

B.A. in Education Specialization: Early Childhood Education (P-3)

Student Handbook

Rowan University

College of Education

Interdisciplinary and Inclusive Education Department



Table of Contents

Program Description	3
ECED Program Philosophy	3
General Information	4
Program Learning Outcomes	5
Professional Expectations	7
Assessment of Your Learning and Performance	8
Field Experiences in the ECED Program	9
Applying for Certification	11
Additional Endorsements You May Receive	11
More Specific Benchmark and Coursework Information	11
Early Childhood Program Faculty Contact Information	11
Early Childhood Program Advising Contact Information	11

PROGRAM DESCRIPTION

Welcome to the BA in Education with Specialization in Early Childhood Education Program (Rowan ECED program). This handbook will provide you important information concerning the program and options within our program. If you have additional questions concerning the program, contact the student advisor for our program.

Rowan University College of Education Mission

To positively impact and develop local, regional, national and global educational communities by:

- collaborating with partners in the field to promote learning and the mental and physical health of diverse learners in all settings
- integrating teaching, research, and service to advance knowledge in the field
- preparing and supporting professionals through the development of knowledge, skills and dispositions

with the ultimate goal of ensuring equitable educational opportunities for all learners.

Rowan University College of Education Vision

The College of Education will be a leading force in preparing and supporting reflective practitioners who use education to transform our global society.

ECED Program Philosophy

Aligned with Rowan College of Education's focus: Access, Success, and Equity...Turning Research into Practice, Rowan University Early Childhood Education Program prepares professional educators who believe in, practice and advocate for the core principles of Early Childhood Education Profession such as:

- Awareness of their rights and responsibilities as professionals who have the privilege to positively impact the lives of the children in their care,
- The image of the young children as rich, intellectual, competent, and possessing many rights as valuable learners,
- A developmental strengths perspective towards children who face cognitive, social emotional or physical challenges,
- Developmentally appropriate practices and positive guidance to support cognitive and social emotional competencies,
- Inclusive practices that promote diverse family and community perspectives with a focus on social justice,
- Effectively responding to the needs of children with exceptionalities, cultural and linguistically diversity, and all spectrums of socioeconomic, family, gender, and religious diversity,
- Using up-to-date scholarly knowledge and research in their practice to become informed advocates of children, families and communities,
- Reflection, collaboration and assessment as integral for professional learning and practice.

Through these core principles, our graduates will be able to create learning environments where creativity, self-regulation and problem solving skills are nurtured through hands-on, authentic learning experiences such as child-led projects and explorations. They will be able to use observation and assessment to guide each child's cognitive, social emotional, and physical growth. Through intentional

planning of developmentally appropriate learning experiences, they will strive to build on children's intellectual capacities.

In order to achieve these professional goals, we collaborate with colleagues in our team, and community partners within and outside of Rowan University. Through these collaborations, we benefit from practicum, research and other projects that meaningfully contribute to our pedagogy and ultimately enrich professional knowledge, skills and dispositions of our candidates.

General Information

In keeping with the mission statement of teacher education at Rowan University, our program will prepare teachers who will positively impact all educational communities by collaborating with partners in the field to promote learning and the mental and physical health of diverse learners in all settings. Our ultimate goal is to ensure equitable educational opportunities for all learners by preparing and supporting our teacher candidates through the development of knowledge, skills, and dispositions. The vision for the College of Education is that we will be a leading force in preparing and supporting reflective practitioners who use education to transform our global society.

BA in Education with Specialization in Early Childhood Education Program is designed to prepare teacher candidates who can facilitate the learning of all children from birth through eight years old. This program is developed based on the most current research in child development and learning, and addresses professional and academic standards of the New Jersey Professional Standards for Teachers (NJPST), the Common Core State Standards (Language Arts and Math) as adopted by the New Jersey State Board of Education in 2010, the Professional Development Standards of the National Association for the Education of Young Children (NAEYC), the New Jersey Core Curriculum Content Standards (NJCCCS), and the New Jersey Preschool Teaching and Learning Standards (NJPTLS). Throughout professional courses, our teacher candidates will prepare themselves to be qualified professional teachers for young children who provide adaptive, responsive, and individualized education for an increasingly diverse school population.

Teacher candidates complete requirements for two Bachelor's Degrees: one in early childhood education and one in an approved dual major from the College of Communication and Creative Arts, or the College of Humanities and Social Sciences as well as the Department of Language, Literacy and Sociocultural Education. Candidates must also complete a set of general education requirements. The total number of general education courses is approximately the same; however, specific courses vary according to dual major. Program guides for each dual major are available in the College of Education Advising Center or with a College of Education student's Education Academic Advisor.

Dual Majors are: (1) Liberal Studies; (2) American Studies, Liberal Studies; (3) Humanities (A&B) and Writing Arts. A new Dual Major only open to Freshman is the (4) Liberal Studies; Literacy Studies.

