers in addition to older children.
 - ✓ About one-third (29 percent) reported expertise on children before kindergarten only, about one-half (53 percent) on children before kindergarten through third grade or higher, and about one-fifth (19 percent) on Kindergarten through third grade or higher exclusively.
 - ✓ These patterns were similar across degree programs.

Figure 15F: Primary Teaching Focus of Faculty Participating in the New Jersey Early Childhood Higher Education Inventory, by Degree Program



One doctoral degree faculty reported that their primary focus was child development and learning, two reported curriculum and teaching methods and one reported focusing on both equally.

Figure 16F: Primary Age Group Expertise of Faculty Participating in the New Jersey Early Childhood Higher Education Inventory, by Degree Program



One doctoral degree faculty reported that birth through grade 3 or higher was their age group expertise and three reported age group expertise as 3 and/or 4 years (Pre-K) through grade 3 or higher.

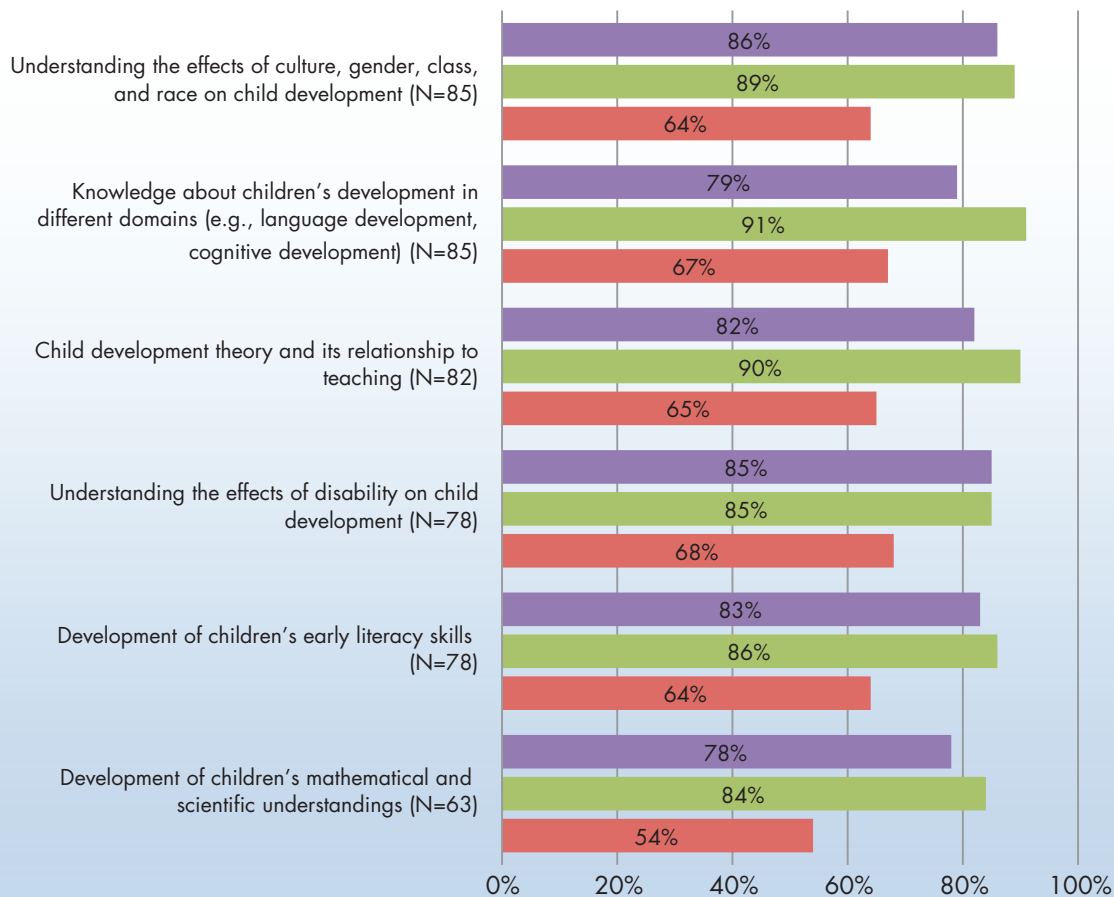
V. Content and Age Group Focus of Coursework Taught by Faculty Participating in the New Jersey Early Childhood Higher Education Inventory

- ❖ The Inventory asked faculty to indicate the content areas and age group focus covered in the courses they have taught in the past two years. Faculty reported teaching coursework in a wide range of topics related to child development and learning, teaching diverse child populations, teaching skills in early childhood settings, and family, community and policy.
- ❖ Faculty were less likely to report teaching coursework in certain topics related to teaching and curriculum, specifically coursework related to teaching science or math skills to young children. They were also less likely to report teaching coursework in most topics related to early childhood administration and leadership.
- ❖ Most faculty reported focusing their course work on preschool-age children (ages three to four years) and children in the early elementary grades, and were less likely to report focusing course content on infants and toddlers (birth to two years old).
- ❖ Associate degree faculty were more likely to report focusing their coursework on infants and toddlers than were faculty teaching in the upper-division and graduate degree programs. (See Appendix 4.)

Child Development and Learning

Sixty-nine percent of faculty reported teaching coursework related to the development of children's mathematical and scientific understanding. Between 86 and 93 percent reported teaching the other related topics. These faculty members were more likely to report focusing this content on preschool and elementary school children than on infants and toddlers.

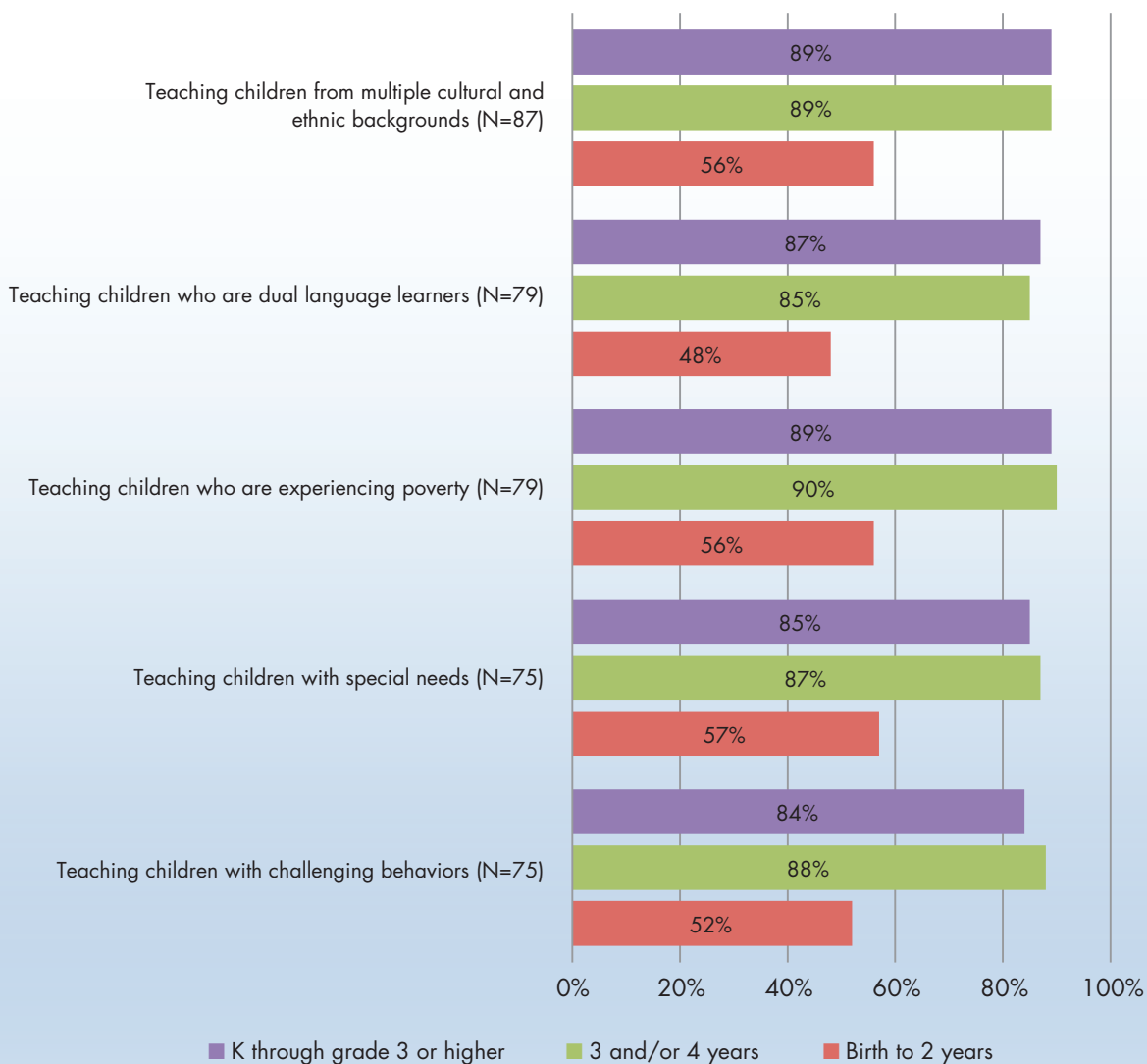
Figure 17F: Age Group Focus of Coursework on Child Development and Learning, as Taught in the Past Two Years, by Faculty Participating in the New Jersey Early Childhood Higher Education Inventory



Teaching Diverse Child Populations

Between 82 and 96 percent of faculty reported teaching topics related to teaching diverse child populations. These faculty members were more likely to report focusing this content on preschool and elementary school children than on infants and toddlers.

