

EARLY CHILDHOOD EDUCATION CERTIFICATION
IN THE UNITED STATES

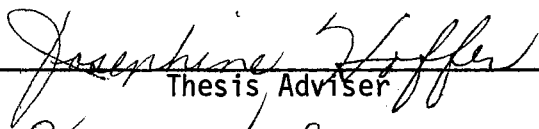
By
ALICE DIANE STEPHENS
" "
Bachelor of Science
Oklahoma State University
Stillwater, Oklahoma
1968

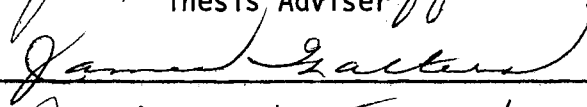
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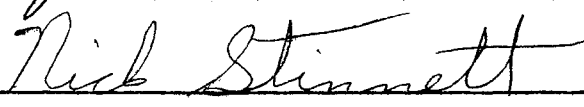
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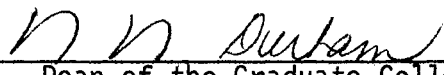
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Thesis Approved:



Thesis Adviser






Dean of the Graduate College

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CHAPTER I

THE PROBLEM AND ITS IMPORTANCE

Society is becoming increasingly aware of education for young children; therefore, attention has been directed toward the need for competent, well-prepared teachers. Sanger (1963) believed that "an educated, well-qualified teacher is the most important single key to quality in an educational program for children" (p. 260). It is through certification, based on approved teacher education programs, that the public can be more assured as to the qualifications of employed teachers.

This study was concerned with early childhood education certification throughout the United States. An earlier study by Holloway (1969) identified the states which offered early childhood education certification and the states which had early childhood education certification programs in progress. This investigator anticipated that more states would now offer certification in this area.

Need for Study

Although there has been a recent increase in preschool groups, there has been a decrease in teachers prepared in early childhood education programs (Sanger, 1963). Preparation of personnel for early childhood education is needed to carry on a desired early childhood education program (Heffernan, 1960).

The data assembled and organized from this study should be valuable to faculty who advise, teach, and place students for employment in early childhood education. The study will further be of value by comparing the certification requirements of Oklahoma with those of other states. Graduates leaving Oklahoma will be able to ascertain if they are qualified in another state. Colleges and universities that are initiating early childhood education teacher preparation programs could profit by comparing the requirements throughout the nation. Also, students who find it necessary to transfer from Oklahoma State University will be facilitated in locating another early childhood education program which leads to certification.

Purposes of Study

The general purpose of this study was to survey early childhood education certification throughout the United States in relation to the following specifics:

1. To identify the states which offer certification in early childhood education.
2. To ascertain the common requirements by states for certification in early childhood education.
3. To compare the early childhood teacher education requirements of Oklahoma with the requirements of other states.
4. To compare the early childhood teacher education requirements of Oklahoma State University with the requirements of states other than Oklahoma.
5. To determine by college or university the specific department location of early childhood teacher education programs in the

United States such as home economics, education, or psychology.

Definitions

The following definitions are presented to aid the reader:

1. Early Childhood Education - Early childhood education, as defined by some professionals, is that segment of education for children under six years of age which "provides continuous educational programs for children enrolled on a regular basis under professionally qualified teachers" (Leeper, Dales, Skipper, and Witherspoon, 1968, p. 90). Others in the field define early childhood education as education for children from three to eight years of age under professionally qualified teachers (Nixon and Nixon, 1971).
2. Programs of Study - Programs of study are the "guides which indicate degree or certification requirements from state departments of education and accredited colleges and universities" (Holloway, 1969, p. 8).
3. Certificate - A certificate is a document which reflects the completion of a prescribed curriculum and gives legal authorization from the state to perform professional school service and to receive pay from public funds (Armstrong and Stinnett, 1964).
4. General Education - General education consists of courses "designed to develop a broad, cultural background" (Oklahoma State Department of Education, 1971, p. 7).
5. Professional Education - Professional education is "that

portion of a teacher's program of preparation that deals with the art and science of teaching" (Indiana State Department of Education, 1969, p. 61).

6. Specialized Education - Specialized education includes courses in "subject-field content and/or methods and materials especially appropriate to preparation for teaching" at a specific level (Oklahoma State Department of Education, 1971, p. 8).

CHAPTER II

RELATED LITERATURE

Early Beginnings

Early childhood education is being rediscovered today. Indeed, the 1960's have been called the decade of "rediscovery of the young child" (Lane, 1967, p. 3). This rediscovery has extended on into the 1970's. Concern for the young child is not a recent one; educators have long been interested in the education of the young. As related by Evans (1971):

The tap roots of contemporary early childhood education extend clearly to European thinkers such as J. A. Comenius (1592-1670), J. J. Rousseau (1712-1778), and J. H. Pestalozzi (1746-1827), all of whom championed the rights of children. (p. 4)

Froebel, a German educator, established the first kindergarten in 1837 in Blankenburg, Germany. Although this effort failed, Froebel opened a permanent kindergarten in 1840. He also established other kindergartens and a training school (Eby, 1952).

