

1. ABSTRACT OF A PROPOSAL FOR A POST BACCALAURATE ACHIEVEMENT CERTIFICATE IN EARLY CHILDHOOD EDUCATION

A. Proposed Title: Certificate of Graduate Study in Early Childhood Education
(The certificates are currently named Post-Baccalaureate Achievement Certificates; however a generic name change to Certificates of Graduate Study has been requested.)

Sponsors: Dr. Marion Rilling, Professor and Dean, The Graduate School
Dr. Carl Calliari, Chair, Elementary/Early Childhood Education Department
Dr. Lou Molinari, Graduate Program Advisor, Elementary School Teaching

B. Overview of the Need for the Program

1. The first of the National Education Goals established by the President and the 50 state governors in 1990 said that “by the year 2000 all children in America will start school ready to learn.” In response to the Goals 2000 challenge, school districts in southern NJ (and elsewhere) have developed plans of action that have included collaborative study and planning with Rowan faculty. This curriculum proposal is one way of organizing and providing a cohesive curricular response to emerging needs and assist school district projects related to early childhood education.
2. In recent years, the State of New Jersey has mandated full-day kindergartens and comprehensive early childhood programs for all preschool handicapped children who are three to five years of age. In addition, increasing emphasis is being placed in the elementary schools on the notion of “inclusion”, where the education of all young children, especially those who are at-risk or requiring special services, takes place in so far as possible in “regular” classrooms following the “regular” curriculum. Again, Rowan faculty expertise has been sought, through the delivery of custom-designed courses or through consultancy projects, to assist with these new thrusts.
3. During the last 15 years educators, including early childhood professionals, have worked diligently to prepare national standards related to programs, curriculum, and the preparation of teachers as guides toward educational excellence. Much has been learned/modified/added since many teachers that are currently in our preschools, kindergarten or primary grade classrooms completed their professional preparatory program.
4. The New Jersey State Board of Education is currently finalizing a new mandate related to the continuing professional development of teachers. The certificate program outlined in this proposal is viewed as one type of an appropriate response to this mandate.

C. Relationship to Department and School (College): This certificate program will be housed in the Elementary/Early Childhood Education Department of the College of Education. All regular procedures of the College of Education will be followed for both on-campus and off-campus offerings.

D. Curriculum Summary: This certificate program consists of a mandated core of three graduate courses totaling 9 semester hours and a choice of one additional course from a bank of 3 electives. The Certificate may be awarded at the successful completion of 12 semester hours.

E. Implementation Time Frame: It is anticipated that this certificate program will be available to be offered immediately after approval, potentially Fall 1999. It is possible that since the program consists of already approved courses, an initial first course can be offered, if requested by a school district, in Summer 1999.

F. Resources Required: Faculty and Facilities. Since this program will be offered to meet identified professional development needs of educators, it will be staffed by the regular and adjunct faculty of the Departments of Elementary/Early Childhood Education and Special Educational Services. Scheduling and staffing will be made as part of the overall plans of each involved Department. Course scheduling and delivery may be on-campus or off-campus at agreed-to school district sites with appropriate classroom space and facilities. The Educational Institute will assume responsibility for the off-campus offerings of these programs. Non-salary needs related to books and periodicals in the Library will be addressed through the inclusion of current early childhood education resources in the regular Library/periodical allocation of the involved Departments.

A Proposal for
POST BACCALAUREATE ACHIEVEMENT CERTIFICATE
in EARLY CHILDHOOD EDUCATION

2. PROPOSAL DETAILS

A. Proposed Title: Certificate of Graduate Study in Early Childhood Education (currently Post-Baccalaureate Achievement Certificate; a generic name change for these certificates is being requested in a separate proposal request.)

B. Sponsors of the Proposal:

Dr. Marion Rilling, Professor and Dean of The Graduate School

Dr. Carl Calliari, Chair, Elementary/Early Childhood Education Department

Dr. Lou Molinari, Professor, Elementary/Early Childhood Education Department

The Elementary/Early Childhood Education Department in the College of Education will have administrative responsibility for this certificate program. Collaborative planning with the Special Educational Services Department will be undertaken as appropriate for needed course scheduling.

C. Scope/Size of the Program: Since this program is developed to respond to an emerging need for focused study in early childhood education, it is anticipated that the program will be offered initially in response to requests from school districts. Usually one or several districts combine to request professional development opportunities; therefore, it is anticipated that each year there will be one to two districts units requesting this program, usually in a pattern of one course per semester.

D. Relationship to curriculum: Courses in this program are currently from two departments in the College of Education. As in the case of all graduate programming or any specialized programming requested by school districts, department priorities and available resources each semester determine the ability to meet requested needs. In addition, courses in this program are regular department graduate offerings and will, in some cases, provide additional course enrollment opportunities for graduate students.