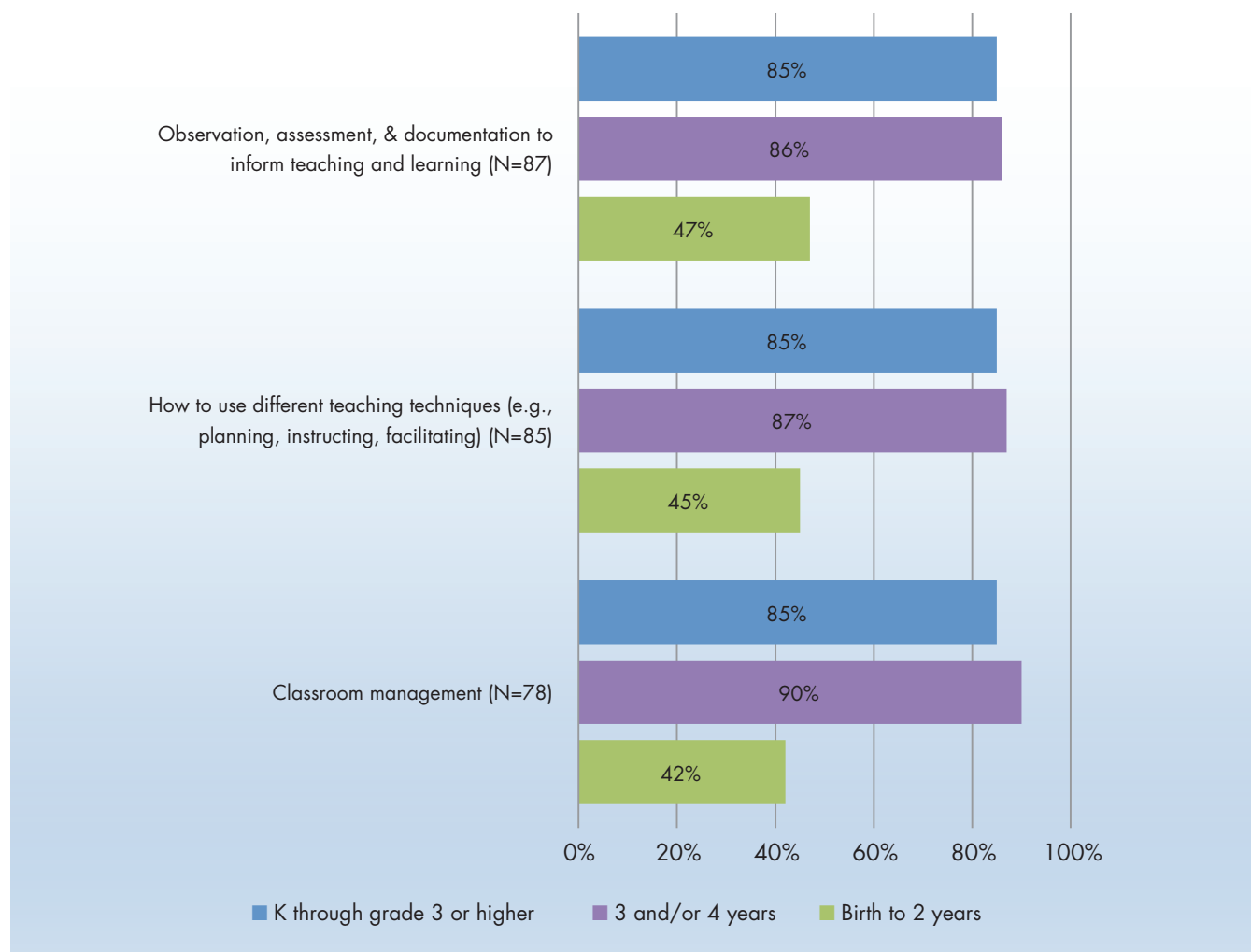
Figure 18F: Age Group Focus of Coursework on Teaching Diverse Child Populations, as Taught in the Past Two Years, by Faculty Participating in the New Jersey Early Childhood Higher Education Inventory



Teaching Skills in Early Childhood Settings

Between 86 and 96 percent of faculty reported teaching topics related to teaching skills in early childhood settings. These faculty members were more likely to report focusing this content on preschool and elementary school children than on infants and toddlers.

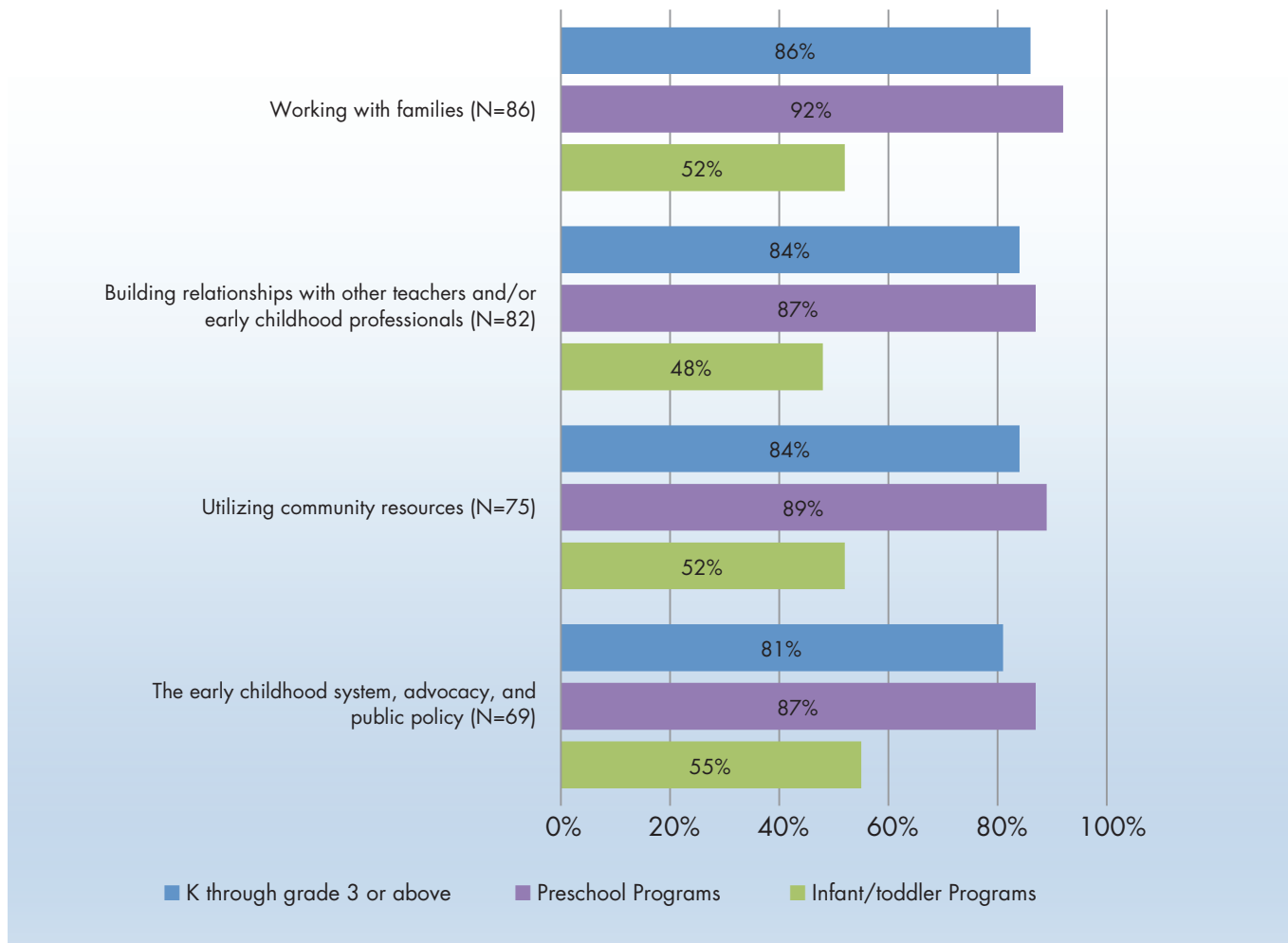
Figure 19F: Age Group Focus of Coursework on Teaching Skills in Early Childhood Settings, as Taught in the Past Two Years, by Faculty Participating in the New Jersey Early Childhood Higher Education Inventory



Community, Family and Policy

Between 75 and 95 percent of faculty reported teaching topics related to community, family and policy. Faculty members were more likely to report focusing this content on preschool and elementary school children than on infants and toddlers.

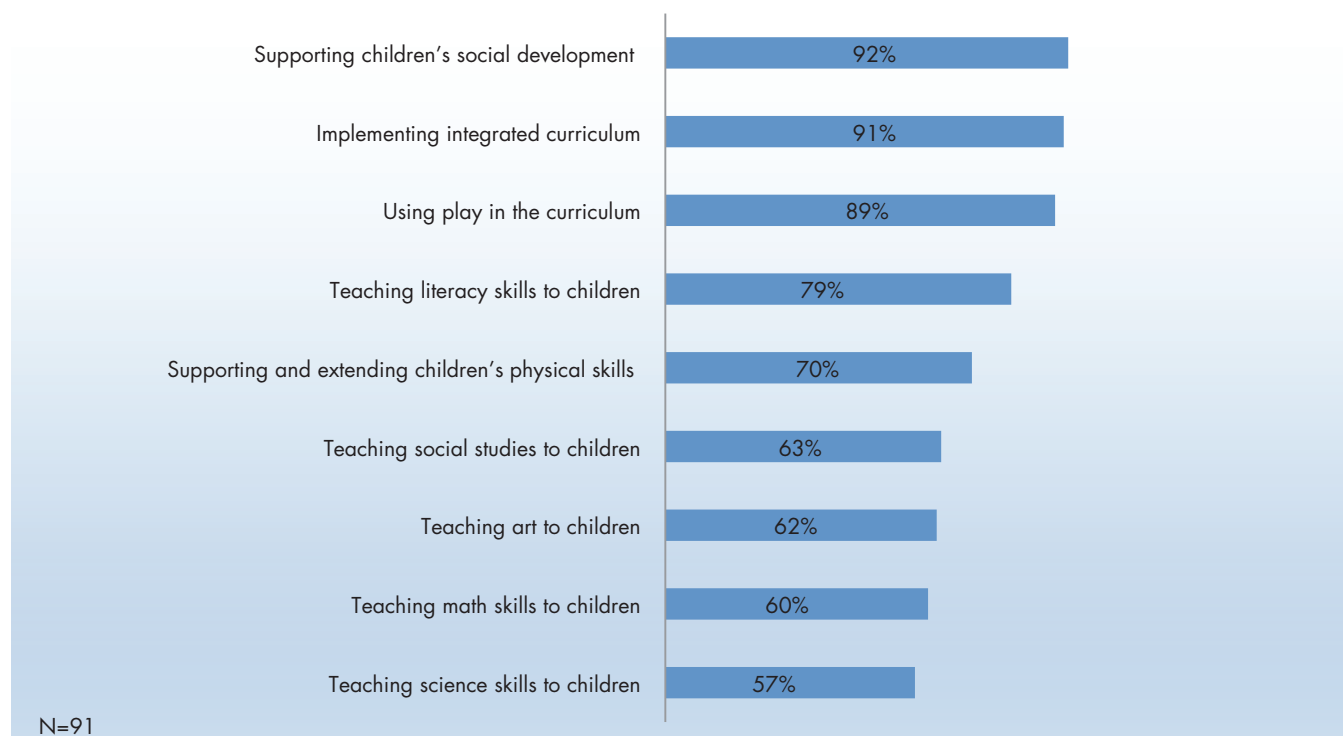
Figure 20F: Age Group Focus of Coursework on Community, Family and Policy, as Taught in the Past Two Years, by Faculty Participating in the New Jersey Early Childhood Higher Education Inventory



