CENTER FOR THE STUDY OF

Child Care Employment

July 2013

The State of Early Childhood Higher Education in New Hampshire

The New Hampshire Early Childhood Higher Education Inventory

By Fran Kipnis, Lea J.E. Austin, Laura Sakai, Marcy Whitebook, and Sharon Ryan

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Special thanks to:

Ellen Wheatley, Pat Cantor, Spark NH

and

the deans, coordinators and faculty who gave generously of their time to participate in the Early Childhood Higher Education Inventory.

Suggested Citation:

Kipnis, F., Austin, L. J.E., Sakai, L., Whitebook, M., & Ryan, S. (2013). *The State of Early Childhood Higher Education in New Hampshire: The New Hampshire Early Childhood Higher Education Inventory.* Berkeley, CA: Center for the Study of Child Care Employment, University of California at Berkeley.

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Introduction

Spark NH is New Hampshire's governor-appointed Early Childhood Advisory Council (hereafter called "Council"), a private-public partnership that works to create a comprehensive, coordinated system of programs and supports for young children and their families. Workforce development is an essential Council strategy for improving early childhood education services. Specifically, the Council's Workforce and Professional Development Committee is working to enhance the state's capacity for the recruitment, retention, advancement, and support of qualified professionals in early childhood programs via education, training, and credentialing.

In January 2013, Spark NH contracted with the Center for the Study of Child Care Employment (CSCCE) at the University of California, Berkeley, to conduct the New Hampshire Early Childhood Higher Education Inventory. The Inventory provides a portrait of the state's early childhood education and special education degree programs, enabling the Council to assess the capacity of its institutions of higher education to address the professional preparation needs of early childhood educators. These degree programs are referred to as 'early childhood' degree programs throughout this report.

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 was designed to gain a clearer picture of the early childhood offerings in a state's higher education system. The New Hampshire Inventory was implemented for Spark NH in spring 2013. The Inventory describes the early childhood degree programs offered in the state, focusing on variations in program content, age group focus, student field-based learning, and faculty characteristics. This information allows the Council and other stakeholders to identify gaps and opportunities in the available offerings, and to assess the capacity of the state's higher education system over time.

The Inventory includes three modules:

1. **Mapping Module:** Through an extensive document review, this module identifies the state's early childhood higher education programs by collecting information on each college or university, the department in which a given 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, this 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; student support services; and challenges within the institution.
3. **Faculty Module:** Using an online survey tool completed by all faculty members teaching in the degree program, this module collects information on faculty employment status, teaching experience and expertise, professional development experiences and needs, and past experience within the early childhood field.

All eight community colleges in New Hampshire, and six of the seven four-year and graduate colleges or universities in the state, agreed to participate in the Inventory. These colleges and universities offered 11 associate degree programs, seven bachelor's degree programs, and four master's degree programs. Of these, data were collected for all but one bachelor's degree program. In addition, the one college that did not participate in the Inventory offered two bachelor's degree programs. When reviewing the findings in this report, therefore, readers should note these very small sample sizes, particularly for the master's degree programs.

Sixty-eight faculty members, representing 77 percent of the faculty sample, responded to the Faculty Module[1]. Despite this excellent response rate, however, we cannot assume that findings from this module are representative of early childhood teacher educators in the state. Yet as we note in the Discussion and Recommendations section, 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 early childhood degree programs in New Hampshire, followed by highlights from the Program and Faculty Modules, and concludes with 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 the Mapping, Program and Faculty Modules.

[1] Five faculty members were included in more than one college or university faculty list. Only one response from each of these faculty members was included in the Inventory analysis. (See Appendix I.)

The State of Early Childhood Higher Education in New Hampshire

Results from the Mapping and Program Modules

New Hampshire Early Childhood Higher Education Inventory

HIGHLIGHTS

- Fifteen institutions of higher education offer early childhood degree programs in New Hampshire. These include 11 associate degree programs, nine bachelor's degree programs, and four master's degree programs. There are no early childhood doctoral programs in the state.

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

  - ✔ Associate degree programs were the most likely to report that their primary goal was to prepare students to work in multiple roles (e.g., teachers, administrators, family workers, mental health consultant) (64 percent).

  - ✔ Master's degree programs were the most likely to report that their primary goal was to prepare students for teaching and/or administrative roles in early childhood and elementary education settings (75 percent).

  - ✔ The bachelor's degree program reported these two goals equally, with one-half reporting that their primary goal was to prepare students to work in multiple roles and the other half reporting that their primary goal was to prepare students for teaching and/or administrative roles in early childhood and elementary education settings.

- 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. 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).

  - ✔ While most degree programs consistently reported focusing this coursework on preschool-age children, the focus on infants and toddlers varied by individual topic area, and by degree level. While bachelor's and master's degree programs reported focusing many topics on infants and toddlers, the associate degree programs consistently did so.

  - ✔ The associate degree programs were much less likely to focus this course content on children in the early elementary grades.

- Of particular concern to the New Hampshire Early Childhood Advisory Council was required coursework related to early childhood special education, and health and safety for young children. Most degree programs reported requiring coursework in multiple topics related to early childhood special education. Degree programs were less likely to report requiring coursework related to health and safety.
  - ✔ Associate degree programs were the most likely, and master's programs were least likely, to report requiring health and safety coursework.
  - ✔ Degree programs were more likely to focus health and safety coursework on infants and toddlers and on preschoolers than on children in the early elementary grades.
- The degree programs reported different requirements for the two types of field experiences, student teaching and practica[1].
  - ✔ The master's degree programs were the most likely to report requiring student teaching (75 percent) followed by the bachelor's degree programs (67 percent). Only 45 percent of the associate degree programs required a student teaching experience.
  - ✔ All the associate and bachelor's degree programs required a practicum experience as did three-quarters (75 percent) of the master's degree programs.
- When student teaching was required, the degree programs were more likely to report requiring a focus on children in the early elementary grades (75 percent) or preschool-age children (67 percent) than on infants and toddlers (58 percent). Although only five associate degree programs required student teaching, they were more likely to require a focus on infants and toddlers than the bachelor's and master's degree programs.
- Degree programs were less likely to require a specific age group focus for practicum experiences, but when they did, they were more likely to report requiring a focus on infants and toddlers (50 percent) than on preschoolers (45 percent) or on children in the early elementary grades (20 percent).
- All degree programs requiring student teaching or practicum experiences reported having criteria for selecting field sites. However, these criteria varied for the two types of field experiences, with a greater percentage of degree programs reporting criteria for student teaching sites than for practicum sites.
- All degree programs reported using a cooperating teacher at the site to help supervise student teachers, and 70 percent reported doing so to supervise practicum students. Almost all of these (92 percent for student teaching, and 85 percent for practicum) reported criteria for selecting the cooperating teacher. However, these criteria varied for the two types of field experiences, with a greater percentage of degree programs reporting criteria for cooperating teachers supervising student teachers than those supervising practicum students.

[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 of short duration, associated with a course, often focused on a particular skill or population of children, and supervised by a faculty member and/or mentor.

- 95 percent of degree programs reported incorporating at least one of New Hampshire's early care and education standards into their course content. Of these, 95 percent reported incorporating the New Hampshire Early Childhood Core Knowledge Areas. Between 30 and 70 percent of the degree programs reported incorporating the other early care and education standards.
  - This varied by degree program. For example, one-quarter (27 percent) of the associate degree programs reported incorporating the New Hampshire Teaching Certification Standards for Early Childhood (Birth to Grade 3), compared to all the bachelor's and master's degree programs.
- All degree programs reported aligning with the New Hampshire Early Childhood Professional Credentialing system, although the scope of alignment varied.
  - Approximately one-half of degree programs reported offering coursework that is not approved, but aligned with, the requirements of the credentialing system (52 percent) and/or presenting information about the system as a topic within a course (48 percent).
  - Only one-quarter (24 percent) reported offering approved coursework and/or or requiring students to apply for a credential within a specific course.
- Almost all (95 percent) degree programs reported facing at least one challenge.
  - For those that reported challenges, the most frequently reported challenge was "lack of access to quality clinical experiences" (55 percent), followed by "lack of articulation between 2-year and 4-year early childhood degree programs" (44 percent of associate and bachelor's degree programs) and "faculty administrative responsibilities that interfere with time with students" (40 percent).
  - Some challenges varied by degree program. For example, the master's degree programs were the most likely to mention "lack of ability to recruit students" and the associate degree programs were the most likely to mention "lack of recognition of the value of early childhood from within the department or school".

The following document presents the major findings from the Mapping and Program Modules of the New Hampshire Early Childhood Higher Education Inventory. Data from the Inventory that is not displayed in the figures below are included in Appendix 2: Mapping and Program Modules: Supplemental Tables.

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

Fifteen institutions of higher education offer early childhood degree programs in New Hampshire.

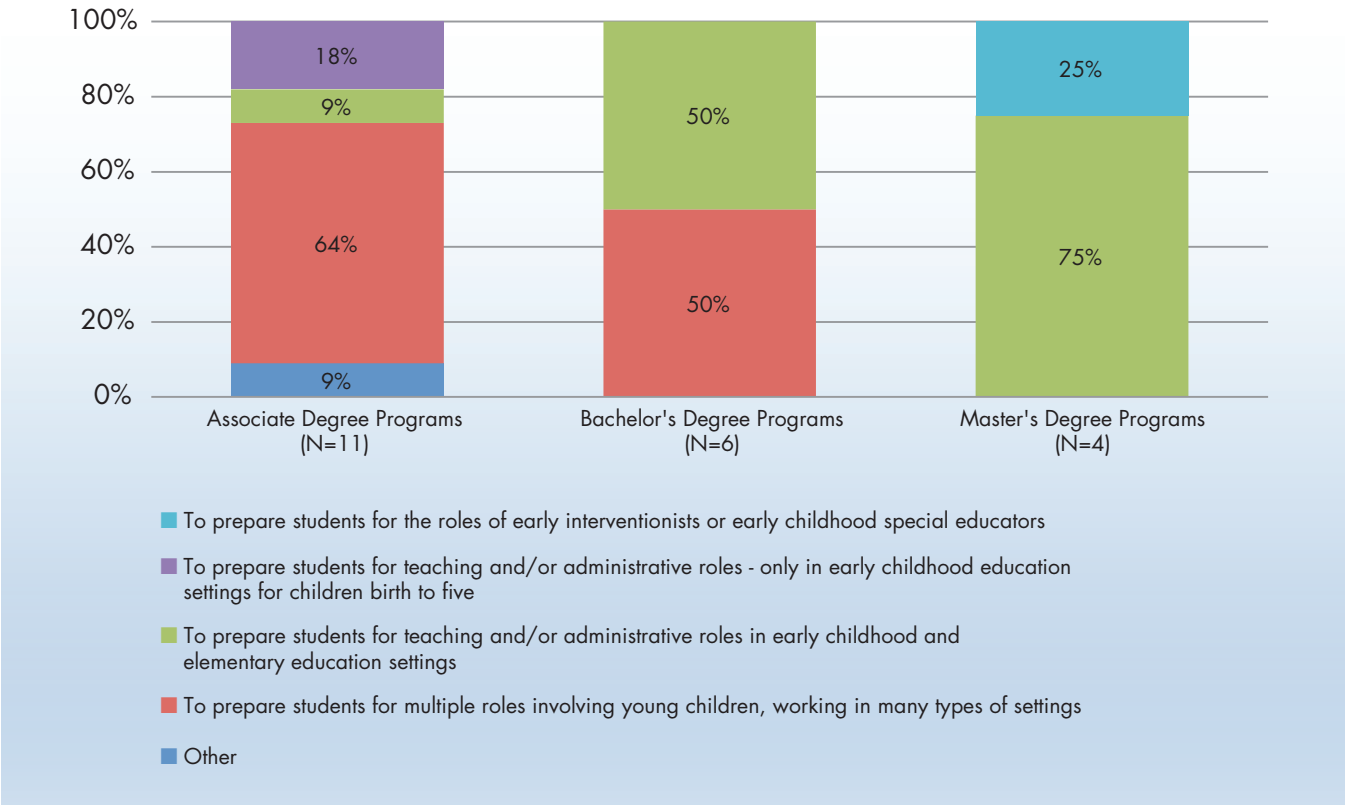
- Eleven associate degree programs are offered by:
  - 7 public community colleges,
  - 1 private community college,
  - 1 public four-year college, and
  - 1 private four-year college.
- Nine bachelor's degree programs are offered by:
  - 4 public four-year colleges or universities, and
  - 3 private four-year colleges or universities.
- Four master's degree programs are offered by:
  - 1 public four-year university, and
  - 1 private four-year university.

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

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

- Preparing students to work in multiple roles (e.g., teachers, administrators, family workers, mental health consultants) was the most frequently reported goal, by 48 percent of degree programs.
- One-third (33 percent) of degree programs reported that their primary goal was to prepare students for teaching and/or administrative roles in early childhood and elementary education settings.
- Smaller percentages of programs reported that their primary goal was to prepare teachers and administrators to work exclusively in early childhood settings (10 percent), or to prepare early interventionists/special education teachers (5 percent).
- The primary goal varied by degree program.
  - ✔ Associate degree programs were the most likely to report that their primary goal was to prepare students to work in multiple roles (e.g., teachers, administrators, family workers, mental health consultant) (64 percent).
  - ✔ Master's degree programs were the most likely to report that their primary goal was to prepare students for teaching and/or administrative roles in early childhood and elementary education settings (75 percent).
  - ✔ One-half of the bachelor's degree programs reported that their primary goal was to prepare students to work in multiple roles and the other half reported to prepare students for teaching and/or administrative roles in early childhood and elementary education settings.

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



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

- Almost two-thirds (62 percent) of degree programs reported that their target student population was a mix of pre-service students and students already working in early childhood settings. One-third (33 percent) reported that they exclusively targeted pre-service students, and only five percent exclusively targeted students already working in early childhood settings.
  - Bachelor's degree programs were the most likely to report exclusively targeting pre-service students. Two-thirds (67 percent) of bachelor's degree programs targeted these students compared to about one-quarter (27 percent) of associate degree programs and none of the master's degree programs.
  - Three-quarters of associate degree programs (73 percent) and master's degree programs (75 percent) reported targeting a mix of both groups, compared to one-third (33 percent) of the bachelor's degree programs.
  - One-quarter (25 percent) of master's degree programs reported exclusively targeting students already working in the field. None of the other degree programs did so.
- Almost one-half (48 percent) of the degree programs reported that their student enrollment for the 2011-2012 academic year ranged from one to 24 students. Fourteen percent reported 25 to 49 students; 14 percent reported 50 to 74 students; and the remaining degree programs (24 percent) reported between 75 and 149 students.
  - All four of the master's degree programs reported enrolling fewer than 25 students.
  - About one-half of associate degree programs (54 percent) and bachelor's degree programs (50 percent) reported enrolling fewer than 50 students.
- More than four-fifths (84 percent) of the degree programs reported conferring between one and 24 degrees during the 2011-2012 academic year.
- 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 support, such as academic and financial aid counseling; access support, such as classes in convenient locations and at convenient times (e.g., evenings, weekends); and skills support, such as academic tutoring and assistance with technology.
  - Between 85 and 100 percent of the degree programs reported offering all but two of the student services identified in the Inventory.
  - The two services least likely to be reported by the degree programs were cohort models, in which small groups of students move through their degree programs together, and classes held off-campus in community locations.
  - 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 Hampshire Early Childhood Higher Education Degree Programs, by Degree Program

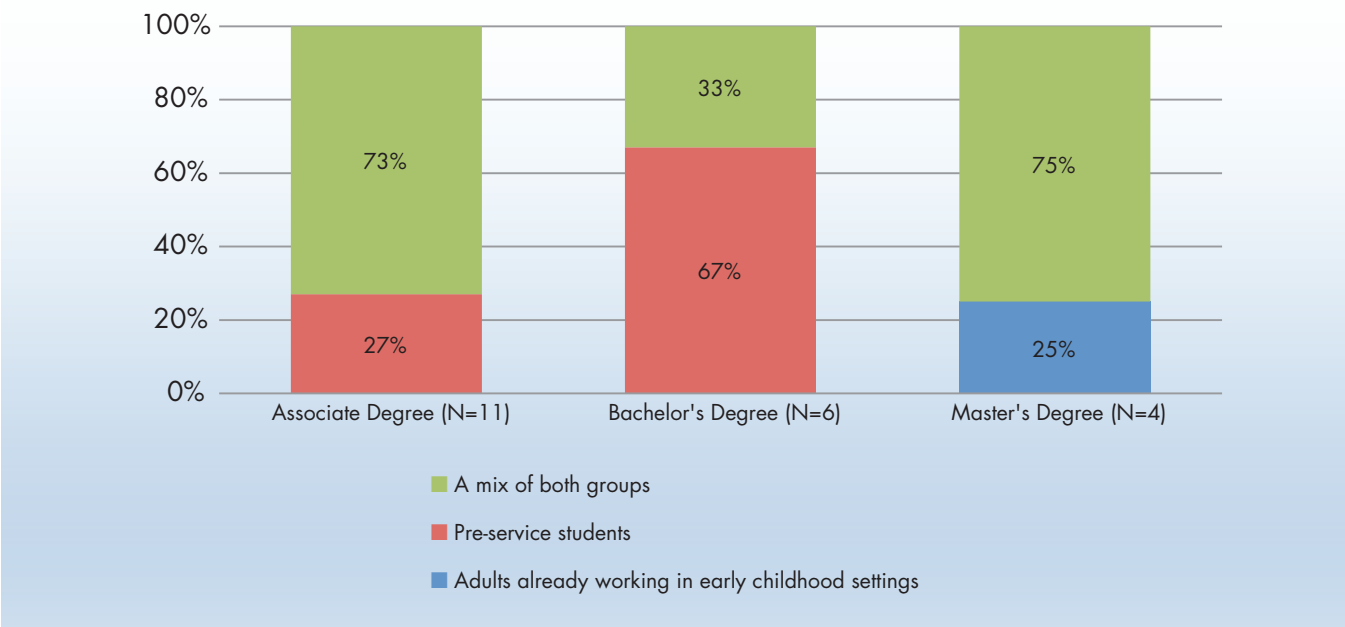


Figure 3: Services Offered to Students in New Hampshire Early Childhood Higher Education Degree Programs: Counseling and Support, by Degree Program

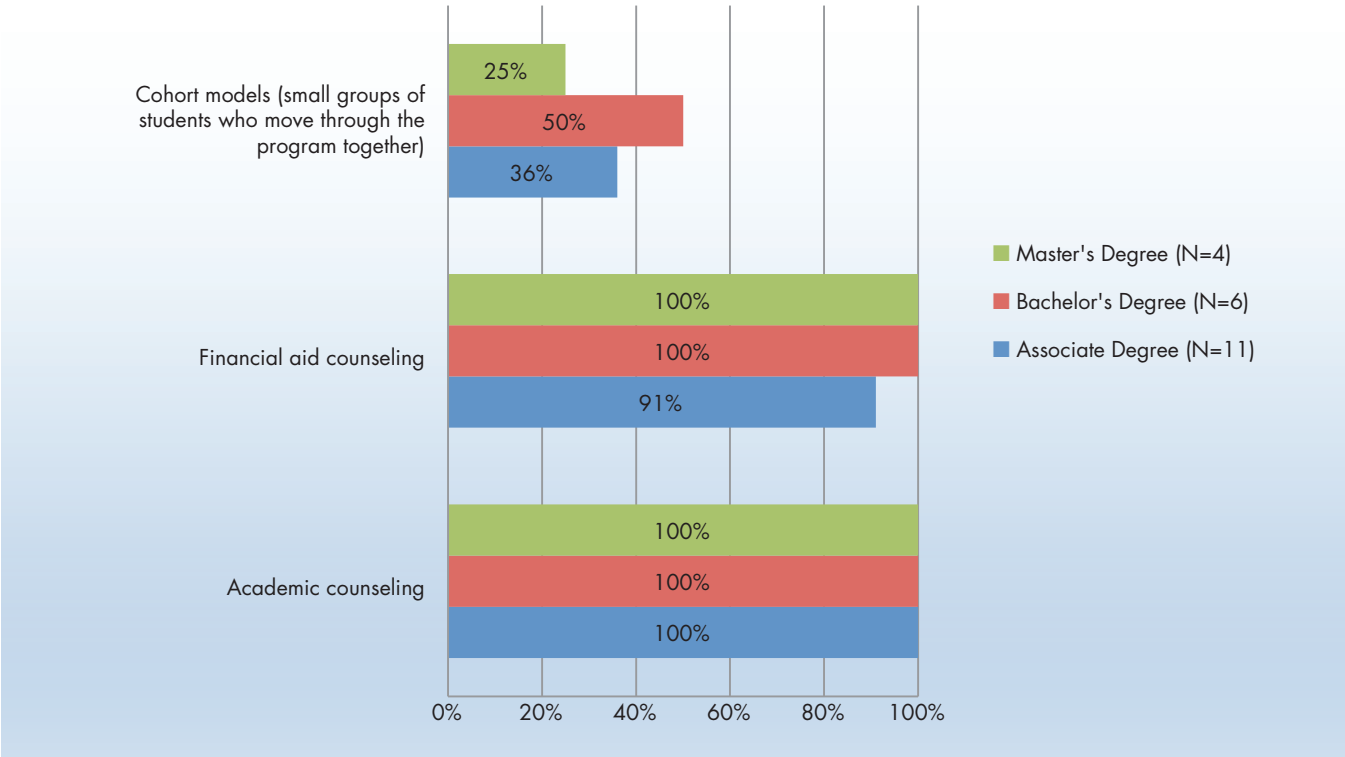


Figure 4: Services Offered to Students in New Hampshire Early Childhood Higher Education Degree Programs: Access Supports, by Degree Program

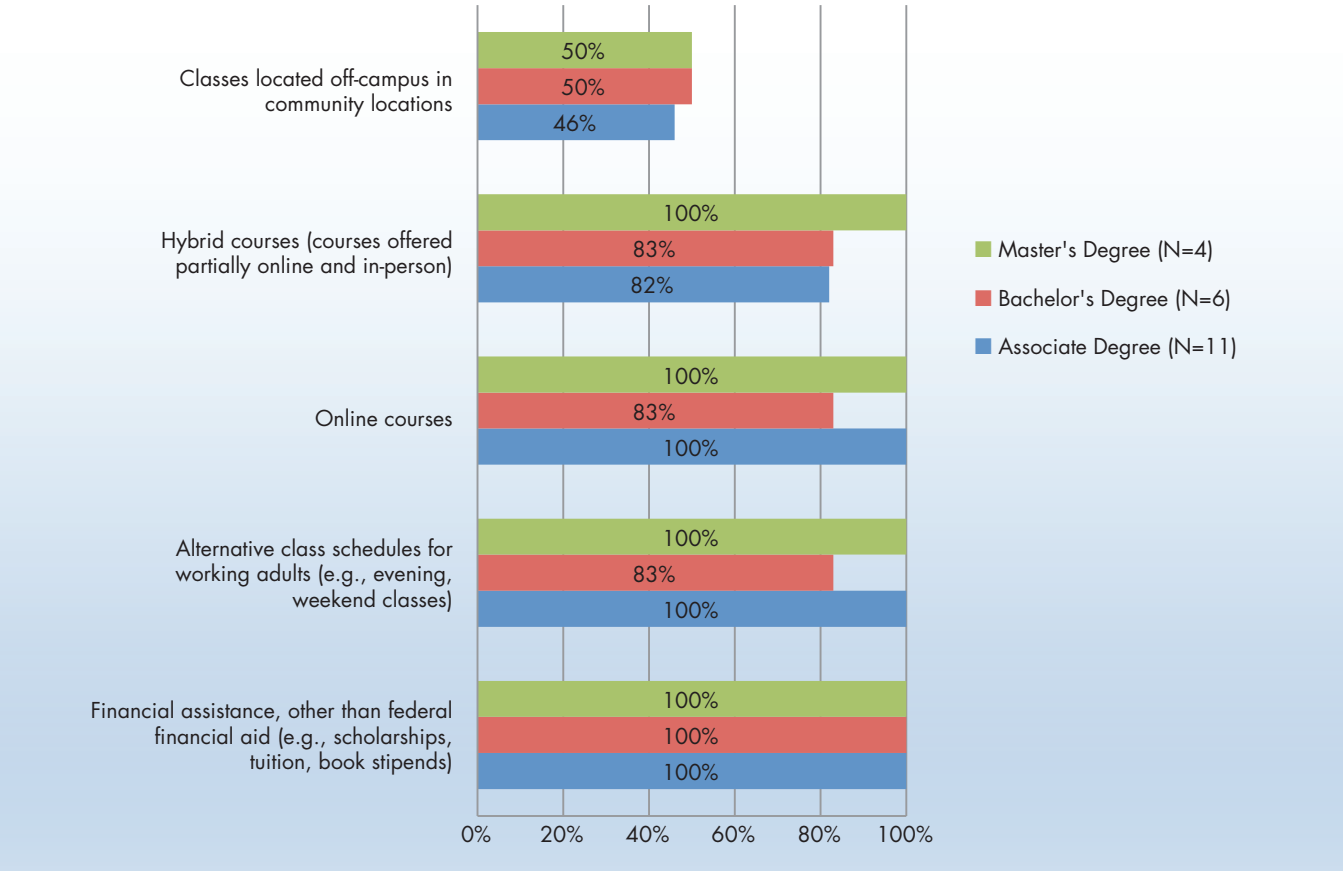
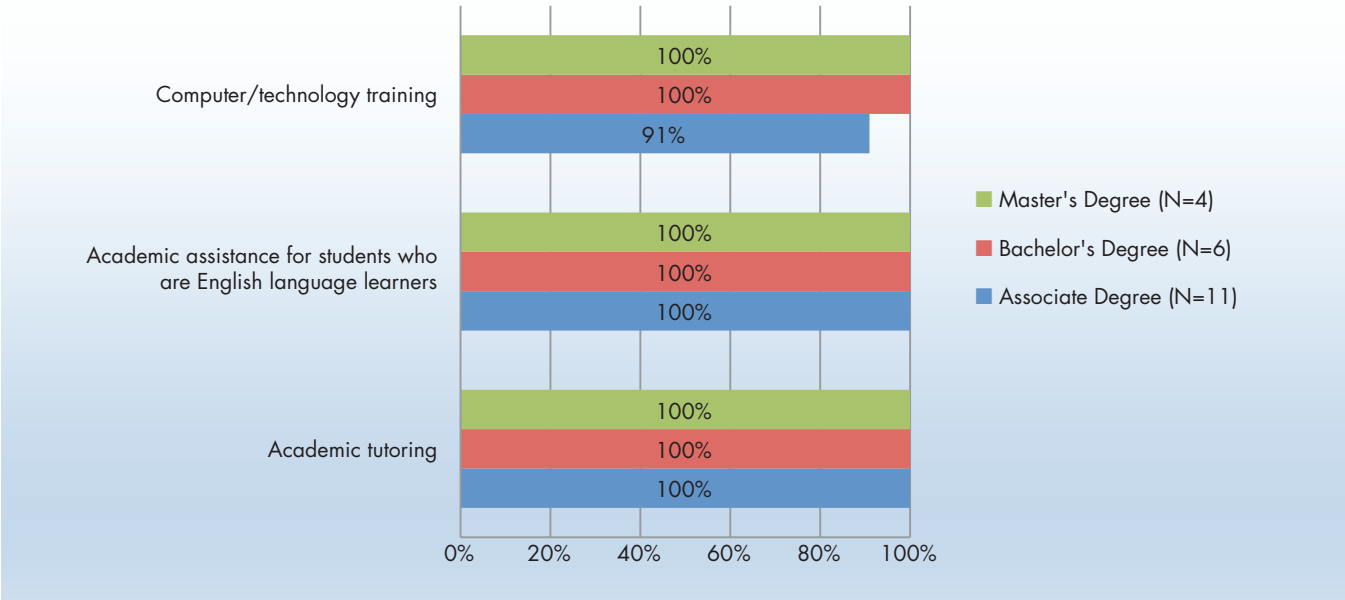


Figure 5: Services Offered to Students in New Hampshire Early Childhood Higher Education Degree Programs: Skills Supports, by Degree Program



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.
  - ✔ A smaller percentage of degree programs (70 percent) reported requiring coursework related to teaching children who were dual language learners, than to other topics in the content area of teaching diverse child populations.
  - ✔ A smaller percentage of degree programs reported requiring coursework related to research methods (67 percent) and developing skills for understanding and evaluating research (62 percent) than to other topics in the content area of community, family, and policy.
- While most degree programs consistently reported focusing this coursework on preschool-age children, the focus on infants and toddlers and children in the early elementary grades varied by individual topic area, and by degree level.
  - ✔ While bachelor's and master's degree programs reported focusing many topics on infants and toddlers, the associate degree programs consistently did so.
  - ✔ Associate degree programs were the least likely to report focusing their coursework on children in the early elementary grades.
- 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). Three-fourths or more of the degree programs reported offering only four of the 10 administration and leadership topics listed in the Inventory.
- Of particular concern to the New Hampshire Early Childhood Advisory Council was required coursework related to early childhood special education, and health and safety for young children.
- In the various topic areas of early childhood special education, between 80 and 100 percent of the degree programs reported offerings in a given topic.
- Degree programs were less likely to report requiring coursework related to health and safety. Three-fourths or more of the degree programs reported offering only five of the 18 health and safety topics listed in the Inventory.
  - ✔ The two most frequently reported topics were mandatory reporting of suspected child abuse or neglect and maintaining a safe indoor environment, each required by 91 percent of degree programs.
  - ✔ In almost all topic areas, associate degree programs were the most likely to report requiring health and safety coursework, and the master's degree programs were the least likely to report this.
  - ✔ Degree programs were more likely to focus health and safety coursework focused on infants and toddlers and preschoolers than on children in the early elementary grades.

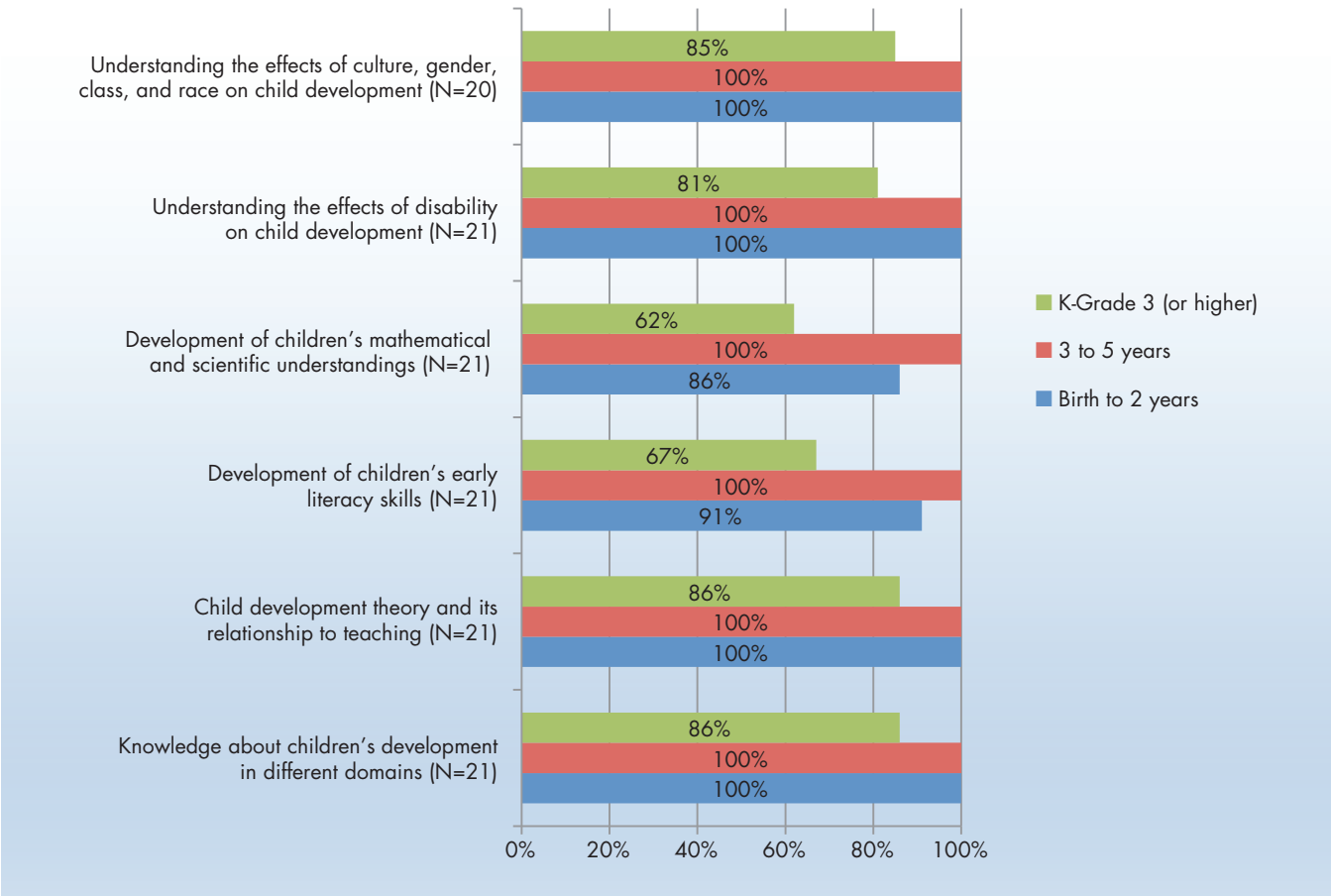
- All degree programs reporting using materials for coursework related to health and safety.
  - Almost all (95 percent) reported using the New Hampshire Child Care Licensing Rules.
  - 62 percent reported using Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs (American Academy of Pediatrics).
  - About one-quarter (24 percent) reported using Managing Infectious Diseases in Child Care and Schools (American Academy of Pediatrics).
  - Approximately one-half (48 percent) of programs reported other materials. The only item mentioned by more than one program was the document, NAEYC Early Childhood Program Standards and Accreditation Criteria.

The following figures display the content areas and age group focus for all degree programs. The tables in Appendix 2 display the content areas and age group focus for each level of degree program.

Child Development and Learning

In the various topic areas related to Child Development and Learning, between 95 percent and 100 percent of degree programs reported requiring coursework in a given topic. The associate degree programs were the most likely to report focusing this content on infants and toddlers and the least likely to report focusing this content on children in the early elementary grades.