E. Prerequisites or eligibility: Students eligible for this program must:

1. Have an earned bachelor's degree
2. Must hold a regular New Jersey elementary education or special education instructional certificate or its equivalent from another state; exceptions may be made, if appropriate, by the program advisor with the concurrence of the course instructor.
3. All policies governing admission to current Post-Baccalaureate Achievement Certificates will apply to this program. (There are no specific course prerequisites.)

F. Implementation will begin, as needed, immediately following curriculum approval. It is anticipated that initial implementation will begin in an off-campus setting as a response to school district request(s) for professional development.

G. No costs or additional resources are needed to begin implementation. Library resources will be updated by targeting a portion of the Departments' regular allocation to the area of early childhood education.

H. Recommended Library Resources: See attached listing of suggested materials.

3. RATIONALE: Rowan University, particularly through the College of Education, has strived to continuously maintain its commitment to serving as a highly respected regional and state resource for initial teacher preparation and the preparation of other education professionals. We have also always

recognized the need to provide ongoing professional development, responding to needs for updating and/or changes in the professional knowledge base, curriculum, educational practices, state mandates, etc. Rowan's mission includes the meeting of regional needs and recognition of the need for lifelong learning opportunities.

The need for this program results from a combination of actions at the national and state levels which have renewed interest in and concern about the education of young children and the preparation and/or continuing professional development of their teachers. For example:

1. The first of the National Education Goal established by the President and the 50 state governors in 1990 said that "by the year 2000 all children in America will start school ready to learn." This Goal has been colloquially dubbed the "readiness" Goal and this Goal and the other National Goals have generated debate and action at all levels. In response to the Goals 2000 challenge, school districts in southern NJ (and elsewhere) have developed plans of action that have included collaborative study and planning with Rowan faculty. This curriculum proposal is one way of organizing and providing a cohesive curricular response to emerging needs and assist school district projects related to early childhood education.
2. In recent years, the State of New Jersey has mandated full-day kindergartens and comprehensive early childhood programs for all preschool handicapped children who are three to five years of age. In addition, increasing emphasis is being placed in the elementary schools on the notion of "inclusion", where the education of all young children, especially those who are at-risk or requiring special services, takes place in so far as possible in "regular" classrooms following the "regular" curriculum. Again, Rowan faculty expertise has been sought, through the delivery of custom-designed courses or through curriculum projects, to assist with this new thrust and to help practicing teachers become or remain current with the latest research to meet new demands.
3. During the last 15 years educators, including early childhood professionals, have worked diligently to prepare national standards related to programs, curriculum, and the preparation of teachers as guides toward educational excellence. In early childhood education, the National Association for the Education of Young Children (NAEYC), with the endorsement of the Association of Teacher Educators (ATE) and the Division for Early Childhood Education of the Council for Exceptional Children (DEC/CEC) has played the leadership role. NAEYC's early childhood teacher preparation guidelines, both undergraduate and graduate, are approved and used by the teacher education accreditation organization, NCATE.

It is important to note that much has been learned/modified/added since many teachers currently in our preschools, kindergarten or primary grade classrooms may have completed their professional preparatory program. There is a need, in our southern New Jersey region, for a program of advanced study focused on the special needs of teachers and educators responsible for programs in early childhood education

4. The New Jersey State Board of Education is finalizing a new mandate related to the continuing professional development of teachers. The certificate program outlined in this proposal is viewed as one type of an appropriate response to this mandate, providing a focused and cohesive sequence of courses with learning experiences to update and enhance the skills and competence of early childhood teachers (those teaching children ages 3-8 years of age) and/or the educators responsible for these programs.

4. ESSENCE OF THE CERTIFICATE PROGRAM

A. Major Goals: The major goal of this program is to assist classroom teachers of young children (preschool and primary grades) and related supervisory personnel increase their knowledge of contemporary issues, recommended standards, organizational and curriculum strategies, and teaching practices so that the growth, development and learning of the children is enhanced. This certificate program is designed to meet the professional development needs of educators through focused study of the contemporary literature in early childhood education and through other graduate level course experiences leading to sound classroom applications and reflective inquiry.

B. Specific Objectives: At the end of this program, students will be able to:

1. Describe the important historical periods, major philosophies and developmental theories that are related to and impact on contemporary early childhood education practices, models and programs.
2. Relate milestone developmental characteristics associated with the continuum of children's growth and development in early childhood (birth to eight years in particular) and the potential implications for teaching and learning, curriculum organization and instructional strategies.
3. Cite recommended standards for developmentally appropriate practices in early childhood education, compare varying views related to the standards and their implications, and identify agencies, organizations and educators in leadership roles.
4. Describe current practices and policies related to the education of all young children and recommend strategies for meeting individual needs.
5. Explain the relationship and importance of family and community in the education of young children and describe and/or design strategies for collaborative efforts in support of young children.
6. Initiate an analysis of personal classroom practices and teaching methodologies for potential areas for change or modification related to developmentally appropriate practices and standards.