Recognition of Rowan ECED Program

Rowan's Early Childhood Education Program is recognized by the National Association for the Education of Young Children (NAEYC) for its quality of meeting the standards set by NAEYC, as well as NJ Teacher Standards. The passing rate of our candidates in Praxis II exam is 100%. Our program is recognized by its strength in content knowledge, effective methods, and high standards to graduate best practitioners who serve children and families in NJ. The program is also affiliated with Rowan University Early Childhood Demonstration Center, serving as a laboratory school for best practices in educating young children and supporting candidates in Rowan Early Childhood Education Program.

Who teaches you?

Our faculty members are experienced, dedicated early childhood educators who are leaders in the Early Childhood Communities on national and international levels. They have Master's or Doctoral level education in the field of Early Childhood Education and they regularly attend professional development trainings in order to benefit Early Childhood Education Candidates with up-to-date knowledge and skills in the field. Early Childhood Education faculty members are also active researchers contributing to the knowledge base of the field and serving on early childhood networks and communities in NJ and beyond. Our faculty members actively support professional development of educators around the state and are passionate for establishing best practices in the field.

Program Learning Outcomes

The BA in Education with Specialization in Early Childhood Education Program aligns itself with the six major preparation standards of the National Association for the Education of Young Children Initial Early Childhood Professional Preparation Standards. Through credentialing of professionals and professional recognition of preparation programs, special educators assure the public that practicing professionals have mastered the specialized skills for effective and safe practice.

NAEYC Standards	
STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING	Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.
Key elements of Standard 1	1a: Knowing and understanding young children's characteristics and needs, from birth through age 8. 1b: Knowing and understanding the multiple influences on early development and learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS	Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning
Key elements of Standard 2	2a: Knowing about and understanding diverse family and community characteristics 2b: Supporting and engaging families and communities through respectful, reciprocal relationships 2c: Involving families and communities in young children's development and learning
STANDARD 3. OBSERVING, DOCUMENTING,	Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and

AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES	understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.
Key elements of Standard 3	<p>3a: Understanding the goals, benefits, and uses of assessment including its use in development of appropriate goals, curriculum, and teaching strategies for young children.</p> <p>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.</p> <p>3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.</p> <p>3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments</p>
STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES	Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.
Key elements of Standard 4	<p>4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children</p> <p>4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology</p> <p>4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches</p> <p>4d: Reflecting on own practice to promote positive outcomes for each child</p>
STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM	Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.
Key elements of Standard 5	<p>5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts, music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.</p> <p>5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</p> <p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful</p>

	and challenging curriculum for each child.
STANDARD 6. BECOMING A PROFESSIONAL	Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.
Key elements of Standard 6	6a: Identifying and involving oneself with the early childhood field 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. 6d: Integrating knowledgeable, reflective, and critical perspectives on early education 6e: Engaging in informed advocacy for young children and the early childhood profession
STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES	Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood –in at least two of the three early childhood age groups (birth –age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).
Key elements of Standard 7	7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8) 7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

Professional Expectations

As future early childhood educators, you are expected to model professional behavior at all times in class, in the community, and in your field based experiences. The following is a list of expectations that will help you present yourself in a positive and professional manner.

1. Attendance, punctuality, and participation
2. Knowledge and Work habits
3. Quality of work and Impact
4. Diversity and Respect
5. Technology
6. Interactions with faculty, collaborating teachers and students in the field.
7. Attitude
8. Commitment to excellence in teaching
9. Confidentiality

Assessment of Your Learning and Performance

As required by our accreditation agency Council for the Accreditation of Educator Preparation (CAEP), candidate performance and impact on student learning is assessed through several key assessments throughout our program as indicated in the table below. To help measure your performances on these local, state, and national standards, the faculty have developed a performance-based assessment system. You will be assessed throughout your early childhood education program to insure that you meet the standards. These key assessments will be submitted to the electronic platform (TK20) Rowan College of Education uses. Please visit College of Education TK20 page for more information.

Admission to Program	Pre-Clinical Preparation	Clinical (Student Teaching)	Graduate
Praxis Core or Qualifying SAT or ACT scores	Key Assessment 1: Content Knowledge: ECED Praxis II (Passing Score: 159)	Key Assessment 4: Field Based: Danielson Teacher Evaluation Tool	Graduate Survey
Key Assessment 2: Content Knowledge: Communicating Information to Diverse Families (ECED 23220)	Key Assessment 3: Planning: Developing Lesson Plans in Math and Science (ECED 23322)	ECED SPA addendum – Student Teachers	Employer Survey
	Key Assessment 5: Impact on student/client learning: Field Teaching and Reflection (ECED 23431)	ECED EdTPA	
	Key Assessment 6: SPA Specific Content Skills: Behavior Management Plan (ECED 23320)		
	Key Assessment 7: SPA Specific Content Skills. Assessment Instrument (ECED 23430)		
	Key Assessment 8: Supporting Intellectual Growth (ECED 23321)		
Overall 3.0 GPA. No grade lower than a “C-” in any course required by major.	Overall 3.0 GPA. No grade lower than a “C-” in any course required by major.		
Dispositional Assessment for each course with field experiences	Dispositional Assessment for each course with field experiences		

Key Assessments are highlighted with color. Other assessments support the goals and outcomes of program as required in state and NAEYC teacher standards and evaluation measures.