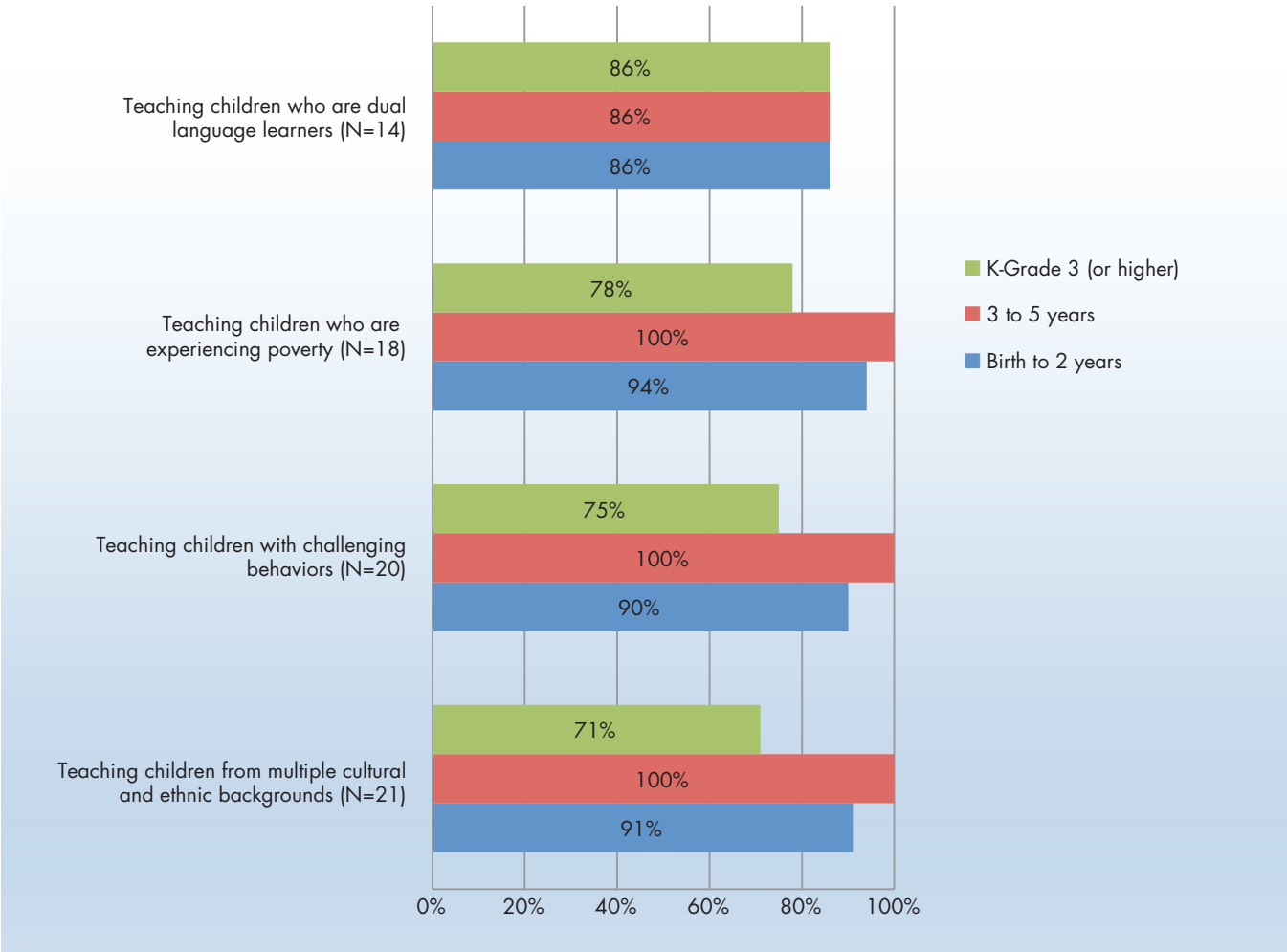
Figure 6: Child Development and Learning Coursework in New Hampshire Early Childhood Higher Education Degree Programs: Age Group Focus



Teaching Diverse Child Populations

In most of the topic areas related to Teaching Diverse Child Populations, 86 percent to 100 percent of degree programs reported requiring coursework. Seventy percent reported requiring the topic, "teaching children who are dual language learners." The associate degree programs were the most likely to report focusing this content on infants and toddlers and the least likely to report focusing this content on children in the early elementary grades.

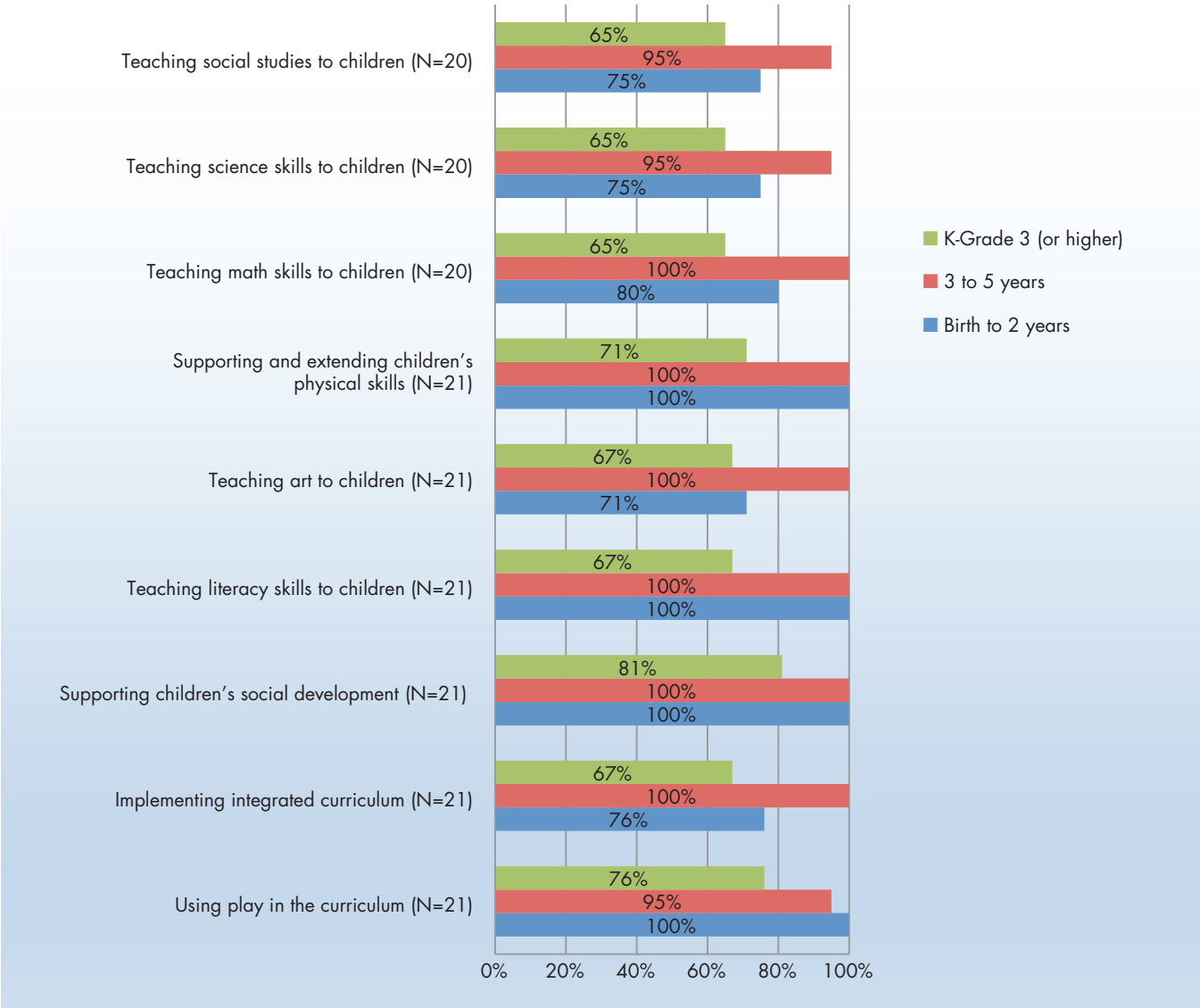
Figure 7: Teaching Diverse Child Populations Coursework in New Hampshire Higher Education Degree Programs: Age Group Focus



Teaching and Curriculum

In the various topics related to Teaching and Curriculum, between 95 percent and 100 percent of degree programs reported requiring coursework in a given topic. The associate degree programs were the most likely to report focusing this content on infants and toddlers and the least likely to report focusing this content on children in the early elementary grades.

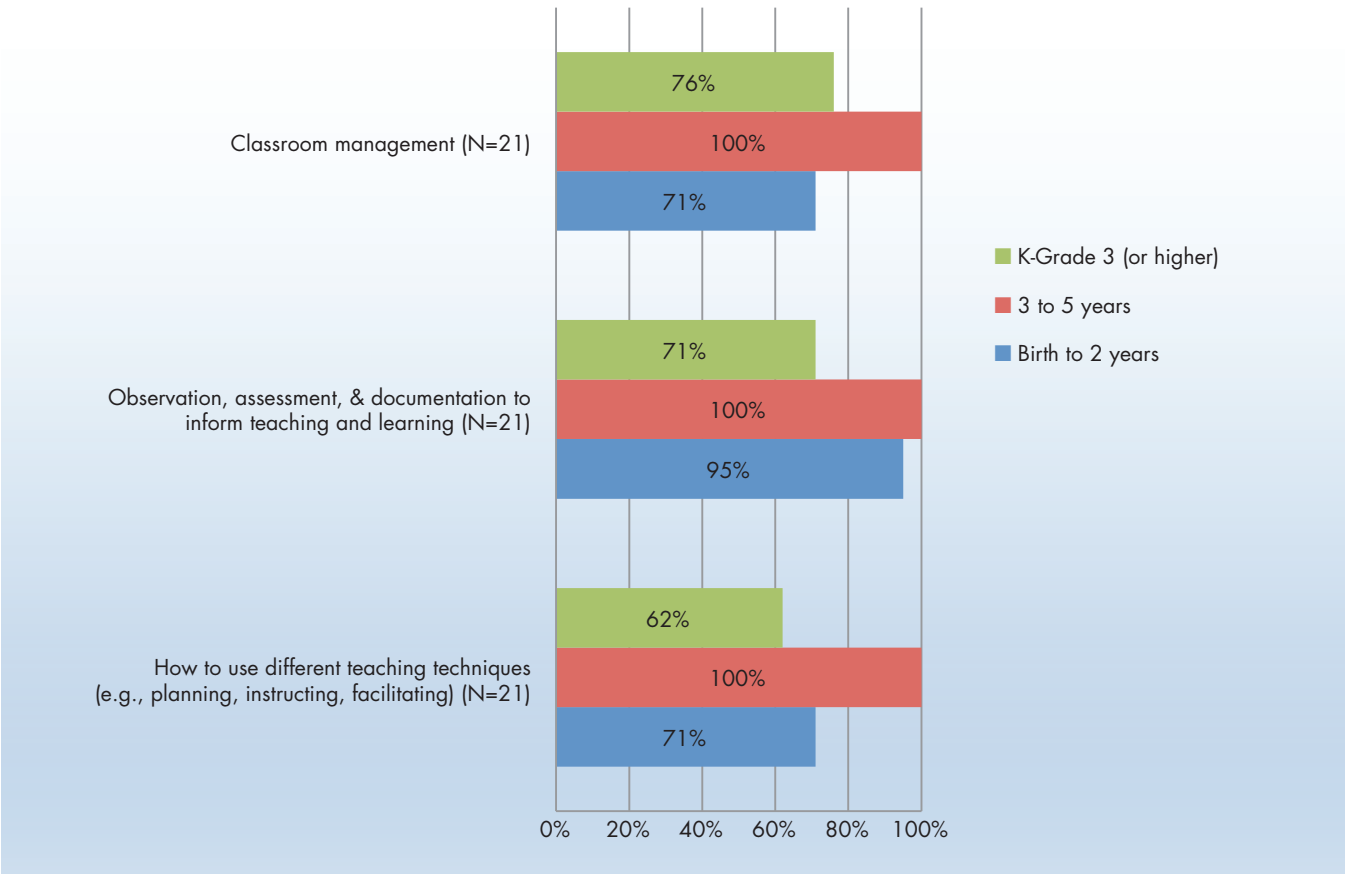
Figure 8: Teaching and Curriculum Coursework in New Hampshire Early Childhood Higher Education Degree Programs: Age Group Focus



Teaching Skills in Early Childhood Settings

All degree programs reported requiring the following topics related to Teaching Skills in Early Childhood Settings. The associate degree programs were the most likely to report focusing this content on infants and toddlers and the least likely to report focusing this content on children in the early elementary grades.

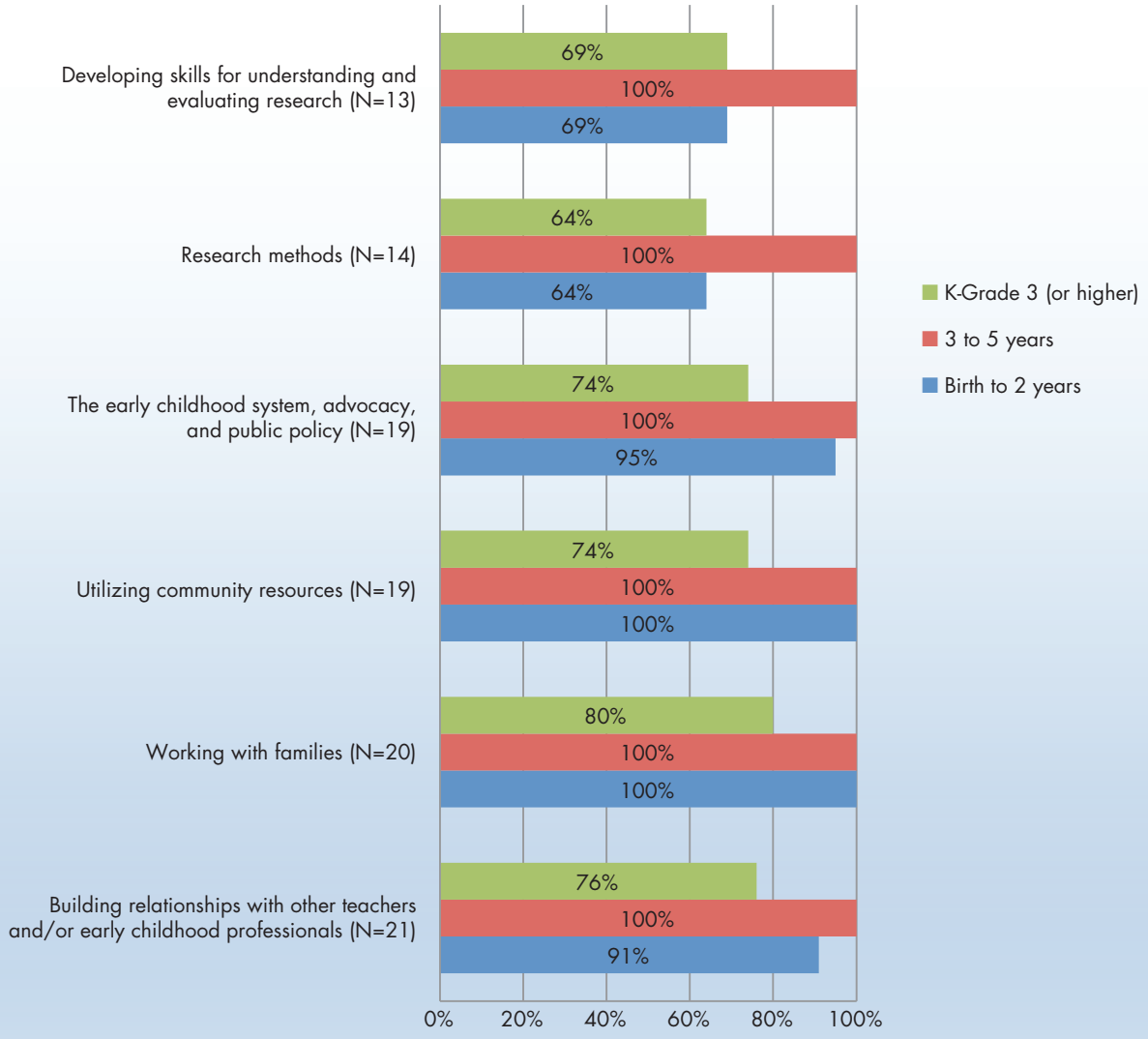
Figure 9: Teaching Skills in Early Childhood Settings Coursework in New Hampshire Early Childhood Higher Education Degree Programs: Age Group Focus



Community, Family, and Policy

In most topic areas related to Community, Family, and Policy, 91 percent to 100 percent of degree programs reported requiring coursework. Sixty-seven percent reported requiring the topic "research methods", and 62 percent reported requiring the topic "developing skills for understanding and evaluating research". The associate degree programs were the most likely to report focusing this content on infants and toddlers and the least likely to report focusing this content on elementary age children.

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



Early Childhood Administration and Leadership

Three-fourths or more of the degree programs reported offering only four of the 10 early childhood administration and leader topics listed in the Inventory.

Figure 11: Administration and Leadership Coursework in New Hampshire Early Childhood Higher Education Degree Programs

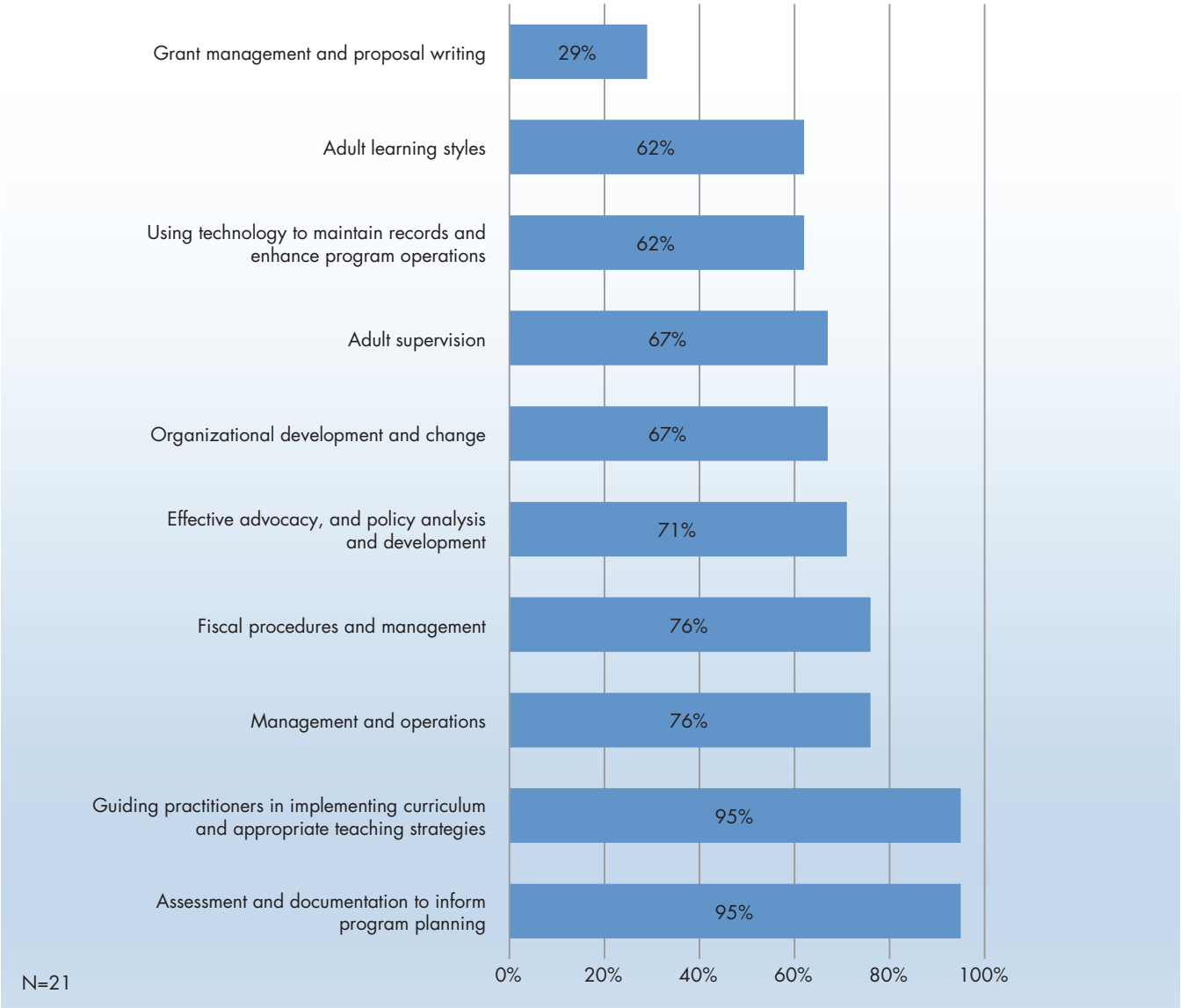
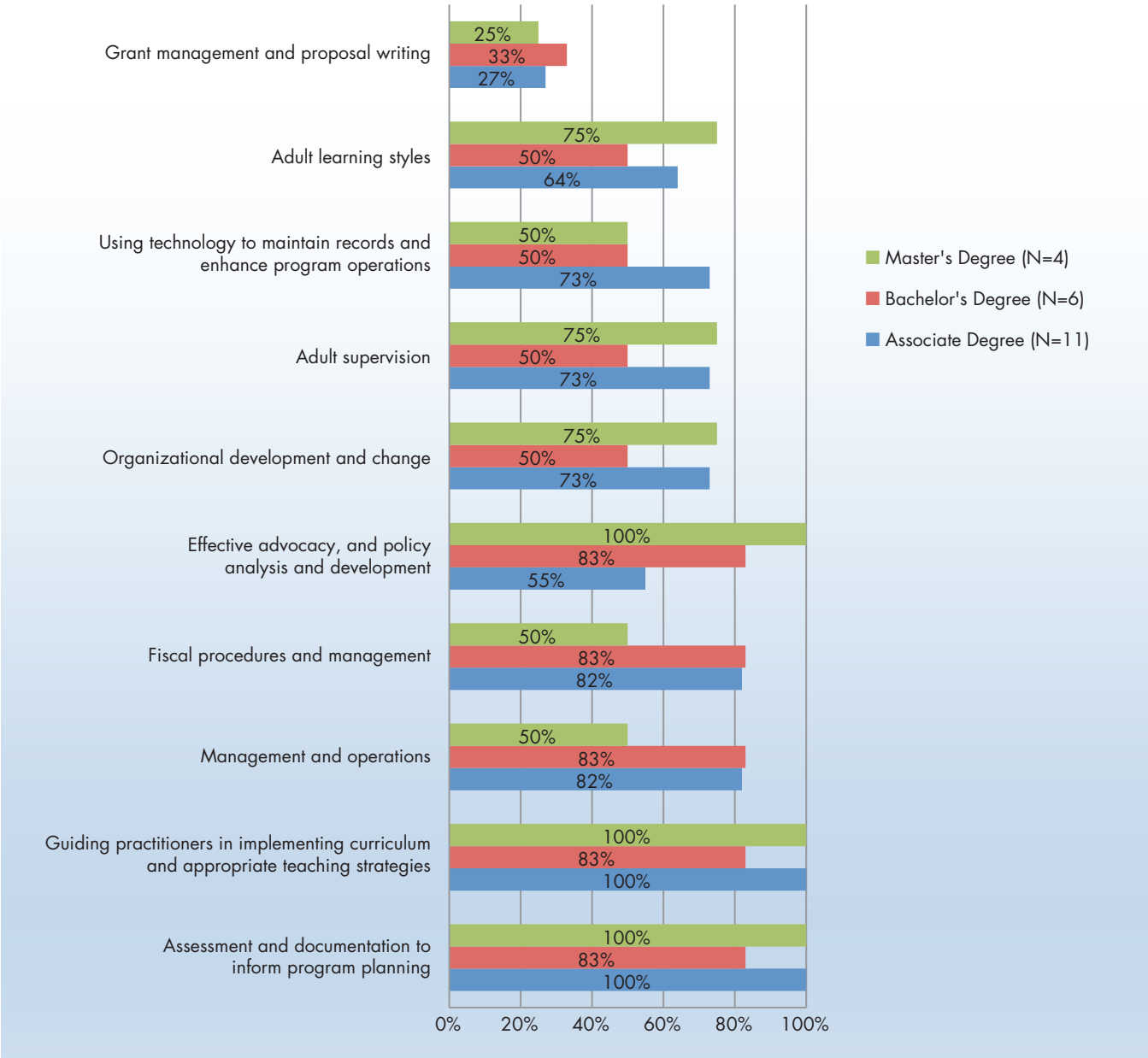
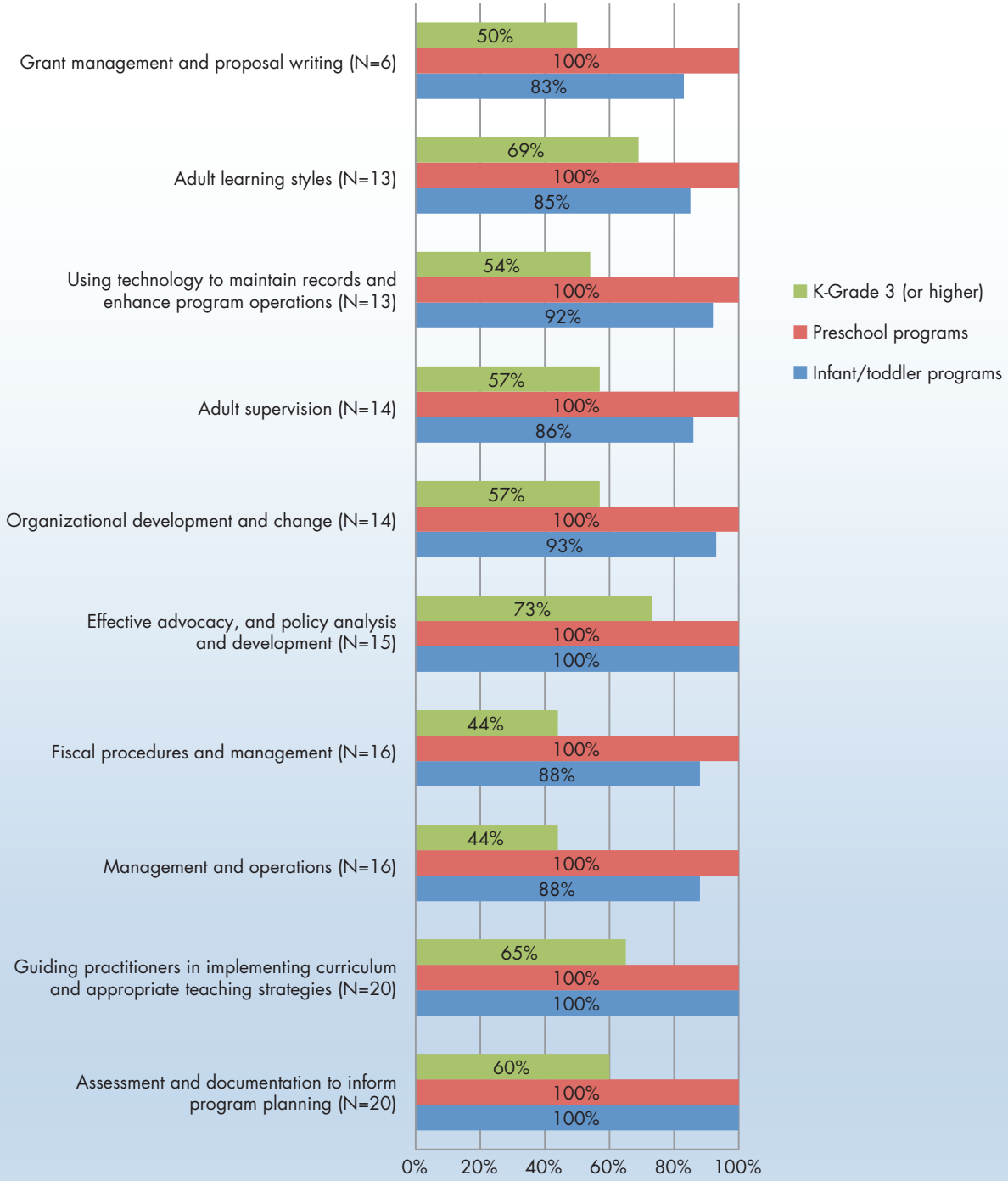


Figure 12: Administration and Leadership Coursework in New Hampshire Early Childhood Higher Education Degree Programs, by Degree Program



The associate degree programs were the least likely to report focusing these topics on children in the early elementary grades. The focus on infants and toddlers varied by degree program.

Figure 13: Administration and Leadership Coursework in New Hampshire Early Childhood Higher Education Degree Programs: Age Group Focus



Early Childhood Special Education

In various topic areas related to early childhood special education, 80 percent to 100 percent of degree programs reported requiring coursework. The associate degree programs were the least likely to report focusing these topics on elementary age children. The focus on infants and toddlers varied by degree program.

Figure 14: Early Childhood Special Education Coursework in New Hampshire Early Childhood Higher Education Degree Programs, by Degree Program

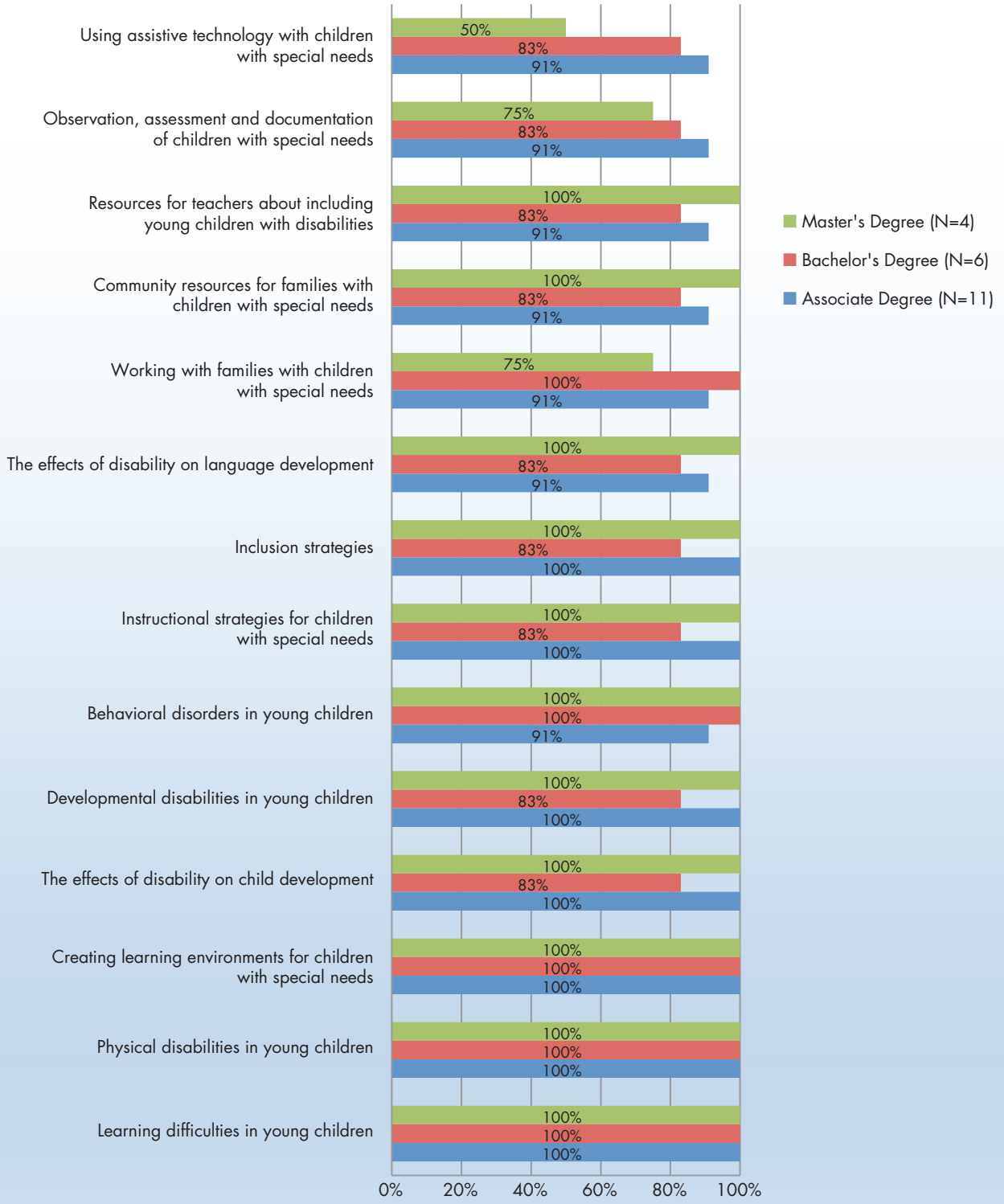
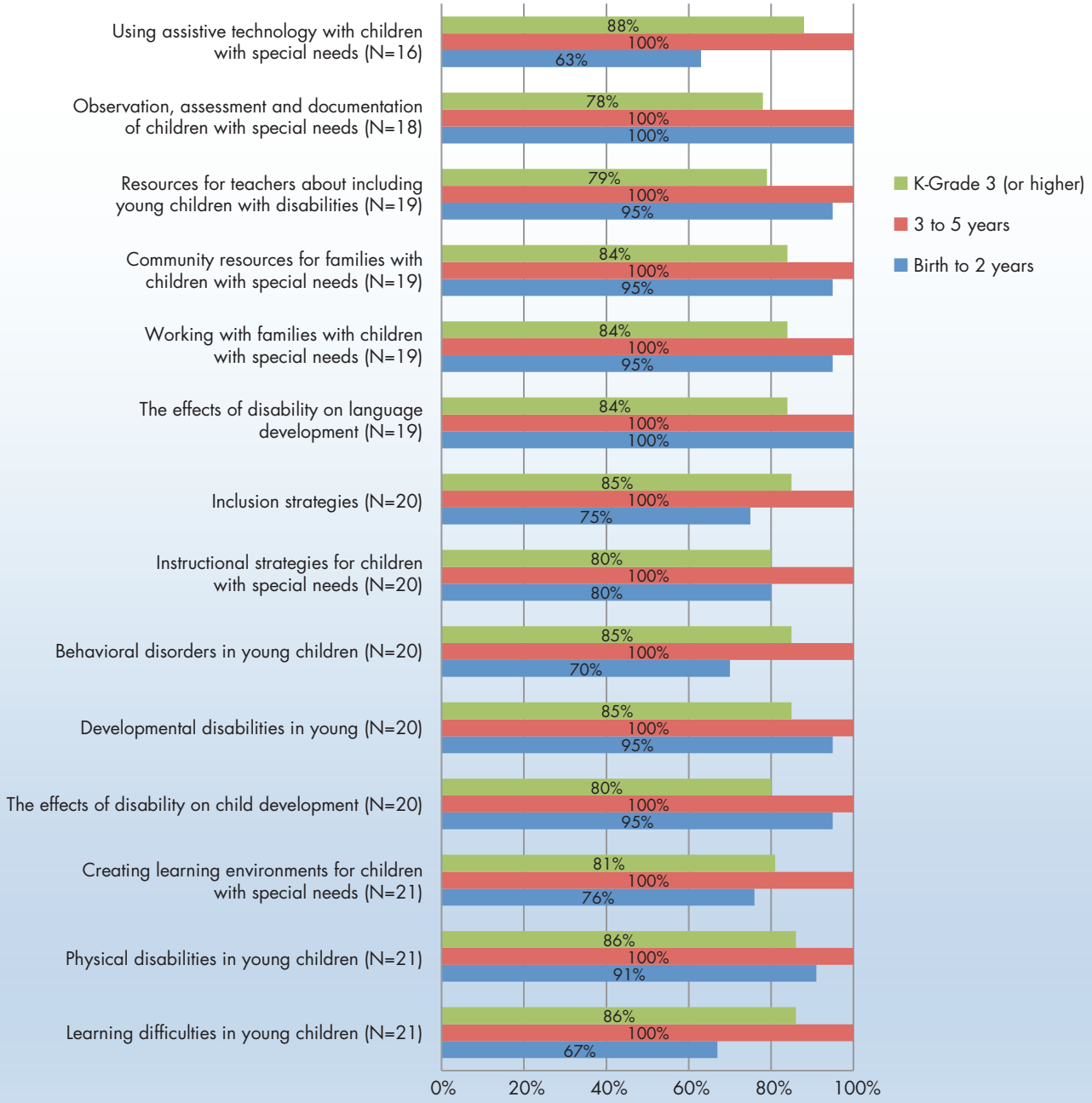