Teaching and Curriculum

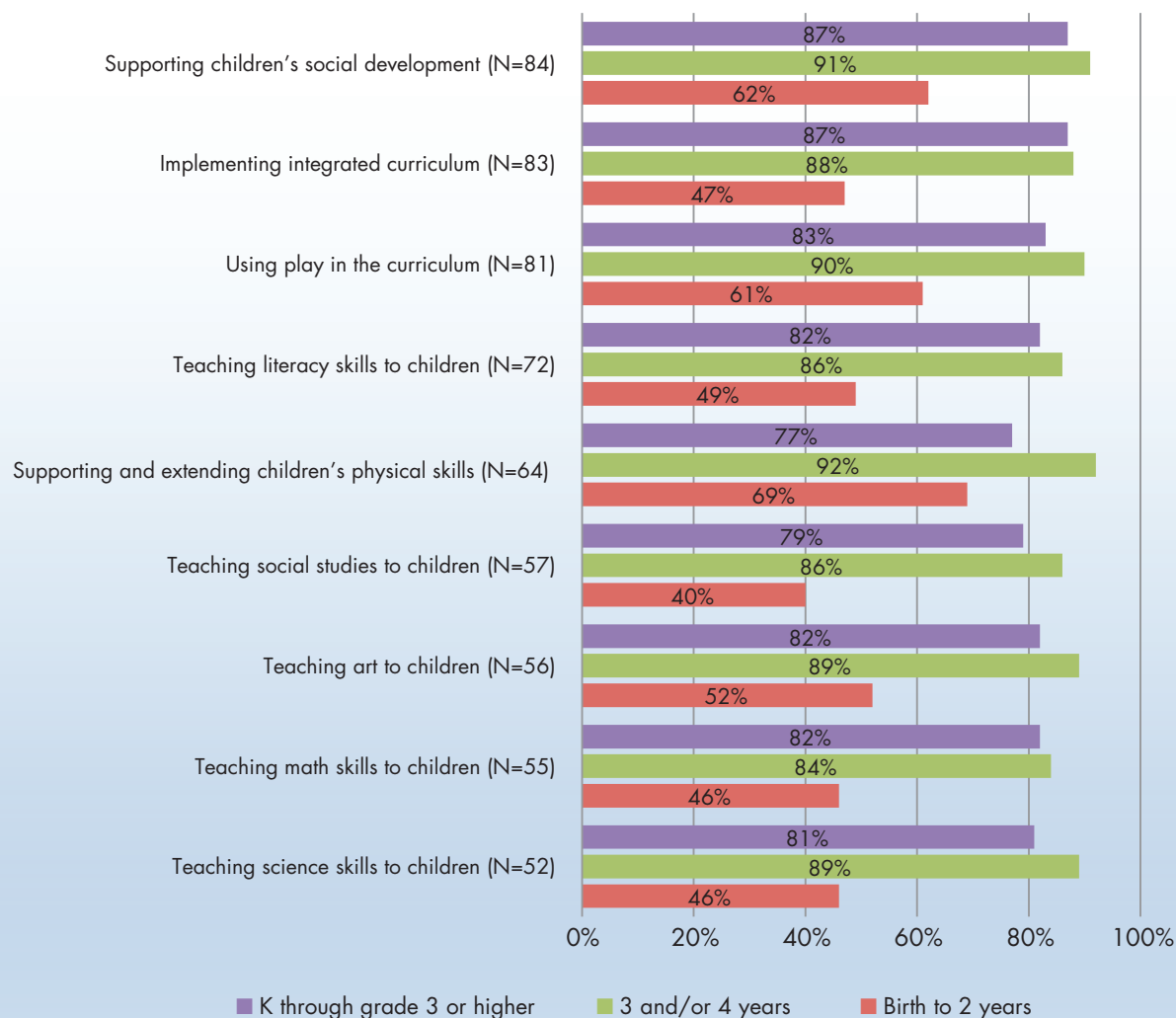
Faculty were less likely to report teaching coursework in certain topics related to teaching and curriculum, including teaching science or math skills to children

Figure 21F: Teaching and Curriculum Coursework as Taught in the Past Two Years, by Faculty Participating in the New Jersey Early Childhood Higher Education Inventory



When faculty did report teaching coursework related to teaching and curriculum, they were more likely to report focusing this content on preschool and elementary school children than on infants and toddlers.

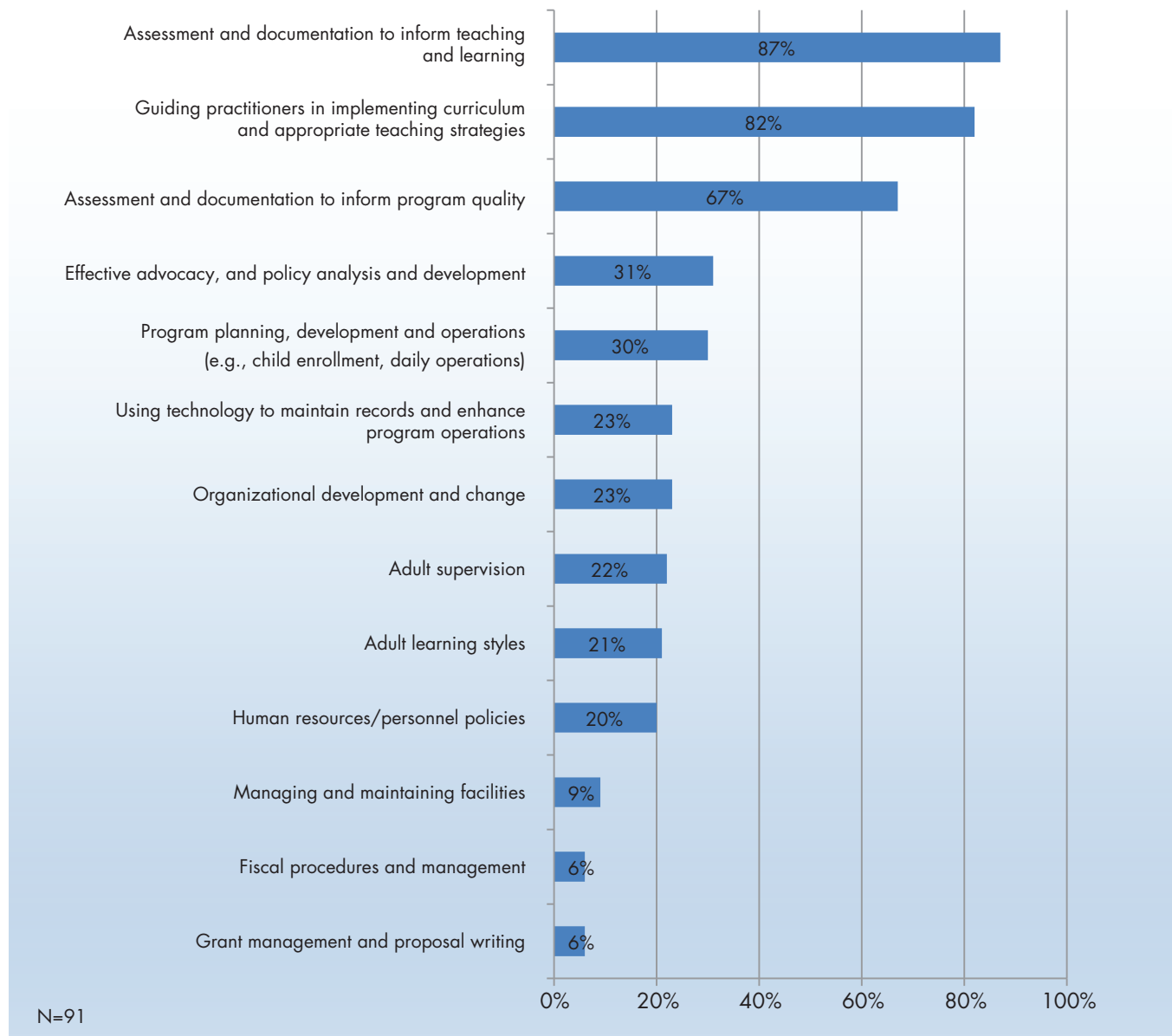
Figure 22F: Age Group Focus of Coursework on Teaching and Curriculum, as Taught in the Past Two Years, by Faculty Participating in the New Jersey Early Childhood Higher Education Inventory



Early Childhood Administration and Leadership

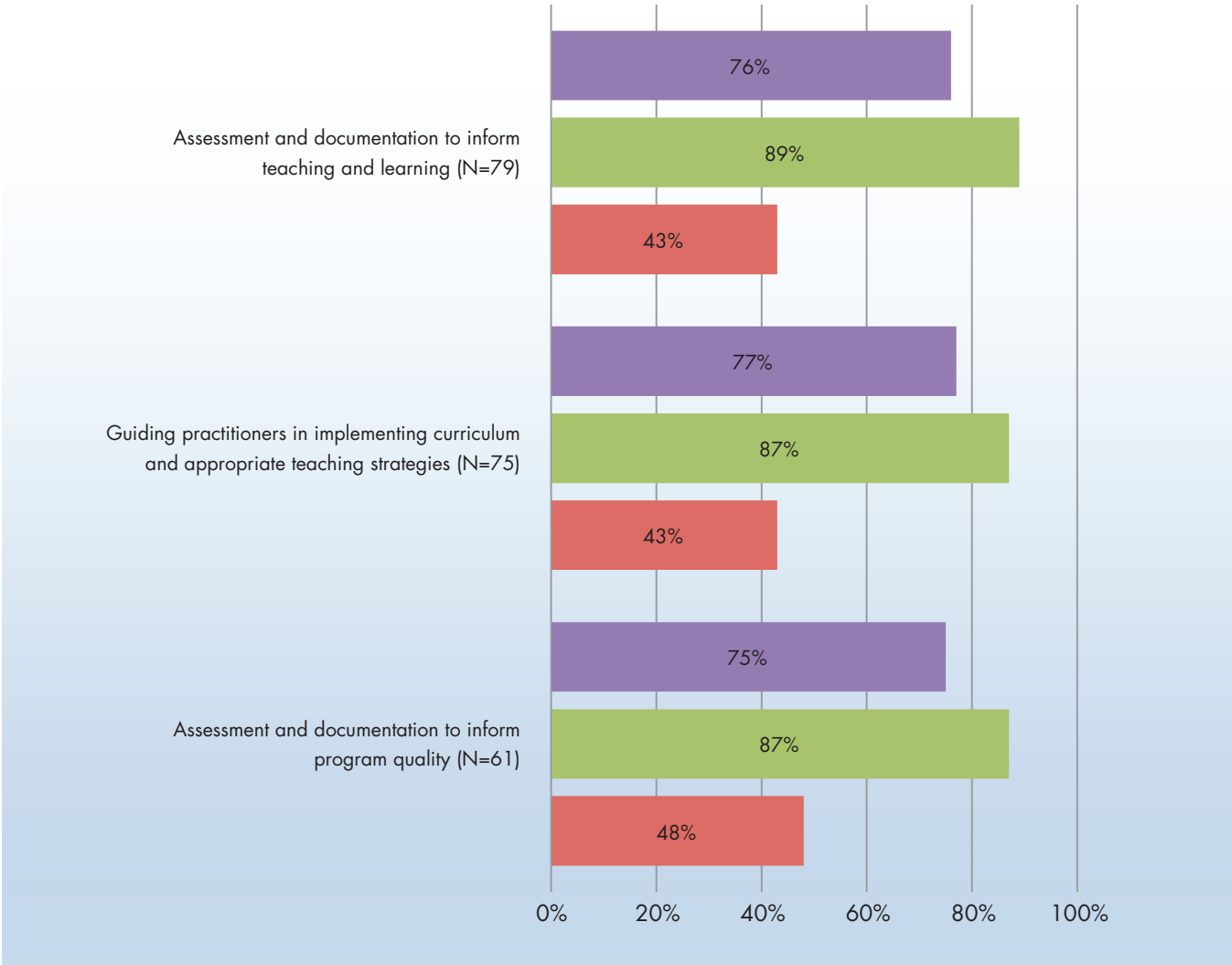
Faculty were less likely to report teaching coursework in topics related to administration and leadership. Ten of the 13 topics listed in the Inventory were taught by less than one-third of the faculty.