Field Experiences in the ECED Program

How will you practice your course learning?

The field hours for the program ranges between 25 hours and 50 hours for each semester. The field experiences begin in the freshman year, allowing you to hands-on experiences in teaching and understanding young children. You will be able to experience and teach in a variety of settings, Head Start Centers, Public and Private Preschool programs, Kindergarten, first, second and third grades in this program. It is the student's responsibility to arrange for transportation to and from his or her course field placement sites. These field experiences will lead to a semester-long clinical practice experience. Additional information regarding ECED Clinical Practice will be made available in your ECED Clinical Practice Handbook available prior to clinical practice.

Connected Course	Number of Hours	Major Focus	Placement Level	Assessment
Principles and Pedagogies in the Inclusive Classroom (INCL 02210)	15	Observation	Pre-school to Grade 3 classroom	TLC I Dispositional Rubrics
Contemporary Child in the Family and Community (ECED 23220)	25	Observation	Preschool or Kindergarten classroom	TLC II Dispositional rubrics
Building Brains: Resilience and Competency (23320)	25 (shared field with Language Development and Emergent Literacy which also has 25 hours)	Observation Participation	Preschool or Kindergarten classroom	Early Childhood Education Junior Practicum Evaluation Rubric
Language Development and Emergent Literacy	25	Observation Participation	Pre-K – Kindergarten Inclusive Classroom	Early Childhood Education Junior Practicum Evaluation Rubric
Effective Learning Environments (ECED 23321)	25	Observation Participation	1 st , 2 nd , or 3 rd grade classroom (inclusive where possible)	Early Childhood Education Junior Practicum Evaluation Rubric
Integrating and	25	Observation	1 st , 2 nd , or 3 rd grade	Early Childhood

Adapting Curriculum: Math/Science		Participation Teaching	classroom (inclusive if possible)	Education Junior Practicum Evaluation Rubric
Planning Curriculum: Across Content Areas	25	Observation Participation Teaching	Preschool Kindergarten classroom or	Early Childhood Education Senior Practicum Evaluation Rubric
Observation, Assessment, Evaluation of Diverse Learning	25	Observation Participation Teaching	Preschool Kindergarten classroom or	Early Childhood Education Senior Practicum Evaluation Rubric
Clinical Practice	560	Observation Participation Planning Teaching	P-3 Classroom (inclusive where possible)	CP Danielson Evaluation Rubric, edTPA and ECE SPA Addendum
Total Field Hours	760 hours			

Applying for Certification

Teacher candidates must complete a Certification Application (available online on the Office of Field Experiences webpage) during the semester that you complete your clinical practice for special education. The form is submitted to your Program Advisor. Upon review, to assure that all required coursework has been completed and all exit requirements have been met, the application will be forwarded to the College of Education's Certification Officer. Once your clinical practice is successfully completed, the application will be forwarded to the State for processing.

CEAS (Traditional Route): The Certificate of Eligibility with Advanced Standing (CEAS) is a credential issued to an individual who HAS completed a teacher preparation program and has met the basic requirements for certification including academic study and applicable test requirements. THE CEAS authorizes the individual to seek and accept employment in NJ public schools requiring certification. The CEAS is issued to an individual who does NOT hold a NJ Standard Certificate or has NOT completed one year of full time teaching under a valid out of state instructional certificate.

Additional Endorsements You May Receive

Additional endorsement programs are available and at times incorporated into a major (reading endorsement is a part of literacy studies major). Please visit Rowan College of Education website for details and application procedures.

More Specific Benchmark and Coursework Information

Please see ECED program guides on the Rowan College of Education Website for more specific benchmark and coursework information. One of these guides are designed for candidates with literacy studies major, and second one is designed for all other majors.

Early Childhood Program Faculty Contact Information

Please contact Johari Sykes- Ratliff, ECED Program Coordinator, at sykes-ratliff@rowan.edu if you have questions pertaining to academic and curriculum matters.

Early Childhood Program Advising Contact Information

Please contact Heather Dolbow, ECED program advisor, at dolbow@rowan.edu if you have questions pertaining advising, course choices, majors, registration, progress, and benchmarking.

We are looking forward to sharing this great learning experience with you.