C. Structure/Organization:

REQUIRED COURSES (9 s.h.)

O823.510 Curriculum Development in Early Childhood Programs.....	3 s.h.
O802.532 Contemporary Elementary Education: Standards and Program Models in Preschool and Primary Education.....	3 s.h.
O808.550 Bases of Dysfunction in Preschool Children.....	3 s.h.

ELECTIVE CHOICE (choose 1)

O802.550 Analysis of Classroom Teacher Behavior.....	3 s.h.
OR	
O802.511 Learning Community Classrooms.....	3 s.h.
OR	
O818.540 Motor Development in Atypical Preschool Children.....	3 s.h.
OR	
O818.545 Language Development in Atypical Preschool Children.....	3 s.h.

CERTIFICATE PROGRAM TOTAL: 12 s.h.

1. *Note:* The elective choice is provided to accommodate educators wishing an additional course related to meeting the needs of preschool handicapped or those wishing to focus more on more generic trends and research related to effective classrooms.

2. Two of the three required core courses can potentially be used to meet specific graduate degree program requirements:
 - a. O823.510 Curriculum Development in Early Childhood Programs will be permitted to substitute for: O802.536 Elementary School Curriculum in the M.A. program in Elementary School Teaching with specific substitution permission of the graduate program advisor.
 - b. O818.550 Bases of Dysfunction in Preschool Children is an approved course in the M.A. in Learning Disabilities program and can be used to meet that course requirement for matriculated students in that program.
 - c. The third course in the core is not part of any graduate degree program and currently is not applicable to any Master's program.
 - d. All of the four elective courses are approved courses in the two named Master's programs and can count toward the degree requirements for appropriately matriculated students.
3. It is intended that admission to this certificate program will follow all current policies related to admission to post-baccalaureate certificate programs (e.g., application for admission with no G.R.E. requirement). Students must apply for admission and matriculation in this program following current policies.
4. In general, students will be encouraged to complete the core courses prior to the elective choice. There is no required sequence for completing the three core courses.

D. Administration:

1. This program will be housed in and administered by the Elementary /Early Childhood Education Department.
2. The Education Institute will be asked to assist with the off-campus offering of this certificate program, following the regular staffing and scheduling approval procedures used in the College of Education.
3. For on-campus scheduling, the two involved Departments (Elementary/Early Childhood Education and Special Educational Services) will plan collaboratively for the needed course scheduling and follow regular department scheduling and staffing procedures.
4. All Rowan policies related to graduate education will be followed. The Graduate School will provide guidance and/or assistance, as appropriate.

5.RESULTS OF CONSULTATION: Consultation with the Elementary/Early Childhood Education is indicated in the attached letter from Dr. Carl Calliari, Department Chair.

In addition, letters of support, based on consultation, are being sent from:

Dr. Jay Kuder, Chair, Special Educational Services Department

Dr. Sharon Bianco, Graduate Program Advisor, M.A. in Learning Disabilities

This proposal was presented for review by the Graduate Council. A motion for support and approval was unanimously passed at the October 13, 1998 Graduate Council meeting.



Department of Curriculum and Instruction:
Elementary/Early Childhood Education **October 12, 1998**

To Whom It May Concern:

This letter is in support of the proposal for the new Certificate Program in Early Childhood Education. Clearly the rationale listed in the overview makes a strong case for the need for such a program, especially in New Jersey, to address the legislative mandates imposed both by the courts and the New Jersey Department of Education.

In addition, the New Jersey Department of Education has scheduled a complete review of all teacher certification programs in the state during the coming year with an eye towards a separate degree in early childhood education.

Therefore, as chair of the Department of Elementary/ Early Childhood Education, I enthusiastically support the proposal for this Certificate of Graduate Study Program as meeting the evolving needs of the teaching profession in the surrounding school districts.

Very truly yours,

Carl L. Calliari, Ed.D.
Chairperson

CLC/djb



Special Educational Services/Instruction Department

October 20, 1998

Dr. Marion Rilling
Dean of the Graduate School
Rowan University

Dear Dean Rilling:

I am writing in regard to the proposal for a new Certificate Program in Early Childhood Education. My department's Graduate Committee has carefully reviewed this proposal. We are pleased to support this proposal.

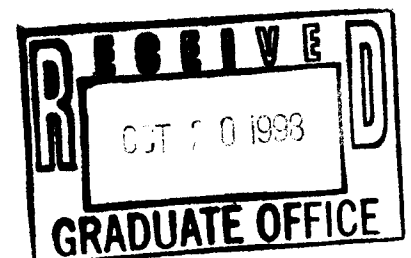
The proposed program has been carefully designed to meet the needs of the public schools in New Jersey. We especially appreciate the collaborative nature of the program. We support the combination of Early Childhood courses that meet the needs of professionals who will work with both normally developing children and with children with disabilities.