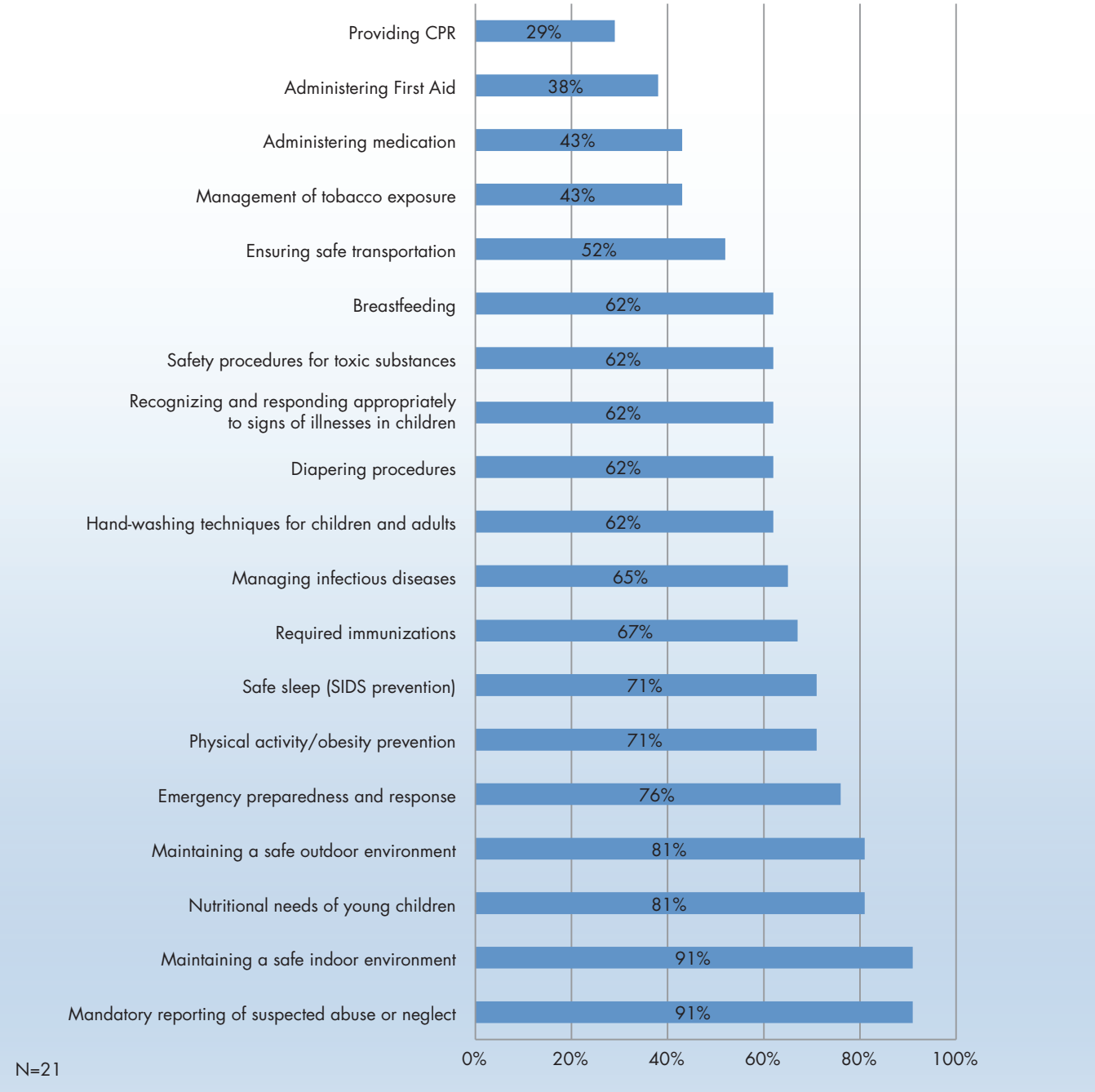
Figure 15: Early Childhood Special Education Coursework in New Hampshire Early Childhood Higher Education Degree Programs: Age Group Focus



Health and Safety

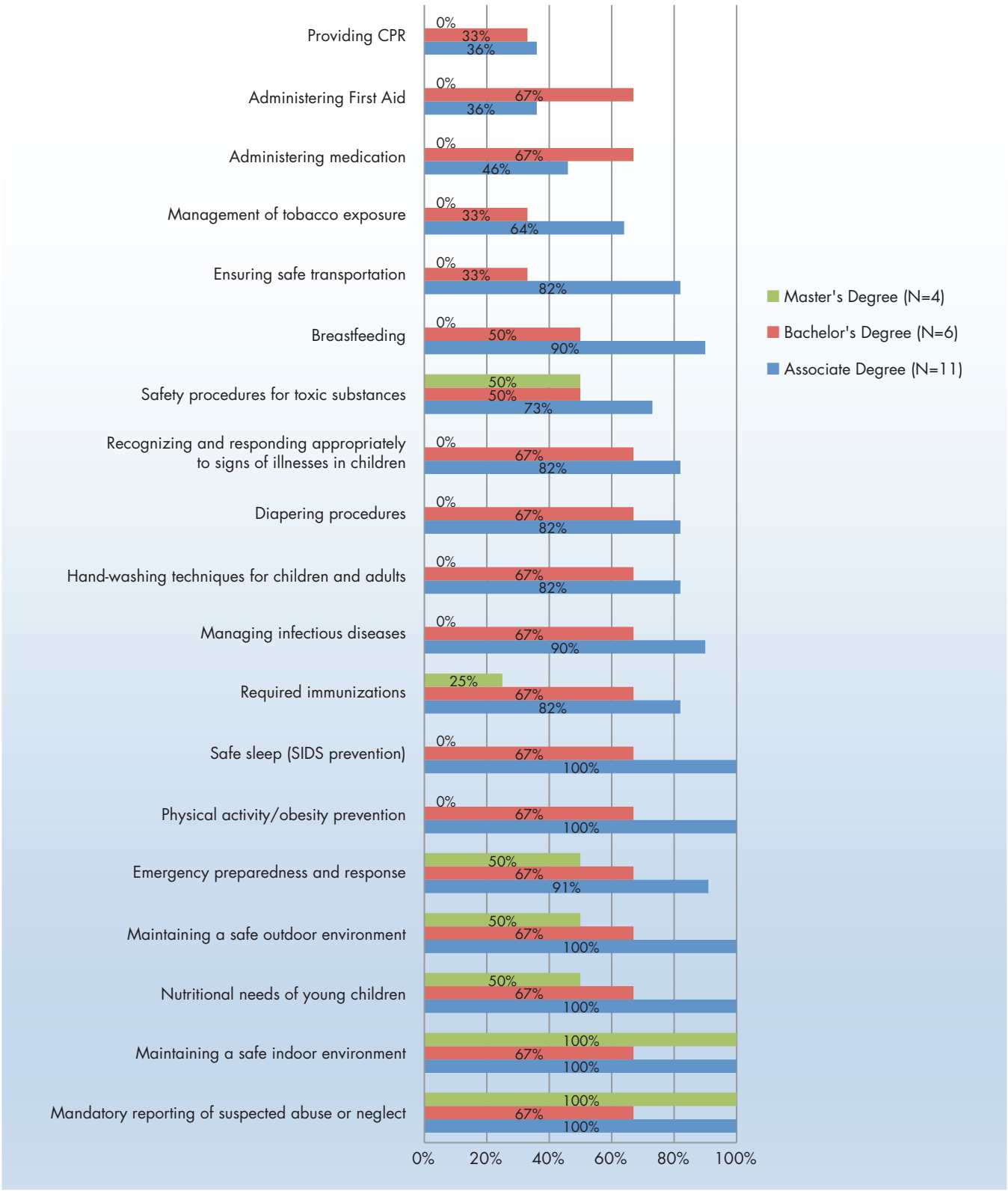
Degree programs were less likely to offer coursework related to health and safety. Three-fourths or more of degree programs reported offering only five of the 18 topics listed in the Inventory.

Figure 16: Health and Safety Coursework in New Hampshire Early Childhood Higher Education Degree Programs



Associate degree programs were the most likely to report requiring health and safety coursework.

Figure 17: Health and Safety Coursework in New Hampshire Early Childhood Higher Education Degree Programs, By Degree Program



Health and safety topics were more likely to focus on infants and toddlers and preschoolers than on children in the early elementary grades.

Figure 18: Health and Safety Coursework in New Hampshire Early Childhood Higher Education Degree Programs: Age Group Focus

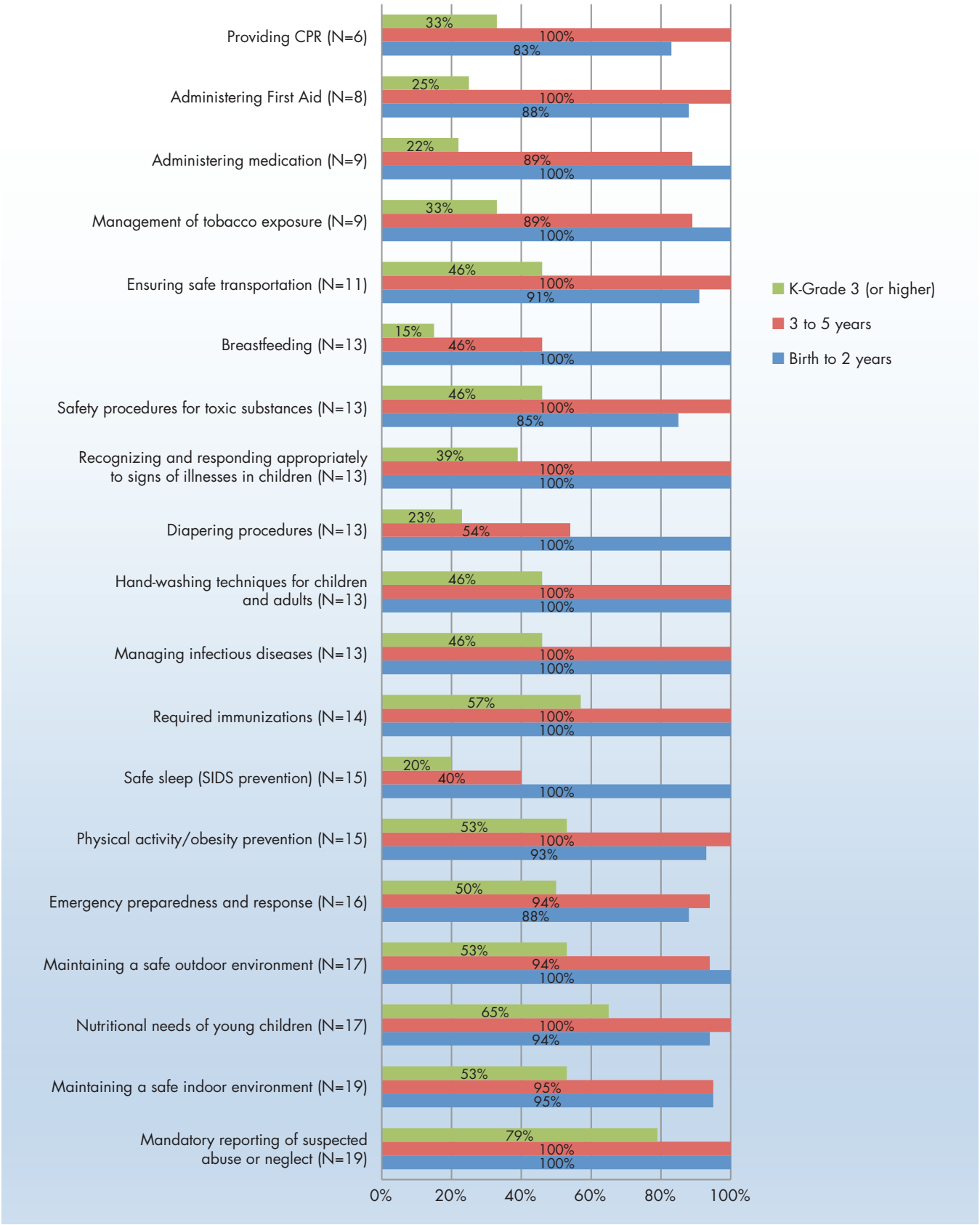
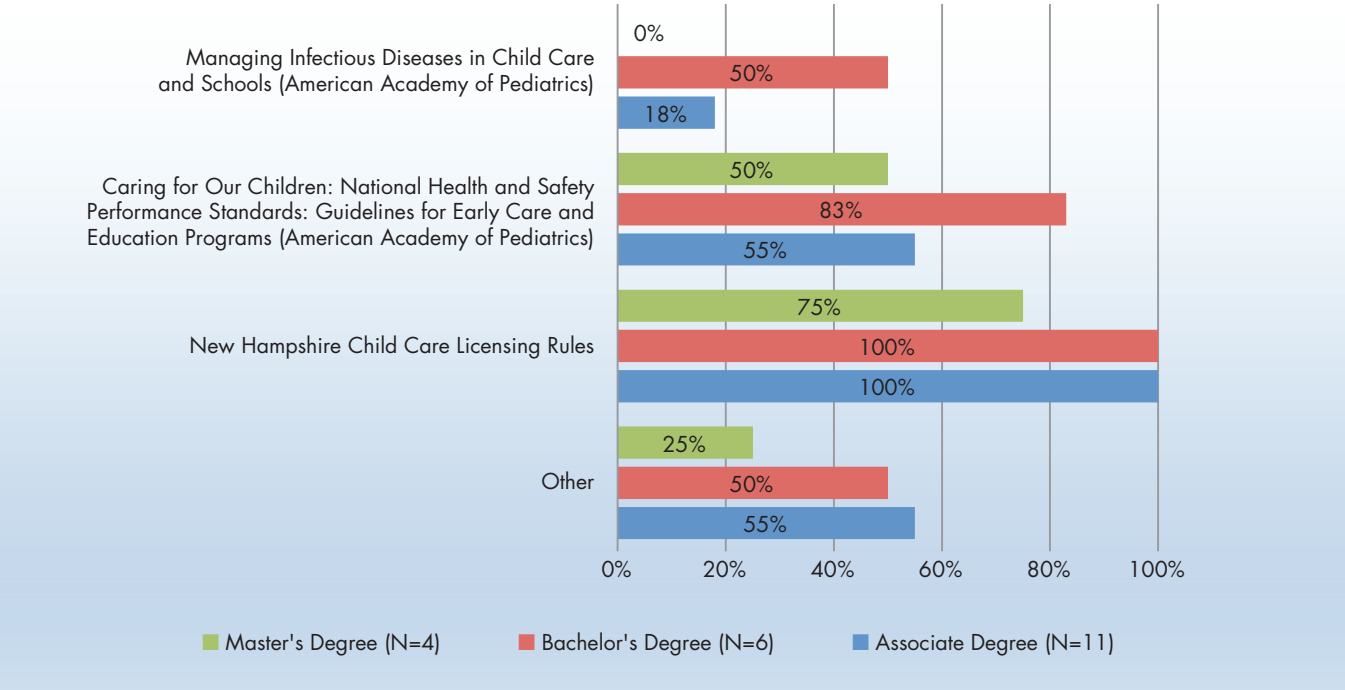


Figure 19: Materials Related to Health and Safety used in Coursework by New Hampshire Early Childhood Higher Education Degree Programs, by Degree Program



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) a practicum, defined as an experience that is short in duration, associated with a course, often focused on a particular skill or population of children, and supervised by a faculty member and/or mentor.

- While almost all (95 percent) degree programs reported requiring students to participate in a practicum experience, about one-half (57 percent) reported requiring students to participate in a student teaching experience.
  - The master's degree programs were the most likely to require student teaching (75 percent), followed by the bachelor's degree programs (67 percent). Only 45 percent of the associate degree programs required a student teaching experience.

Degree programs requiring student teaching and/or practicum experiences:

- Overall, degree programs were more likely to report requiring student teaching focused on children in the early elementary grades (75 percent) or preschool-age children (67 percent) than on infants and toddlers (58 percent).
- Although only five associate degree programs required student teaching, they were more likely to require a focus on infants and toddlers (80 percent) than the bachelor's degree programs (50 percent) or master's degree programs (33 percent).
- Degree programs were less likely to require a specific age group focus for practicum experiences, but when they did, they were more likely to report requiring a focus on infants and toddlers (50 percent) than on pre-schoolers (45 percent) or children in the early elementary grades (20 percent).
- All degree programs requiring student teaching or practicum experiences reported having criteria for selecting field sites.
  - The most frequently reported criteria for student teaching sites, reported by three-quarters or more of the degree programs, included: the age of children served at the site (92 percent), the qualifications of the cooperating teacher (83 percent), the location of the site (75 percent), and whether the site is a public school (75 percent).
  - Location of the field site (75 percent) was the only criterion for practicum sites reported by three-quarters or more of the degree programs. The other most frequently mentioned criteria for practicum sites were the qualifications of the cooperating teacher (70 percent) and the age of children served at the site (65 percent).
  - While more than one-half of degree programs reported that criteria for student teaching included some characteristics related to the quality of the site, such as whether the site is a public school (75 percent), an observed quality rating (67 percent), and national accreditation (58 percent), less than one-half of the degree programs reported this for practicum sites.

- All degree programs reported using a cooperating teacher at the site to help supervise student teachers, and 70 percent reported doing so to supervise practicum students. Almost all of these (92 percent for student teaching, and 85 percent for practicum) reported criteria for selecting the cooperating teacher, however these criteria varied by type of field experience.
  - In most of these cases (82 percent), the cooperating teacher was required to hold a New Hampshire state credential, or equivalent, to supervise student teachers. However, less than one-half (47 percent) required this for supervising practicum students.
  - Approximately three-quarters (73 percent) of these degree programs required the cooperating teacher to have experience in supervising student teachers, with slightly more than one-half (53 percent) requiring this for supervising practicum students.
  - More than one-half of these degree programs required the cooperating teacher to be a certified mentor teacher (55 percent) or tenured teacher (55 percent), or to have been selected by the school district to supervise student teachers (64 percent). However, less than one-third required this for supervising practicum students.
- Student teaching and practicum experiences occurred at different times for the students.
  - Three-quarters (75 percent) of degree programs reported that students participated in their student teaching experience at the conclusion of the degree program, rather than during the first year (33 percent) or midway into the program (eight percent).
  - Practicum experiences occurred earlier for students, with 45 percent of programs reporting that the first practicum occurred during the first year of the degree program, 40 percent reporting that it occurred during the middle of the course of study and 15 percent at the end.
- Student teaching occurred for one semester in 46 percent of the programs, and for two semesters in 36 percent of programs. One degree program reported a two-quarter student teaching requirement, one reported a three-semester requirement, and one reported an eight-semester requirement.
- More than one-half (55 percent) of the degree programs reported requiring two practicum classes. Fifteen percent required one practicum class, ten percent required three classes, and 20 percent required more than three classes, ranging from four to ten classes.
- Degree programs offered a variety of resources to cooperating teachers who supervised field students, however these resources varied by the type of field experience.
  - For cooperating teachers supervising student teachers, most (83 percent) degree programs reported offering regularly scheduled consultations with clinical faculty, 75 percent reported providing opportunities to participate in training or college credit, 67 percent allowed the application of supervisory hours to continuing education or professional development requirements, 58 percent provided individual stipends and 33 percent reported financial resources for release time to work with the student.

- ✔ A smaller percentage of degree programs reported offering these resources to cooperating teachers working with practicum students. The most commonly reported resources were the application of supervisory hours to continuing education or professional development requirements (65 percent), opportunities to participate in training or college credit (60 percent) and regularly scheduled consultation with faculty (55 percent). Only 20 percent reported offering financial resources for release time to work with the student and five percent reported offering individual stipends.

- The majority of degree programs reported that student teaching and practicum experiences were not structured differently for new and experienced teachers. Only 42 percent of programs reported that student teaching experiences were structured differently for new and experienced teachers, and 25 percent of programs reported this for practicum experiences.

  - ✔ All the master's degree programs reported that their student teaching experiences were structured differently for the two groups of students compared to one-fifth (20 percent) of the associate degree programs and one-quarter (25 percent) of the bachelor's degree programs.

  - ✔ None of the master's degree programs reported that their practicum experiences were structured differently for the two groups of students, compared to 36 percent of the associate degree programs and 17 percent of the bachelor's degree programs.

Figure 20: Student Teaching Experience Required in New Hampshire Early Childhood Higher Education Degree Programs, by Degree Program

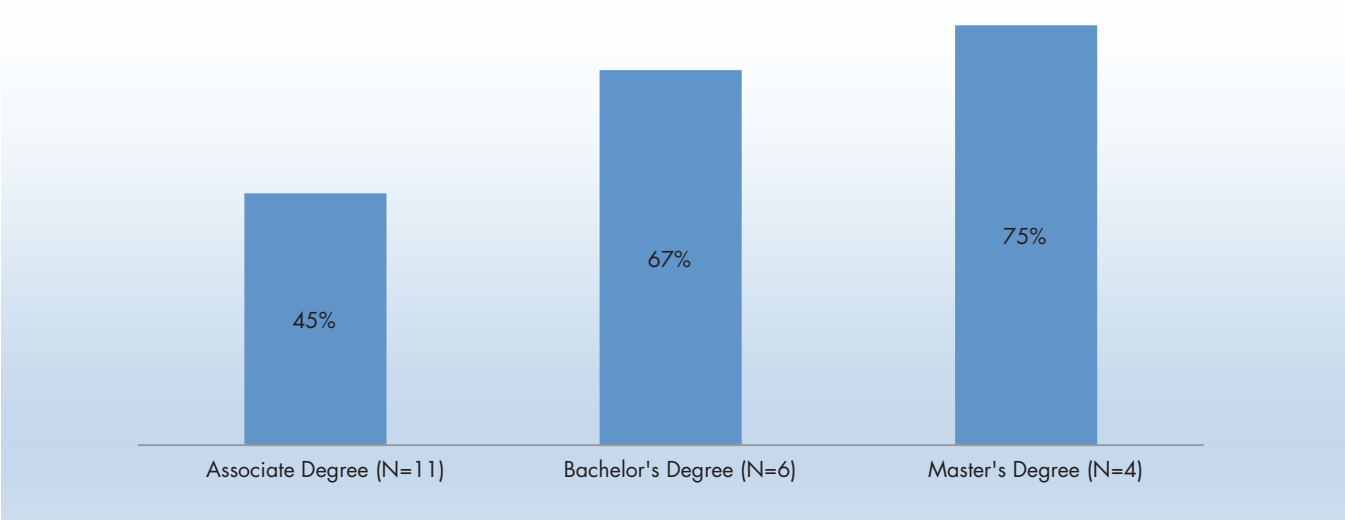


Figure 21: Practicum Experience Required in New Hampshire Early Childhood Higher Education Degree Programs, by Degree Program

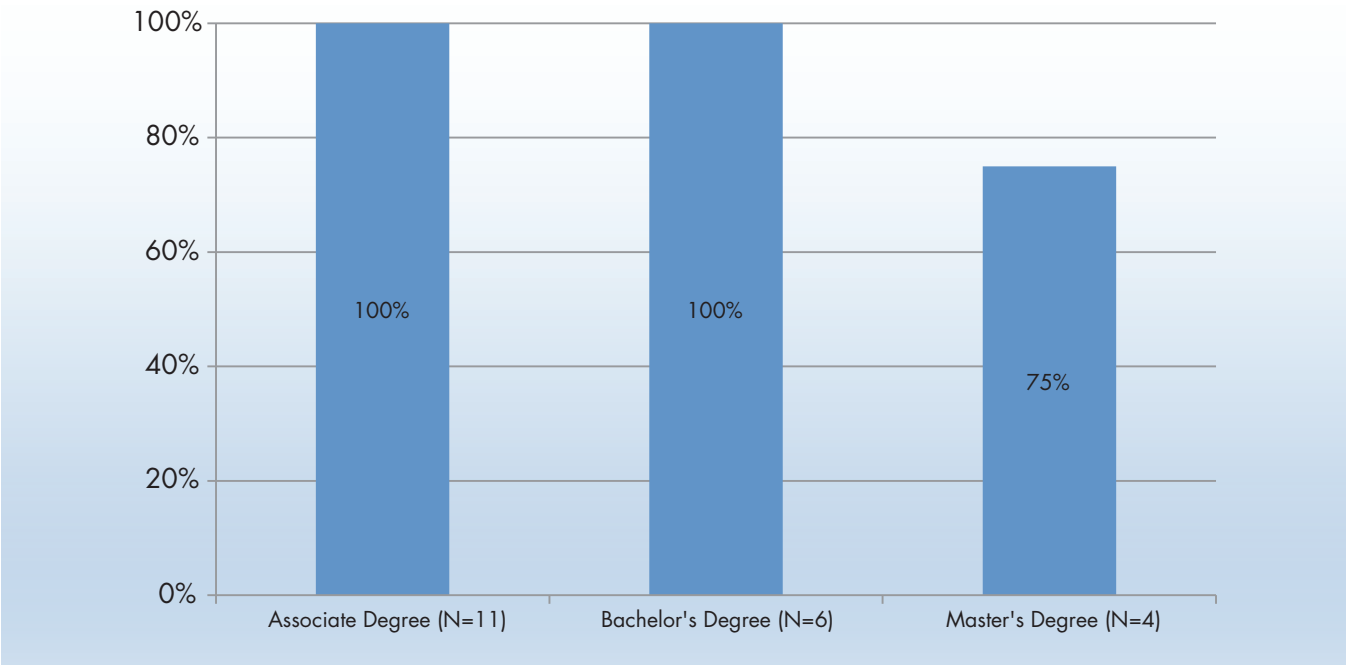
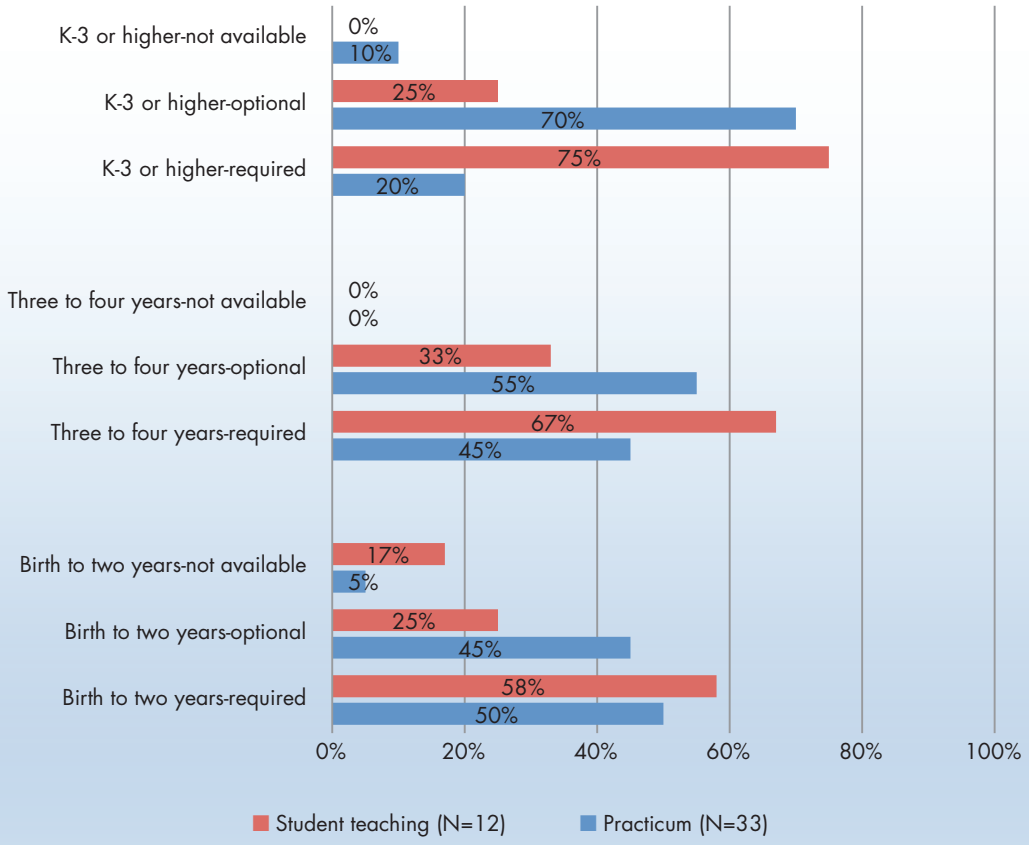


Figure 22: : Age Group Focus of Required Student Field Experiences in New Hampshire Early Childhood Higher Education Degree Programs



All degree programs requiring field experiences reported having criteria for selecting field sites. Figures 23 and 24 display the reported criteria.

Figure 23: Criteria for Selecting Student Field Sites in New Hampshire Early Childhood Higher Education Degree Programs: Site Characteristics

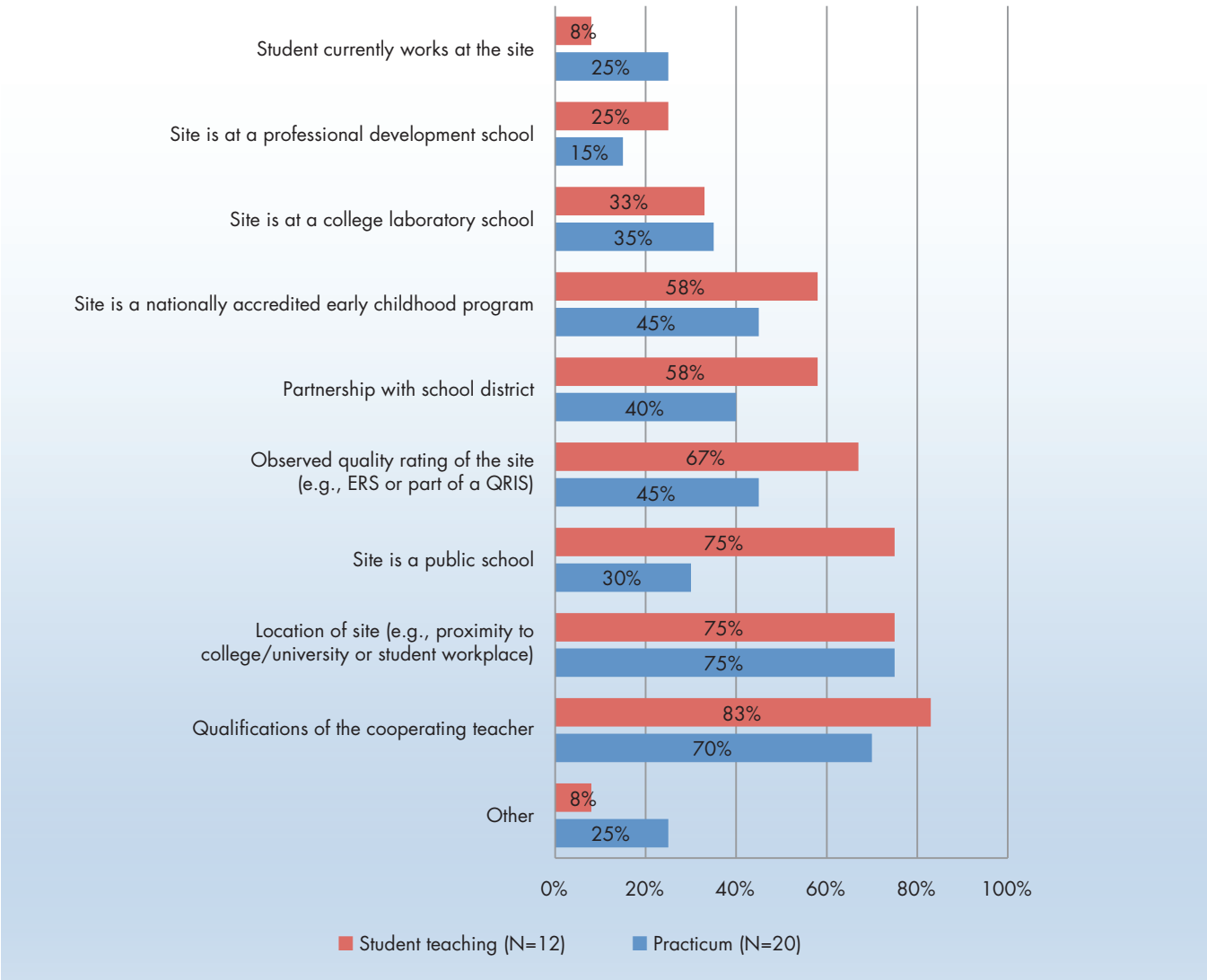
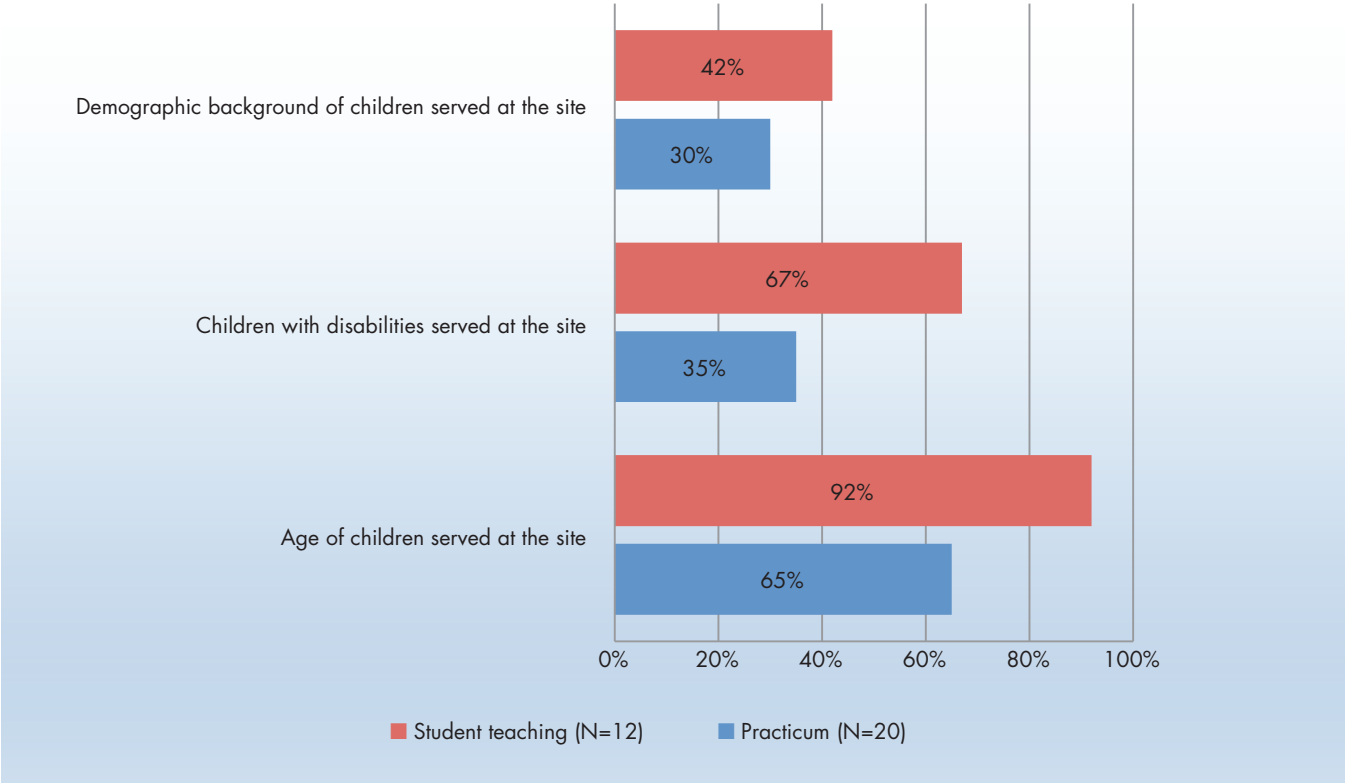
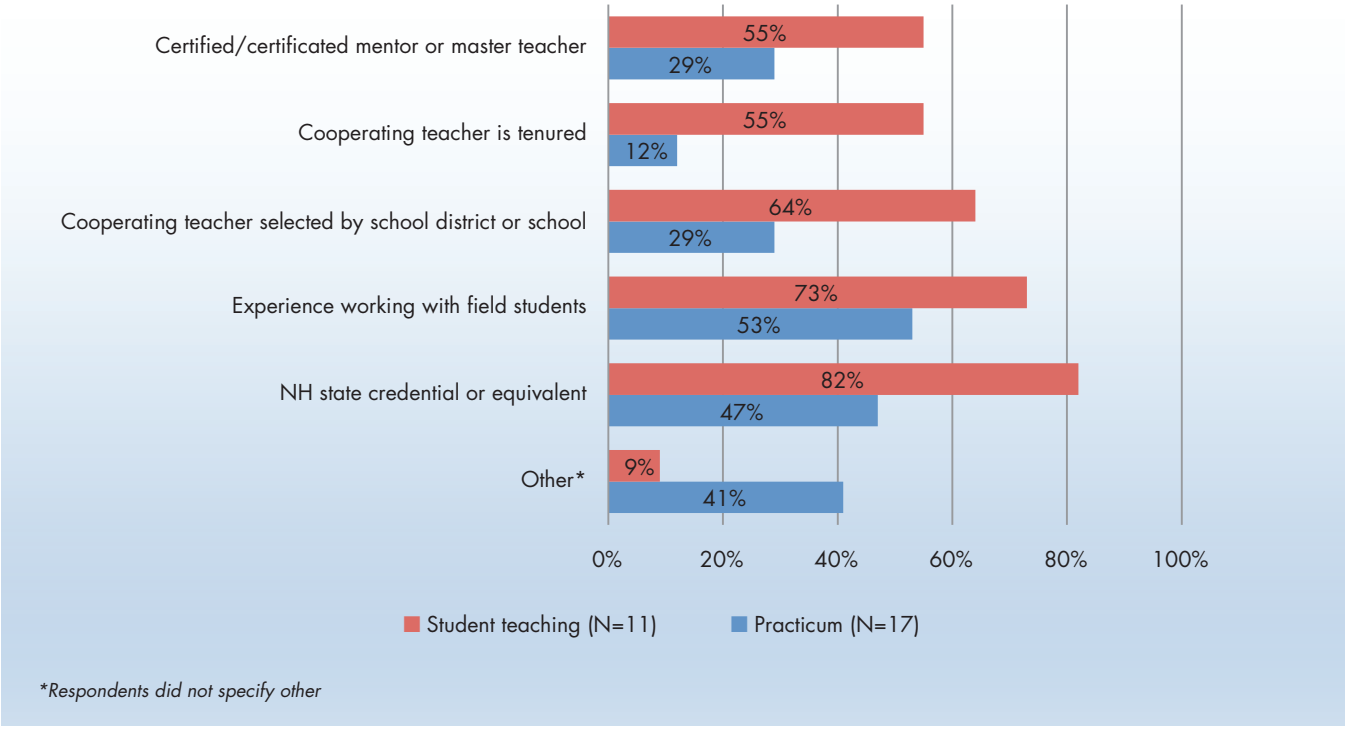