Figure 23F: Administration and Leadership Coursework as Taught in the Past Two Years, by Faculty Participating in the New Jersey Early Childhood Higher Education Inventory



When faculty did teach coursework related to administration and leadership, they were more likely to report focusing their teaching on preschool and early elementary school settings than on infant and toddler settings.

Figure 24F: Age Group Focus of Coursework on Administration and Leadership, as Taught in the Past Two Years, by Faculty Participating in the New Jersey Early Childhood Higher Education Inventory



The figures below display degree- and age-level information for two of the child development and learning topics. Associate degree faculty were the most likely to report focusing course content on infants and toddlers. Degree- and age-level information for the other topics followed the same pattern. (See Appendix 4.)

Figure 25F: Knowledge about Children's Development in Different Domains: Age Group Focus, by Degree Program

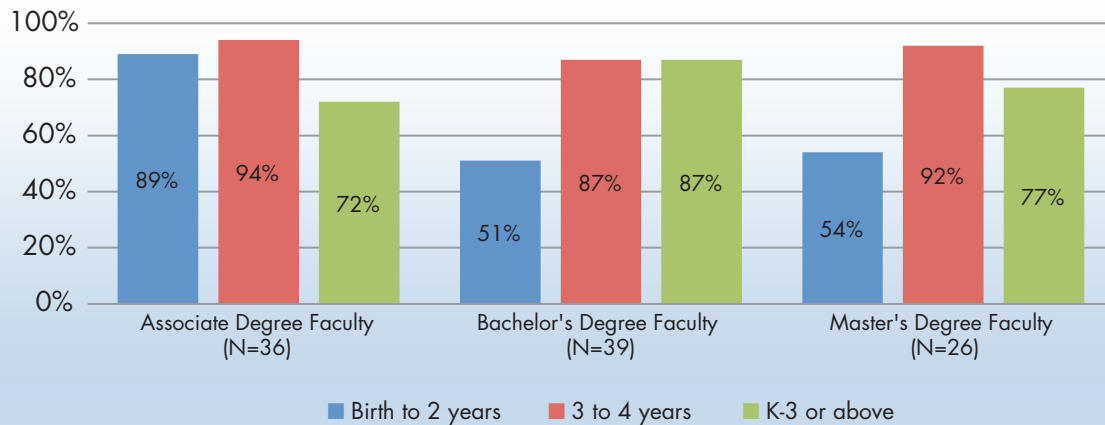
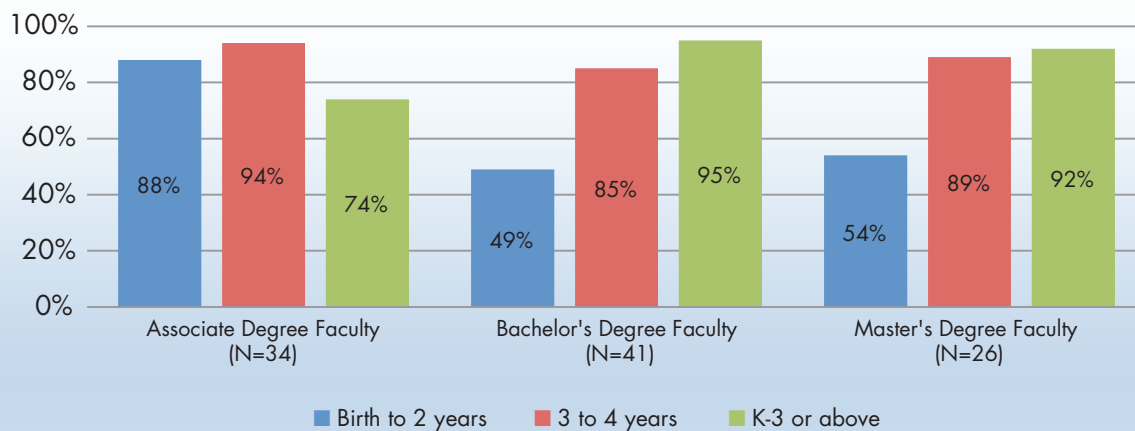


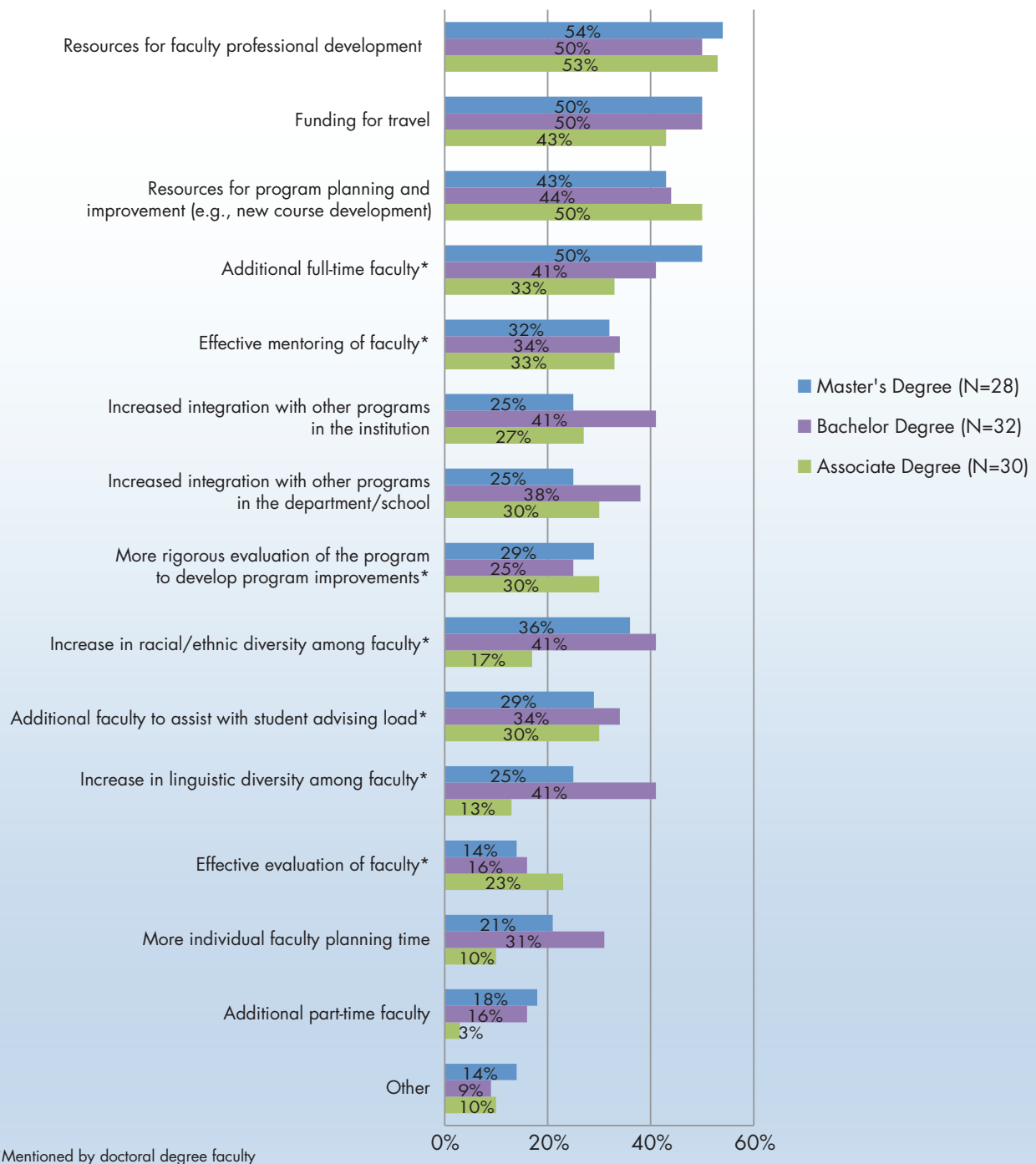
Figure 26F: Figure 26F: Understanding the Effects of Culture, Gender, Class and Race on Child Development: Age Group Focus, by Degree Program



VI. Additional Resources Needed for Improving Early Childhood Degree Programs, as Reported by Faculty Participating in the New Jersey Early Childhood Higher Education Inventory

- ❖ Eighty-three percent of faculty reported that additional resources were needed in order to improve the early childhood degree program at their college or university.
- ✓ Of these faculty, the three most frequently reported resources were resources for professional development (53 percent), funding for travel (47 percent), and resources for program planning and improvement (45 percent.)
- ✓ Although the ethnic/racial and language diversity among the faculty was limited, less than one-third reported that increasing the racial/ethnic diversity (29 percent) or the linguistic diversity (25 percent) among faculty was a needed resource.

Figure 27F: Additional Resources Needed for Improving Early Childhood Degree Programs, as Reported by Faculty Participating in the New Jersey Early Childhood Higher Education Inventory, by Degree Program



Discussion and Recommendations

This section presents a series of recommendations to the New Jersey Council for Young Children for addressing challenges and building on promising practices identified in the New Jersey Early Childhood Higher Education Inventory.