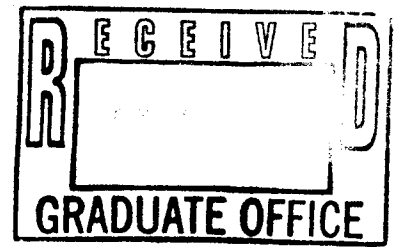
We believe that the proposed program in Early Childhood Education will be an important addition to the program offerings at Rowan University. We support the proposal and look forward to working with the Elementary Education Department and the Graduate School to implement this program.

Sincerely,

S. Jay Kuder, Ed.D.
Professor and Chair

SJKmcm





Special Educational Services/Instruction Department

October 16, 1998

Dear Drs. Calliari, Molinari and Rilling:

I am delighted to put in writing my support for the proposed Certificate of Graduate Study in Early Childhood Education. This proposed certificate is responsive both (1) to unmet needs and (2) to sound educational practice.

First, the need for this type of offering is probably long overdue. As you are aware, it is impossible to adequately prepare future Teachers of the Handicapped at the baccalaureate level to serve the myriad disabilities found in the three years of age to twenty-one years of age span for which they are currently being certified. Graduates of most four year programs are acutely aware of the need to continue their professional development to focus on specific disabilities and age ranges. As a result, many students may see this certificate as a way of taking twelve graduate credits to enhance their knowledge and skills to better serve young children. If this certificate meets the new 100 hour continuing professional development mandate, all the better.

In addition, teachers in regular education and special education are working more collaboratively to serve young children. This certificate should begin to address that partnership as well.

Second, the twelve semester hour sequence outlined on page four of your proposal gives graduate students the background and foundation in early childhood needed in the first nine semester hours and also an opportunity for them to take one elective to further their individual interests.

If students show potential and are interested, further graduate study may be explored in one of several master of arts programs offered here at Rowan. I suspect this will occur more and more as the State Department of Education requires teachers to continue their professional development. But, if not, how exciting to better prepare teachers wanting to improve their knowledge and skills in serving young children.

In summary, this proposed Certificate of Graduate Study in Early Childhood Education should well serve the existing and emerging need of regular education and special education teachers. As

coordinator of the Master of Arts in Learning Disabilities Program,
I look forward to working with each of you to help make this
certificate program an effective experience for the students we
might serve.

Respectfully,

Sharon Davis Bianco

Sharon Davis Bianco, Ed.D.
Coordinator, Graduate Program
in Learning Disabilities

SDBmcm

RESOURCE PUBLICATIONS from ASSOCIATIONS

Print Materials: Pamphlets & Paperbacks

A. National Association for the Education of Young Children

1509 16th Street, NW

Washington, DC 20036-1426

- Accreditation Criteria & Procedures of the National Association for the Education of Young Children-1998 Edition. ISBN 0-935989-88-9, \$7.00.
- Achievement Testing in the Early Grades: The Games Grown-Ups Play. ISBN 0-935989-32-3, \$8.00
- Activities for School-Age Child Care. ISBN 0-935989-26-9, \$6.00.
- Alike and Different: Exploring our Humanity with Young Children. ISBN 0-935989-52-8, \$8.00.
- Anti-Bias Curriculum: Tools for Empowering Young Children. ISBN 0-935989-20-X, \$7.00.
- Beyond Child Survival: Promoting the Well-being of Young Children: A report of the Salzburg Seminar. \$5.00.
- Beyond Self-Esteem: Developing a Genuine Sense of Human Value. ISBN 0-935989-39-0, \$8.00.
- The Case for Mixed-Age Grouping in Early Education. ISBN 0-935989-31-5, \$6.00.
- Changing Kindergartens: Four Success Stories. ISBN 0-935989-49-8, \$6.00.
- Character Development: Encouraging Self-Esteem & Self-Discipline in Infants, Toddlers, & Two-Year Olds. ISBN 0-935989-43-9, \$8.00.
- The Child's construction of Knowledge: Piaget for Teaching Children. ISBN 0-912674-92-X, \$6.00.
- Community Mobilization: Strategies to Support Young Children and Their Families. ISBN 1-888324-03-1, \$22.00.
- Congregations and Child Care: A Self-Study for Churches and Synagogues and Their Early Childhood Programs. ISBN 0-935989-37-4, \$7.00.
- Considering Children's Art: Why and How to Value Their Works. ISBN 0-935989-70-6, \$8.00.
- Constructivist Early Education: Overview and Comparison With Other Programs. ISBN 0-935989-33-1, \$10.00
- Developmental Screening in Early Childhood: A Guide. ISBN 0-935989-27-7, \$4.50.
- Developmentally Appropriate Practice in Early Childhood Programs, Revised Edition. ISBN 0-935989-79-X, \$8.00, 1987 Edition, \$5.00.
- Developmentally Appropriate Practice in Early Childhood Programs Serving Infants.
- The Early Childhood Career Lattice: Perspectives on Professional Development. ISBN 0-935989-60-9, \$8.00.
- Early Childhood Champions: Exceptional Administrators of School-Based Programs for Young Children. \$12.50.