Figure 24: Criteria for Selecting Student Field Sites in New Hampshire Early Childhood Higher Education Degree Programs: Child Characteristics



All degree programs reported using a cooperating teacher at the site to help supervise student teachers, and 70 percent reported using a cooperating teacher to supervise practicum students. Almost all of these (92 percent for student teaching, and 85 percent for practicum) reported criteria for selecting the cooperating teacher. Figure 25 displays the criteria reported by these programs

Figure 25: Criteria for Selecting Cooperating Teachers in New Hampshire Early Childhood Higher Education Degree Programs



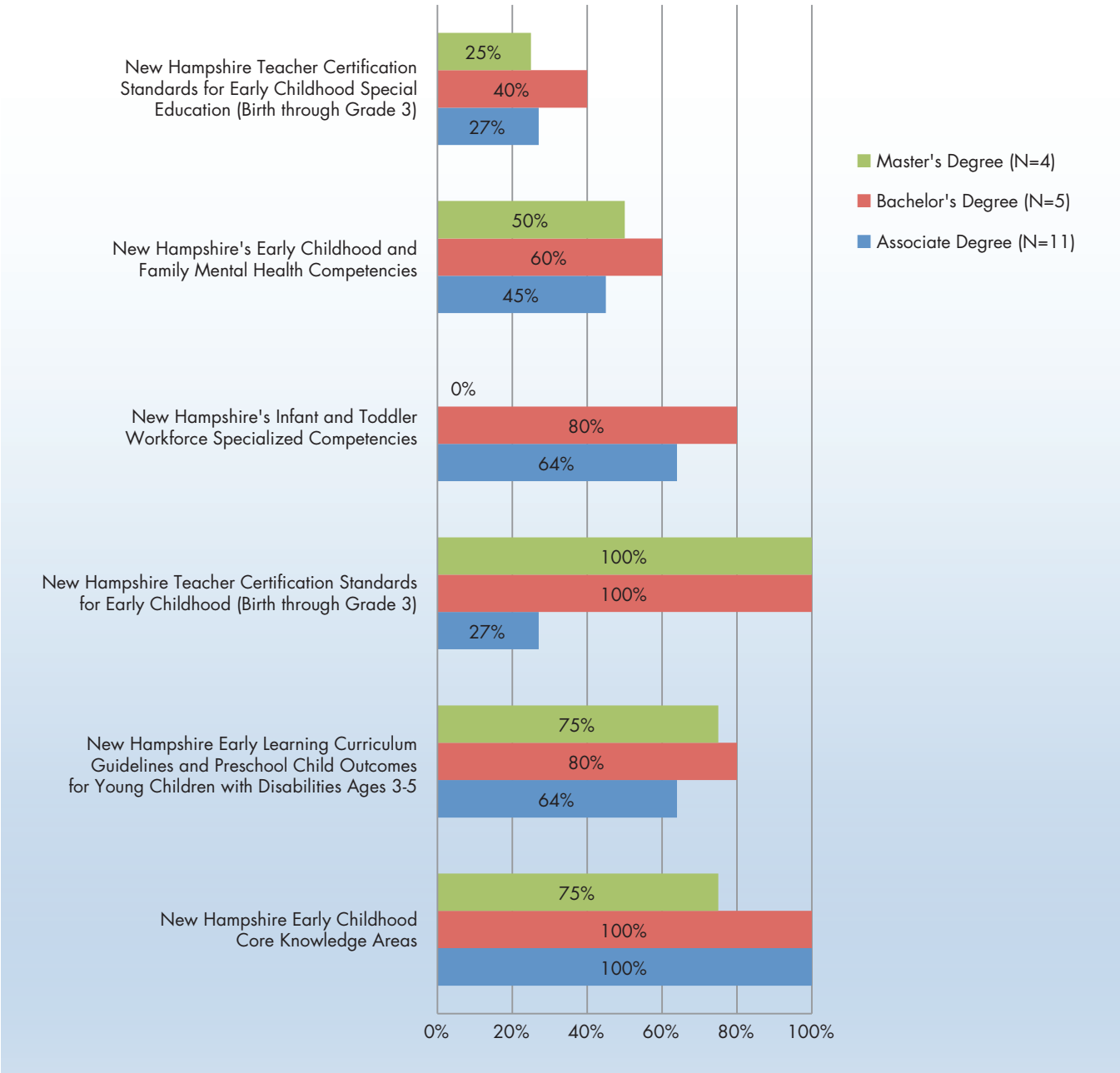
**Respondents did not specify other*

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

- Almost all (95 percent) degree programs reported incorporating at least one of New Hampshire's early care and education standards into their course content.
  - ✔ 95 percent reported incorporating the *New Hampshire Early Childhood Core Knowledge Areas*.
  - ✔ More than one-half reported incorporating the *New Hampshire Early Learning Curriculum Guidelines and Preschool Child Outcomes for Young Children with Disabilities Ages 3-5* (70 percent), the *New Hampshire Teacher Certification Standards for Early Childhood (Birth through Grade 3)* (60 percent) and the *New Hampshire's Infant and Toddler Workforce Specialized Competencies* (55 percent).
  - ✔ One-half (50 percent) reported incorporating the *New Hampshire Early Childhood and Family Mental Health Competencies* and less than one-third (30 percent) reported incorporating the *New Hampshire Teacher Certification Standards for Early Childhood Special Education (Birth through Grade 3)*.
- All degree programs reported aligning with the New Hampshire Early Childhood Professional Credentialing system, although the scope of alignment varied.
  - ✔ Approximately one-half (52 percent) of degree programs reported offering coursework aligned with the requirements of the credentialing system, although the coursework was not officially approved, while only one-quarter (24 percent) reported offering approved coursework for the credentialing system.
  - ✔ Approximately one-half (48 percent) of degree programs reported presenting information about the credentialing system as a topic within a course, while only one-quarter (24 percent) reported that applying for a credential was a requirement of a specific course.

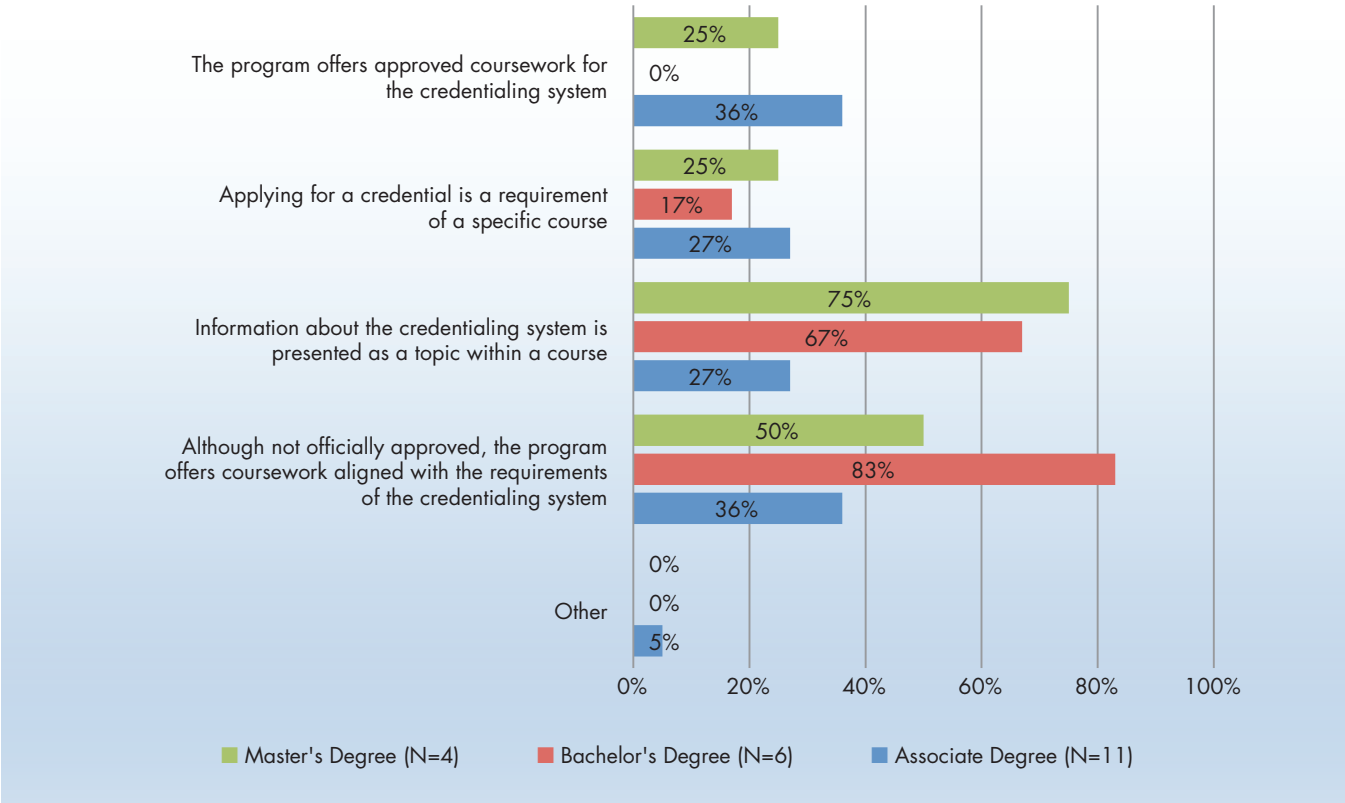
Ninety-five percent of the degree programs reported alignment with at least one of the state's early care and education standards. Figure 26 displays the aligned standards.

Figure 26: New Hampshire Early Childhood Higher Education Degree Alignment with the State's Early Care and Education Standards, by Degree Program



All degree programs reporting alignment with the New Hampshire Early Childhood Professional Credentialing System.

Figure 27: New Hampshire Early Childhood Higher Education Degree Program Alignment with the Early Childhood Professional Credentialing System, by Degree Program



VII. What are the challenges facing early childhood degree programs

- Almost all (95 percent) of degree programs reported facing at least one challenge.

Degree programs reporting at least one challenge:

- The most frequently reported challenge (55 percent) was "lack of access to quality clinical experiences". Eighty percent of the bachelor's degree programs reported this as a challenge, compared to 50 percent of the master's degree programs and 46 percent of the associate degree programs.

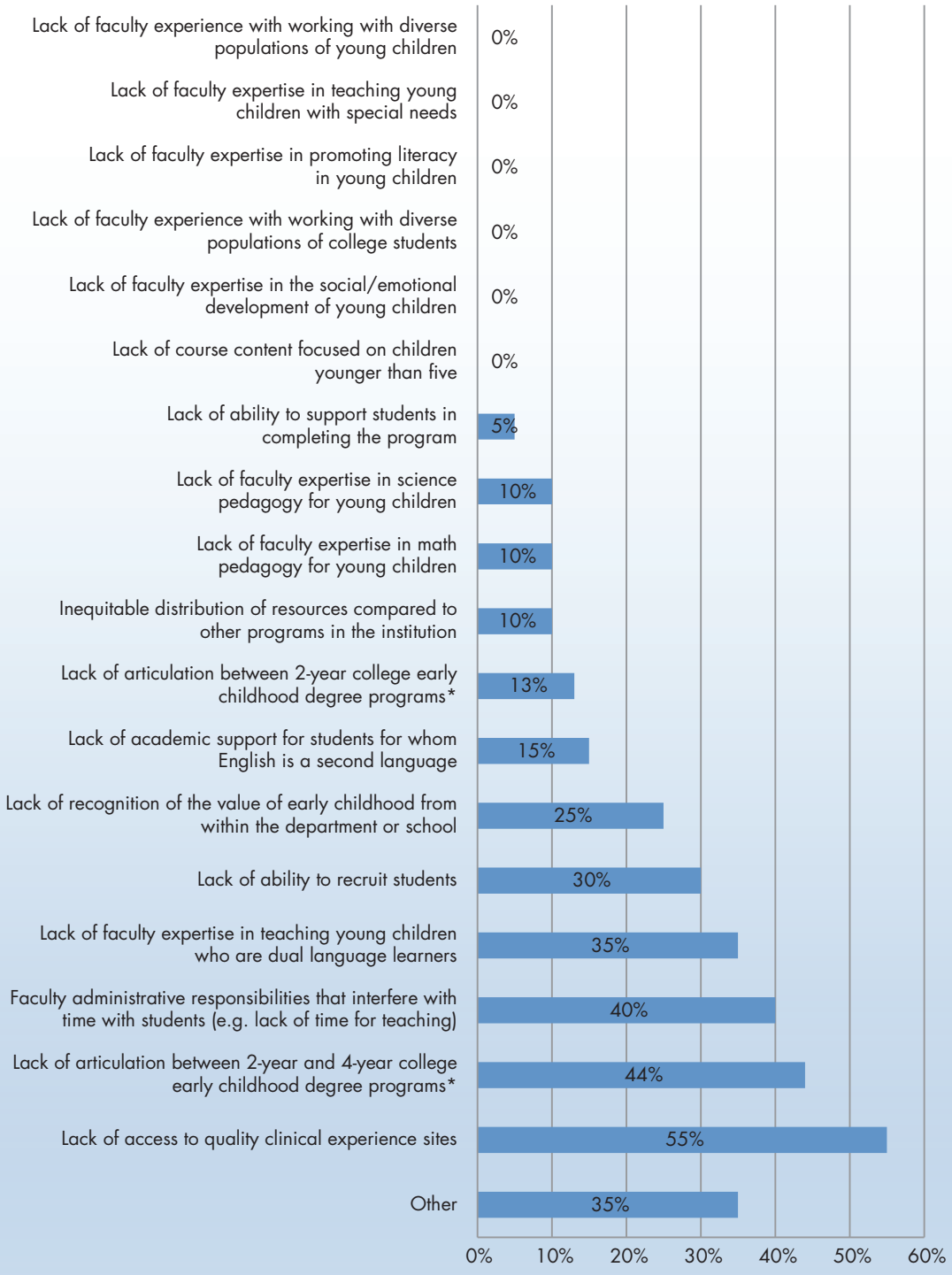
- Forty-four percent of the associate and bachelor's degree programs mentioned "lack of articulation between two-year and four-year college early childhood degree programs," and 40 percent of all degree programs mentioned "faculty administrative responsibilities that interfere with time with students."

- Approximately one-third of degree programs mentioned "lack of faculty expertise in teaching young children who are dual language learners" (35 percent), and "lack of ability to recruit students" (30 percent). One-quarter (25 percent) mentioned "lack of recognition of the value of early childhood from within the department or school."

- Challenges varied by degree program, with the master's degree programs most likely to mention "lack of ability to recruit students" and the associate degree programs most likely to mention "lack of recognition of the value of early childhood from within the department or school".

Almost all degree programs (95 percent) reported facing at least one challenge. Figure 28 displays the reported challenges for these programs.

Figure 28: Challenges Facing New Hampshire Early Childhood Higher Education Degree Programs



N=20

**N=16, only asked of associate and bachelor's degree programs*

The State of Early Childhood Higher Education in New Hampshire:

Results from the Faculty Module New Hampshire Early Childhood Higher Education Inventory

HIGHLIGHTS

Seventy-seven percent (68 faculty members) of the faculty sample responded to the Faculty Module. Although this is an excellent response rate, we cannot assume that the findings from the Faculty Module are representative of all early childhood higher education faculty members in New Hampshire.

- Of the faculty members who participated in the Inventory, almost all (95 percent) were women, and nearly all (93 percent) identified as White/Caucasian. Almost all (95 percent) reported fluency in English only.

- More than one-quarter (28 percent) of faculty members reported being age 60 or older, potentially close to retirement. Approximately one-half (51 percent) were between 40 and 59 years old. Less than one-quarter (21 percent) reported being 39 years old or younger.

- More than one-half (56 percent) of faculty members who participated in the Inventory were adjunct faculty/ part-time lecturers. Thirty-seven percent identified themselves as tenure-track or tenured faculty. The remaining faculty members defined themselves as non-tenured faculty.

  - ✔ Associate degree faculty members were more likely to report adjunct status (71 percent) than were bachelor's degree (44 percent) or master's degree faculty members (47 percent).

- Almost all faculty members reported having attained graduate-level degrees, with 31 percent attaining a doctoral degree and 66 percent attaining a master's degree.

  - ✔ About one-half of faculty members teaching in bachelor's (52 percent) and master's degree programs (53 percent) reported having attained a doctoral degree. Most associate degree faculty members (94 percent) reported having attained a master's degree.

- Almost all faculty members (98 percent) reported having participated in professional development opportunities during the last three years.

  - ✔ Of these faculty members, "teaching practitioners to work with children from diverse cultural back grounds" was the most frequently reported professional development topic (53 percent), followed by "teaching practitioners to use technology with children" (49 percent) and "child assessment" (44 percent).

- Faculty members indicated a number of areas in which it would be helpful to have additional knowledge or training.
  - The four topics mentioned most often were "teaching practitioners to work with children who are dual language learners" (64 percent), "teaching practitioners to use technology with children" (63 percent), "teaching linguistically diverse college students" (61 percent), and "using technology to promote adult learning" (60 percent).
  - Perhaps 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" (61 percent) and "teaching culturally and ethnically diverse college students" (55 percent).
- Seventy-four percent of faculty members 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 members were early childhood professional development providers, such as mentors, coaches, and trainers (70 percent), and classroom teachers (39 percent).
- Faculty members 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 members were less likely to report teaching coursework in certain topics related to teaching and curriculum, including coursework related to teaching science, math, art, and/or social studies to young children. They were also less likely to report teaching coursework in most of the topics related to early childhood administration and leadership.
- Of particular concern to the New Hampshire Early Childhood Advisory Council was coursework taught related to early childhood special education, and health and safety for young children. Faculty members were less likely to report teaching certain topics in these two content areas. Between 44 and 73 percent of faculty members reported teaching the special education topics listed in the Inventory, and between 14 and 68 percent reported teaching the health and safety topics.
- While faculty members consistently reported focusing this coursework on preschool-age children, the focus on infants and toddlers varied by individual topic area, and by degree level. While bachelor's and master's degree faculty members reported focusing many topics on infants and toddlers, the associate degree faculty consistently did so. Associate degree faculty members were less likely to report focusing their coursework on children in the early elementary grades.

- Eighty-three percent of faculty members reported that additional resources were needed to improve the early childhood degree program at their college or university.
  - The three items most frequently reported by these faculty members were "resources for faculty professional development" (64 percent), "resources for program planning and improvement" (50 percent), and "additional full-time faculty" (44 percent).
  - Forty percent reported that an "increase in the racial/ethnic diversity among faculty" was a needed resource.

The following document presents major findings from the Faculty Module of the New Hampshire Early Childhood Higher Education Inventory. Data not displayed in the figures below are included in Appendix 3: Faculty Module: Supplemental Tables.

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

- Almost all faculty members (95 percent) were women.
- On average, faculty members were 50 years of age.
  - Twenty-one percent reported being younger than age 40; 20 percent between 40 and 49 years old; 31 percent between 50 and 59 years old; and 28 percent age 60 or older.
  - Master's degree faculty members were the most likely to report being 60 years old or older (50 percent), compared to 18 percent of the associate degree and 32 percent of the bachelor's degree faculty.
  - Associate degree faculty members were the most likely to report being younger than age 40 (29 percent), compared to 18 percent of the bachelor's degree faculty. No master's degree faculty members reported being younger than age 40.
- There was very little racial diversity among the faculty, with 93 percent identifying as White/Caucasian.
- Similarly, there was very little language diversity among the faculty, with most faculty members (95 percent) reporting fluency exclusively in English.
- Thirty percent of faculty members indicated that it would be helpful to know another language when communicating with their students. Of these, 78 percent indicated that it would be helpful to know Spanish.

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

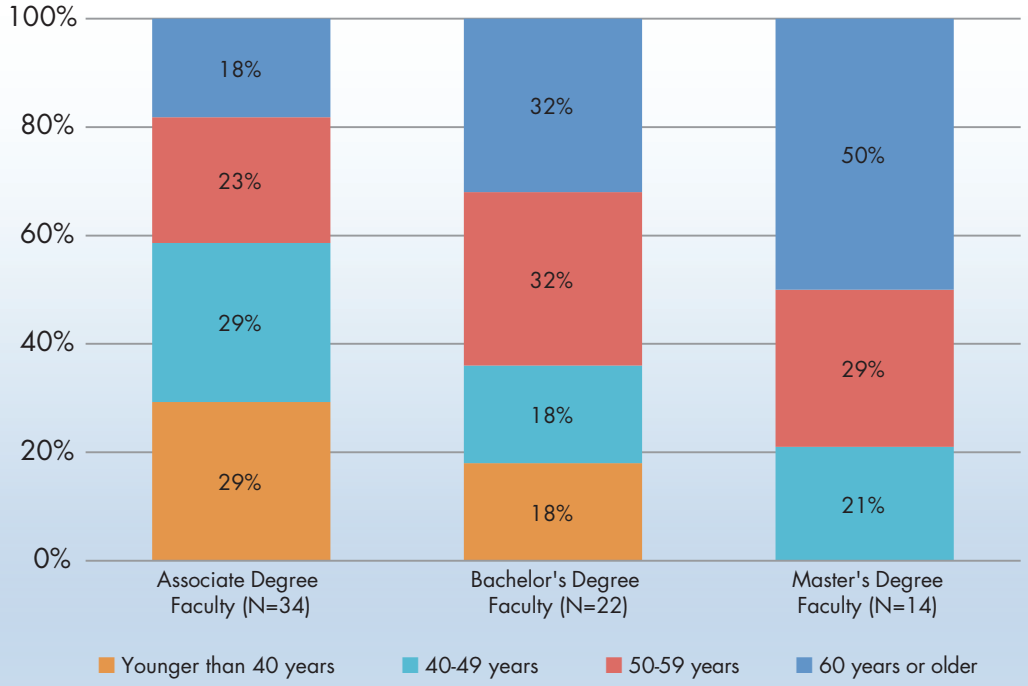


Figure 2F: Race/Ethnicity of Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory, by Degree Program

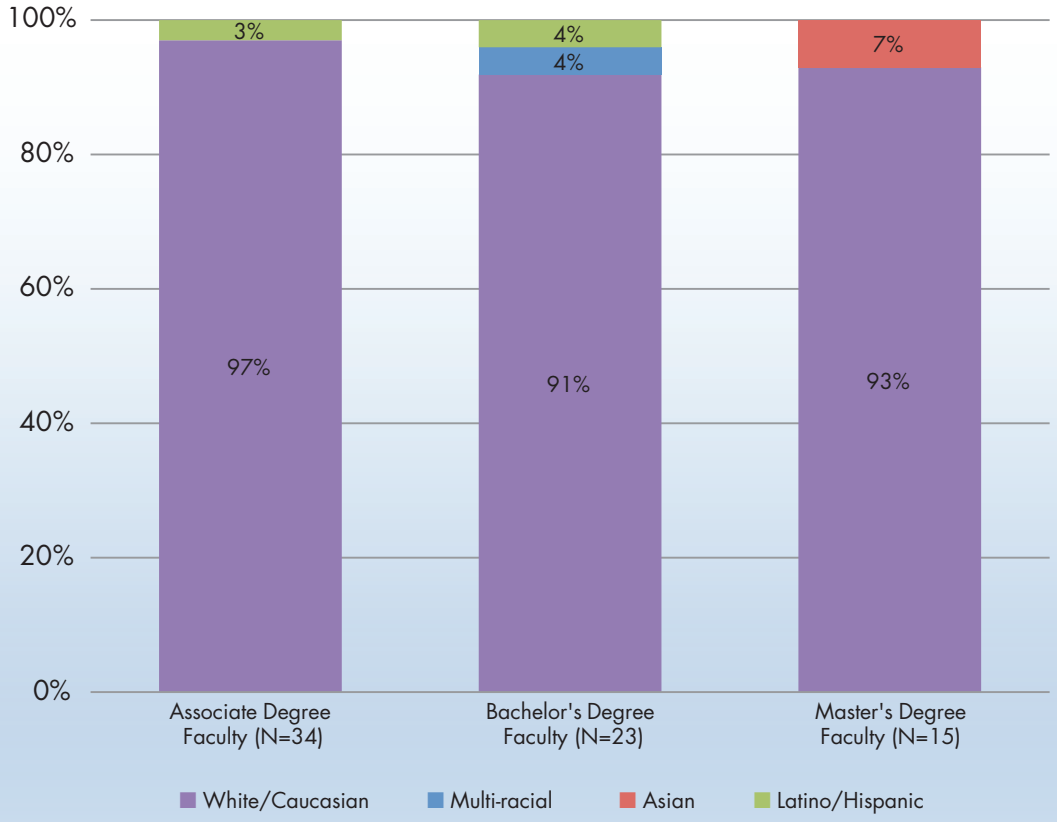
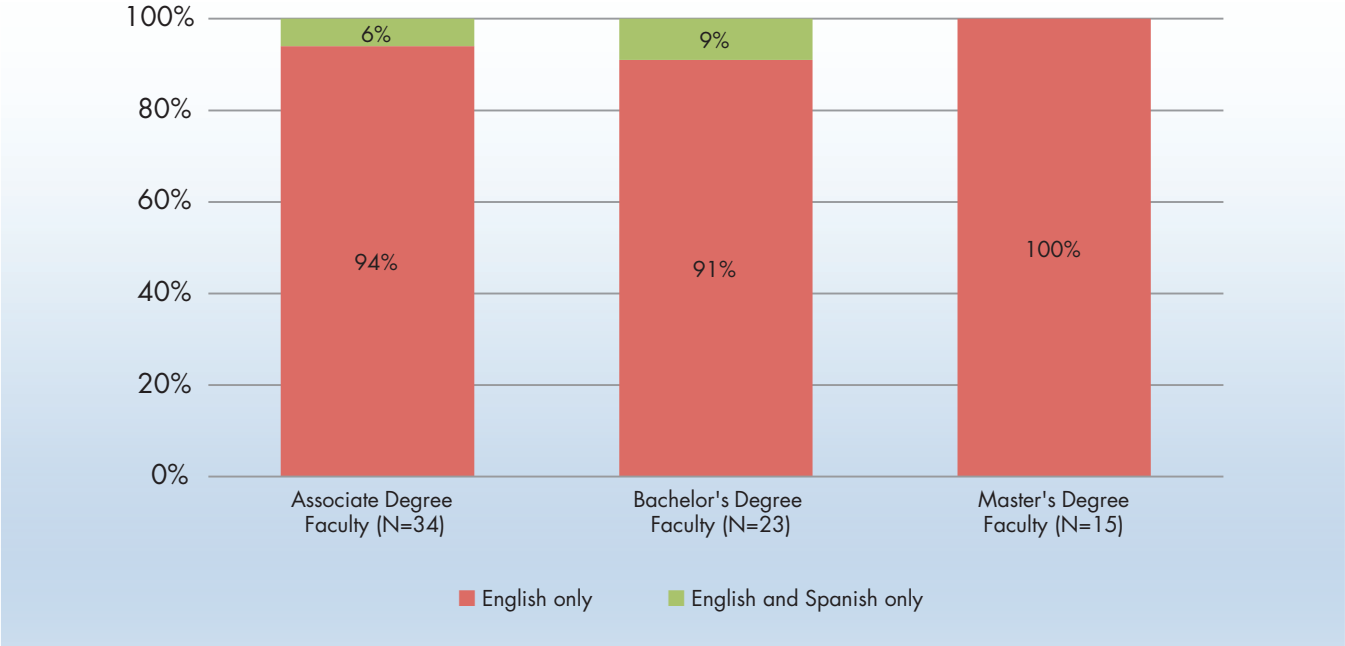


Figure 3F: Languages Spoken Fluently by Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory, by Degree Program



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

- Over one-half (56 percent) of faculty members who participated in the Inventory were adjunct faculty/ part-time lecturers. Thirty-seven percent identified themselves as tenure-track or tenured faculty. The remaining faculty members defined themselves as non-tenured faculty.
  - Associate degree faculty members were more likely to report adjunct status (71 percent) than were bachelor's degree (44 percent) or master's degree faculty members (47 percent).
- Faculty members reported a variety of primary responsibilities. Overall, teaching exclusively was the most frequently reported primary responsibility, reported by 40 percent of faculty members.
  - Associate degree faculty members were the most likely to report teaching exclusively (61 percent) as their primary responsibility, followed by 29 percent of master's degree and 28 percent of bachelor's degree faculty members.
  - Bachelor's degree faculty members were the most likely to report that teaching, combined with supervising students' field experiences, was their primary responsibility. Twenty-four percent did so, compared to 18 percent of master's and 11 percent of associate degree faculty members.
  - Master's degree faculty members were the most likely to report that teaching combined with research was their primary responsibility. Twenty-nine percent of the master's degree faculty reported this, compared to 20 percent of the bachelor's degree faculty, and none of the associate degree faculty.
- Sixty percent of associate degree faculty members reported teaching three or more courses in a typical academic year as did about one-half of the bachelor's (48 percent) and master's (53 percent) degree faculty members.
- Forty-two percent of faculty members reported that they did not advise any students in a typical academic year; 18 percent reported advising between one and twenty students, one-third (33 percent) reported between 21 and 50 students, and six percent more than 50 students.
  - Associate degree faculty members, reflecting their adjunct status, were the most likely to report that they did not advise any students.