Recommendation 1:

Efforts should be made to revamp early childhood higher education degree programs in order to expand their focus on infant and toddlers, particularly at the bachelor's and graduate degree levels. Particular attention should be paid to the relationship between healthy development, future learning, and appropriate teaching strategies. In addition, bachelor's and graduate degree programs should follow the lead of associate degree programs in offering coursework for the New Jersey Infant/Toddler Credential. All degree programs might consider hiring additional faculty with expertise with this age group and/or providing relevant professional development opportunities for current faculty.

Previous research exploring the academic content of different approaches to early childhood teacher education has identified insufficient attention to understanding and working with children under the age of five (Maxwell et al., 2006; Ray et al., 2006; Whitebook et al., 2005). While New Jersey early childhood higher education degree programs have incorporated a comprehensive focus on preschool-age children (three and/or four year olds), significant gaps exist with respect to course content and student field experiences focused on infants and toddlers (birth to two years old). Not surprisingly, faculty also report less teaching experience related to this age group. Given the growth of research evidence on the importance of the first three years in lifelong learning and well-being, and the expansion of state and federal

early learning programs for this age group through home visiting, Early Head Start and child care, the need for expertise in working with infants and toddlers cannot be underestimated.

Recommendation 2:

Efforts should be made to improve student field experiences by establishing rigorous criteria for selecting both field sites and cooperating teachers at field sites who supervise the students. In addition, higher education degree programs should engage with potential clinical sites in the community to expand and strengthen field placement experiences.

The National Council for Accreditation of Teacher Education (NCATE) has issued recommendations calling for a greater emphasis on clinical practice in teacher education programs as a key strategy for improving effective practice among P-12 teachers (National Council for Accreditation of Teacher Education, 2010). NCATE also recommends establishing rigorous criteria for the preparation, selection and evaluation of cooperating teachers. Of particular concern for New Jersey is the lack of rigorous criteria for both field site and cooperating teacher selection. In fact, about one-third of degree programs reporting challenges to their institution, cited “lack of access to quality clinical experience sites” as a challenge. NCATE further recommends stronger partnerships among higher education degree programs and potential clinical sites as a way to expand and strengthen field placement experiences.

Recommendation 3:

Efforts should be made to expand and strengthen the development of early childhood leaders who reflect the diversity of the state's practitioner and child populations, by expanding program content related to early childhood administration and leadership, and by developing intentional strategies to recruit and prepare young, ethnically and linguistically diverse early childhood degree program faculty.

Despite the fundamental importance of early care and education practitioners in the lives of young children and their families, the early childhood profession is seriously hampered by a shortage of training and educational opportunities to develop and nurture a diverse and well-prepared cadre of leaders (Goffin and Washington, 2007; Whitebook and Austin, 2009; Ryan and Whitebook, 2012). This is evidenced in New Jersey by limited coursework focused on early childhood administration and leadership, and limited faculty experience in teaching related topics. In addition, the demographics of the faculty participating in the Inventory indicate an aging teacher educator workforce, and one that does not reflect the diversity of adult students or the children in early care and education programs.

Recommendation 4:

Engaging early childhood degree programs in the revision of the "New Jersey Core Knowledge and Competencies for Working with Children Birth through Age Eight and in After-school Programs," and in discussions about strategies for integrating the competencies into coursework, would facilitate greater consistency across degree programs and between teacher educators in higher education and the greater early childhood field, both of which seek to improve teacher practice.

New Jersey, like most states, has developed core knowledge and competencies for its early care and education workforce. These competencies serve to establish uniform expectations about what practitioners need to know and be able to do, regardless of work setting or funding source. Ideally, higher education degree programs for early childhood would integrate these competencies into their course of study, yet only one-third of New Jersey's degree programs reported such alignment.

Recommendation 5:

Professional, educational and demographic information about faculty teaching in early childhood degree programs should be included in Registry One, New Jersey's registry of early childhood professionals. Current efforts to mandate workforce-wide participation in Registry One should include early childhood degree program faculty.

Individual faculty members are best able to provide information about their demographic characteristics, academic background, early childhood-specific preparation, ongoing professional development, and applied experiences. Previous research about teacher educators has typically been provided through a program dean or coordinator, who often does not have the most accurate and current information about their colleagues. Although the Inventory attempted to improve upon this methodology by collecting information from individual faculty members, survey methodology does not lend itself to building a comprehensive database of the teacher educator workforce. First, a survey provides only a point-in-time picture, and we know that change among faculty is common, particularly the many faculty holding adjunct and part-time teaching positions. Secondly, a point-in-time survey does not permit an assessment of ongoing professional development and experiences. Finally, adequate resources are usually not available to attain the very high response rate needed to generalize the Faculty Module findings to the full universe of early childhood faculty in a state. Only an ongoing administrative database such as Registry One would allow stakeholders to assess the current landscape and to measure progress on building a younger, more diverse teacher educator workforce with the necessary qualifications, professional development, and experience.

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Appendix 1: The New Jersey Early Childhood Higher Education Inventory Methodology

Mapping Module

During the summer of 2012, CSCCE identified institutions of higher education offering early childhood degrees from a variety of sources, including Professional Impact New Jersey's list of such institutions, the Office of the Secretary of Higher Education's Inventory of Degree Programs Offered by New Jersey Institutions of Higher Education, and the Council for Professional Recognition's National Directory of Early Childhood Educator Preparation Institutions (Child Development Associate Council, n.d.; Professional Impact NJ, n.d.; State of New Jersey, 2009). Through this process, we identified 30 institutions of higher education offering an early childhood degree program. These included public and private colleges and universities offering associate, bachelor's, joint bachelor's/master's, master's, and doctoral degrees.

We conducted an extensive web search of these colleges/universities to identify:

- Early childhood degrees offered;
- Department(s) in which early childhood degree programs were housed;
- Certificates and other programs offered;
- Contact information for the dean, program coordinator, and faculty.

We then attempted to contact, via telephone, the identified deans or program coordinators to verify the information gathered through the websites. We were able to confirm the information with 14 of the 15 identified community colleges, and with 14 of the 15 four-year and graduate-level institutions. One of the identified community colleges was no longer offering an early childhood degree. Tables A3-1 to A3-4 in Appendix 3 display the early childhood degrees

offered by the 29 institutions of higher education offering such degrees, including the two institutions we were not able to verify and excluding the one institution that was no longer offering an early childhood degree.

Program Module

Sample Development

During the telephone call with program deans or coordinators described above, CSCCE identified the appropriate person to respond to the Program Module of the Inventory. We then asked the appropriate respondent whether he or she was willing to participate. Thirteen of the 14 community colleges and 13 of the 15 four-year and graduate colleges or universities agreed to participate. If the college or university offered more than one early childhood degree, or if a degree had multiple options/endorsements, we asked the respondent to determine whether it was appropriate to complete one Program Module, or whether it was necessary to complete a Program Module for each degree or option/endorsement. These decisions were typically based on the degree of similarity in course content for the various options/endorsement within the degree program or between the degrees.

The final sample for the Program Module sample included:

- 13 community colleges offering 18 associate degrees collected through 17 Program Modules, and
- 13 four-year and graduate-level colleges and universities offering 34 bachelor's and graduates degrees, collected through 36 Program Modules.

Data Collection

At the completion of the phone call, each dean or coordinator received an official letter from the New Jersey Council for Young Children describing the Inventory and encouraging participation in it. On October 1, 2012, we emailed each respondent the link to the Program Module, an online survey using the Survey Monkey software. Reminders were sent to the respondents on a weekly basis through the data collection period, which ended on November 27, 2012.

The program module took approximately 30 and 45 minutes to complete. The survey included closed-ended questions focusing on the following topics:

- ❖ Goal of the early childhood degree program related to training students for specific job roles and early childhood settings.
- ❖ Program content and age group focus. Respondents were asked to indicate whether topics within the following categories were required in order for students to complete the degree program. For each topic, the respondent was also asked to indicate whether the coursework focused on infants and toddlers (birth to two years), pre schoolers (three to four years), or children in grades K-3 or higher.
 - ✓ Child Development and Learning
 - ✓ Teaching Diverse Child Populations
 - ✓ Teaching and Curriculum
 - ✓ Teaching Skills in Early Childhood Settings
 - ✓ Community, Family and Policy
 - ✓ Early Childhood Administration and Leadership (asked if offered, not required)
- ❖ Coursework alignment and degree program articulation:
 - ✓ New Jersey early childhood standards
 - ✓ Child Development Associate (CDA) certificate
 - ✓ New Jersey-specific early childhood certificates
 - ✓ Other early childhood degree programs
- ❖ Strategies to assess student competencies
- ❖ Clinical experiences for students, i.e., student teaching and practicum experiences
 - ✓ Timing and duration
 - ✓ Age group focus (infant, preschool, early elementary)
 - ✓ Supervision: who supervises, criteria for selecting cooperating teachers at the site, resources for cooperating teachers
 - ✓ Field sites: criteria for selection, relationship with college or university
 - ✓ Differences in experiences for pre-service and experienced teachers
- ❖ Student population
 - ✓ Target: Pre-service teachers, experienced teachers
 - ✓ Number of students enrolled, and number attaining degrees
 - ✓ Available student services
- ❖ Challenges facing the degree program.

Response Rate

In New Jersey, 14 community colleges and 15 four-year and graduate colleges and universities offer 55 early childhood degree programs. As mentioned above, thirteen of the 14 community colleges and 13 of the 15 four-year and graduate colleges or universities agreed to complete the Program Module of the Inventory. The final sample for the Program Module included 52 degree programs collected through 53 Program Modules¹. Data were collected for 50 of these 53 Program Modules. (See Table A2-1.) These 50 Program Modules represented 49 degree programs. Thus, data were collected for 94 percent of the early childhood degree programs participating in the Program Module (49 of the 52) and for 89 percent of the early childhood degree programs in the state (49 of the 55). (See Table A2-2.)

¹ As stated above, if the college or university offered more than one early childhood degree, or if a degree had multiple options/endorsements, we asked the respondent to determine whether it was appropriate to complete one Program Module, or whether it was necessary to complete a Program Module for each degree or option/endorsement. These decisions were typically based on the degree of similarity in course content for the various options/endorsement within the degree program or between the degrees.

Table A1-1. Response Rate for the Program Module (PM) of the New Jersey Early Childhood Higher Education Inventory

Degree	Number of Institutions in PM Sample*	Number of Degrees Offered	Number of Programs Modules	Number of Responses to PM	Program Module Response Rate
Associate	13	18	17	16	94%
Bachelor's	13	14	15	14	93%
Joint Bachelor/ Master's	3	4	4	3	75%
Master's	8	14	15	15	100%
Doctoral	1	2	2	2	100%
TOTAL		52	53	50	94%

*Duplicated count

Table A1-2. Response Rate for the Program Module (PM) of the New Jersey Early Childhood Higher Education Inventory, by Degree Program

Degree	Number of Institutions in PM Sample*	Number of Degrees Offered	Number of Responses by Degree Program	Program Module Response Rate (per PM Responses)
Associate	13	18	17	94%
Bachelor's	13	14	13	93%
Joint Bachelor/ Master's	3	4	3	75%
Master's	8	14	14	100%
Doctoral	1	2	2	100%
TOTAL		52	49	100%

*Duplicated count

Data Analysis

Using SPSS (Statistical Package for the Social Sciences 20.0), we computed frequencies for all questions, for both the entire sample and for each degree program (associate, bachelor's, master's, doctoral). The joint bachelor's/master's degree programs were analyzed with the master's degree programs. Because of the small sample size, we did not test for significance for the differences among the degree programs.