- Early Violence Prevention: Tools for Teachers of Young Children. ISBN 0-935989-65-X, \$7.00.
- Emergent Curriculum. ISBN 0-935989-62-5, \$6.00.
- Families and Early Childhood Programs. ISBN 0-935989-22-6, \$6.00.
- Family Day Care: Out of the Shadows and Into the Limelight. ISBN 0-935989-50-1, \$7.00.
- Family-Friendly Communication for Early Childhood Programs. ISBN 0-935989-78-1, \$7.00.
- Fostering Children's Social Competencies: The Teacher's Role. ISBN 0-935989-82-X, \$8.00..
- The Great Outdoors: Restoring Children's Rights to Play Outside. ISBN 0-935989-71-4, \$8.00.
- A Great Place to Work: Improving Conditions for Staff in Young Children's Programs. ISBN 0-935989-18-8, \$5.00.
- Group Games in Early Education: Implications of Piaget's Theory. ISBN 0-912674-71-7, \$8.50.
- Growing Teachers: Partnerships in Staff Development. ISBN 0-935989-54-4, \$6.00.
- Guide to Accreditation by the National Association for the Education of Young Children- 1998 Edition. ISBN 0-935989-89-7, \$37.00.
- A Guide to Discipline. ISBN 0-912674-62-8, \$2.00.
- Guidelines for preparation of Early Childhood Professionals. ISBN 0-935989-77-3, \$5.00.
- Helping Young Children Develop Through Play: A Practical Guide for Parents, Caregivers, and Teachers. ISBN 0-935989-24-2, \$5.00.
- Helping Young Children Understand Peace, War, and the Nuclear Threat. ISBN 0-935989-16-1, \$3.00.
- HIV/AIDS and Child Care: Fact Book and Facilitators Guide. ISBN 0-9696697-1-2, \$12.00.
- How to Generate Values in Young Children: Integrity, Honesty, Individuality, Self-confidence, and Wisdom. ISBN 0-912674-88-1, \$4.50.
- Including Children with Special Needs in Early Childhood Programs. ISBN 0-935989-61-7, \$8.00.
- Kindergarten Policies: What is Best for Children? ISBN 0-935989-15-3, \$6.00.
- Leadership in Early Care and Education. ISBN 0-912674-23-7, \$8.00.
- The Living Classroom: Writing, Reading, and Beyond. ISBN 0-935989-83-8, \$9.00.
- More Than the ABCs: The Early Stages of Reading and Writing. ISBN 0-912674-52-0, \$6.00.
- Music in our Lives: The Early Years. ISBN 0-912674-65-2, \$4.00.
- NAEYC Accreditation: A Decade of Learning and the Years Ahead. ISBN 0-935989-74-9, \$8.00.
- Number in Preschool and Kindergarten: Educational Implications of Piaget's Theory. ISBN 0-912674-80-6, \$3.50.
- A Place For Me: Including Children with Special Needs in Early Care and Education Settings. ISBN 0-935989-59-5, \$ 4.50.

- Places and Spaces for Preschool and Primary (Outdoors). ISBN 0-935989-25-0, \$3.00.
- Places and Spaces for Preschool and Primary (Indoors). ISBN 0-935989-07-2, \$2.50.
- Planning Environments for Young Children: Physical Space. ISBN 0-912674-28-8, \$2.50.
- Play in the Lives of Children. ISBN 0-935989-09-9, \$6.00.
- Quality in Child Care: What does Research Tell Us? ISBN 0-935989-08-0, \$6.00.
- Researching Potentials: Appropriate Curriculum and Assessment for Young Children – volume 1. ISBN 0-935989-53-6, \$7.00.
- Researching Potentials: Transforming Early Childhood Curriculum and Assessment – volume 2. ISBN 0-935989-73-0, \$8.00.
- Reaching the Full Cost of Quality in Early Childhood Programs. ISBN 0-935989-42-0, \$6.00.
- Reducing Stress in Young Children’s Lives. ISBN 0-935989-03-X, \$7.00.
- Reflections on NAEYC Accreditation: Lessons Learned and Goals for the Future. ISBN 0-935989-80-3, \$5.00.
- Remote Control Childhood: Combating the Hazards of Media Culture. ISBN 0-935989-84-6, \$8.00.
- The Right Stuff for Children Birth to 8: Selecting Play Materials to Support Development. ISBN 0-935989-72-2, \$8.00.
- Scaffolding Children’s Learning: Vygotsky and Early Childhood Education. ISBN 0-935989-68-4, \$8.00.
- Science with Young Children. ISBN 0-935989-28-5, \$7.00.
- Separation: Strategies for Helping Two to Four Year Olds. ISBN 0-935989-29-3, \$4.00.
- The Significance of the Young Child’s Motor Development. ISBN 0-935989-19-6, \$3.50.
- Speaking Out: Early Childhood Advocacy. ISBN 0-935989-86-2, \$6.00.
- Teacher Materials for Documenting Young Children’s Work: Using “Windows on Learning”. ISBN 3711-9, \$7.00.
- Teaching Preschoolers: It Looks Like This in Pictures. ISBN 0-935989-38-2, \$5.00.
- Valuing Diversity: The Primary Years. ISBN 0-935989-55-2, \$5.00
- The What, Why, and How of High Quality Early Childhood Education: A Guide for On-Site Supervision. ISBN 0-935989-67-6, \$7.00
- When Teachers Reflect: Journeys Toward Effective , Inclusive Practice. ISBN 0-935989-85-4, price TBA.
- Windows on Learning: Documenting Young Children’s Work. ISBN 3679-1, \$13.00.
- Young Children: Active Learners in a Technological Age. ISBN 0-935989-63-3, \$7.00
- Young Children and Picture Books: Literature From Infancy to Six. ISBN 0-935989-17-X, \$10.00