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

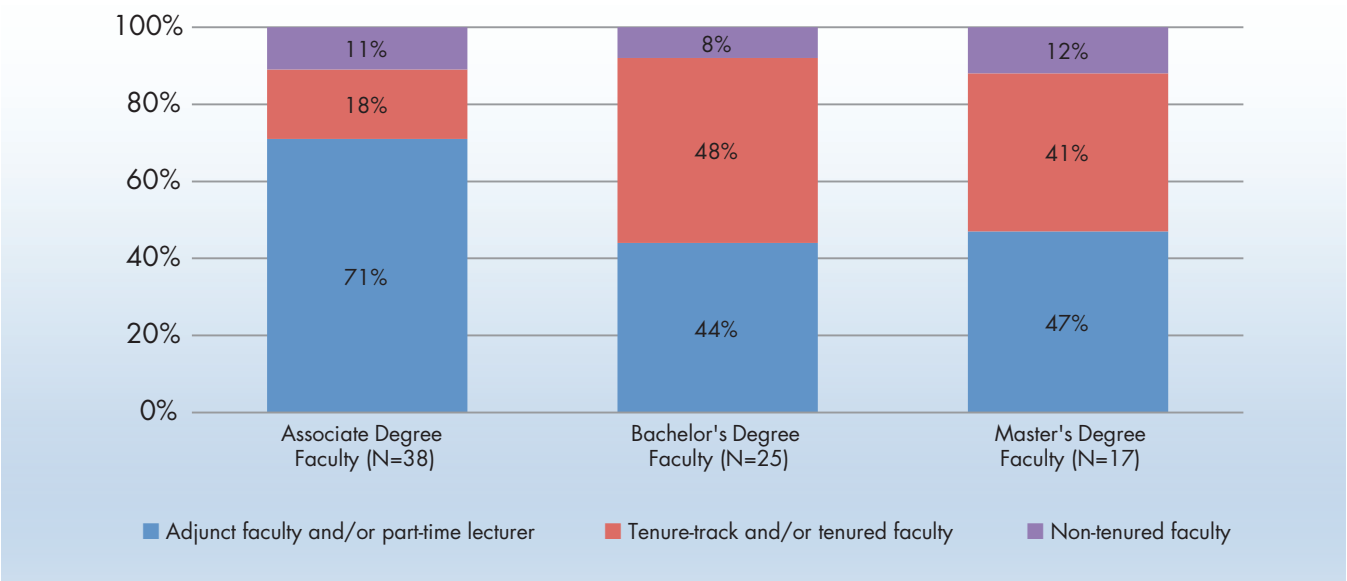


Figure 5F: Primary Responsibility of Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory, by Degree Program

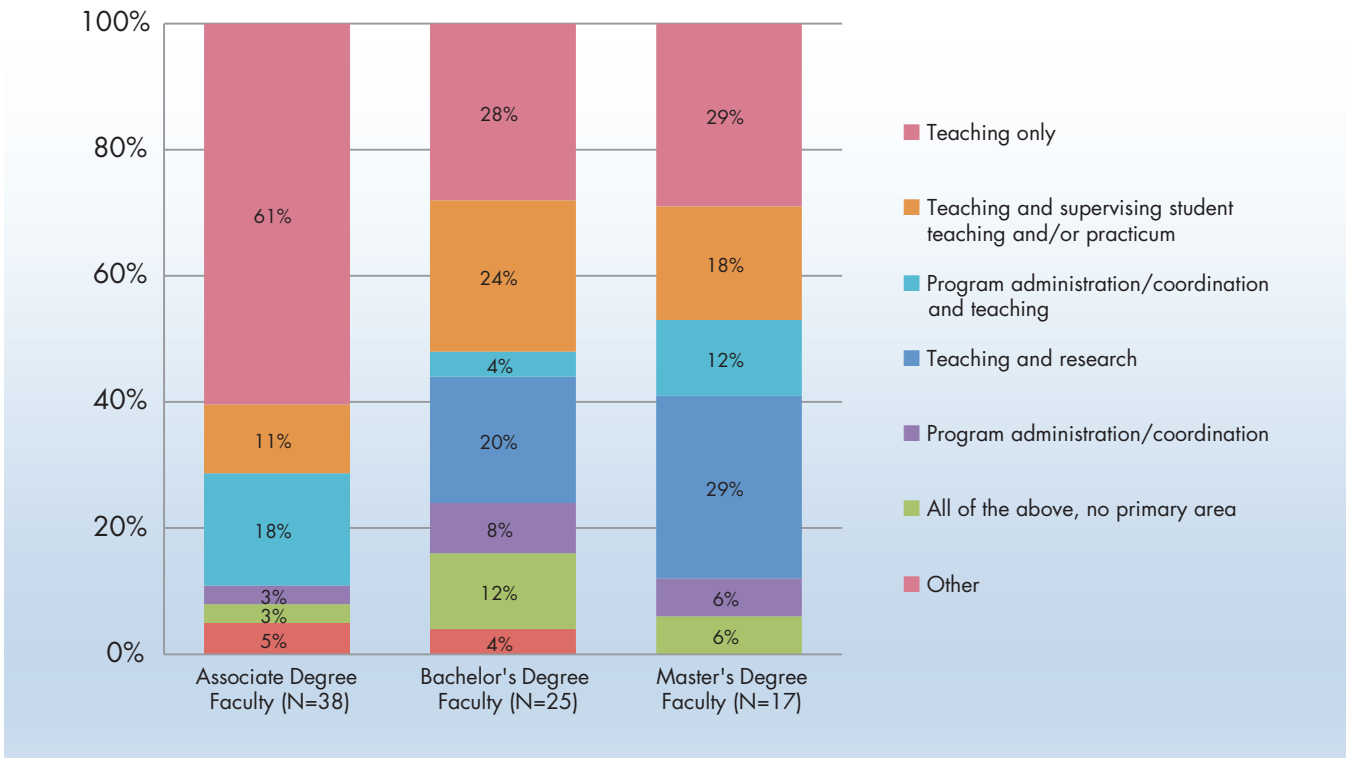


Figure 6F: Number of Courses Taught in an Academic Year by Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory, by Degree Program

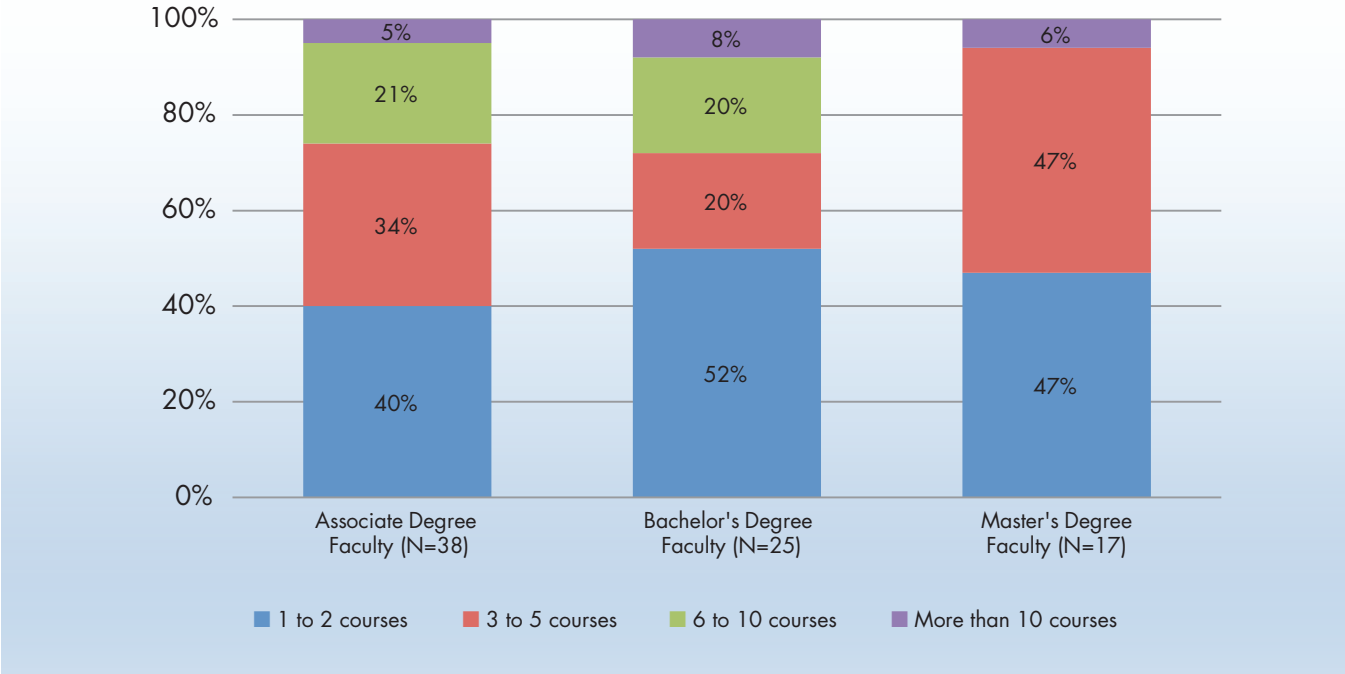
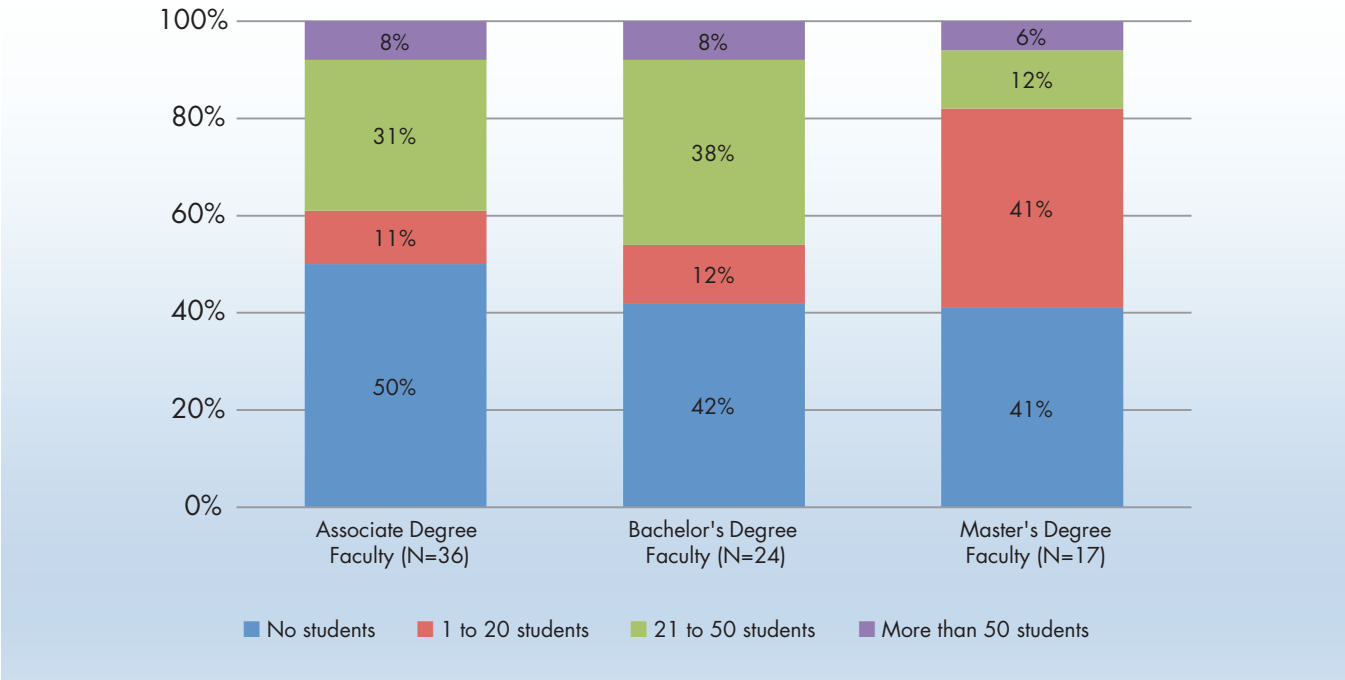


Figure 7F: Number of Students Advised in a Typical Academic Year by Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory, by Degree Program



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

- On average, faculty members reported having taught 11 years at the college level, and eight years at their college or university, although this varied by the degree level of the faculty.
  - About one-half of associate degree (55 percent) and master's degree faculty members (50 percent) reported having taught at their current college or university for five or more years, compared to 40 percent of the bachelor's degree faculty.
  - While more than one-half (59 percent) of master's degree faculty members reported having taught at the college or university level for more than 10 years, about one-third of associate (38 percent) and bachelor's (36 percent) degree faculty members did so.
- Nearly three-quarters of faculty members (74 percent) reported that they had worked in roles other than college-level teaching and/or administration in the past 10 years. The role most frequently reported by these faculty members was "early childhood professional development providers, such as mentors, coaches, or trainers" (70 percent). More than one-third reported the roles of "classroom teacher" (39 percent) or "early childhood director/administrator" (37 percent).
- Almost all faculty members reported having attained graduate-level degrees, with 31 percent attaining a doctoral degree and 66 percent attaining a master's degree.
  - About one-half of the faculty teaching in bachelor's (52 percent) and master's degree programs (53 percent) reported having attained a doctoral degree. Most associate degree faculty members (94 percent) reported having attained a master's degree.
- Most faculty members (85 percent) reported having attained at least one degree in Early Childhood Education or Child Development (ECE/CD). Nearly three-quarters (74 percent) of the associate degree faculty reported a graduate degree in ECE/CD, compared to 61 percent of the bachelor's degree and 60 percent of the master's degree faculty.
- Almost all faculty members (98 percent) reported having participated in professional development opportunities during the last three years.
  - Of these faculty members, "teaching practitioners to work with children from diverse cultural back grounds" was the most frequently reported professional development topic (53 percent), followed by "teaching practitioners to use technology with children" (49 percent), "child assessment" (44 percent), and "strategies and techniques for mentoring/coaching of adult students" (43 percent).
  - Faculty members were least likely to report professional development related to "teaching adult students who are English language learners" (10 percent).

- Faculty members indicated a number of areas in which it would be helpful to gain additional knowledge or training.

  - The four topics mentioned most often were "teaching practitioners to work with children who are dual language learners" (64 percent), "teaching practitioners to use technology with children" (63 percent), "teaching linguistically diverse college students" (61 percent), and "using technology to promote adult learning" (60 percent).

  - Perhaps 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" (61 percent) and "teaching culturally and ethnically diverse college students" (55 percent).

  - Associate degree faculty members indicated interest in a wider range of topics than did faculty members in the upper-division and graduate degree programs. One-half or more of associate degree faculty members indicated interest in 10 topics, compared to four topics for one-half or more of the master's degree faculty. No topics were cited by one-half or more of the bachelor's degree faculty.

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

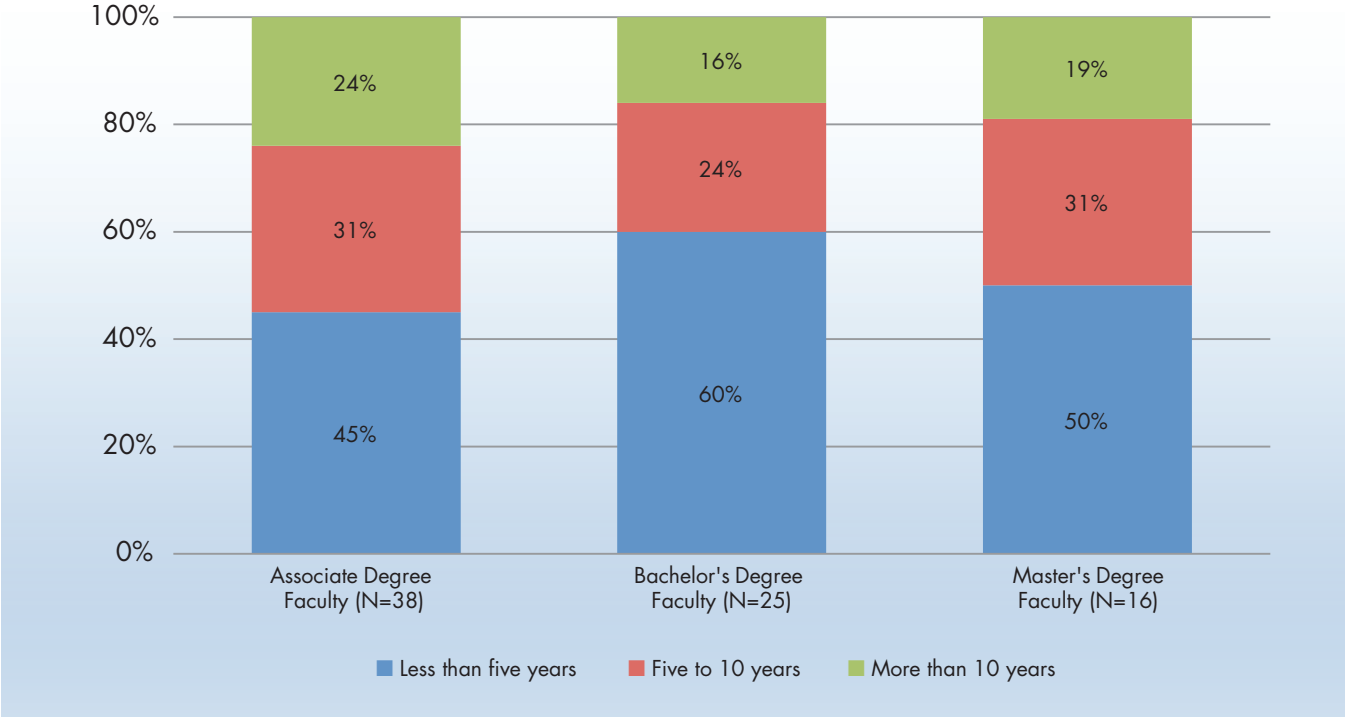
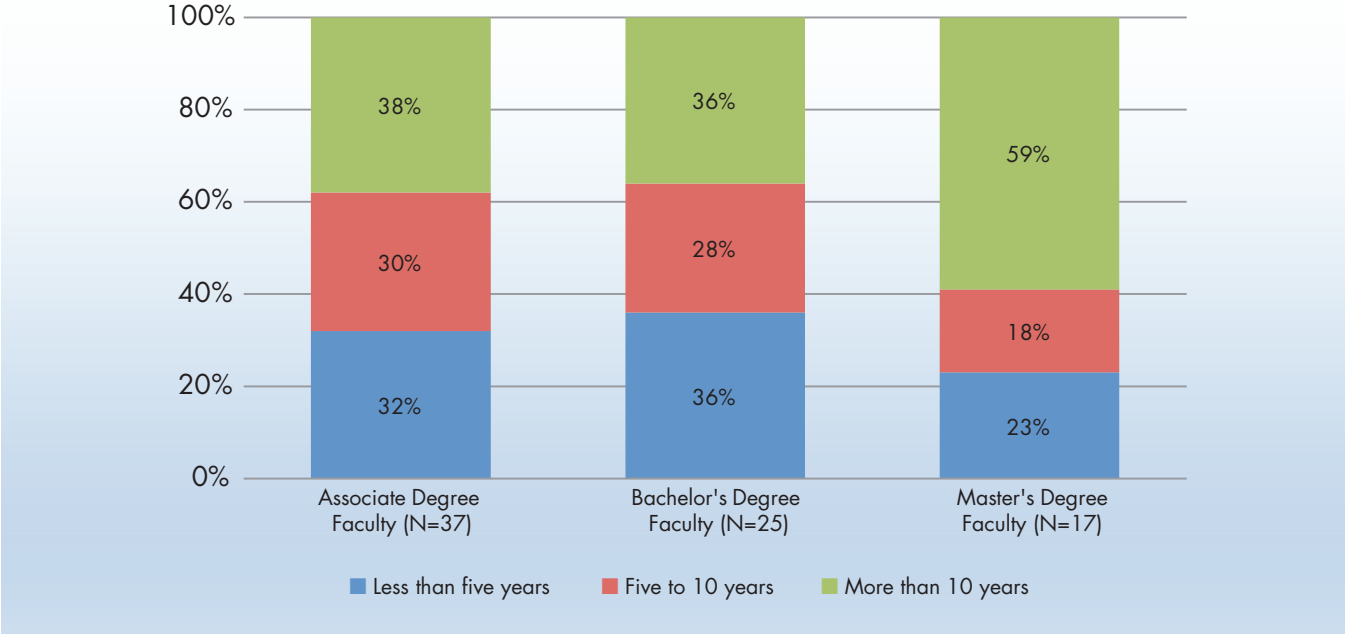


Figure 9F: Number of Years Teaching at the College or University Level for Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory, by Degree Program



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

Figure 10F: Job Roles in the Last 10 Years of Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory, by Degree Program

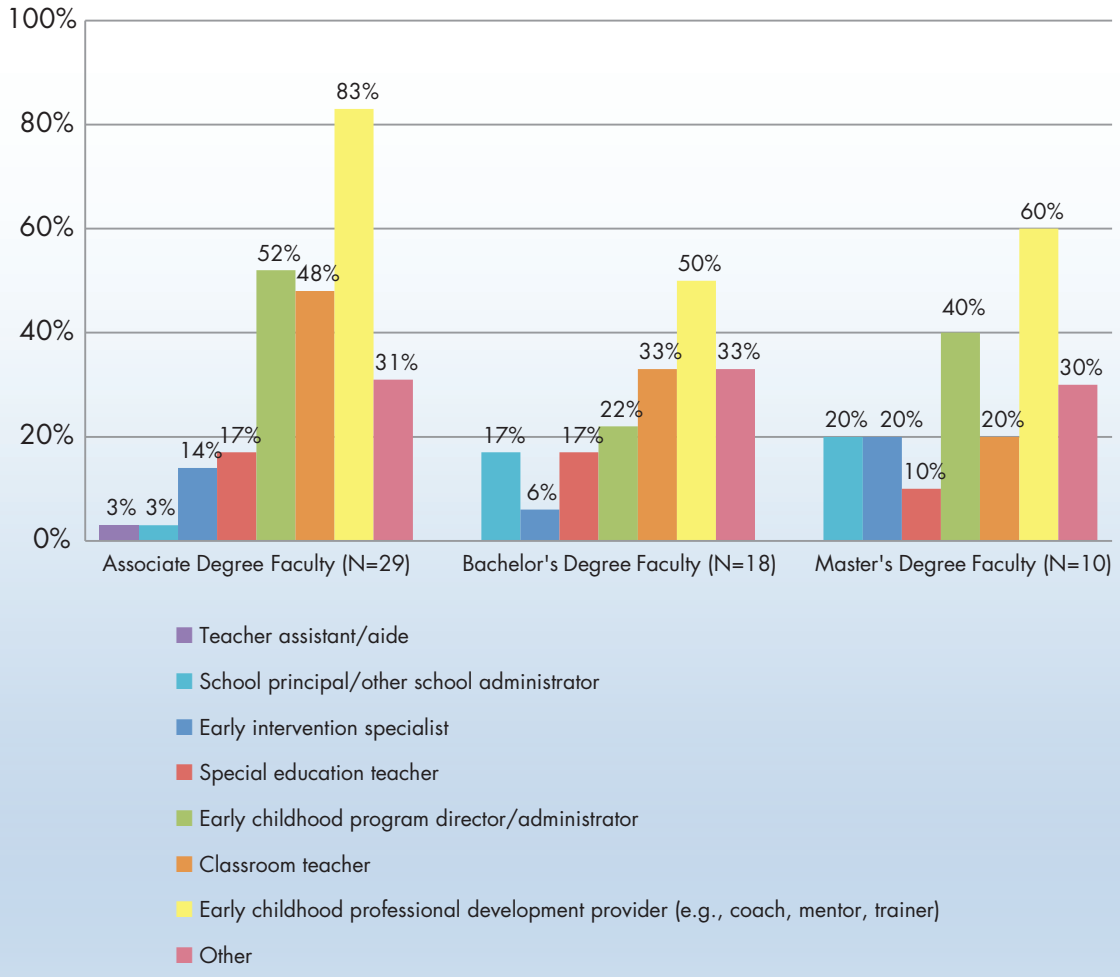


Figure 11F: Highest Level of Education of Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory, by Degree Program

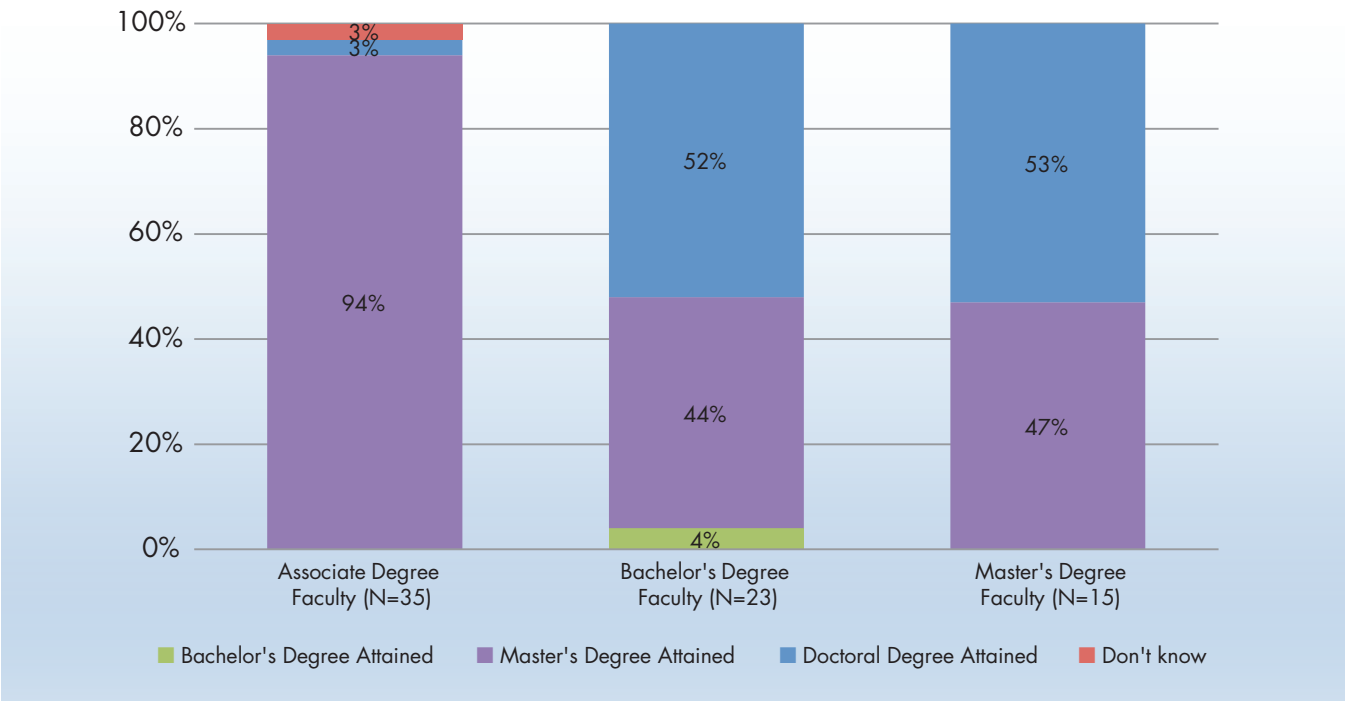
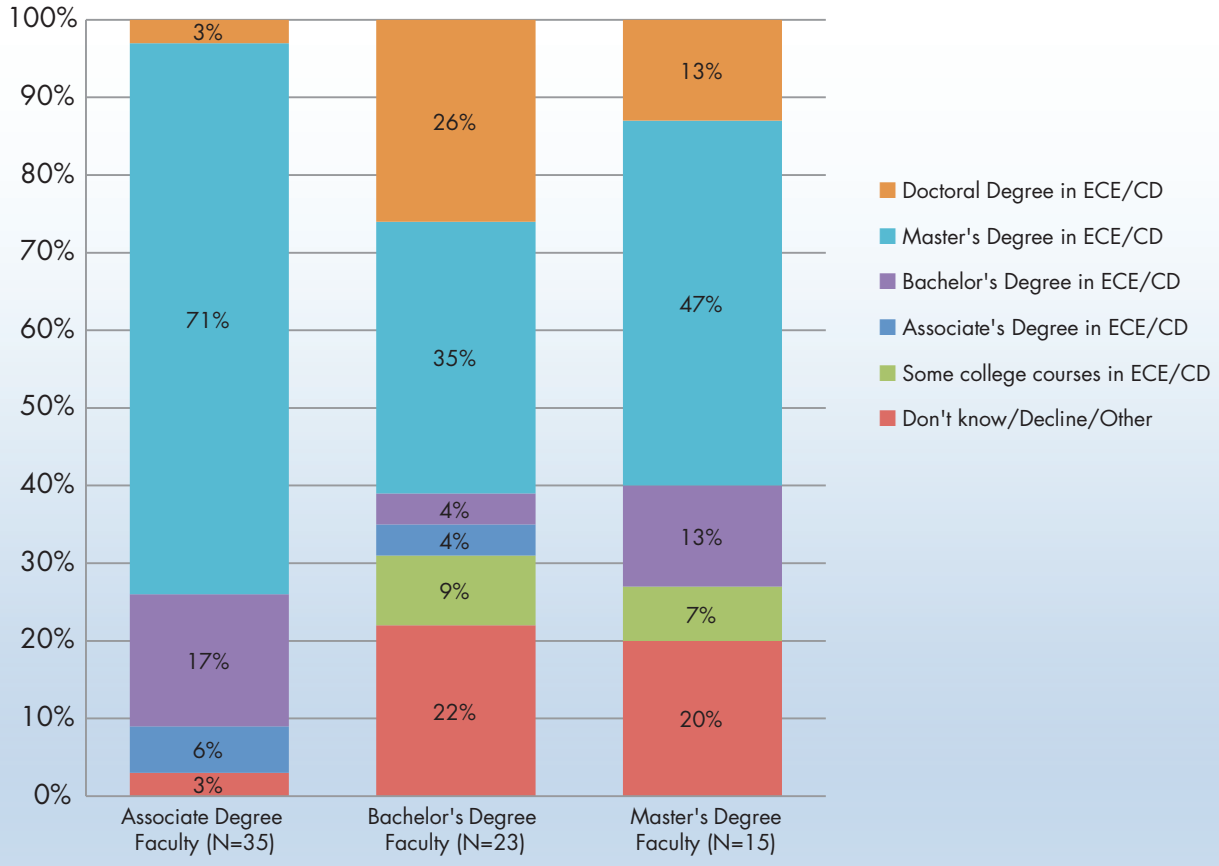


Figure 12F: ECE/CD Degree Attainment by Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory, by Degree Program



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

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

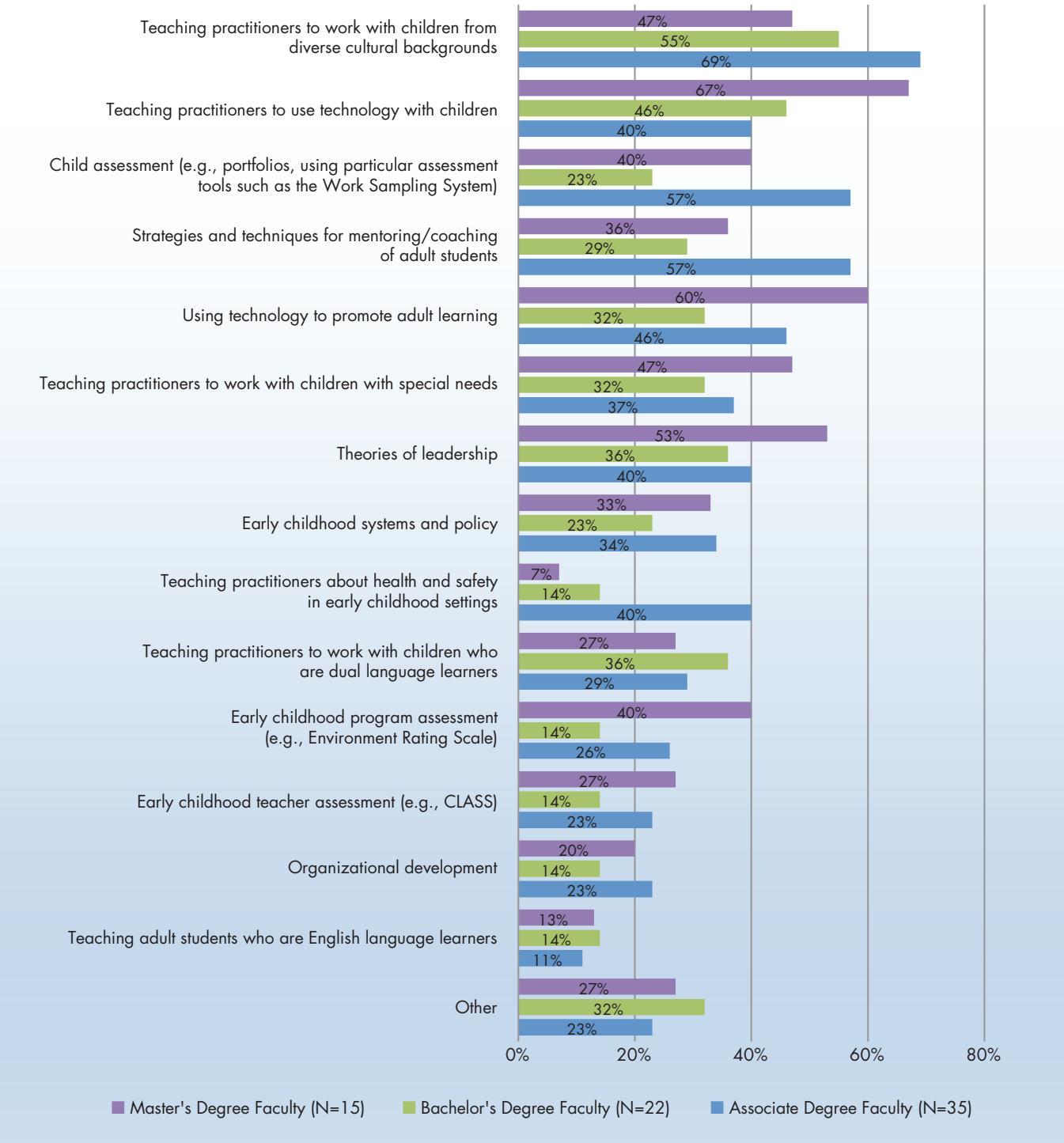
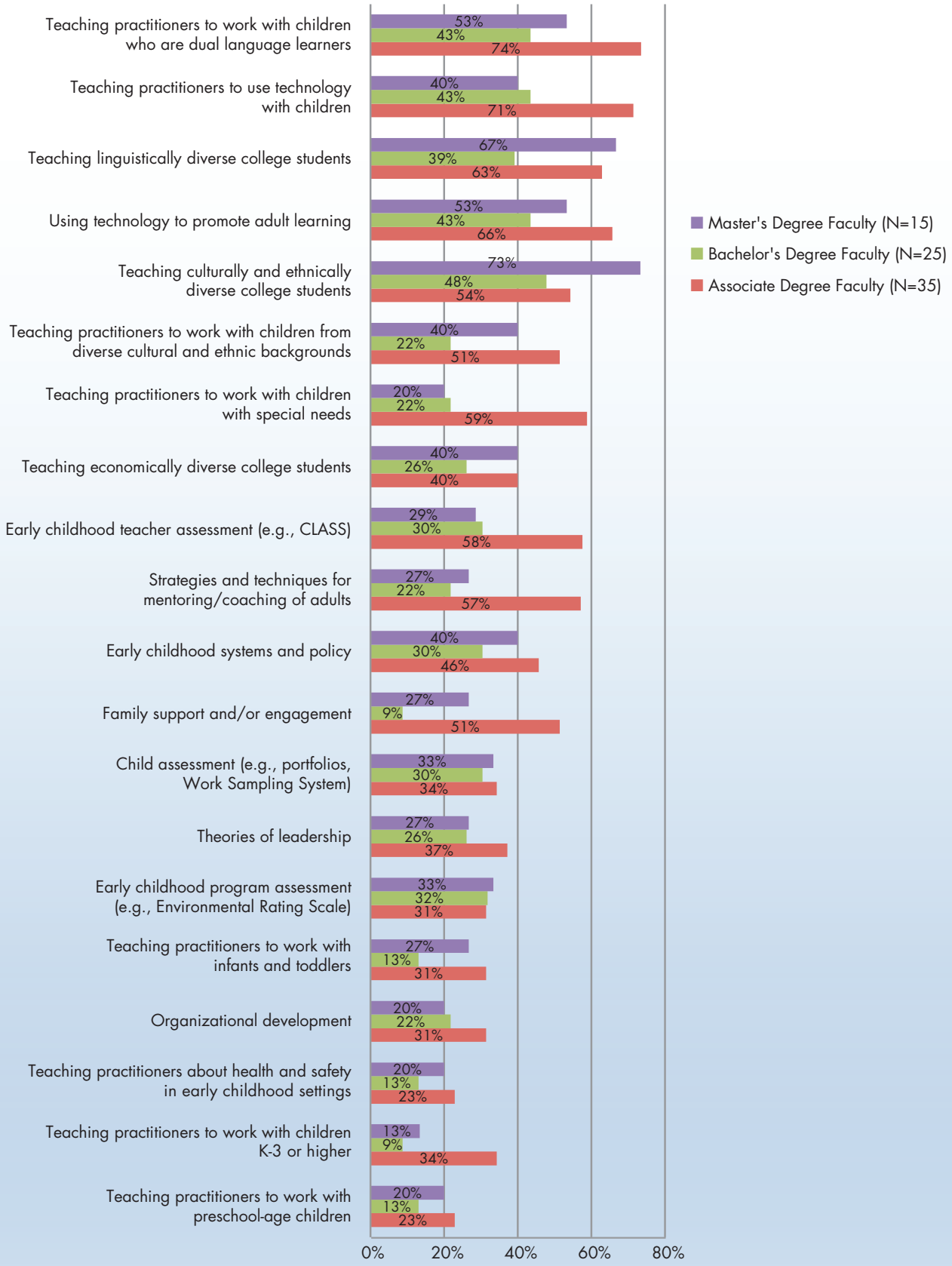


Figure 14F: Professional Development Topics that Would be Helpful to Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory, by Degree Program



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

- The Inventory asked faculty members to indicate the primary focus of their teaching: either "child development and learning," "curriculum and teaching methods," or both equally. Almost two-thirds (63 percent) reported both equally, with one-fifth (20 percent) reporting "child development and learning," and sixteen percent reporting "curriculum and teaching methods."

  - ✔ Associate degree faculty members were the most likely to report focusing on both areas equally. Almost three-quarters (71 percent) of associate degree faculty members reported focusing equally on "child development and learning" and "curriculum and teaching methods," compared to 52 percent of bachelor's and 59 percent of master's degree faculty members.

  - ✔ Bachelor's degree faculty members were the most likely to report focusing on "curriculum and teaching methods" (28 percent), compared to eight percent of associate and 18 percent of master's degree faculty members.

  - ✔ Approximately one-quarter of faculty members at each degree level (21 percent associate, 20 percent bachelor's, 24 percent master's) reported a focus on child development and learning.

- Faculty members were also asked to identify the age group of children they considered to be their primary expertise.

  - ✔ Only six percent of the faculty reported expertise on infants and toddlers (birth to two years old) exclusively, but 63 percent reported expertise on infants and toddlers in addition to older children.

  - ✔ Forty-four percent reported expertise on children before kindergarten only, 44 percent on children before kindergarten through the early elementary grades, and only 10 percent of children in the early elementary grades exclusively.

  - ✔ Master's degree faculty members were the most likely to report focusing exclusively on children in the early elementary grades (29 percent), compared to none of the associate degree faculty and sixteen percent of the bachelor's degree faculty.