Faculty Module

Sample Development

During the telephone conversation with the dean or program coordinator described above, we requested a list of names and email addresses for all full- and part-time/adjunct faculty teaching in the early childhood degree programs. All 13 community colleges sent CSCCE a faculty list. Thirteen of the 14 four-year and graduate colleges or universities sent a faculty list, with one of these being a partial list. These names served as the sample for the faculty module. If the dean or coordinator also taught in the early childhood program, he or she was also included in the faculty module sample. The final sample included 203 faculty members, 74 teaching in community colleges and 128 in four-year and graduate colleges or universities.

Data Collection

Each faculty member received an official letter from the New Jersey Council for Young Children describing the Inventory and encouraging participation in it. On October 3, 2012, we emailed each respondent the link to the Faculty Module, an online survey using the Survey Monkey software. Reminders were sent to the respondents on a weekly basis between October 15 and November 8, 2012 and again between February 11 and March 7, 2013. Between October 2013 and February 2013, letters to faculty encouraging participation were sent by Dr. Sharon Ryan, in her role as co-chair of the New Jersey Council for Young Children's Workforce Preparation Committee. The American Federation of Teachers sent a similar letter to their members. The data collection period ended on March 15, 2013.

The Faculty Module took an average of 30 minutes to complete. The survey included closed-ended questions focusing on the following topics:

- ❖ Current employment
 - ✓ Faculty status
 - ✓ Primary responsibility
 - ✓ Number of courses taught in a typical year
 - ✓ Number of students advised in a typical year
 - ✓ Primary teaching focus
 - ✓ Age-group expertise
- ❖ Current teaching expertise: respondents were asked to indicate whether, within the past two years, they had taught topics within the following categories. For each topic, respondents were also asked to indicate whether the coursework focused on infants and toddlers (birth to two years), pre schoolers (three to four years), or children in grades K-3 or higher.
 - ✓ Child Development and Learning
 - ✓ Teaching Diverse Child Populations
 - ✓ Teaching and Curriculum
 - ✓ Teaching Skills in Early Childhood Settings
 - ✓ Community, Family and Policy
 - ✓ Early Childhood Administration and Leadership (asked if offered, not required)
- ❖ Professional development and experience in the early childhood field
 - ✓ Professional development experiences in the past 3 years
 - ✓ Professional roles in the past 10 years
 - ✓ Additional professional development that would be helpful
- ❖ Resources that would be helpful to the degree program
 - ✓ Demographics and educational background
 - ✓ Highest level of education
 - ✓ Credits in early childhood/child development
 - ✓ Gender
 - ✓ Race/ethnicity
 - ✓ Age
 - ✓ Language capacity

Response Rate

Approximately one-half (47 percent) of the faculty responded to the Faculty Module. (See Table A2-3.) It is important to note that we cannot assume that the findings from the Faculty Module are representative of all early childhood higher education faculty in New Jersey.

Data Analysis

Using SPSS (Statistical Package for the Social Sciences 20.0), we computed frequencies for all questions, for both the entire sample and for each degree program (associate, bachelor's, master's, doctoral). If faculty members reported that they taught in more than one degree program at their institution, they were included in the analysis for each degree program in which they taught. Because of the small sample size, we did not test for significance for the differences among the degree programs.

Table A1-3. Response Rate for the Faculty Module of the New Jersey Early Childhood Higher Education Inventory

Faculty	Number of Faculty in Sample	Non-deliverable Email	Eligible Faculty in Sample	Eligible Responses	Response Rate
Associate degree faculty	75	2	73	36	49%
Bachelor's/graduate degree faculty	128	9	119	55	46%
TOTAL	203	11	192	91	47%

Appendix 2: The New Jersey Early Childhood Higher Education Inventory Mapping and Program Modules

SUPPLEMENTAL TABLES

Table A2-1. Early Childhood Associate Degree Programs in New Jersey

Name of IHE	A.A./A.S Degree	A.A.S. Degree
Atlantic Cape Community College	Child Development/Child Care Option	
Bergen Community College		Early Childhood Education
Brookdale Community College	Early Childhood Education Option	
Camden County College	Early Childhood Education	Preschool Teacher Education
County College of Morris	Early Childhood Education	
Cumberland County College		Early Childhood/ Preschool Education
Hudson County Community College	Early Childhood Education	Early Childhood Education
Mercer County Community College		Early Childhood and Special Education Assistant
Middlesex County College	Early Childhood Education Educational Practitioner	
Passaic County Community College	Early Childhood Education	Early Childhood Education
Raritan Valley Community College	Education (P-5)	Early Childhood Education
Sussex County Community College		Child Development Specialist
Union County College	Early Childhood Elementary Education	
Warren County Community College		Early Childhood Education

Table A2-2. Early Childhood Bachelor's Degree Programs in New Jersey

IHE	Bachelor's Degree
Bloomfield College	B.A. Education: Early Childhood and Elementary Education B.A. Education: Special Education and Early Childhood
Caldwell College	B.A. Elementary Education: Teacher of Preschool through Grade Three Endorsement
College of St. Elizabeth	B.A.: Elementary and Early Childhood Education Program Dual Certification, P-3 and K-5
Felician College	B.A. Education: Elementary Education (K-5) and Early Childhood (P-3)
Georgian Court University	B.A. Inclusive Early Childhood Education (P-3) & Teacher of Students with Disabilities
Kean University	B.A. Early Childhood Education (Dual Certification P-3 and K-8)
Monmouth University	B.A. in Content Area and Elementary Education with endorsement in: Preschool to Third Grade or Preschool to Third Grade and Teacher of Students with Disabilities
Montclair State University	B.A. Family and Child Studies: Families, Children and School Settings, Concentration with Teacher Certification in Elementary School Teacher in P-3
New Jersey City University	B.A. Early Childhood Education: With P-3 Certification; With Dual P-3 and Elementary Certification; With Dual P-3 and Special Education Certification
Rider University	B.A. Elementary Education (minor in Early Childhood Education)
Rowan University	B.A. Education: Specialization in Early Childhood Education
Rutgers University –Camden	B.A. Childhood Studies: Concentration in Early Childhood Studies
Seton Hall University	B.S.E. Elementary and Special Education with Option for the P-3 Endorsement (Certification)
The College of New Jersey	B.S. Early Childhood Education
William Patterson University	B.A. Early Childhood: P-3 Certification Dual Certification/P-3 and K-5

Table A2-3. Early Childhood Joint Bachelor's/Master's and Master's Degree Programs in New Jersey

IHE	Joint Bachelor's/Master's and Master's Degree Programs
Georgian Court University	M.A. Education: Early Childhood Education M.A. Education: Inclusive Early Childhood Education (P-3)
Kean University	M.A. Early Childhood Education 4 options: Administration in Early Childhood and Family Studies Advanced Curriculum and Teaching Classroom Instruction Education for Family Living (currently no students)
Monmouth University	M.A. Education: With Endorsement in Early Childhood (P-3)
Montclair State University	M.A.T./B.A. Teaching and Teacher Certification in P-3 and TSD M.A. Education: Inclusive Early Childhood Education, with Teacher Certification in Students with Disabilities (Preschool to Grade 12) M.A. in Teaching (M.A.T.): Newark Montclair Urban Teacher Residency Program (Preschool to Grade 3, Grades K-5, Teachers of Students with Disabilities) M.A. in Teaching (M.A.T.): Teacher Certification in Preschool to Grade 3 M.A. in Teaching M.A.T.): Teacher Certification in Preschool to Grade 3 and Students with Disabilities (Preschool to Grade 12)
New Jersey City University	M.A. in Teaching (M.A.T.) in Early Childhood Education (P-3 Certification) M.A. in Teaching (M.A.T.) in Early Childhood and Special Education (Dual Certification P-3 and Teacher of Students with Disabilities) M.A. in Early Childhood Education
Rutgers University –Camden	B.A./M.A. Childhood Studies: Concentration in Early Childhood Education
Rutgers University – New Brunswick	B.A. (Liberal Arts)/M.A. Education: Elementary Education (K-5) with Preschool to Grade 3 Certification M.A. Education (Ed.M.) Early Childhood/ Elementary Education
The College of New Jersey	B.A./M.A.T Integrated Early Childhood: Urban Education option M.A. in Teaching (M.A.T.) Early Childhood
William Patterson University	M.A. Education: Early Childhood Concentration

Table A2-4. Early Childhood Doctoral Degree Programs in New Jersey

IHE	Doctoral Degree Programs
Rutgers University – New Brunswick	Ed. D.: Concentration in Teacher Leadership: (Early Childhood area of study) Ph. D. Education: Specialization in Early Childhood Education

Table A2-5. Child Development and Learning: Age Group Focus

If topic required for the degree program, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
<i>Knowledge about children's development in different domains (e.g., language development, cognitive development)</i>				
Birth to 2	94%	64%	53%	50%
3 to 4 years	94%	86%	82%	100%
K-3 or higher	100%	100%	100%	100%
N	17	14	17	2
<i>Development of children's early literacy skills</i>				
Birth to 2	65%	36%	25%	0%
3 to 4 years	94%	93%	81%	100%
K-3 or higher	100%	100%	100%	0%
N	17	14	16	1
<i>Development of children's mathematical and scientific understandings</i>				
Birth to 2	59%	29%	25%	0%
3 to 4 years	77%	93%	81%	100%
K-3 or higher	100%	100%	100%	0%
N	17	14	16	1
<i>Understanding the effects of culture, gender, class, and race on child development</i>				
Birth to 2	82%	64%	41%	0%
3 to 4 years	88%	93%	82%	100%
K-3 or higher	100%	93%	100%	100%
N	17	14	17	2
<i>Child development theory and its relationship to teaching</i>				
Birth to 2	88%	64%	41%	0%
3 to 4 years	94%	93%	82%	100%
K-3 or higher	100%	100%	100%	100%
N	17	14	17	2
<i>Understanding the effects of disability on child development</i>				
Birth to 2	88%	50%	25%	N/A
3 to 4 years	94%	93%	81%	N/A
K-3 or higher	100%	100%	100%	N/A
N	17	14	16	0