- B. Association for Childhood Education International
17904 Georgia Avenue, Suite 215
Olney, Maryland 20832

Early Childhood/Infancy

- Developmental Continuity Across Preschool and Primary Grades: Implications for Teachers. ISBN 0-87173-128-2, \$15.00.
- International Perspectives. *Readings from Childhood Education*. \$8.50.

Health and Safety

- Cause and Prevention of Playground Injuries and Litigation. ISBN 0-87173-106-1, \$7.50.
- Creating Safer Environments for Children in the Home, School, and Community. *Childhood Education Theme Issue*. \$10.00

History of Education

- Childhood 1892-1992. ISBN 0-87173-126-6, \$15.00
- Profiles in Childhood Education 1931-1960. ISBN 0-87173-127-4, \$14.00.

Kindergarten

- Kindergarten. \$5.00.

Language/Literacy

- Celebrating Family Literacy Through Intergenerational Programming. ISBN 0-87173-0-87173-135-5, \$ 15.00
- Your Child Learns to Read and Write. ISBN 0-87173-143-6, \$18.00.

Middle School

- Developmentally Appropriate Middle Level Schools. ISBN 0-87173-132-0, \$ 15.00.

Multicultural/ Anti-Bias/ Peace Education

- Common Bonds: Anti-Bias Teaching in a Diverse Society, 2nd Edition. ISBN 0-87173-137-1, \$15.00.

Parent Materials

- Learning Opportunities Beyond the School, 2nd Edition. ISBN 0-87173-137-X, \$15.00.
- Selecting Educational Equipment & Materials for School & the Home. ISBN 0-87173-134-7, \$15.00.

Play

- Play as a Medium for Learning & Development. ISBN 0-87173-142-8, \$18.00.

Science & Mathematics

- Earthways: Simple Environmental Activities for Young Children. \$16.95.
- Mathematics is More Than Counting. ISBN 0-87173-110-X, \$5.00.
- Promoting Ecological Awareness in Young Children. *Childhood Education Theme Issue*. \$10.00.

Teacher Education

- Continuing Tensions in Education. *Childhood Education Theme Issue*. \$10.00.
- Piagetian Perspectives on Understanding Children's Understanding. *Childhood Education Theme Issue*. \$10.00.
- Writing About Teaching & Learning: A Guide for Aspiring & Experienced Authors. ISBN 0-87173-139-8, \$15.00.

Books

A. Merrill / Prentice Hall
445 Hutchinson Avenue
Columbus Ohio, 43235-5677

Administration (Preschools and Daycare Programs)

- **Decker, Decker** Planning and Administering Early Childhood Programs 6/e, 1997, #0-02-327991-5
- **Hildebrand, Hearron** Management of Child Development Centers 4/e, 1997, #0-13-238635-6

Assessment

- **McLean, Bailey, Wolery** Assessing Infants and Preschoolers with Special Needs 2/e, 1996, #0-02379394-5
- **Wortham** The Integrated Classroom: The Assessment-Curriculum Link in Early Childhood Education, 1996, #0-02-326121-8

Curriculum

- **Eddowes, Ralph** Interactions for Development and Learning: Birth Through Eight Years, 1998, #0-02-331342-0
- **Eliason, Jenkins** A Practical Guide to Early Childhood Curriculum 6/e, 1999, #0-13-685538-5
- **Goffin** Curriculum Models and Early Childhood Education: Appraising the Relationship, 1994, #0-675-21154-9
- **Hendrick** Total Learning: Developmental Curriculum for the Young Child 5/e, 1998, #0-13-652009-X
- **Leong, Bedrova** Tools of the Mind: A Vygotskian Approach to Early Childhood Educator, 1996, #0-02-369874-8
- **Swiniarski, Breitborde, Murphy** Educating the Global Village: Including the Young Children in the World, 1999, #0-13-509102-1
- **Wortham** Early Childhood Curriculum: Developmental Bases for Learning and Teaching 2/e, 1998, #0-13-758517-9