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

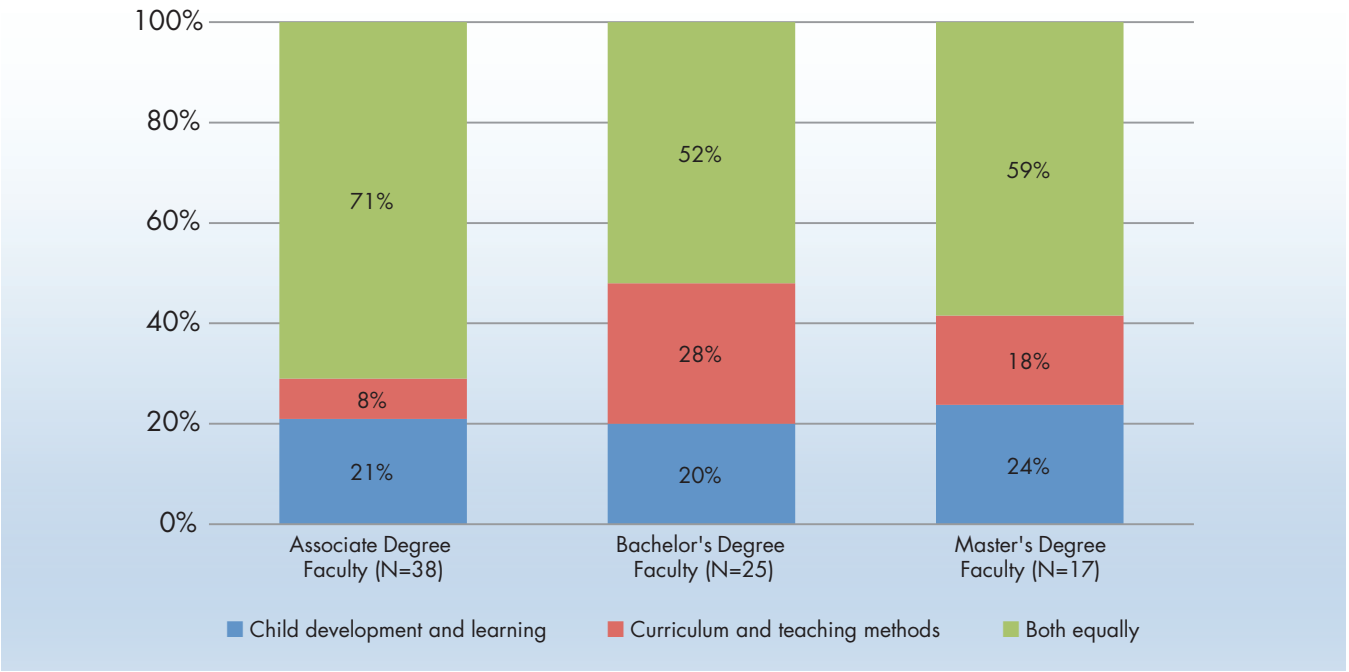
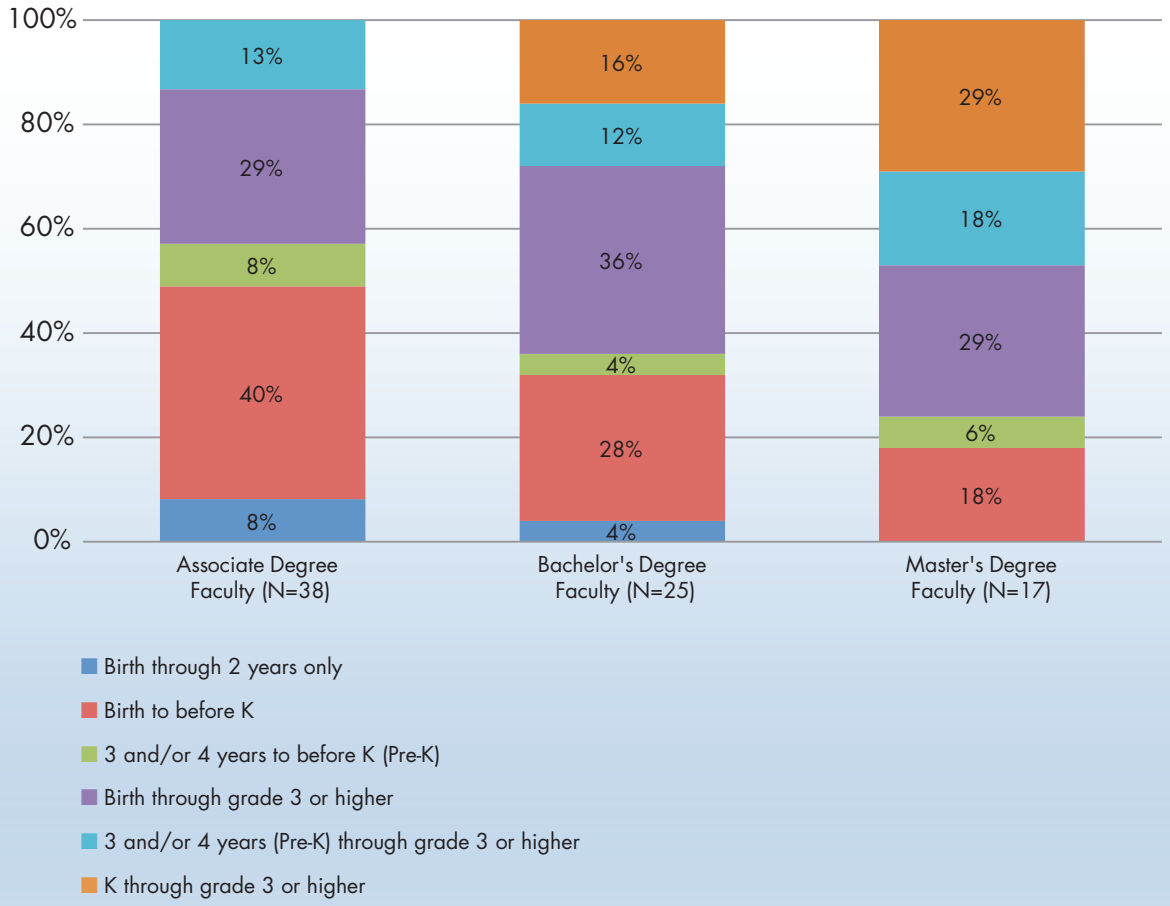


Figure 16F: Primary Age Group Expertise of Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory, by Degree Program



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

- The Inventory asked faculty members to indicate the content areas covered in, and age group focus of, the courses they have taught in the past two years. Faculty members 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 community, family, and policy.
  - ✔ Faculty members were less likely to report teaching coursework related to the "development of children's mathematical and scientific understanding" than to other topics in the content area of child development and learning.
  - ✔ Faculty members were less likely to report teaching coursework related to "teaching children who are dual language learners" than to other topics in the content area of teaching diverse child populations.
- Faculty members were less likely to report teaching coursework in certain topics in the content area of teaching and curriculum, specifically coursework related to teaching science, math, art and/or social studies to young children. They were also less likely to report teaching coursework in most topics in the content area of early childhood administration and leadership.
- Of particular concern to the New Hampshire Early Childhood Advisory Council was coursework related to early childhood special education, and to health and safety for young children. Faculty members were less likely to report teaching coursework in these content areas.
- Between 44 percent and 73 percent of faculty members reported teaching topics in the content area of early childhood special education.
  - ✔ The two topics most frequently reported were "creating learning environments for children with special needs" (73 percent) and "inclusion strategies" (68 percent).
  - ✔ Master's degree faculty members were the most likely to report having taught special education topics.
- Between 14 percent and 68 percent of faculty members reported teaching the topics in the content area of health and safety.
  - ✔ The two topics most frequently reported were "mandatory reporting of suspected abuse or neglect" (68 percent) and "maintaining a safe indoor environment" (62 percent).
  - ✔ Associate degree faculty members were the most likely to report having taught health and safety topics.
  - ✔ When health and safety topics were taught, they were much more likely to be focused on infants and toddlers or preschoolers, than on children in the early elementary grades.

- Overall, while faculty members at all degree levels reported focusing some coursework on infants and toddlers, associate degree faculty members consistently did so. Associate degree faculty members were the least likely to focus their coursework on children in the early elementary grades.

The following figures display the content areas and age group focus taught by faculty members. The tables in Appendix 3 display the content areas and age group focus taught by faculty members at each degree level.

Child Development and Learning

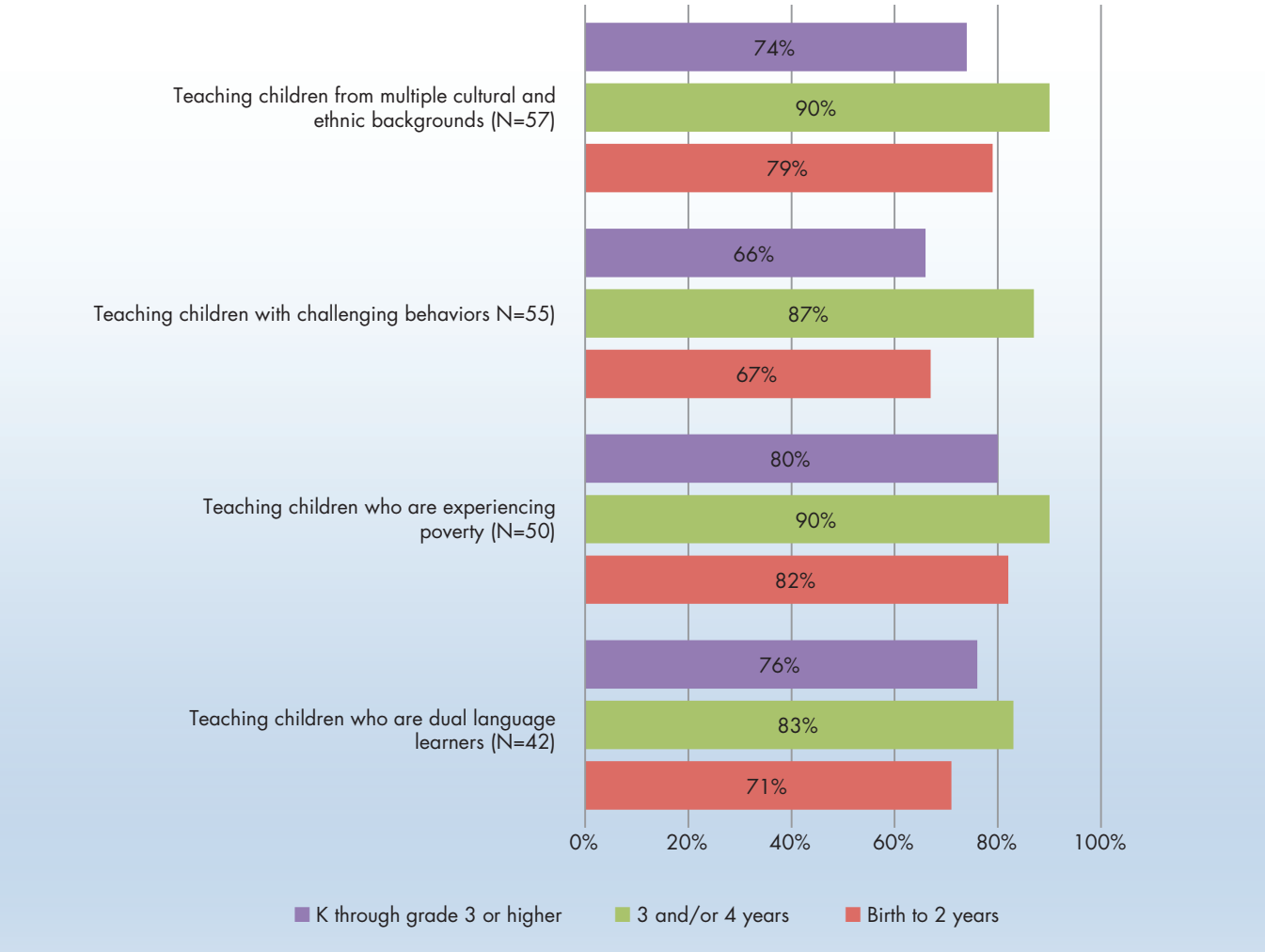
In most topic areas related to Child Development and Learning, between 73 and 88 percent of faculty members reported teaching coursework in a given topic. Fifty-nine percent reported teaching the topic "development of children's mathematical and scientific understanding." Associate degree faculty members were the most likely to focus their coursework on infants and toddlers, and the least likely to focus on children in the early elementary grades

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

Teaching Diverse Child Populations

In three of the four topic areas related to Teaching Diverse Child Populations, between 74 and 84 percent of faculty members reported teaching coursework in a given topic. Sixty-two percent reported teaching the topic "teaching children who are dual language learners." Associate degree faculty members were the most likely to focus their coursework on infants and toddlers, and the least likely to focus on children in the early elementary grades

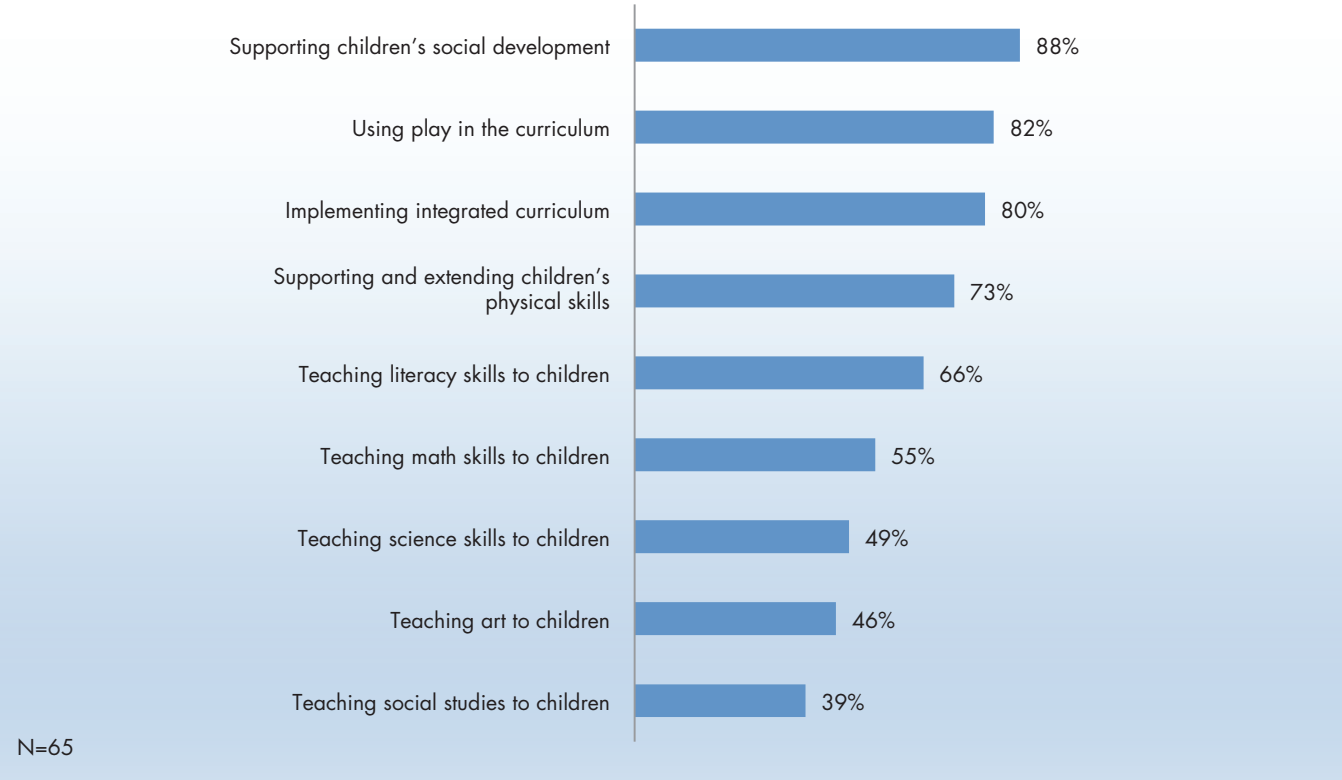
Figure 18F: Age Group Focus of Coursework on Teaching Diverse Child Populations, as Taught by Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory



Teaching and Curriculum

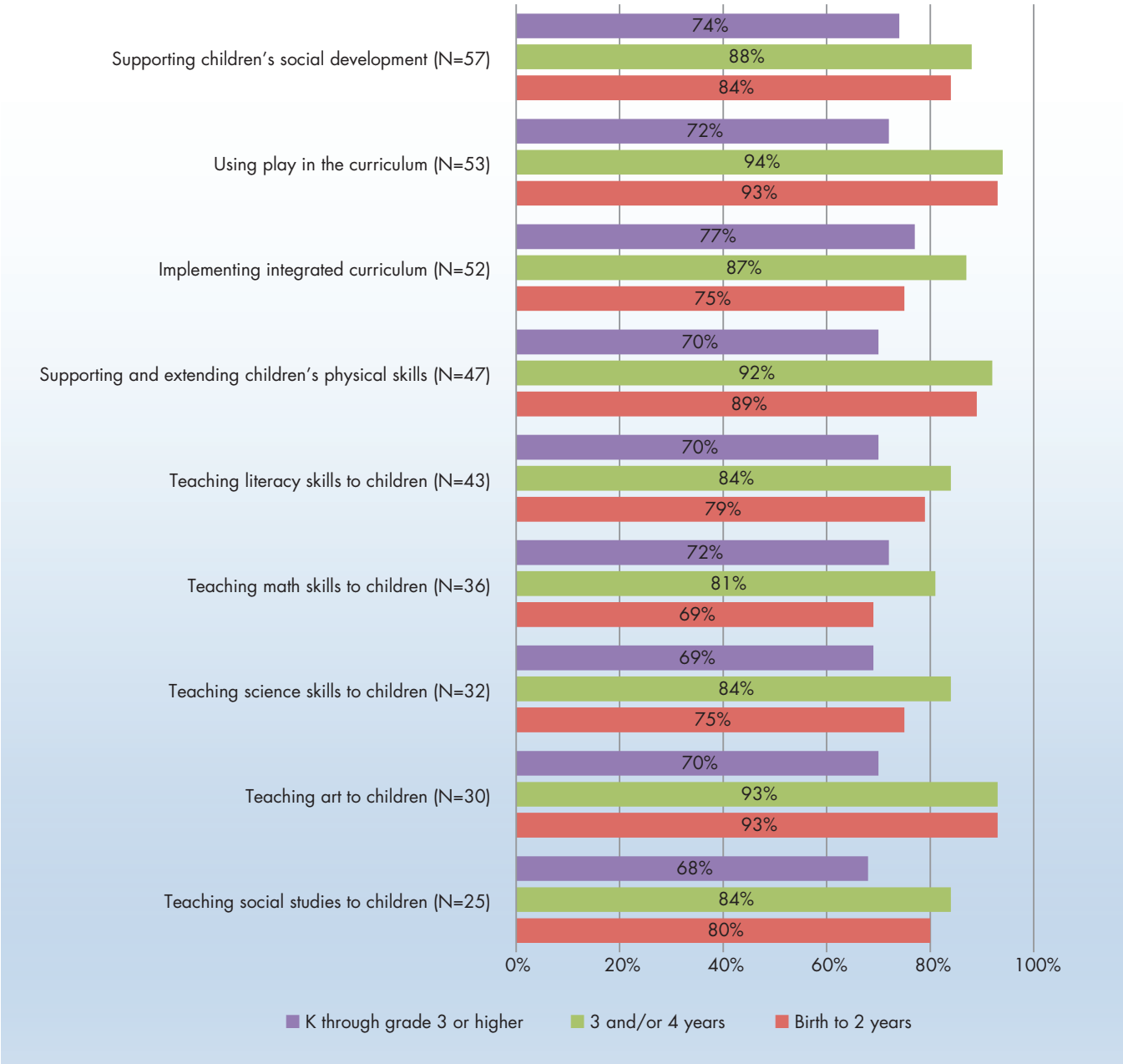
Faculty members were less likely to report teaching certain topics in the content area of Teaching and Curriculum.

Figure 19F: Teaching and Curriculum Coursework Taught by Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory



Associate degree faculty members were the most likely to focus their coursework on infants and toddlers, and the least likely to focus on children in the early elementary grades.

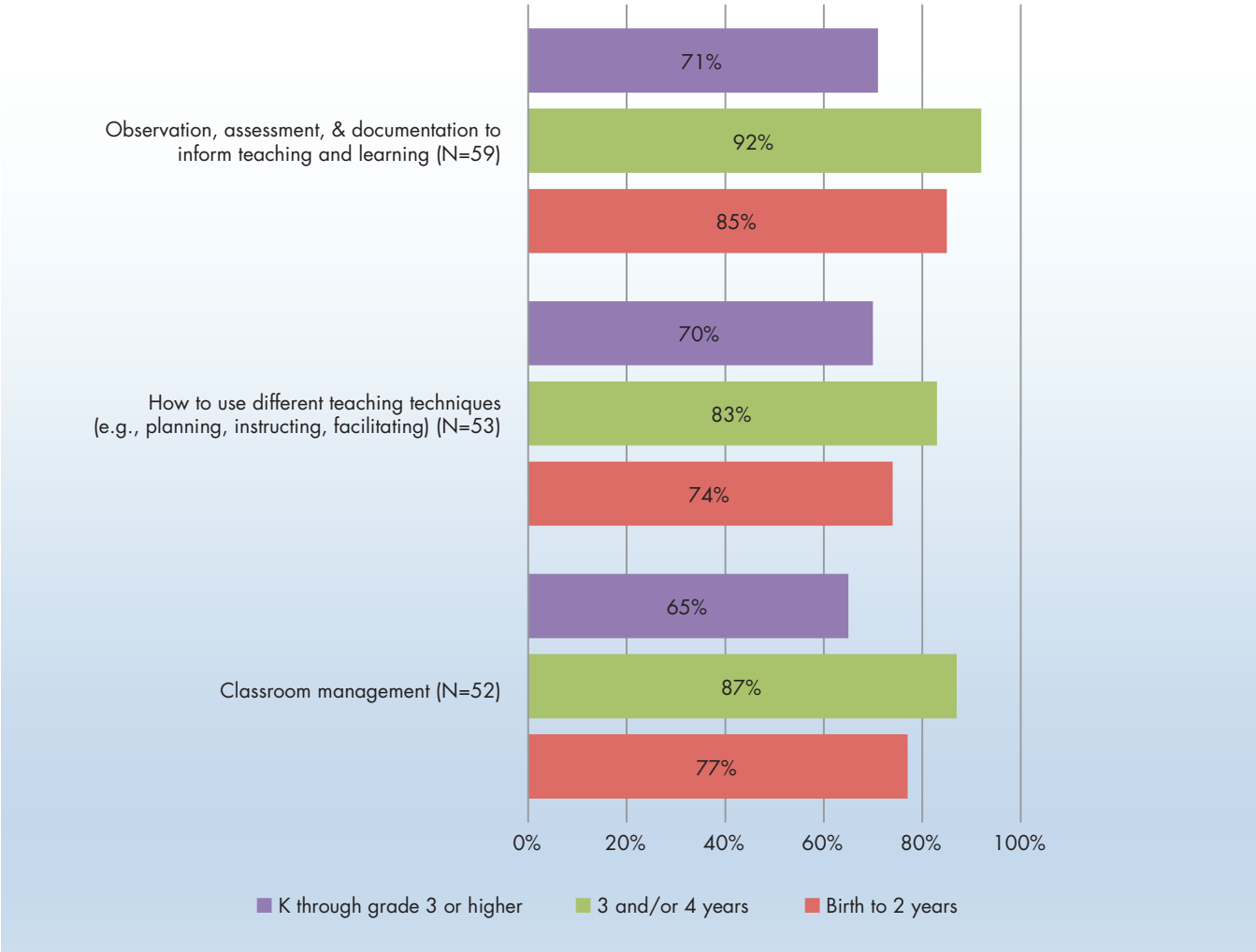
Figure 20F: Age Group Focus of Coursework on Teaching and Curriculum, as Taught by Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory



Teaching Skills in Early Childhood Settings

Between 80 and 91 percent of faculty members reported teaching topics in the content area of Teaching Skills in Early Childhood Settings. Associate degree faculty members were the most likely to focus their coursework on infants and toddlers, and the least likely to focus on children in the early elementary grades.

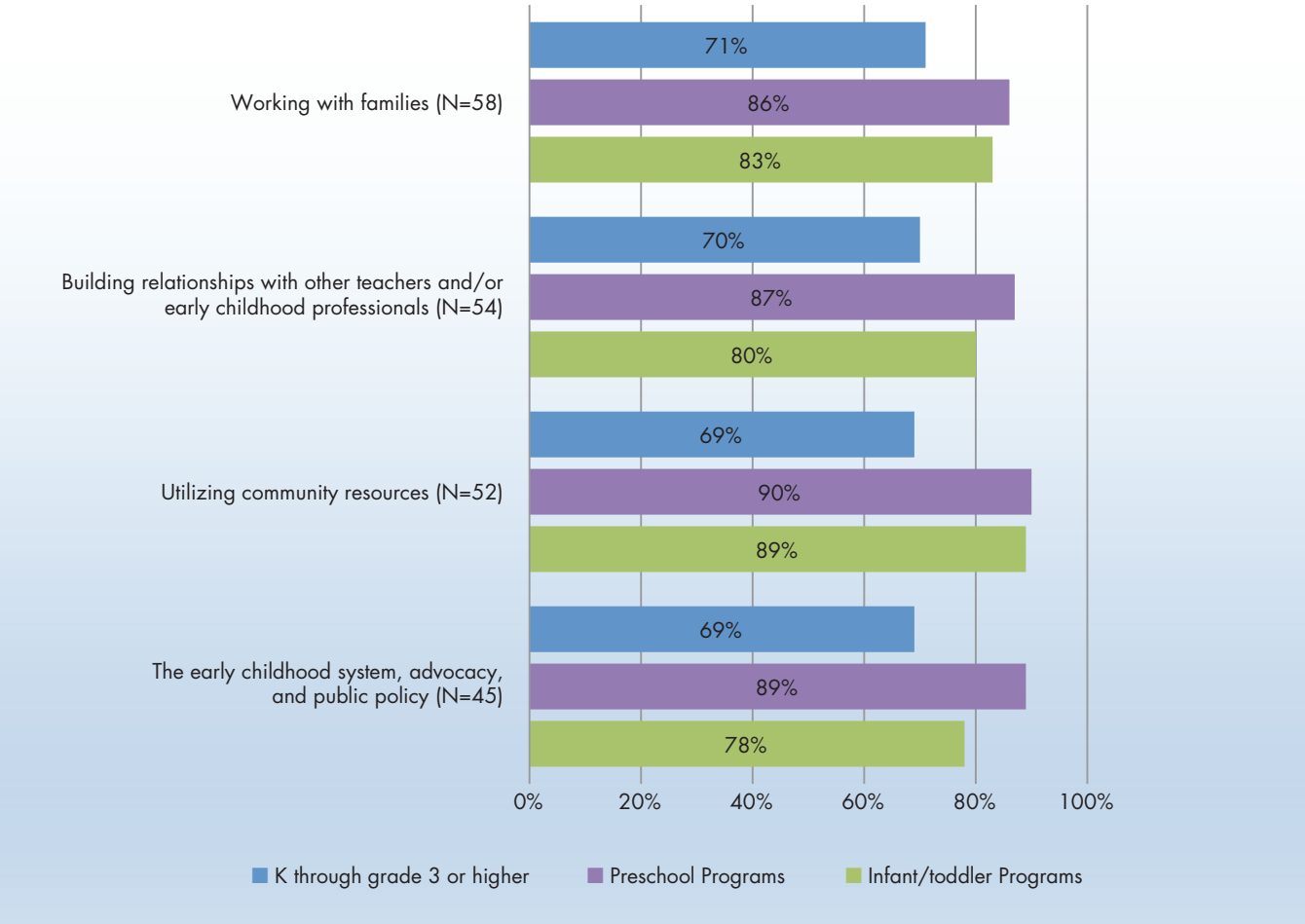
Figure 21F: Age Group Focus of Coursework on Teaching Skills in Early Childhood Settings, as Taught by Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory



Community, Family and Policy

Between 70 and 89 percent of faculty members reported teaching topics in the content area of Community, Family and Policy. Associate degree faculty members were the most likely to focus their coursework on infants and toddlers, and the least likely to focus on children in the early elementary grades.

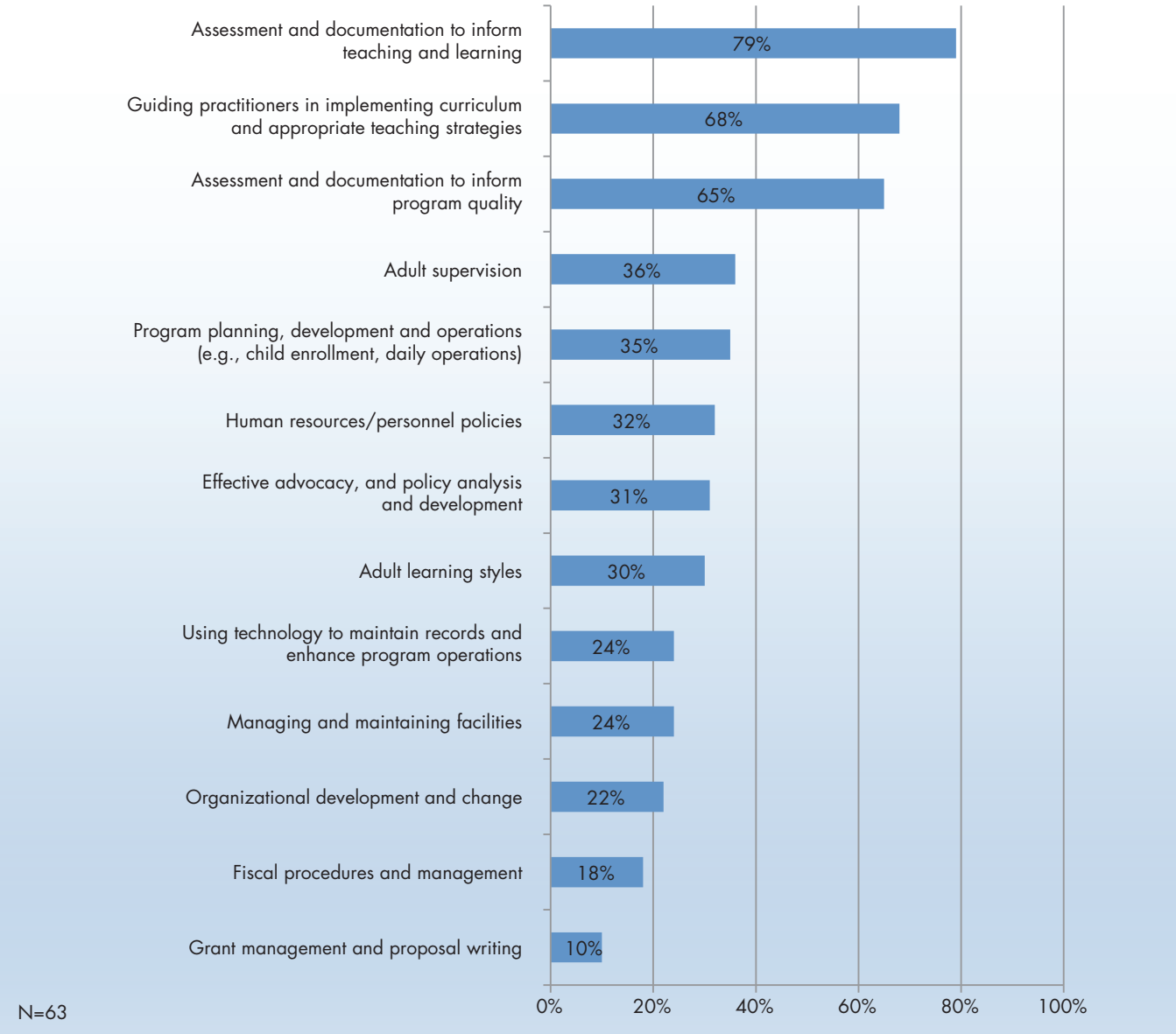
Figure 22F: Age Group Focus of Coursework on Community, Family and Policy, as Taught by Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory



Early Childhood Administration and Leadership

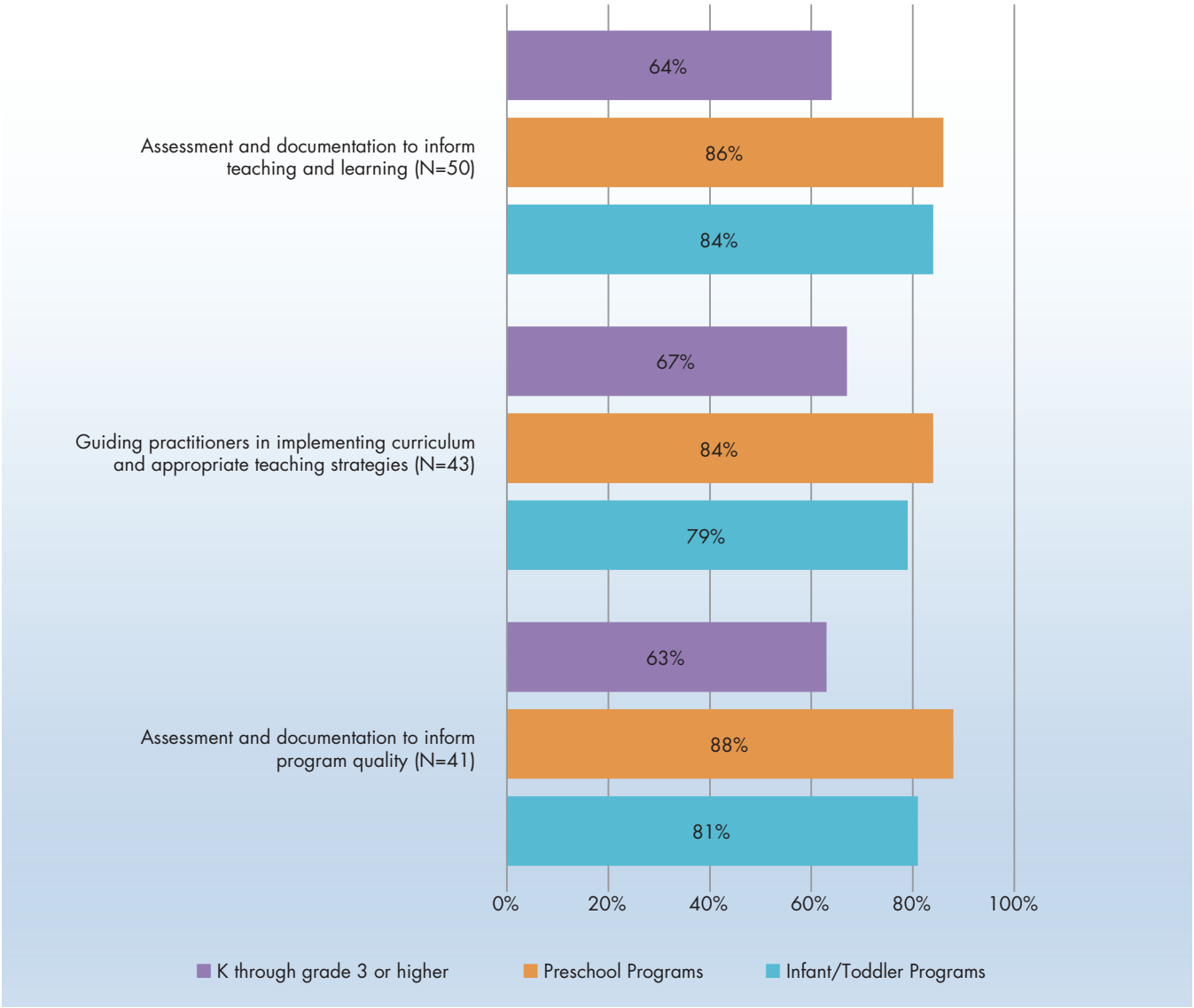
Faculty members were less likely to report teaching coursework in topics in the Administration and Leadership content area.

Figure 23F: Administration and Leadership Coursework Taught by Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory



Associate degree faculty members were the most likely to focus their Aadministration and Leadership coursework on programs for infants and toddlers, and the least likely to focus on programs for children in the early elementary grades.

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



Faculty members were less likely to report teaching certain topics in the content area of Early Childhood Special Education.