Table A2-6. Diverse Child Populations: Age Group Focus

If topic required for the degree program, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
<i>Teaching children who are experiencing poverty</i>				
Birth to 2	82%	43%	25%	0%
3 to 4 years	94%	86%	81%	50%
K-3 or higher	100%	100%	100%	100%
N	17	14	16	2
<i>Teaching children with challenging behaviors</i>				
Birth to 2	77%	36%	19%	N/A
3 to 4 years	94%	93%	81%	N/A
K-3 or higher	100%	100%	100%	N/A
N	17	14	16	0
<i>Teaching children with special needs</i>				
Birth to 2	82%	33%	19%	N/A
3 to 4 years	88%	92%	75%	N/A
K-3 or higher	100%	100%	100%	N/A
N	17	12	16	0
<i>Teaching children from multiple cultural and ethnic backgrounds</i>				
Birth to 2	82%	36%	24%	0%
3 to 4 years	94%	93%	82%	50%
K-3 or higher	94%	100%	100%	100%
N	17	14	17	2
<i>Teaching children who are dual language learners</i>				
Birth to 2	69%	33%	20%	N/A
3 to 4 years	85%	92%	80%	N/A
K-3 or higher	92%	92%	100%	N/A
N	13	12	15	0

Table A2-7. Teaching and Curriculum: Age Group Focus

If topic required for the degree program, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
<i>Teaching math skills to children</i>				
Birth to 2	43%	14%	6%	N/A
3 to 4 years	93%	93%	75%	N/A
K-3 or higher	79%	100%	100%	N/A
N	14	14	16	0
<i>Teaching science skills to children</i>				
Birth to 2	43%	14%	13%	N/A
3 to 4 years	93%	93%	75%	N/A
K-3 or higher	79%	100%	100%	N/A
N	14	14	16	0
<i>Teaching literacy skills to children</i>				
Birth to 2	63%	21%	13%	N/A
3 to 4 years	100%	93%	81%	N/A
K-3 or higher	81%	100%	100%	N/A
N	16	14	16	0
<i>Teaching art to children</i>				
Birth to 2	62%	14%	13%	N/A
3 to 4 years	92%	93%	80%	N/A
K-3 or higher	85%	86%	93%	N/A
N	13	14	15	0
<i>Teaching social studies to children</i>				
Birth to 2	54%	7%	13%	N/A
3 to 4 years	92%	86%	75%	N/A
K-3 or higher	85%	93%	100%	N/A
N	13	14	16	0
<i>Using play in the curriculum</i>				
Birth to 2	71%	36%	12%	0%
3 to 4 years	100%	93%	82%	100%
K-3 or higher	88%	93%	88%	100%
N	17	14	17	2
<i>Supporting and extending children's physical skills</i>				
Birth to 2	79%	36%	21%	N/A
3 to 4 years	100%	93%	79%	N/A
K-3 or higher	86%	93%	86%	N/A
N	14	14	14	0

Table A2-7. Teaching and Curriculum: Age Group Focus (continued)
If topic required for the degree program, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
<i>Supporting children's social development</i>				
Birth to 2	82%	29%	19%	0%
3 to 4 years	100%	86%	81%	100%
K-3 or higher	88%	93%	94%	100%
N	17	14	16	2
<i>Implementing integrated curriculum</i>				
Birth to 2	71%	14%	12%	0%
3 to 4 years	94%	93%	82%	100%
K-3 or higher	94%	93%	100%	100%
N	17	14	17	2

Table A2-8. Teaching Skills in Early Childhood Setting: Age Group Focus
If topic required for the degree program, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
<i>Observation, assessment, & documentation to inform teaching and learning</i>				
Birth to 2	69%	36%	6%	0%
3 to 4 years	100%	93%	82%	100%
K-3 or higher	94%	100%	100%	100%
N	16	14	17	2
<i>Classroom management</i>				
Birth to 2	56%	14%	6%	N/A
3 to 4 years	100%	93%	77%	N/A
K-3 or higher	88%	100%	100%	N/A
N	16	14	17	0
<i>How to use different teaching techniques (e.g., planning, instructing, facilitating)</i>				
Birth to 2	65%	21%	6%	0%
3 to 4 years	100%	93%	82%	100%
K-3 or higher	94%	100%	100%	100%
N	17	14	17	2

Table A2-9. Community, Family and Policy: Age Group Focus

If topic required for the degree program, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
<i>Building relationships with other teachers and/or early childhood professionals</i>				
Birth to 2	63%	21%	18%	0%
3 to 4 years	88%	93%	82%	100%
K-3 or higher	94%	100%	94%	100%
N	16	14	17	2
<i>The early childhood system, advocacy, and public policy</i>				
Birth to 2	57%	31%	27%	0%
3 to 4 years	93%	92%	80%	100%
K-3 or higher	79%	100%	93%	100%
N	14	13	15	2
<i>Working with families</i>				
Birth to 2	63%	29%	24%	0%
3 to 4 years	94%	93%	82%	100%
K-3 or higher	81%	93%	100%	100%
N	16	14	17	2
<i>Utilizing community resources</i>				
Birth to 2	60%	29%	29%	0%
3 to 4 years	80%	93%	82%	100%
K-3 or higher	73%	93%	100%	100%
N	15	14	17	2

Table A2-10. Early Childhood Administration and Leadership: Age Group Focus
If topic offered for the degree program, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
<i>Guiding practitioners in implementing curriculum and appropriate teaching strategies</i>				
Infant/toddler programs	57%	21%	7%	0%
Preschool programs	100%	93%	79%	100%
K-3 or higher	79%	100%	100%	100%
N	14	14	14	2
<i>Assessment and documentation to inform teaching and learning</i>				
Infant/toddler programs	67%	21%	13%	0%
Preschool programs	93%	93%	73%	100%
K-3 or higher	80%	93%	100%	100%
N	15	14	15	2
<i>Assessment and documentation to inform program quality</i>				
Infant/toddler programs	67%	11%	17%	0%
Preschool programs	93%	89%	67%	100%
K-3 or higher	73%	100%	100%	100%
N	15	9	12	2

Table A2-11. Timing of Student Field Experiences
If degree program requires the field experience:

Timing of field experience	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
<i>When in course of study student teaching occurs</i>				
First year of the degree program	0%	0%	9%	N/A
Middle of the degree program	17%	0%	36%	N/A
End of the degree program	83%	100%	64%	N/A
N	6	13	11	0
<i>When in course of study first practicum occurs</i>				
First year of the degree program	42%	55%	56%	0%
Middle of the degree program	17%	36%	44%	100%
End of the degree program	42%	9%	0%	0%
N	12	11	9	1

Table A2-12. Duration of Student Field Experiences*If degree program requires the field experience:*

Duration of field experience	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
<i>Required duration of student teaching</i>				
Less than four months	33%	8%	9%	N/A
Four months	33%	69%	73%	N/A
More than four months	33%	23%	18%	N/A
N	6	13	11	0
<i>Required duration of practicum</i>				
40 hours or less	36%	40%	33%	100%
41 - 80 hours	27%	30%	22%	0%
More than 80 hours	36%	30%	44%	0%
N	11	10	9	1

Table A2-13. Age Group Focus of Student Field Experiences
If degree program requires the field experience:

Age group focus of field experiences	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
<i>Age group focus of student teaching</i>				
Birth to two years-required	33%	0%	0%	N/A
Birth to two years-optional	67%	0%	0%	N/A
Birth to two years-not available	0%	100%	91%	N/A
Three to four years-required	50%	39%	36%	N/A
Three to four years-optional	50%	54%	46%	N/A
Three to four years-not available	0%	8%	9%	N/A
K-3 or higher-required	50%	69%	55%	N/A
K-3 or higher-optional	50%	23%	27%	N/A
K-3 or higher-not available	0%	8%	9%	N/A
N	6	13	11	0
<i>Age group focus of practicum</i>				
Birth to two years-required	8%	9%	0%	0%
Birth to two years-optional	75%	18%	11%	0%
Birth to two years-not available	17%	73%	89%	100%
Three to four years-required	33%	82%	56%	0%
Three to four years-optional	67%	18%	44%	0%
Three to four years-not available	0%	0%	0%	100%
K-3 or higher-required	50%	91%	56%	0%
K-3 or higher-optional	50%	9%	44%	0%
K-3 or higher-not available	0%	0%	0%	100%
N	12	11	9	1

Table A2-14. Criteria for Selecting Student Teaching Sites

If degree program requires student teaching and has criteria for selecting student teaching sites:

Criteria for selecting student teaching sites	Associate Degree	Bachelor's Degree	Master's Degree
<i>Site Characteristics</i>			
Location of site (e.g., proximity to college/university or student workplace)	67%	83%	82%
Student currently works at the site	83%	42%	27%
Site is at a professional development school	17%	58%	36%
Site is a nationally accredited early childhood program	67%	8%	18%
Site is at a college laboratory school	33%	8%	9%
Observed quality rating of the site (e.g., ERS or part of a QRIS)	0%	8%	18%
<i>Child Characteristics</i>			
Age of children served at the site	67%	67%	55%
Children with disabilities served at the site	0%	50%	46%
Demographic background of children served at the site	17%	50%	36%
Other	17%	8%	27%
N	6	12	11

Table A2-15. Criteria for Selecting Practicum Sites

If degree program requires practicum experience and has criteria for selecting practicum sites:

Criteria for selecting practicum sites	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
<i>Site Characteristics</i>				
Location of site (e.g., proximity to college/university or student workplace)	70%	91%	78%	0%
Student currently works at the site	70%	27%	33%	0%
Site is at a professional development school	10%	55%	33%	0%
Site is a nationally accredited early childhood program	30%	36%	11%	0%
Site is at a college laboratory school	40%	18%	0%	0%
Observed quality rating of the site (e.g., ERS or part of a QRIS)	10%	18%	11%	0%
<i>Child Characteristics</i>				
Age of children served at the site	20%	82%	78%	0%
Demographic background of children served at the site	20%	64%	44%	0%
Children with disabilities served at the site	10%	55%	33%	0%
Other	10%	9%	0%	100%
N	10	11	9	1

Table A2-16. Criteria for Selecting Cooperating Teachers for Field Experiences
If degree program requires field experience and has criteria for selecting cooperating teacher:

Criteria for selecting cooperating teacher for field experiences	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
<i>Criteria for selecting cooperating teacher for student teacher</i>				
Cooperating teacher holds a NJ state credential or equivalent	86%	100%	89%	0%
Cooperating teacher has experience working student teachers	40%	67%	64%	N/A
Cooperating teacher is a certified/certificated mentor or master teacher	20%	58%	46%	N/A
Other	20%	33%	36%	N/A
N	5	12	11	0
<i>Criteria for selecting cooperating teacher for practicum</i>				
Cooperating teacher holds a NJ state credential or equivalent	86%	100%	89%	0%
Cooperating teacher has experience working with practicum students	14%	82%	56%	0%
Cooperating teacher is a certified/certificated mentor or master teacher	29%	55%	44%	0%
Other	14%	9%	0%	100%
N	7	11	9	1