Development in Early Childhood

- **Anselmo, Franz** Early Childhood Development: Prebirth Through Age Eight 2/e, 1995, #0-02-303607-9
- **Trawick-Smith** Early Childhood Development in Multicultural Perspective, 1997, #0-13-340076-X

Guidance / Management of Young Children

- **Fields, Boesser** Constructive Guidance and Discipline: Preschool and Primary Education 2/e, 1998, #0-13-862111-X
- **Hildebrand, HERRON** Guiding Young Children 6/e, 1999, #0-13-848045-1
- **Marion** Guidance of Young Children 5/e, 1999, #0-13-901166-8

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- **Roberts** Integrating Language Arts and Social Studies for Kindergarten and Primary Children, 1996, #0-02-408460-3
- **Salinger** Literacy for Young Children 2/e, 1996, #0-02-405272-8

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- **Combs** Developing Competent Readers and Writers in the Primary Grades, 1996, #0-13-324922-0
- **Fields, Spangler** Let's Begin Reading Right: Developmentally Appropriate Beginning Literacy 3/e, 1995, #0-02-337283-4

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- **Kellough** Integrating Mathematics and Science for Kindergarten and Primary Children, 1996, # 0-02-362577-5
- **Shaw, Blake** Mathematics for Young Children, 1998, #0-02-409764-0

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- **Haines, Gerber** Leading Young Children to Music 5/e, 1996, #0-02-348880-8

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- **Endres, Rockwell** Food, Nutrition, and the Young Child 4/e, 1994, #0-02-333721-4

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- **Nicolson, Shipstead** Through the Looking Glass: Observations in the Early Childhood Classroom 2/e, 1998, #0-13-651993-8

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- **Hildebrand, Phenice, Gray, Hines** Knowing and Serving Diverse Families, 1996, # 0-02-354537-2
- **Springate, Stegelin** Building School and Community Partnerships Through Parent Involvement, 1999, # 0-13-520545-X
- **Turnbull, Turnbull** Families, Professionals and Exceptionality: A Special Partnership 3/e, 1997, #0-13-568551-6

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- **Howard, Williams, Port, Leppar** Very Young Children with Special Needs: A Formative Approach for the 21st Century, 1997, #0-02-357211-6
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1221 Avenue of the Americas
New York, New York 10020

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Child Development

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Early Childhood Education

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C. Teachers College Press
P.O. Box 20
Williston, Vermont 05495-0020

Early Childhood Education

- **Cadwell, Louise Boyd** (1997) *Bringing Reggio Emilia Home: An Innovative Approach to Early Childhood Education* #3660-0, 176 pp., \$19.95
- **Helm, Beneke, Steinheimer** (1998) *Windows on Learning: Documenting Young Children's Work* #3678-3, 216 pp., \$19.95
- **Ramsey, Patricia G.** (1998) *Teaching and Learning in a Diverse World: Multicultural Education for Young Children* #3722-4, 240 pp., \$21.95
- **James, Jenks, Prout** (1998) *Theorizing Childhood* #3730-5, 248 pp., \$20.95

Emergent Literacy

- **Spodeck, Soracho** (1993) *Language and Literacy in Early Childhood Education: Yearbook in Early Childhood Education, Volume 4* #3279-6, 224 pp., \$22.95

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- **Fromberg, Doris P.** (1994) *The Full-Day Kindergarten: Planning and Practicing a Dynamic-Themes Curriculum* #3373-3, 288 pp., \$23.95
- **Kamii, Livingston** (1993) *Young Children Continue to Reinvent Arithmetic- 3rd Grade: Implications of Piaget's Theory* #3323-7, 240 pp., 18.95

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- **Kendall, Phillips** (1996) *Diversity in the Classroom: New Approaches to the Education of Young Children, Second Edition* #3498-5, 192 pp., \$18.95
- **Garcia, McLaughlin, Spodek, Sporacho** (1995) *Meeting the Challenge of Linguistic and Cultural Diversity in Early Childhood Education* #3466-7, 216 pp., \$25.95
- **Mallory, New** (1994) *Diversity and Developmentally Appropriate Practices: Challenges for Early Childhood Education* #3299-0, 304 pp., \$18.95
- **Moss, Pence** (1995) *Valuing Quality in Early Childhood Services: New Approaches to Defining Quality* #3431-4, 192 pp., \$19.95

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- **Isenberg, Jalongo** (1997) *Major Trends and Issues in Early Childhood Education* #3622-8, 240 pp., \$25.95
- **Cuffaro, Harriet K.** (1995) *Experimenting With the World: John Dewey and the Early Childhood Classroom* #3371-7, 144 pp., \$16.95