Figure 25F: Early Childhood Special Education Coursework Taught by Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory

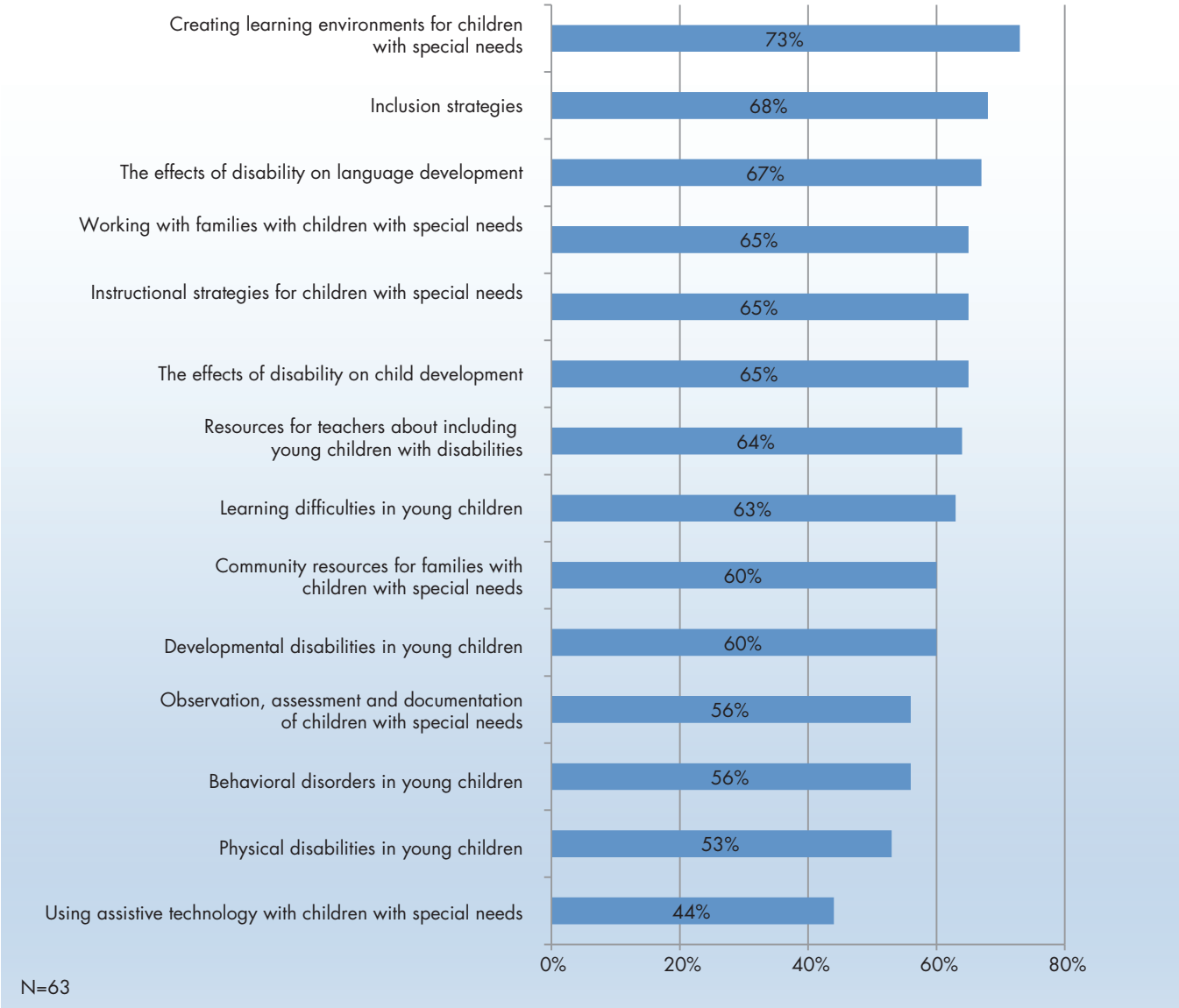
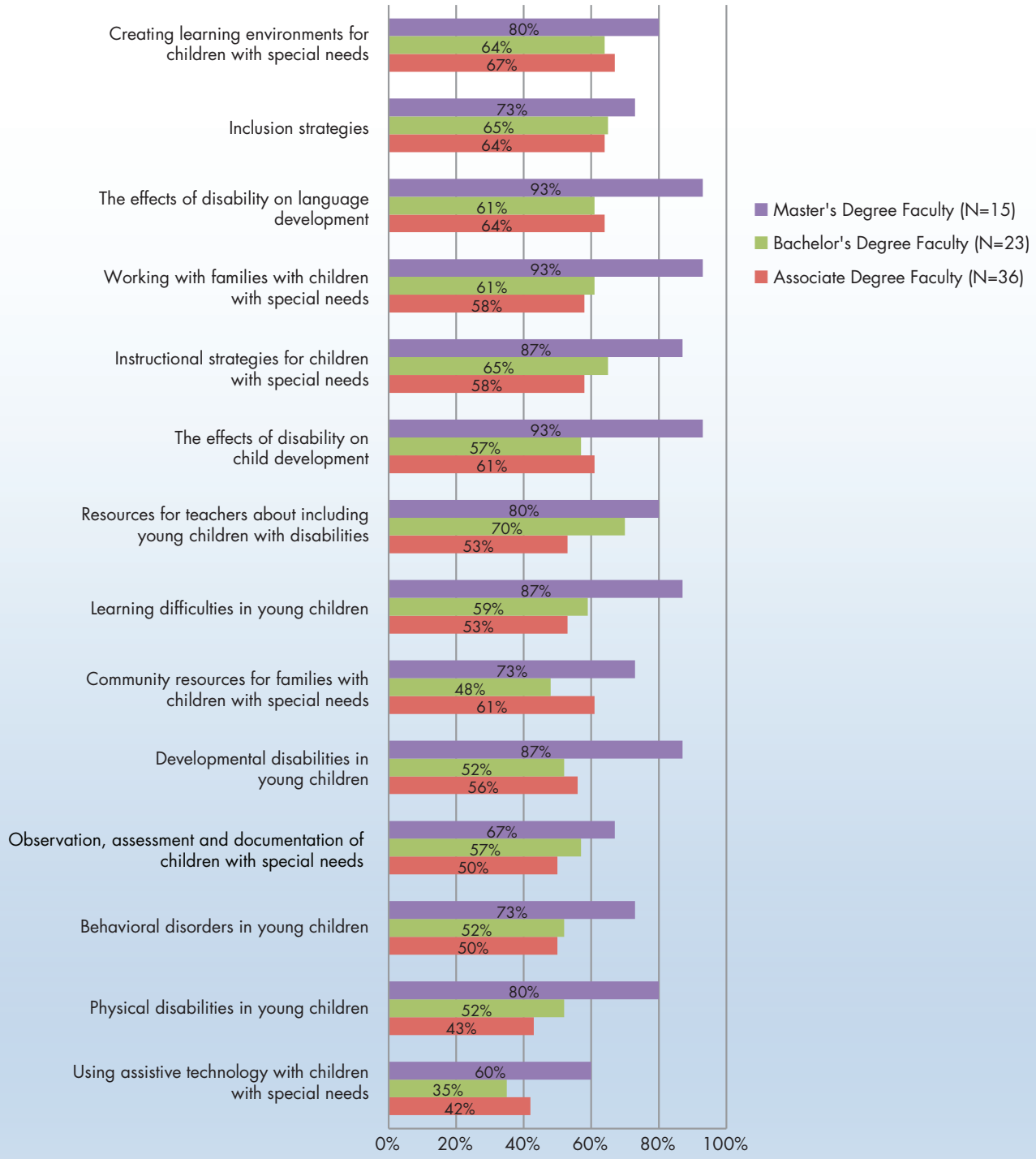
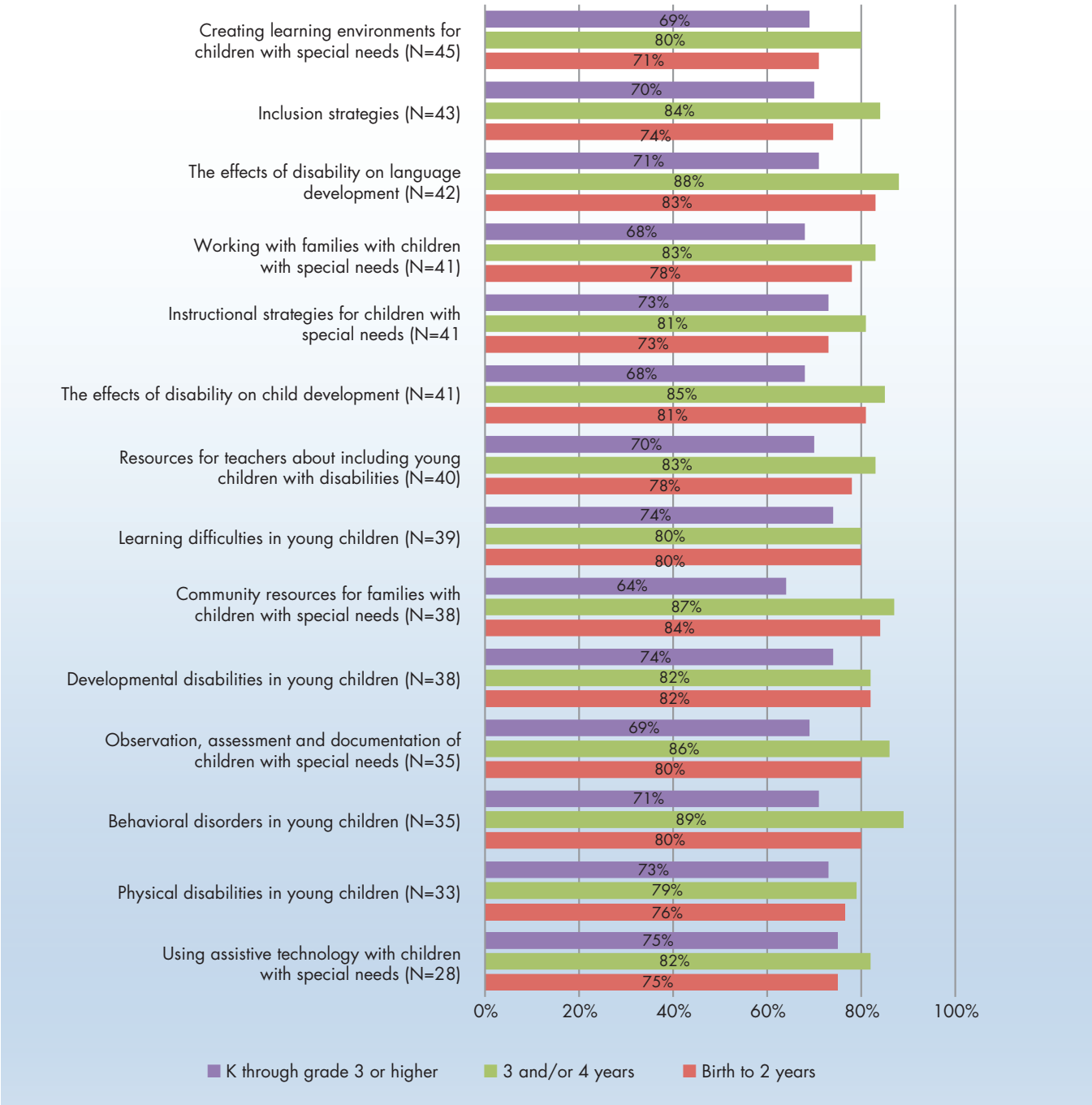


Figure 26F: Early Childhood Special Education Coursework Taught by Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory, by Degree Program



Associate degree faculty members were the most likely to focus their special education coursework on infants and toddlers, and the least likely to focus on children in the early elementary grades

Figure 27F: Age Group Focus of Coursework on Early Childhood Special Education, as Taught by Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory



Health and Safety

Faculty members were less likely to report teaching many of the topics in the Health and Safety content area.

Figure 28F: Health and Safety Coursework Taught by Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory

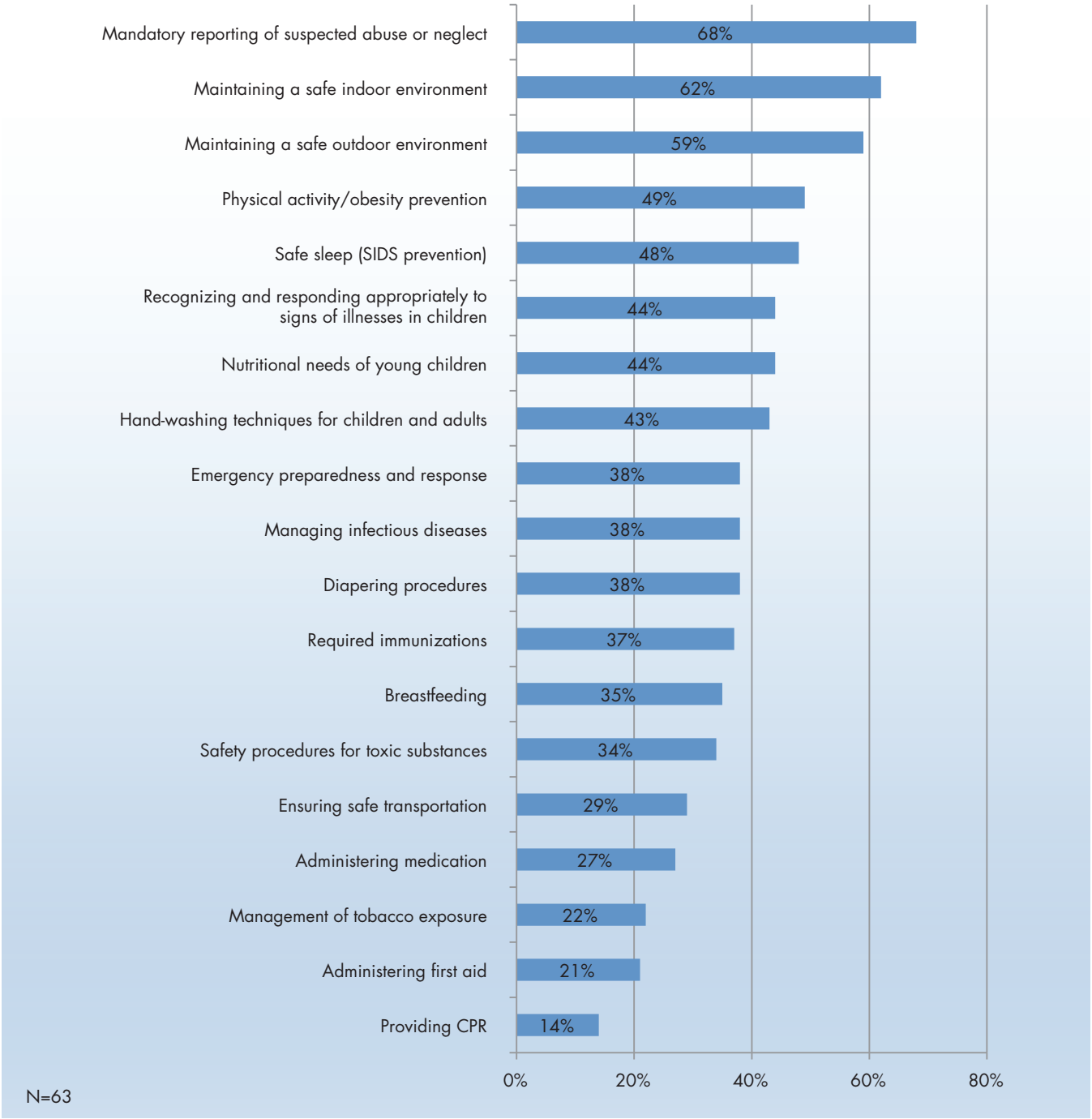
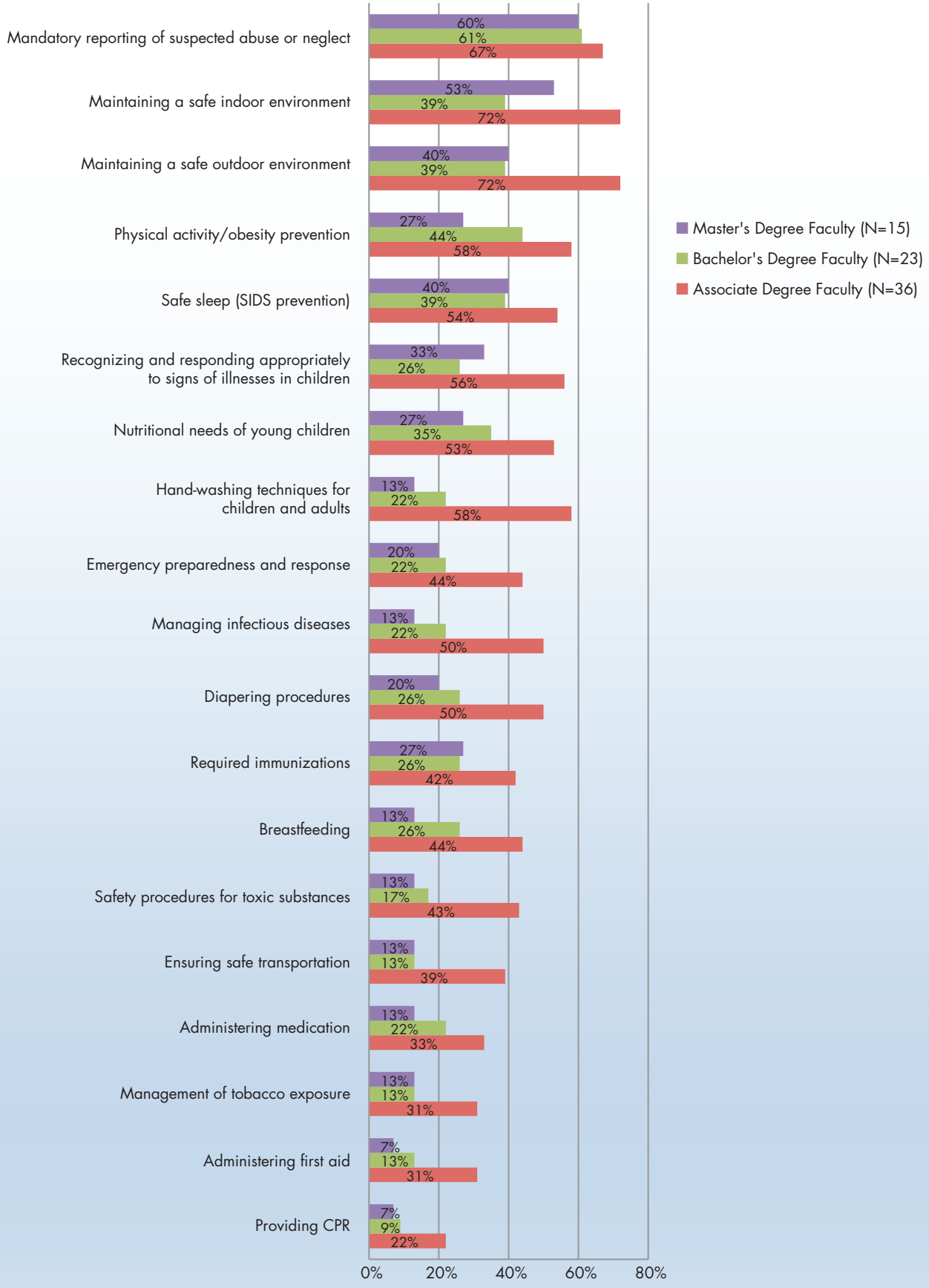
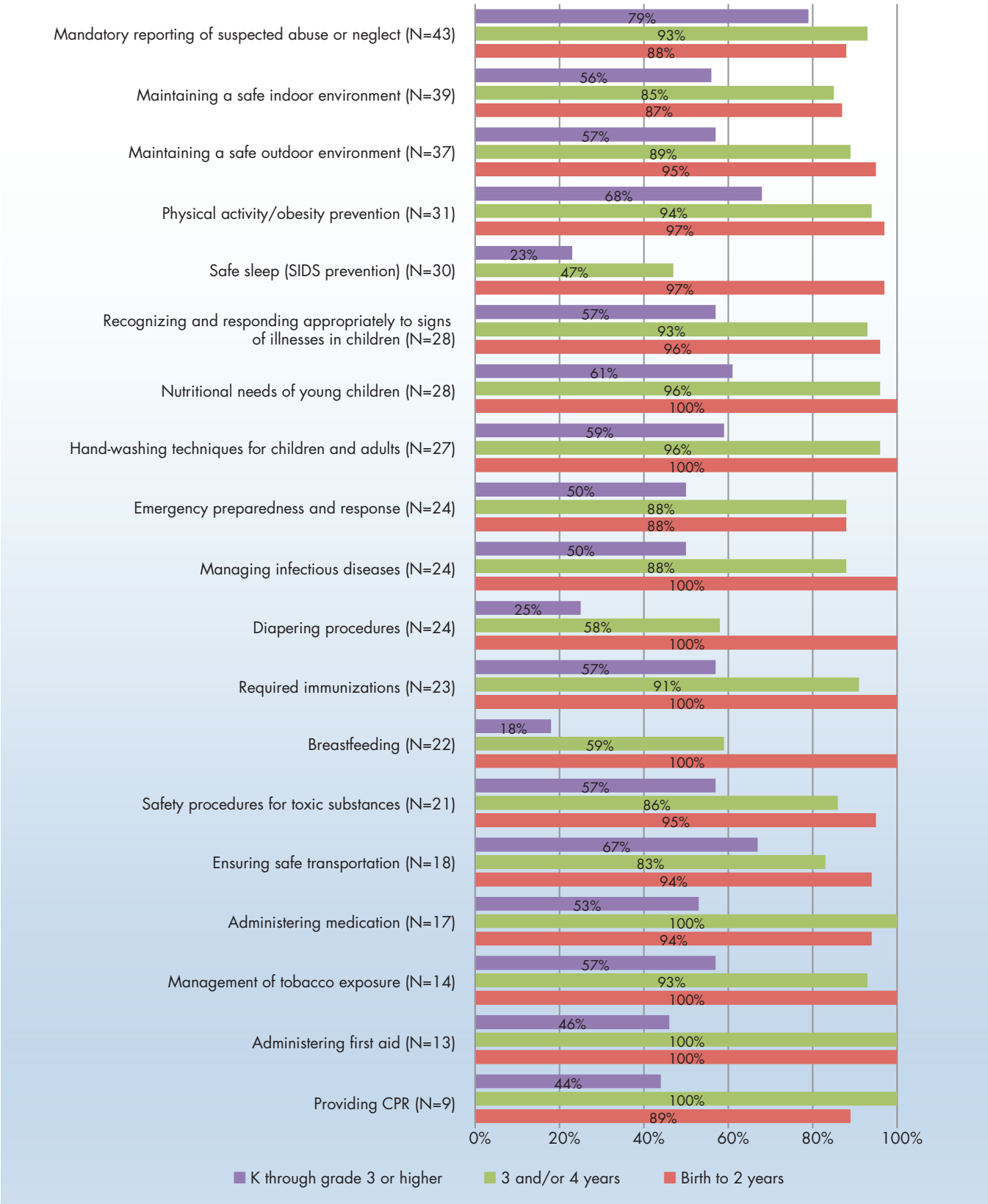


Figure 29F: Health and Safety Coursework Taught by Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory, by Degree Program



Associate degree faculty members were the most likely to focus their Health and Safety coursework on infants and toddlers, and the least likely to focus on children in the early elementary grades.

Figure 30F: Age Group Focus of Coursework on Health and Safety, as Taught by Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory

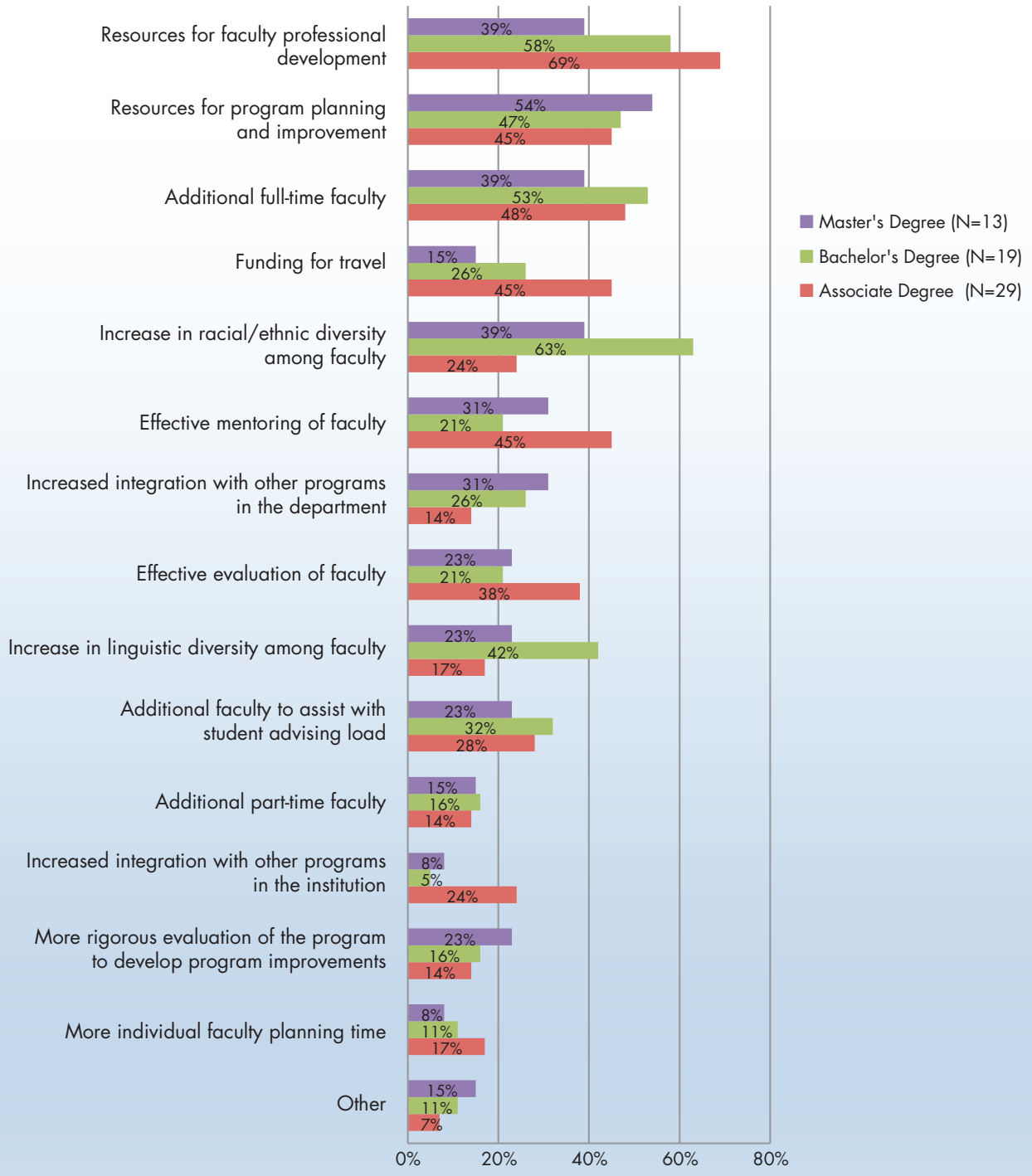


VI. Additional Resources Needed for Improving Early Childhood Degree Programs, As Reported by Faculty Members Participating in the New Hampshire Early Childhood Higher Education Inventory

- Eighty-three percent of faculty members reported that additional resources were needed in order to improve the early childhood degree program at their college or university.
  - Of these faculty members, the three most frequently reported items were "resources for faculty professional development" (64 percent), "resources for program planning and improvement" (50 percent), and "additional full-time faculty" (44 percent).
  - While racial/ethnic and language diversity among the faculty was limited, 40 percent reported that an "increase in the racial/ethnic diversity among faculty" was a needed resource, compared to only one-quarter (26 percent) reporting an "increase in the linguistic diversity among faculty".
- The resources needed varied by the degree level of the faculty. For example, associate degree faculty members were the most likely to cite needing "resources for faculty professional development." Bachelor's degree faculty members were the most likely to cite an "increase in the racial/ethnic diversity among faculty" and an "increase in the linguistic diversity among faculty."

Eighty-three percent of faculty members reported that additional resources were needed in order to improve the early childhood degree program at their college or university. Figure 31F displays these findings.

Figure 31F: Additional Resources Needed for Improving Early Childhood Degree Programs, as Reported by the Faculty Participating in the New Hampshire Early Childhood Higher Education Inventory, by Degree Program



Discussion and Recommendations

Recommendation 1:

Expand the focus of early childhood higher education degree programs to include coursework on infant and toddlers, particularly at the bachelor's and graduate degree levels. Specific attention should be paid to the relationship between healthy development and appropriate teaching strategies. Associate degree programs are the most likely to offer coursework focused on infants and toddlers; state efforts to encourage infant and toddler coursework at the community colleges through its tuition assistance program could serve as a model for other degree programs. 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 Hampshire early childhood higher education degree programs have incorporated a comprehensive focus on preschool-age children (three and/or four year olds), and a focus on infants and toddlers in many content areas, gaps exist with respect to particular areas of course content, primarily related to teaching children foundational concepts in math, science, social studies and art, general teaching skills such as classroom management, and student teaching focused on infants and toddlers. Reflecting the gaps in focus on infants and toddlers in degree program content, it is not surprising that bachelor's and master's degree faculty 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. Further underscoring this need to adapt teacher preparation programs, research indicates that although the youngest children are capable of developing skills related to mathematical understanding, current programs are primarily focused on literacy and on children's social-emotional development (National Research Council, 2009).

New Hampshire early childhood degree programs and faculty do report a level of focus on infants and toddlers comparable to preschool age children in many content areas, suggesting that with appropriate professional development and other resources, these programs could expand their course content to cover the entire age spectrum of young children more robustly. The Early Childhood Education Tuition Assistance grant program, which provides 100% tuition assistance for child care teachers taking the community college course most often called Infant and Toddler Development,[1] could serve as a model for other degree programs.

[1] The state contract for the tuition assistance is with both the Community College System and Granite State College. Students at Granite State can use the tuition assistance for infant/toddler coursework in the bachelor's degree program.

Recommendation 2:

Expand the requirements of early childhood higher education degree programs to include coursework related to the health and safety of young children, particularly at the bachelor's and graduate degree levels.

While states have traditionally governed health and safety standards for early care and education programs, the U.S. Department of Health and Human Services (HHS) has recently proposed new federal health and safety regulations, elevating the importance of this issue to the early childhood field (Health and Human Services, 2013). Under the proposed rules, states, territories and tribes would be required to strengthen their standards to better promote the health, safety and school readiness of children in federally funded child care, specifically those subsidized through the Child Care and Development Fund (CCDF). States would require that all CCDF-funded child care providers receive health and safety training in specific areas and comply with applicable state and local fire, health, and building codes. While associate degree programs already require health and safety coursework for degree attainment, and associate degree faculty report teaching it, this heightened attention to health and safety should be reflected in coursework at all degree levels.

Recommendation 3:

Ensure that early childhood degree faculty members have the knowledge, skills, and experience needed to teach coursework related to early childhood special education, particularly at the associate and bachelor's degree levels

Coursework related to early childhood special education is of particular concern to the New Hampshire Early Childhood Advisory Council. While degree programs reported requiring special education coursework for degree attainment, and master's degree faculty reported teaching this coursework, associate and bachelor's degree faculty were less likely to do so. In addition, a majority of associate degree faculty reported that it would be helpful to have additional knowledge and skills in "teaching practitioners to work with children with special needs." Additional professional development and teaching experience for associate and bachelor's degree faculty members would ensure that special education content is infused in all coursework related to teaching young children.

Recommendation 4:

Improve student field experiences by increasing the number of degree programs that require student teaching, particularly the number of associate degree programs. In addition, all levels of degree programs should establish more rigorous criteria for selecting both practicum field sites and the cooperating teachers who supervise the practicum students. Degree programs should also engage with potential clinical sites in the community to expand and strengthen all field placement experiences.[2]

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.

Associate degree programs should follow the lead of upper-division and graduate-level programs in requiring student teaching experiences for degree attainment. In addition, all degree programs should strengthen their criteria for selecting practicum field sites and cooperating teachers, building upon the criteria already in place for student teaching. Similarly, using student teaching practices as a model, degree programs should expand the assistance provided to cooperating teachers who supervise practicum students.

"Lack of access to quality clinical experience sites" was the most frequently reported challenge facing degree programs. In response, as recommended by NCATE, the state should facilitate stronger partnerships between higher education degree programs and potential clinical sites, as a way to expand and

[2] 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 of short duration, associated with a course, often focused on a particular skill or population of children, and supervised by a faculty member and/or mentor.

strengthen field placement experiences. Finally, as degree programs craft their field experiences, they should consider the different academic needs of pre-service and in-service students, and the practical needs of students who are working full-time.

Recommendation 5:

New Hampshire's early childhood higher education degree programs have made great strides in aligning course content with the state's early care and education standards, particularly the New Hampshire Early Childhood Core Knowledge Areas. Additional efforts are needed, however, to engage degree programs in the implementation of the New Hampshire Early Childhood Professional Credentialing system.

New Hampshire's early childhood higher education degree programs have successfully aligned the Core Knowledge areas and other standards into their course content, and should build on that success to expand alignment with the Early Childhood Professional Credentialing system. As the credentials are voluntary and not transferrable to other states, degree programs might not experience a significant demand for credential coursework from their students. If the Credentialing system is an important statewide strategy to improve teacher practice, however, early childhood higher education programs should partner with the state to ensure its implementation and ongoing development. Specifically, they should be aware of the state's requirements for approved coursework for the various credentials, and ascertain which offerings meet these requirements.

Recommendation 6:

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 Hampshire 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, with more than one-quarter aged 60 years or older. Although the faculty demographics, primarily White/Caucasian and English-speaking, reflect the demographics of the state overall, one in four faculty members reported that "increasing the racial and ethnic diversity of the faculty" was an important step for improving their degree program, and one in three faculty members reported that it would be helpful to know another language, primarily Spanish, when communicating with students. Degree programs should promote opportunities to develop a culturally and linguistically diverse faculty who reflect the current and future demographics of the adult student body and the children they serve.

Recommendation 7:

Make targeted professional development available to strengthen the capacity of existing faculty to meet the needs of a diverse student body, and to develop curricula that reflect evolving teaching and learning modalities for adult learners and the children they serve.

The majority of New Hampshire faculty who participated in the Inventory reported that it would be helpful to have additional knowledge or training related to teaching ethnically, culturally, and linguistically diverse college students, and teaching practitioners to work with children who are dual language learners. While efforts to expand and diversify the teacher educator workforce are critical, as noted in Recommendation 6, simultaneous efforts should be undertaken to support existing faculty in working effectively with their current and future student population and the children they serve.

The majority of faculty respondents also indicated that it would be helpful to acquire additional knowledge or training related to new teaching and learning modalities, specifically using technology to promote adult learning and teaching practitioners to use technology with children.

Recommendation 8:

Early childhood education degree programs should assess their faculty composition and develop strategies to employ the number of full-time, tenured faculty needed to provide high-quality educational experiences for their students. These strategies might include advocating for additional public and private resources.

The large proportion of New Hampshire early childhood degree faculty who reported adjunct faculty status in the Inventory mirrors findings from national studies (Maxwell, 2006; American Federation of Teachers, 2010). In fact, "additional full-time faculty" was one of the three resources needed to improve their programs that were most often mentioned by faculty participating in the Inventory. Adjunct faculty face challenges that potentially impact the quality of their teaching, including stressful working conditions, lack of access to institutional resources and supports (e.g., office space, computers, and email accounts), and limited professional development opportunities (American Federal of Teachers, 2010; Hurtado, Hyson, 2009). Full-time, tenured faculty, on the other hand, have more opportunities to work together as a team, advise and mentor students, and engage in their own learning and professional development (Hyson, 2009). Since many institutions lack the resources to hire a sufficient number of full-time faculty, strategies that include advocating for additional public and private funding are essential (Whitebook, 2012).

Recommendation 9:

Professional, educational, and demographic information about faculty members teaching in early childhood degree programs should be included in New Hampshire's new online registry system designed for early childhood and after-school professionals.

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 information about teacher educators has typically been provided through a program dean or coordinator, who often does not have the most accurate and current data 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 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 a registry, would allow stakeholders to assess the current landscape and to measure progress in building a diverse teacher educator workforce with the necessary qualifications, professional development, and experience.

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

Mapping Module

Spark NH, New Hampshire's Early Childhood Advisory Council, provided CSCCE with a list of the 15 higher education institutions offering early childhood programs in the state. This list included the type of degree offered (associate, bachelor's, master's), the department in which the degree program was housed, and a contact person, usually a dean or program coordinator.

CSCCE then conducted a web search of each degree program, reviewed program documents, and attempted to contact, via telephone, the identified deans or program coordinators to verify the information. We were able to confirm the information with 14 of the 15 institutions. Tables A2-1 displays the early childhood degrees offered by the 15 institutions of higher education that offer such degrees, including the one institution we were not able to verify.

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. All eight community colleges, and six of the seven four-year and graduate colleges or universities, agreed to do so. If the college or university offered more than one early childhood degree, or if a degree had multiple options or endorsements, we asked the dean or coordinator 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 extent of similarity in course content between degree programs, or among the various options or endorsements within a degree program. For this Inventory, data were collected through one Program Module for each degree program offered.

The final sample for the Program Module sample included:

- 8 community colleges, offering nine associate degree programs,
- 2 four-year colleges, offering two associate degree programs,
- 6 four-year and graduate-level colleges and universities, offering seven bachelor's degree programs, and
- 2 four-year and graduate-level colleges and universities, offering four master's degree programs.