Table A2-17. Challenges Facing Early Childhood Degree Programs
If degree program faces any challenges:

Challenges facing early childhood degree programs	Associate Degree	Bachelor's Degree	Master's Degree	Doctoral Degree
Lack of ability to recruit students	53%	40%	40%	0%
Lack of access to quality clinical experience sites	40%	50%	10%	0%
Inequitable distribution of resources compared to other programs in the institution	47%	10%	20%	50%
Lack of recognition of the value of early childhood from within the department or school	47%	20%	20%	0%
Lack of articulation between 2-year and 4-year college early childhood degree programs	47%	30%	N/A	N/A
Lack of ability to support students in completing the program	33%	10%	20%	0%
Lack of course content focused on children younger than age five	7%	20%	20%	0%
Lack of faculty expertise in teaching young children who are dual language learners	13%	10%	10%	0%
Lack of faculty expertise in math pedagogy for young children	7%	0%	10%	0%
Lack of faculty expertise in science pedagogy for young children	7%	0%	10%	0%
Lack of faculty expertise in the social/emotional development of young children	7%	0%	10%	0%
Lack of faculty experience with working with diverse populations of college students	0%	0%	10%	0%
Lack of faculty expertise in promoting literacy in young children	7%	0%	0%	0%
Lack of faculty expertise in teaching young children with special needs	0%	0%	0%	0%
Lack of faculty experience with working with diverse populations of young children	0%	0%	0%	0%
Other	7%	10%	40%	50%
N	15	10	10	2

Appendix 3: The New Jersey Early Childhood Higher Education Inventory Faculty Module SUPPLEMENTAL TABLES

Table A3-1. Coursework Taught Related to Child Development and Learning: Age Group Focus
If topic taught in past two years, age group focus of the coursework:

Topic	Associate Degree Faculty	Bachelor's Degree Faculty	Master Degree Faculty	Doctoral Degree Faculty
Knowledge about children's development in different domains (e.g., language development, cognitive development)				
Birth to 2 years	89%	51%	54%	33%
3 to 4 years	94%	87%	92%	100%
K-3 or higher	72%	87%	77%	100%
N	36	39	26	3
<i>Development of children's early literacy skills</i>				
Birth to 2 years	85%	47%	50%	50%
3 to 4 years	91%	81%	86%	100%
K-3 or higher	73%	97%	86%	100%
N	33	36	22	2
<i>Development of children's mathematical and scientific understandings</i>				
Birth to 2 years	70%	42%	44%	50%
3 to 4 years	87%	81%	88%	100%
K-3 or higher	70%	89%	88%	100%
N	30	26	16	2
<i>Understanding the effects of culture, gender, class, and race on child development</i>				
Birth to 2 years	88%	49%	54%	25%
3 to 4 years	94%	85%	89%	100%
K-3 or higher	74%	95%	92%	100%
N	34	41	26	4
Child development theory and its relationship to teaching				
Birth to 2 years	89%	47%	50%	25%
3 to 4 years	94%	87%	88%	100%
K-3 or higher	74%	90%	83%	100%
N	35	38	24	4
<i>Understanding the effects of disability on child development</i>				
Birth to 2 years	94%	47%	57%	50%
3 to 4 years	91%	79%	87%	100%
K-3 or higher	76%	92%	96%	100%
N	33	38	23	2

Table A3-2. Coursework Taught Related to Teaching Diverse Child Populations: Age Group Focus
If topic taught in past two years, age group focus of the coursework:

Topic	Associate Degree Faculty	Bachelor's Degree Faculty	Master Degree Faculty	Doctoral Degree Faculty
<i>Teaching children who are experiencing poverty</i>				
Birth to 2 years	90%	33%	35%	25%
3 to 4 years	97%	83%	90%	100%
K-3 or higher	77%	97%	93%	100%
N	31	36	29	4
<i>Teaching children with challenging behaviors</i>				
Birth to 2 years	81%	29%	32%	50%
3 to 4 years	97%	80%	91%	100%
K-3 or higher	74%	94%	82%	100%
N	31	35	22	2
<i>Teaching children with special needs</i>				
Birth to 2 years	93%	30%	35%	50%
3 to 4 years	93%	81%	91%	100%
K-3 or higher	73%	95%	87%	100%
N	30	37	23	2
<i>Teaching children from multiple cultural and ethnic backgrounds</i>				
Birth to 2 years	88%	37%	43%	25%
3 to 4 years	97%	81%	90%	100%
K-3 or higher	79%	100%	90%	100%
N	33	41	30	4
<i>Teaching children who are dual language learners</i>				
Birth to 2 years	83%	28%	32%	33%
3 to 4 years	93%	78%	88%	100%
K-3 or higher	72%	100%	92%	100%
N	29	40	25	3

Table A3-3. Coursework Taught Related to Teaching and Curriculum: Age Group Focus
If topic taught in past two years, age group focus of the coursework:

Topic	Associate Degree Faculty	Bachelor's Degree Faculty	Master Degree Faculty	Doctoral Degree Faculty
<i>Teaching math skills to children</i>				
Birth to 2 years	65%	29%	25%	50%
3 to 4 years	81%	86%	88%	100%
K-3 or higher	73%	95%	88%	100%
N	26	21	16	2
<i>Teaching science skills to children</i>				
Birth to 2 years	71%	25%	19%	50%
3 to 4 years	88%	90%	88%	100%
K-3 or higher	71%	95%	88%	100%
N	24	20	16	2
<i>Teaching literacy skills to children</i>				
Birth to 2 years	77%	27%	27%	50%
3 to 4 years	90%	82%	86%	100%
K-3 or higher	73%	91%	82%	100%
N	30	33	22	2
<i>Teaching art to children</i>				
Birth to 2 years	79%	32%	24%	25%
3 to 4 years	88%	88%	88%	100%
K-3 or higher	71%	96%	88%	100%
N	24	25	17	4
<i>Teaching social studies to children</i>				
Birth to 2 years	63%	25%	17%	33%
3 to 4 years	83%	88%	83%	100%
K-3 or higher	71%	92%	78%	100%
N	24	24	18	3
<i>Using play in the curriculum</i>				
Birth to 2 years	91%	39%	40%	25%
3 to 4 years	91%	86%	92%	100%
K-3 or higher	71%	97%	88%	100%
N	34	36	25	4
<i>Supporting and extending children's physical skills</i>				
Birth to 2 years	94%	42%	50%	33%
3 to 4 years	94%	89%	88%	100%
K-3 or higher	69%	89%	75%	100%
N	32	26	16	3

Table A3-3. Coursework Taught Related to Teaching and Curriculum: Age Group Focus (continued)
If topic taught in past two years, age group focus of the coursework:

Topic	Associate Degree Faculty	Bachelor's Degree Faculty	Master Degree Faculty	Doctoral Degree Faculty
<i>Supporting children's social development</i>				
Birth to 2 years	89%	43%	48%	25%
3 to 4 years	94%	87%	88%	100%
K-3 or higher	75%	97%	96%	100%
N	36	37	25	4
<i>Implementing integrated curriculum</i>				
Birth to 2 years	74%	28%	20%	0%
3 to 4 years	91%	85%	84%	100%
K-3 or higher	71%	100%	96%	100%
N	35	39	25	3

Table A3-4. Coursework Taught Related to Teaching Skills in Early Childhood Settings:
Age Group Focus

If topic taught in past two years, age group focus of the coursework:

Topic	Associate Degree Faculty	Bachelor's Degree Faculty	Master Degree Faculty	Doctoral Degree Faculty
<i>Observation, assessment, and documentation to inform teaching and learning</i>				
Birth to 2 years	83%	24%	26%	25%
3 to 4 years	86%	85%	89%	100%
K-3 or higher	74%	95%	89%	100%
N	35	41	27	4
<i>Classroom management</i>				
Birth to 2 years	74%	21%	13%	0%
3 to 4 years	91%	88%	92%	100%
K-3 or higher	74%	97%	92%	100%
N	34	34	24	3
<i>How to use different teaching techniques (e.g. planning, instruction, facilitating)</i>				
Birth to 2 years	83%	21%	15%	0%
3 to 4 years	91%	82%	85%	100%
K-3 or higher	74%	97%	89%	75%
N	35	39	27	4

Table A3-5. Coursework Taught Related to Community, Family and Policy: Age Group Focus
If topic taught in past two years, age group focus of the coursework:

Topic	Associate Degree Faculty	Bachelor's Degree Faculty	Master Degree Faculty	Doctoral Degree Faculty
<i>Building relationships with other teachers and/or early childhood professionals</i>				
Infant/toddler programs	77%	28%	28%	25%
Preschool programs	91%	80%	88%	100%
K-3 or higher	74%	95%	88%	100%
N	34	40	25	4
<i>The early childhood system, advocacy, and public policy</i>				
Infant/toddler programs	83%	32%	38%	33%
Preschool programs	93%	77%	86%	100%
K-3 or higher	77%	90%	76%	100%
N	30	31	21	3
<i>Working with families</i>				
Infant/toddler programs	86%	30%	33%	25%
Preschool programs	94%	88%	93%	100%
K-3 or higher	77%	95%	89%	100%
N	35	40	27	4
<i>Utilizing community resources</i>				
Infant/toddler programs	81%	33%	35%	25%
Preschool programs	90%	86%	91%	100%
K-3 or higher	74%	94%	87%	100%
N	31	36	23	4

Table A3-6. Coursework Taught Related to Early Childhood Administration and Leadership:
Age Group Focus

If topic taught in past two years, age group focus of the coursework:

Topic	Associate Degree Faculty	Bachelor's Degree Faculty	Master Degree Faculty	Doctoral Degree Faculty
<i>Guiding practitioners in implementing curriculum and appropriate teaching strategies</i>				
Infant/toddler programs	78%	19%	17%	0%
Preschool programs	84%	88%	92%	100%
K-3 or higher	63%	94%	83%	75%
N	32	32	24	4
<i>Assessment and documentation to inform teaching and learning</i>				
Infant/toddler programs	76%	22%	17%	0%
Preschool programs	88%	89%	92%	100%
K-3 or higher	61%	94%	79%	75%
N	33	36	24	4
<i>Assessment and documentation to inform program quality</i>				
Infant/toddler programs	75%	27%	18%	0%
Preschool programs	89%	85%	88%	100%
K-3 or higher	61%	96%	82%	50%
N	28	26	17	2