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- **Goodwin, Goodwin** (1996) *Understanding Quantitative and Qualitative Research in Early Childhood Education* #3547-7, 208 pp., \$18.95
- **Wein, Carol Anne** (1995) *Developmentally Appropriate Practice in "Real Life": Stories of Teacher Practical Knowledge* #3442-X, 176 pp., \$18.95

- **Rust, Barth** (1993) *Changing Teaching, Changing Tools: Bringing Early Childhood Practice into Public Education, Case Studies from the Kindergarten* #3285-0, 144 pp., \$17.95

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- **Rodd, Jillian** (1996) *Understanding Young Children's Behavior* #3595-7, 208 pp., \$19.95
- **Kamii, Devries** (1993) *Physical Knowledge in Preschool Education: Implications of Piaget's Theory* #3254-0, 336 pp., \$20.95

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- **Cohen, Stern, Balaban** (1997) *Observing and Recording the Behavior of Young Children, Fourth Edition* #3575-2, 264 pp., \$19.95
- **Spodeck, Sporacho** (1996) *Issues In Early Childhood Educational Assessment and Evaluation* # 3579-5, 224 pp., \$39.00

Journals (through subscriptions)

A. Association for Childhood Education International

17904 Georgia Avenue, Suite 215
Olney, Maryland 20832

- *Childhood Education* (bimonthly)
- *Journal of Research in Childhood Education* (biannually)

B. National Association for the Education of Young Children

1509 16th Street, NW
Washington, DC 20036-1426

- *Young Children* (bimonthly)

C. Ablex Publishing Corporation

P.O. Box 5297
55 Old Post Road, #2
Greenwich, Connecticut 06831-0504

- *Early Childhood Research Quarterly*

November 19, 1998

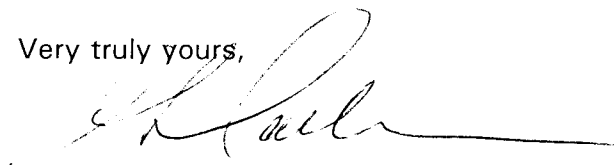
Ms. Janice Rowan, Chairperson
Department of College Writing
Rowan University
Bozorth Hall
Glassboro, New Jersey 08028

Dear Janice:

I am very happy to write a letter of support for your COGS proposal. As a classroom teacher educator, I can attest to both the need and the interest in coursework which would improve students' communication (especially writing) skills. As the course descriptions indicate, we are moving into a new era of technological communications and the old skills are very limited in their scope and sequence.

These new offerings can only enhance the quality of classroom instruction for all of our students.

Very truly yours,

A handwritten signature in cursive script, appearing to read 'C. Calliari', with a long horizontal flourish extending to the right.

Carl L. Calliari, Ed.D.
Chairperson

CLC/djb

C: Dr. Sisco
Dr. Libro



Educational Leadership

December 7, 1998

To: Marion Rilling, Carl Calliari, and Lou Molinari

From: Laurence R. Marcus, Chair, College of Education Curriculum Committee

Subject: Certificate of Graduate Study in Early Childhood Education

A handwritten signature in cursive script, appearing to read "Laurence R. Marcus", written in dark ink.

On December 1, the College of Education Curriculum Committee preliminarily considered the proposal that you submitted for a program leading to a Certificate of Graduate Study in Early Childhood Education. We were pleased to see your activity in an area of such obvious need. We plan to schedule a meeting early in the spring semester to discuss the proposal with you. In preparation, we ask that you consider the following questions that emerged during our preliminary discussion.

1. Currently, Post Baccalaureate Achievement Certificates (which are being proposed to be re-named Certificates of Graduate Study) must involve the completion of 15-24 credits. The three existing certificates all require 18 credits. Your proposal indicates that students would complete 12 credits. Are you proposing the elimination of the 15-24 credit requirement, or are you seeking an exception from that requirement? In either event, we would like to understand your rationale for a 12 credit certificate.
2. Who is the target audience for this certificate? Is the program intended as an in-service program for already certificated teachers or is it intended for some other group?
3. In the "Specific Objectives" section, you indicate that students will be able to describe the important historical periods and major philosophies that relate to early childhood education practices. If the program is intended to help early childhood teachers grapple with the very real problems attendant to the education of preschool children (and if you are limited in the number of courses that will comprise the certificate program), why focus on historical and philosophical foundations? Why not provide additional time on understanding current approaches that have demonstrated their merit?
4. Also in the "Specific Objectives" section, you indicate that you wish to focus on the relationship and importance of family and community in early childhood education, including appropriate strategies. In which course(s) is this taught?
5. In the title of two courses is the word "Atypical." Who are atypical children? To what extent are atypical children becoming much more typical? Why focus only on them; is there nothing of importance to be taught regarding motor and language development of typical children?