(See Table A1-1.)

Data Collection

Before the initial phone call to verify the mapping information described above, each dean or coordinator received an official letter from Spark NH introducing CSCCE, describing the Inventory and encouraging participation in it. If the dean/coordinator agreed to participate, Spark NH emailed a second letter reinforcing the importance of the Inventory. CSCCE then emailed each respondent the link to the Program Module, an online survey using Survey Monkey software. Reminders were sent to the respondents on a weekly basis during the data collection period, which began on March 11, 2013, and ended on April 5, 2013.

The Program Module took approximately 30 to 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 Special Education
  - ✔ Health and Safety
  - ✔ Early Childhood Administration and Leadership (asked if offered, not required).
- Coursework alignment and degree program articulation:
  - ✔ New Hampshire's early care and education standards
  - ✔ New Hampshire Early Childhood Professional Credentialing system
  - ✔ 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, kindergarten/ early elementary)
  - ✔ Supervision: who supervised students, criteria for selecting cooperating teachers at the site, and resources for cooperating teachers
  - ✔ Field sites: criteria for selection, relationship of sites with the college or university
  - ✔ Differences in experiences for pre-service and experienced teachers.
- Student population
  - ✔ Target: Pre-service teachers, or experienced teachers
  - ✔ Number of students enrolled, and number attaining degrees
  - ✔ Available student services.
- Challenges facing the degree program.

Response Rate

All eight community colleges, and six of the seven four-year and graduate colleges or universities (two of which also offered an associate degree), agreed to participate. The one college that did not participate offered two bachelor's degrees. The final sample for the Program Module included 22 degree programs, surveyed through 22 Program Modules. Data were collected for 21 of these 22 degrees/Program Modules. (See Table A1-1.)

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 level of degree (associate, bachelor's, master's). Because of the small sample size, we did not test for significance for the differences among the three degree levels. When findings report "on average", this refers to the mean, not the median.

Table A1-1. Completion and Response Rates for the Program Module of the New Hampshire Early Childhood Higher Education Inventory

	Associate	Bachelor's Degree	Master's Degree	All Degrees
Number of institutions in universe offering the degree program*	10	7	2	15 (unduplicated count)
Number of degree programs in universe	11	9	4	24
Number of institutions in Program Module offering the degree program*	10	6	2	14 (unduplicated count)
Number of degree programs in Program Module	11	7	4	22
Number of responses to Program Module	11	6	4	21
Degree response rate for Inventory	100%	86%	100%	95%
Degree completion rate for universe	100%	67%	100%	88%

*Duplicate count

Faculty Module

Sample Development

During the telephone conversation with each dean or program coordinator, we requested a list of names and email addresses for all full- and part-time or adjunct faculty teaching in the early childhood degree programs. All institutions that agreed to participate in the Inventory sent a faculty list. These names served as the sample for the Faculty Module. If the dean or coordinator also taught in the degree program, he or she was also included in the faculty sample. Five faculty members were included in more than one faculty list. The final unduplicated sample included 88 faculty members, 44 teaching in community colleges and 44 in four-year and graduate colleges or universities.

Data Collection

Each faculty member received an official letter from Spark NH describing the Inventory and encouraging participation in it. We emailed each faculty member the link to the Faculty Module, an online survey using Survey Monkey software. Reminders were sent to the respondents on a weekly basis during the data collection period, which began on March 13, 2013, and ended on April 17, 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 Special Education
- ✔ Health and Safety
- ✔ Early Childhood Administration and Leadership

❖ Professional development and experience in the early childhood field:

- ✔ Professional development experiences in the past three years
- ✔ Professional roles in the past 10 years
- ✔ Additional professional development that they would consider 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

More than three-quarters of faculty members in the faculty sample (77 percent, or 68 faculty members) responded to the Faculty Module. Although this is an excellent response rate, 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 members in New Hampshire. (See Table A1-2.)

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 level (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. Five faculty members were included in more than one college or university faculty list, however only one response from each of these faculty members was included in the Inventory analysis. Because of the small sample size, we did not test for significance for the differences among faculty teaching in the three degree levels. When findings report "on average", this refers to the mean, not the median.

Table A1-2. Response Rate for the Faculty Module of the New Hampshire Early Childhood Higher Education Inventory

Faculty Lists	Total Number of Faculty	Eligible Responses	Response Rate
Community college faculty lists	44	34	77%
4-year and graduate college university faculty lists	44	34	77%
TOTAL	88	68	77%

Appendix 2: The New Hampshire Early Childhood Higher Education Inventory: Mapping and Program Modules Supplemental Tables

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

Name of Institution	Associate of Arts Degree	Associate of Science Degree
Granite State College		Early Childhood Education
Great Bay Community College		Early Childhood Education
Lake Regions Community College		Early Childhood Education
Lebanon College	Early Childhood Education	
Manchester Community College		Early Childhood Education
Nashua Community College		Early Childhood Education
New Hampshire Technical Institute		Early Care and Education for Young Children with Disabilities Early Childhood Education
River Valley Community College		Early Childhood Education
Rivier College	Early Childhood Education	
White Mountain Community College		Early Childhood Education

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

IHE	Bachelor of Arts Degree	Bachelor of Science
Colby-Sawyer College		Child Development Child Development with Early Childhood Education Certification
Granite State College		Early Childhood Education with Teacher Certification
Keene State College		Education: Early Childhood Development Option
Plymouth State University		Early Childhood Studies Options: Early Care and Education Early Intervention Teacher Certification (Prek-3)
Rivier University	Human Development/Disciplinary/ Early Childhood/ General Special Education	
Southern New Hampshire University	Early Childhood Education Child Development/Early Childhood Leadership	
University of New Hampshire		Family Studies: Specialization: Young Child/P-3 Early Childhood Education Teaching Certification

Table A2-3. Early Childhood Master's Degree Programs in New Hampshire

IHE	Master 's Degree Program
University of New Hampshire	Master of Education: Early Childhood Education Master of Education: Early Childhood Special Education
Southern New Hampshire University	Master of Education: Child Development Master of Education: Early Childhood Education

Table A2-4. 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
Knowledge about children's development in different domains (e.g., language development, cognitive development)			
Birth to 2 years	100%	100%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	73%	100%	100%
N	11	6	4
Development of children's early literacy skills			
Birth to 2 years	100%	67%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	36%	100%	100%
N	11	6	4
Development of children's mathematical and scientific understandings			
Birth to 2 years	100%	67%	75%
3 to 4 years	100%	100%	100%
K-3 or higher	27%	100%	100%
N	11	6	4
Understanding the effects of culture, gender, class, and race on child development			
Birth to 2 years	100%	100%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	70%	100%	100%
N	10	6	4
Child development theory and its relationship to teaching			
Birth to 2 years	100%	100%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	73%	100%	100%
N	11	6	4
Understanding the effects of disability on child development			
Birth to 2 years	100%	100%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	64%	100%	100%
N	11	6	4

Table A2-5. Teaching 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
Teaching children who are experiencing poverty			
Birth to 2 years	100%	100%	75%
3 to 4 years	100%	100%	100%
K-3 or higher	67%	100%	75%
N	9	5	4
Teaching children with challenging behaviors			
Birth to 2 years	100%	83%	67%
3 to 4 years	100%	100%	100%
K-3 or higher	55%	100%	100%
N	11	6	3
Teaching children from multiple cultural and ethnic backgrounds			
Birth to 2 years	100%	83%	75%
3 to 4 years	100%	100%	100%
K-3 or higher	46%	100%	100%
N	11	6	4
Teaching children who are dual language learners			
Birth to 2 years	100%	100%	50%
3 to 4 years	100%	100%	50%
K-3 or higher	67%	100%	100%
N	6	4	4

Table A2-6. 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
Teaching math skills to children			
Birth to 2 years	90%	67%	75%
3 to 4 years	100%	100%	100%
K-3 or higher	30%	100%	100%
N	10	6	4
Teaching science skills to children			
Birth to 2 years	90%	67%	50%
3 to 4 years	100%	83%	100%
K-3 or higher	30%	100%	100%
N	10	6	4
Teaching literacy skills to children			
Birth to 2 years	100%	100%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	36%	100%	100%
N	11	6	4
Teaching art to children			
Birth to 2 years	100%	50%	25%
3 to 4 years	100%	100%	100%
K-3 or higher	55%	100%	50%
N	11	6	4
Teaching social studies to children			
Birth to 2 years	90%	67%	50%
3 to 4 years	100%	83%	100%
K-3 or higher	30%	100%	100%
N	10	6	4
Using play in the curriculum			
Birth to 2 years	100%	100%	100%
3 to 4 years	91%	100%	100%
K-3 or higher	55%	100%	100%
N	11	6	4
Supporting and extending children's physical skills			
Birth to 2 years	100%	100%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	55%	83%	100%
N	11	6	4

Table A2-6. 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
Supporting children's social development			
Birth to 2 years	100%	100%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	64%	100%	100%
N	11	6	4
Implementing integrated curriculum			
Birth to 2 years	100%	50%	50%
3 to 4 years	100%	100%	100%
K-3 or higher	36%	100%	100%
N	11	6	4

Table A2-7. Teaching Skills in Early Childhood Settings: 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
Observation, assessment, & documentation to inform teaching and learning			
Birth to 2 years	100%	83%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	46%	100%	100%
N	11	6	21
Classroom management			
Birth to 2	91%	50%	50%
3 to 4 years	100%	100%	100%
K-3 or higher	55%	100%	100%
N	11	6	4
How to use different teaching techniques (e.g., planning, instructing, facilitating)			
Birth to 2	91%	50%	50%
3 to 4 years	100%	100%	100%
K-3 or higher	27%	100%	100%
N	11	6	4

Table A2-8. 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
Building relationships with other teachers and/or early childhood professionals			
Birth to 2 years	91%	100%	75%
3 to 4 years	100%	100%	100%
K-3 or higher	55%	100%	100%
N	11	6	4
The early childhood system, advocacy, and public policy			
Birth to 2 years	90%	100%	100%
3 to 4 years	100%	100%	1000%
K-3 or higher	50%	100%	93%
N	10	5	4
Working with families			
Birth to 2 years	100%	100%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	60%	100%	100%
N	10	6	4
Utilizing community resources			
Birth to 2 years	100%	100%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	50%	100%	100%
N	10	5	4
Research methods (e.g. research design, data collection, data analysis)			
Birth to 2 years	86%	50%	33%
3 to 4 years	100%	100%	100%
K-3 or higher	43%	75%	100%
N	7	4	3
Developing skills for understanding and evaluating research			
Birth to 2 years	83%	75%	33%
3 to 4 years	100%	100%	100%
K-3 or higher	33%	100%	100%
N	6	4	3

Table A2-9. Early Childhood Special Education

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

Topic	Associate Degree	Bachelor's Degree	Master's Degree
The effects of disability on child development			
Birth to 2 years	91%	100%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	64%	100%	100%
N	11	5	4
The effects of disability on language development			
Birth to 2 years	100%	100%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	70%	100%	100%
N	10	5	4
Developmental disabilities in young children			
Birth to 2 years	91%	100%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	73%	100%	100%
N	11	5	4
Behavioral disorders in young children			
Birth to 2 years	90%	33%	75%
3 to 4 years	100%	100%	100%
K-3 or higher	70%	100%	100%
N	10	6	4
Learning difficulties in young children			
Birth to 2 years	82%	33%	75%
3 to 4 years	100%	100%	100%
K-3 or higher	73%	100%	100%
N	11	6	4
Physical disabilities in young children			
Birth to 2 years	91%	83%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	73%	100	100%
N	11	6	4
Instructional strategies for children with special needs			
Birth to 2 years	91%	60%	75%
3 to 4 years	100%	100%	100%
K-3 or higher	64%	100%	100%
N	11	5	4

Table A2-9. Early Childhood Special Education (continued)

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

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Inclusion strategies			
Birth to 2 years	91%	60%	50%
3 to 4 years	100%	100%	100%
K-3 or higher	73%	100%	100%
N	11	5	4
Using assistive technology with children with special needs			
Birth to 2 years	89%	40%	0%
3 to 4 years	100%	100%	100%
K-3 or higher	78%	100%	100%
N	9	5	2
Creating learning environments for children with special needs			
Birth to 2 years	91%	67%	50%
3 to 4 years	100%	100%	100%
K-3 or higher	73%	100%	75%
N	11	6	4
Observation, assessment and documentation of children with special needs			
Birth to 2 years	100%	100%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	60%	100%	100%
N	10	5	3
Working with families with children with special needs			
Birth to 2 years	100%	83%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	70%	100%	100%
N	10	6	3
Community resources for families with children with special needs			
Birth to 2 years	90%	100%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	70%	100%	100%
N	10	5	4
Resources for teachers about including young children with disabilities			
Birth to 2 years	100%	100%	75%
3 to 4 years	100%	100%	100%
K-3 or higher	60%	100%	100%
N	10	5	4

Table A2-10. Health and Safety

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

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Required immunizations			
Birth to 2 years	100%	100%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	56%	50%	100%
N	9	4	1
Hand-washing techniques for children and adults			
Birth to 2 years	100%	100%	N/A
3 to 4 years	100%	100%	N/A
K-3 or higher	56%	25%	N/A
N	9	4	0
Diapering procedures			
Birth to 2 years	100%	100%	N/A
3 to 4 years	67%	25%	N/A
K-3 or higher	33%	0%	N/A
N	9	4	0
Managing infectious diseases			
Birth to 2 years	100%	100%	N/A
3 to 4 years	100%	100%	N/A
K-3 or higher	56%	25%	N/A
N	9	4	0
Maintaining a safe outdoor environment			
Birth to 2 years	100%	100%	100%
3 to 4 years	91%	100%	100%
K-3 or higher	36%	75%	100%
N	11	4	2
Maintaining a safe indoor environment			
Birth to 2 years	100%	100%	75%
3 to 4 years	91%	100%	100%
K-3 or higher	36%	50%	100%
N	11	4	4
Recognizing and responding appropriately to signs of illnesses in children			
Birth to 2 years	100%	100%	N/A
3 to 4 years	100%	100%	N/A
K-3 or higher	44%	25%	N/A
N	9	4	0

Table A2-10. Health and Safety (continued)

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

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Ensuring safe transportation			
Birth to 2 years	89%	100%	N/A
3 to 4 years	100%	100%	N/A
K-3 or higher	44%	50%	N/A
N	9	2	0
Safety procedures for toxic substances			
Birth to 2 years	100%	100%	0%
3 to 4 years	100%	100%	100%
K-3 or higher	50%	0%	100%
N	8	3	2
Management of tobacco exposure			
Birth to 2 years	100%	100%	N/A
3 to 4 years	86%	100%	N/A
K-3 or higher	43%	0%	N/A
N	7	2	0
Emergency preparedness and response			
Birth to 2 years	100%	100%	0%
3 to 4 years	90%	100%	100%
K-3 or higher	50%	25%	100%
N	10	4	2
Providing CPR			
Birth to 2 years	75%	100%	N/A
3 to 4 years	100%	100%	N/A
K-3 or higher	50%	0%	N/A
N	4	2	0
Administering First Aid			
Birth to 2 years	75%	100%	N/A
3 to 4 years	100%	100%	N/A
K-3 or higher	50%	0%	N/A
N	4	4	0
Administering medication			
Birth to 2 years	100%	100%	N/A
3 to 4 years	100%	75%	N/A
K-3 or higher	40%	0%	N/A
N	5	4	0

Table A2-10. Health and Safety (continued)

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

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Breastfeeding			
Birth to 2 years	100%	100%	N/A
3 to 4 years	50%	33%	N/A
K-3 or higher	20%	0%	N/A
N	10	3	0
Nutritional needs of young children			
Birth to 2 years	100%	100%	50%
3 to 4 years	100%	100%	100%
K-3 or higher	64%	50%	100%
N	11	4	2
Physical activity/obesity prevention			
Birth to 2 years	91%	100%	N/A
3 to 4 years	100%	100%	N/A
K-3 or higher	46%	75%	N/A
N	11	4	0
Safe sleep (SIDS prevention)			
Birth to 2 years	100%	100%	N/A
3 to 4 years	55%	0%	N/A
K-3 or higher	27%	0%	N/A
N	11	4	0
Mandatory reporting of suspected abuse or neglect			
Birth to 2 years	100%	100%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	64%	100%	100%
N	11	4	4

Table A2-11. Material for Health and Safety Coursework

Material	Associate Degree	Bachelor's Degree	Master's Degree
New Hampshire Child Care Licensing Rules	100%	100%	75%
Caring for our Children: National Health and Safety Performance Standards: Guidelines for Early Care and Education Programs (American Academy of Pediatrics)	55%	83%	50%
Managing Infectious Diseases in Child Care and Schools (American Academy of Pediatrics)	18% 1	50%	0%
Other	55%	50%	25%
N	11	6	4

Table A2-12. Early Childhood Administration and Leadership: Age Group Focus

If topic offered by the three-quarters or more of degree programs, age group focus of the coursework:

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Guiding practitioners in implementing curriculum and appropriate teaching strategies			
Infant/toddler programs	100%	100%	100%
Preschool programs	100%	100%	100%
K-3 or higher	36%	100%	100%
N	11	5	4
Assessment and documentation to inform program planning			
Infant/toddler programs	100%	100%	100%
Preschool programs	100%	100%	100%
K-3 or higher	36%	80%	100%
N	11	5	4
Management and operations (e.g. personnel policies, daily operations, facilities mgt.)			
Infant/toddler programs	100%	60%	100%
Preschool programs	100%	100%	100%
K-3 or higher	33%	40%	100%
N	9	5	2
Fiscal procedures and management			
Infant/toddler programs	89%	80%	100%
Preschool programs	100%	100%	100%
K-3 or higher	33%	60%	50%
N	9	5	2

Table A2-13. Timing of Student Field Experiences

If degree program requires the field experience:

Timing of field experience	Associate Degree	Bachelor's Degree	Master's Degree
When in course of study student teaching occurs			
First year of the degree program	60%	25%	0%
Middle of the degree program	20%	0%	0%
End of the degree program	60%	75%	100%
N	5	4	3
When in course of study first practicum occurs			
First year of the degree program	55%	17%	67%
Middle of the degree program	27%	83%	0%
End of the degree program	18%	0%	33%
N	11	6	3

Table A2-14. Duration of Student Field Experiences

If degree program requires the field experience:

Duration of field experience	Associate Degree	Bachelor's Degree	Master's Degree
Required duration of student teaching			
1 semester	40%	67%	33%
2 semesters	40%	0%	67%
More than 2 semesters*	20%	33%	0%
N	5	3	3
Required duration of practicum			
40 hours or less	27%	33%	0%
41 - 80 hours	9%	17%	67%
More than 80 hours	64%	50%	33%
N	11	6	3

*1 program reported 3 semesters, 1 program reported 8 semesters
1 program reported 2 quarters, not included in Table A2-14.

Table A2-15. 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
Age group focus of student teaching			
Birth to two years-required	80%	50%	33%
Birth to two years-optional	20%	25%	33%
Birth to two years-not available	0%	25%	33%
Three to four years-required	80%	50%	67%
Three to four years-optional	20%	50%	33%
Three to four years-not available	0%	0%	0%
K-3 or higher-required	40%	100%	100%
K-3 or higher-optional	60%	0%	0%
K-3 or higher-not available	0%	0%	0%
N	5	4	3
Age group focus of practicum			
Birth to two years-required	45%	50%	67%
Birth to two years-optional	55%	33%	33%
Birth to two years-not available	0%	17%	0%
Three to four years-required	55%	50%	0%
Three to four years-optional	46%	50%	100%
Three to four years-not available	0%	0%	0%
K-3 or higher-required	9%	50%	0%
K-3 or higher-optional	73%	50%	100%
K-3 or higher-not available	18%	0%	0%
N	11	6	3

Table A2-16. Criteria for Selecting Student Teaching Sites

All degree programs requiring student teaching have criteria for selecting student teaching sites:

Criteria for selecting student teaching sites	Associate Degree	Bachelor's Degree	Master's Degree
Site Characteristics			
Location of site (e.g., proximity to college/ university or student workplace)	80%	50%	100%
Student currently works at the site	0%	0%	33%
Site is at a professional development school	0%	75%	0%
Site is at a college laboratory school	40%	50%	0%
Site is a public school	40%	100%	100%
Degree program/college has a partnership with a school district	40%	50%	100%
Observed quality rating of the site (e.g., ERS or part of a QRIS)	60%	50%	100%
Site is a nationally accredited early childhood program	80%	50%	33%
Teacher qualifications/characteristics (specifics asked as a separate question)	80%	75%	100%
Child Characteristics			
Age of children served at the site	100%	75%	100%
Children with disabilities served at the site	60%	50%	100%
Demographic background of children served at the site	40%	25%	67%
Other	20%	0%	0%
N	5	4	3

Table A2-17. Criteria for Selecting Practicum Sites

All degree programs requiring practicum experiences have criteria for selecting practicum sites:

Criteria for selecting practicum sites	Associate Degree	Bachelor's Degree	Master's Degree
Site Characteristics			
Location of site (e.g., proximity to college/ university or student workplace)	73%	67%	100%
Student currently works at the site	46%	0%	0%
Site is at a professional development school	18%	17%	0%
Site is at a college laboratory school	27%	67%	0%
Site is a public school	27%	50%	0%
Degree program/college has a partnership with a school district	18%	50%	100%
Observed quality rating of the site (e.g., ERS or part of a QRIS)	27%	50%	100%
Site is a nationally accredited early childhood program	55%	50%	0%
Teacher qualifications/characteristics (specifics asked as a separate question)	73%	67%	67%
Child Characteristics			
Age of children served at the site	64%	50%	100%
Demographic background of children served at the site	27%	17%	67%
Children with disabilities served at the site	36%	17%	67%
Other	36%	0%	33%
N	11	6	3

Table A2-18. 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
Criteria for selecting cooperating teacher for student teacher			
Cooperating teacher holds a NH state credential or equivalent	75%	75%	100%
Cooperating teacher has experience working student teachers	75%	75%	67%
Cooperating teacher is a certified/certificated mentor or master teacher	50%	75%	33%
Cooperating teacher is selected by the school district or school	50%	50%	100%
Cooperating teacher is tenured	0%	75%	100%
Other	25%	0%	0%
N	4	4	3
Criteria for selecting cooperating teacher for practicum			
Cooperating teacher holds a NH state credential or equivalent	50%	40%	50%
Cooperating teacher has experience working with practicum students	40%	60%	100%
Cooperating teacher is a certified/certificated mentor or master teacher	20%	60%	0%
Cooperating teacher is selected by the school district or school	20%	20%	100%
Cooperating teacher is tenured	10%	20%	0%
Other	60%	20%	0%
N	10	5	2

Table A2-19. 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
Lack of access to quality clinical experience sites	48%	80%	50%
Lack of articulation between 2-year and 4-year college early childhood degree programs	55%	20%	N/A
Faculty administrative responsibilities that interfere with time with students	46%	20%	50%
Lack of faculty expertise in teaching young children who are dual language learners	36%	40%	25%
Lack of ability to recruit students	18%	20%	75%
Lack of recognition of the value of early childhood from within the department or school	46%	0%	0%
Lack of academic support for students for whom English is a second language	18%	20%	0%
Inequitable distribution of resources compared to other programs in the institution	18%	0%	0%
Lack of faculty expertise in math pedagogy for young children	9%	20%	0%
Lack of faculty expertise in science pedagogy for young children	9%	20%	0%
Lack of articulation between 2-year college early childhood degree programs	9%	20%	N/A
Lack of ability to support students in completing the program	9%	0%	0%
Lack of course content focused on children younger than age five	0%	0%	0%
Lack of faculty expertise in the social/emotional development of young children	0%	0%	0%
Lack of faculty experience with working with diverse populations of college students	0%	0%	0%
Lack of faculty expertise in promoting literacy in young children	0%	0%	0%
Lack of faculty expertise in teaching young children with special needs	0%	0%	0%
Lack of faculty experience with working with diverse populations of young children	0%	0%	0%
Other	54%	20%	0%
N	11	5	4

Appendix 3: The New Hampshire 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's Degree Faculty
Knowledge about children's development in different domains (e.g., language development, cognitive development)			
Birth to 2 years	94%	70%	60%
3 to 4 years	97%	90%	87%
K-3 or higher	70%	75%	80%
N	33	20	15
Development of children's early literacy skills			
Birth to 2 years	96%	77%	75%
3 to 4 years	93%	94%	83%
K-3 or higher	54%	59%	75%
N	28	17	12
Development of children's mathematical and scientific understandings			
Birth to 2 years	90%	47%	55%
3 to 4 years	90%	67%	73%
K-3 or higher	50%	73%	91%
N	20	15	11
Understanding the effects of culture, gender, class, and race on child development			
Birth to 2 years	89%	86%	77%
3 to 4 years	94%	95%	77%
K-3 or higher	66%	76%	85%
N	35	21	13
Child development theory and its relationship to teaching			
Birth to 2 years	97%	80%	69%
3 to 4 years	97%	95%	85%
K-3 or higher	71%	80%	85%
N	34	20	13
Understanding the effects of disability on child development			
Birth to 2 years	93%	65%	63%
3 to 4 years	93%	75%	75%
K-3 or higher	72%	75%	88%
N	29	20	16

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's Degree Faculty
Teaching children who are experiencing poverty			
Birth to 2 years	93%	74%	58%
3 to 4 years	96%	90%	75%
K-3 or higher	74%	84%	100%
N	27	19	12
Teaching children with challenging behaviors			
Birth to 2 years	90%	42%	31%
3 to 4 years	100%	90%	77%
K-3 or higher	59%	68%	92%
N	29	19	13
Teaching children from multiple cultural and ethnic backgrounds			
Birth to 2 years	90%	71%	50%
3 to 4 years	97%	91%	79%
K-3 or higher	65%	86%	100%
N	31	21	14
Teaching children who are dual language learners			
Birth to 2 years	90%	67%	46%
3 to 4 years	84%	94%	85%
K-3 or higher	74%	83%	92%
N	19	18	13

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's Degree Faculty
Teaching math skills to children			
Birth to 2 years	89%	46%	56%
3 to 4 years	100%	69%	56%
K-3 or higher	67%	69%	100%
N	18	13	9
Teaching science skills to children			
Birth to 2 years	88%	64%	67%
3 to 4 years	100%	73%	67%
K-3 or higher	65%	64%	100%
N	17	11	6
Teaching literacy skills to children			
Birth to 2 years	96%	63%	67%
3 to 4 years	92%	81%	78%
K-3 or higher	64%	69%	89%
N	25	16	9
Teaching art to children			
Birth to 2 years	100%	89%	100%
3 to 4 years	100%	89%	100%
K-3 or higher	63%	56%	75%
N	19	9	4
Teaching social studies to children			
Birth to 2 years	100%	56%	80%
3 to 4 years	100%	78%	80%
K-3 or higher	62%	67%	100%
N	13	9	5
Using play in the curriculum			
Birth to 2 years	97%	94%	82%
3 to 4 years	97%	94%	91%
K-3 or higher	69%	71%	64%
N	32	17	11
Supporting and extending children's physical skills			
Birth to 2 years	94%	85%	78%
3 to 4 years	97%	92%	78%
K-3 or higher	72%	54%	67%
N	32	13	9

Table A3-3. Coursework Taught Related to Teaching Diverse Child Populations: 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's Degree Faculty
Supporting children's social development			
Birth to 2 years	94%	79%	62%
3 to 4 years	94%	90%	69%
K-3 or higher	70%	79%	85%
N	33	19	13
Implementing integrated curriculum			
Birth to 2 years	93%	53%	46%
3 to 4 years	97%	84%	69%
K-3 or higher	76%	74%	92%
N	29	19	13

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's Degree Faculty
Observation, assessment, and documentation to inform teaching and learning			
Birth to 2 years	100%	71%	62%
3 to 4 years	100%	81%	77%
K-3 or higher	69%	71%	85%
N	35	21	13
Classroom management			
Birth to 2 years	97%	50%	55%
3 to 4 years	100%	75%	64%
K-3 or higher	57%	69%	82%
N	30	16	11
How to use different teaching techniques (e.g. planning, instruction, facilitating)			
Birth to 2 years	90%	59%	46%
3 to 4 years	97%	77%	54%
K-3 or higher	67%	71%	92%
N	30	17	13

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's Degree Faculty
Building relationships with other teachers and/or early childhood professionals			
Infant/toddler programs	97%	72%	54%
Preschool programs	100%	83%	62%
K-3 or higher	65%	72%	77%
N	31	18	13
The early childhood system, advocacy, and public policy			
Infant/toddler programs	93%	71%	58%
Preschool programs	96%	86%	75%
K-3 or higher	63%	57%	75%
N	27	14	12
Working with families			
Infant/toddler programs	97%	71%	57%
Preschool programs	100%	81%	64%
K-3 or higher	65%	76%	86%
N	34	21	14
Utilizing community resources			
Infant/toddler programs	97%	77%	80%
Preschool programs	97%	82%	80%
K-3 or higher	64%	71%	80%
N	33	17	10

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:

(The table only includes the three topics most frequently reported by faculty. The rest of the topics were taught by approximately one-third or less of faculty.)

Topic	Associate Degree Faculty	Bachelor's Degree Faculty	Master's Degree Faculty
Guiding practitioners in implementing curriculum and appropriate teaching strategies			
Infant/toddler programs	96%	67%	44%
Preschool programs	92%	80%	56%
K-3 or higher	62%	80%	89%
N	26	15	9
Assessment and documentation to inform teaching and learning			
Infant/toddler programs	100%	72%	44%
Preschool programs	97%	78%	56%
K-3 or higher	59%	78%	89%
N	29	18	9
Assessment and documentation to inform program quality			
Infant/toddler programs	100%	58%	56%
Preschool programs	100%	75%	67%
K-3 or higher	56%	75%	67%
N	25	12	9

Table A3-7. Coursework Taught Related to Early Childhood Special Education

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

Topic	Associate Degree Faculty	Bachelor's Degree Faculty	Master's Degree Faculty
The effects of disability on child development			
Birth to 2 years	96%	69%	57%
3 to 4 years	96%	77%	79%
K-3 or higher	68%	54%	79%
N	22	13	14
The effects of disability on language development			
Birth to 2 years	96%	79%	57%
3 to 4 years	96%	86%	79%
K-3 or higher	74%	57%	79%
N	23	14	14
Developmental disabilities in young children			
Birth to 2 years	95%	75%	62%
3 to 4 years	95%	75%	69%
K-3 or higher	80%	50%	77%
N	20	12	13
Behavioral disorders in young children			
Birth to 2 years	94%	67%	64%
3 to 4 years	100%	75%	82%
K-3 or higher	72%	58%	82%
N	*18*	*12*	*11*
Learning difficulties in young children			
Birth to 2 years	100%	69%	62%
3 to 4 years	100%	69%	69%
K-3 or higher	74%	62%	85%
N	19	13	13
Physical disabilities in young children			
Birth to 2 years	93%	58%	50%
3 to 4 years	93%	67%	67%
K-3 or higher	73%	67%	92%
N	15	12	12
Instructional strategies for children with special needs			
Birth to 2 years	91%	60%	54%
3 to 4 years	95%	73%	62%
K-3 or higher	71%	67%	85%
N	21	15	13

Table A3-7. Coursework Taught Related to Early Childhood Special Education (continued)

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

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Inclusion strategies			
Birth to 2 years	91%	60%	64%
3 to 4 years	100%	73%	73%
K-3 or higher	65%	67%	82%
N	23	15	11
Using assistive technology with children with special needs			
Birth to 2 years	93%	50%	44%
3 to 4 years	93%	75%	67%
K-3 or higher	73%	75%	100%
N	15	8	9
Creating learning environments for children with special needs			
Birth to 2 years	88%	57%	50%
3 to 4 years	96%	71%	58%
K-3 or higher	63%	71%	92%
N	24	14	12
Observation, assessment and documentation of children with special needs			
Birth to 2 years	100%	69%	60%
3 to 4 years	100%	85%	70%
K-3 or higher	61%	69%	90%
N	18	13	10
Working with families with children with special needs			
Birth to 2 years	91%	71%	57%
3 to 4 years	95%	79%	64%
K-3 or higher	62%	64%	93%
N	21	14	14
Community resources for families with children with special needs			
Birth to 2 years	91%	82%	55%
3 to 4 years	96%	82%	64%
K-3 or higher	59%	64%	91%
N	22	11	11
Resources for teachers about including young children with disabilities			
Birth to 2 years	95%	63%	58%
3 to 4 years	95%	75%	67%
K-3 or higher	63%	75%	92%
N	19	16	12

Table A3-8. Coursework Taught Related to Health and Safety for Young Children

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

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Required immunizations			
Birth to 2 years	100%	100%	100%
3 to 4 years	100%	83%	75%
K-3 or higher	67%	33%	25%
N	15	6	4
Hand washing techniques for children and adults			
Birth to 2 years	100%	100%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	67%	40%	0%
N6	21	5	2
Diapering procedures			
Birth to 2 years	100%	100%	100%
3 to 4 years	56%	50%	33%
K-3 or higher	33%	0%	0%
N	18	6	3
Managing infectious diseases			
Birth to 2 years	100%	100%	100%
3 to 4 years	89%	100%	100%
K-3 or higher	56%	60%	50%
N	18	5	2
Maintaining a safe outdoor environment			
Birth to 2 years	100%	89%	83%
3 to 4 years	96%	89%	83%
K-3 or higher	54%	44%	50%
N	26	9	6
Maintaining a safe indoor environment			
Birth to 2 years	100%	78%	63%
3 to 4 years	96%	78%	75%
K-3 or higher	50%	44%	63%
N	26	9	8
Recognizing and responding appropriately to signs of illnesses in children			
Birth to 2 years	100%	100%	80%
3 to 4 years	100%	100%	80%
K-3 or higher	60%	50%	60%
N	20	6	5

Table A3-8. Coursework Taught Related to Health and Safety for Young Children (continued)

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

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Ensuring safe transportation			
Birth to 2 years	100%	100%	100%
3 to 4 years	86%	67%	50%
K-3 or higher	64%	100%	50%
N	14	3	2
Safety procedures for toxic substances			
Birth to 2 years	100%	100%	100%
3 to 4 years	93%	100%	100%
K-3 or higher	60%	50%	0%
N	15	4	2
Management of tobacco exposure			
Birth to 2 years	100%	100%	100%
3 to 4 years	91%	100%	100%
K-3 or higher	55%	100%	50%
N	11	3	2
Emergency preparedness and response			
Birth to 2 years	94%	80%	33%
3 to 4 years	100%	100%	67%
K-3 or higher	50%	40%	33%
N	16	5	3
Providing CPR			
Birth to 2 years	88%	50%	0%
3 to 4 years	100%	100%	100%
K-3 or higher	38%	50%	0%
N	8	2	1
Administering First Aid			
Birth to 2 years	100%	100%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	46%	33%	0%
N	11	3	1
Administering medication			
Birth to 2 years	100%	80%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	50%	60%	0%
N	12	5	2

Table A3-8. Coursework Taught Related to Health and Safety for Young Children (continued)

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

Topic	Associate Degree	Bachelor's Degree	Master's Degree
Breastfeeding			
Birth to 2 years	100%	100%	100%
3 to 4 years	50%	83%	50%
K-3 or higher	19%	17%	0%
N	16	6	2
Nutritional needs of young children			
Birth to 2 years	100%	100%	100%
3 to 4 years	100%	100%	100%
K-3 or higher	63%	75%	75%
N	19	8	4
Physical activity/obesity prevention			
Birth to 2 years	100%	90%	100%
3 to 4 years	100%	90%	100%
K-3 or higher	71%	80%	75%
N	21	10	4
Safe sleep (SIDS prevention)			
Birth to 2 years	100%	100%	100%
3 to 4 years	47%	56%	50%
K-3 or higher	26%	11%	0%
N	19	9	6
Mandatory reporting of suspected abuse or neglect			
Birth to 2 years	100%	79%	78%
3 to 4 years	100%	93%	89%
K-3 or higher	75%	86%	89%
N	24	14	9