Kindergarten was first introduced into the United States in a German settlement at Watertown, Wisconsin, in 1855. This German-speaking kindergarten was taught by a former pupil of Froebel's training school. Several German-speaking kindergartens were introduced in America but it was not until 1860, in Boston, that the first English-speaking kindergarten was started. The school system in St. Louis,

Missouri, was the first to have public school kindergarten in 1873 (Eby, 1952).

National Trends

Even with these early beginnings, historically, the emphasis in beginning education has been on the middle childhood years. Recently this emphasis has been changing to the early years. As stated by Schmitthausler (1969), "the need to professionalize the teacher of the very young child is only now emerging as a recognized problem" (p. 188). In a statement by the Association for Childhood Education International Teacher Education Committee in 1967, it was indicated that qualified teachers in early childhood education, public or private, should be recognized as professional people in their field.

The national reports in education for children under six indicate that many kinds of group experiences are being offered in order to meet the needs of society: kindergartens (public and private), day care centers, nursery schools, and Head Start programs (Spodek, 1972). More public schools are establishing preprimary classes in their school systems. In 1949 only 960,000 children were attending a public school kindergarten. This figure, by 1966, had increased to 2.4 million enrollees and to 3.1 million by 1968 (Evans, 1971). When combining the three to five year old children in public kindergartens, public pre-kindergartens, and public preprimary programs, there were over 5.6 million children enrolled in 1968 (Nehrt and Hurd, 1969). Zigler (1972) estimated that kindergarten and preschool enrollment will climb to 6.3 million by 1980 if the present rate of growth continues. The present trend of extending public schools downward involves

kindergartens, nursery schools, and child development centers being introduced into the public school systems over the United States (Leeper et al., 1968).

One of the problems in early childhood education lies in the shortage of personnel who are specifically trained for this area. As revealed by Haberman and Persky (1969), ". . . few states have enough specially prepared teachers for today's needs in early childhood education" (p. 6). Only 1200 teachers prepared for the early childhood level graduated from American colleges in 1968.

Teachers of youngsters in preprimary public school programs are usually certified. However, there is great diversity in the kinds of preparation programs by which their certificates are earned (Schmitt-hausler, 1969). Many primary school teachers, with no early childhood training, have become kindergarten teachers, but they are not automatically qualified kindergarten teachers.

During the decade of the 1960's, major events occurred which affected young children and pointed up the need for more well-trained teachers in early childhood education. Recapitulated by Lane (1967), two recommendations which the 1960 White House Conference on Children and Youth made were: (1) kindergartens should be made an integral part of the public school system in all communities, and the state departments of education should be authorized to extend public education to include nursery schools; (2) it should be mandatory for the state departments of education to establish certification standards for all nursery school and kindergarten teachers.

The 1961 statement from the Council of Chief State School Officers, also in Lane's study (1967), emphasized that

. . . the amount of independence and self-determination allowed an American child of three and four years makes the conventional age of six late for school entrance.
(p. 4)

In 1961 this Council also supported the recommendation of the White House Conference on Children and Youth (1960) in urging that all nursery school and kindergarten teachers have professional training leading to certification in early childhood education and that all state departments should establish certification for early childhood education teachers and approve programs leading to certification.

In 1966, the Educational Policies Commission of the National Education Association recommended "universal extension of school experiences to children four years of age" (p. 5). The Commission did not intend this to be a downward extension of the first grade but rather a program uniquely adapted to ages four and five.

Misconceptions of Early Childhood

Teacher Requirements

Because of the rapid expansion of early childhood education, several misconceptions have developed about what is required to be a good teacher of young children. Some people feel that anyone can teach early childhood education simply because the children are so much younger than the teacher. Others believe that all a nursery school or kindergarten teacher needs to know is how to mix paints (Hymes, 1968). There are those who feel that any parent would make a successful teacher of young children because he has a child of his own. Still others think that the only requisite of a good early childhood teacher is a love of young children (Todd and Heffernan, 1970).

Qualifications of Early Childhood Teachers

Leeper et al. (1968) contended that the qualities of understanding, knowledge, skills, and appreciation are needed to work with young children effectively. Furthermore, these qualities can be gained through training and experience. The Teacher Education Committee of the Association for Childhood Education International (1967) advocated that teachers should be equipped with appropriate understandings and competencies in order to guide the learning of young children involved in early childhood education programs. Because, as Mahler (1958) explained, the guidance given a young child "profoundly influences the learning, habits, and attitudes that he will carry into adult life" (p. 27), the influence of the educated teacher may be of great significance. As expressed by Smith (1963):

. . . teaching is both a profession and an art: a profession because it requires skill that study and practice can increase almost without limit; an art because the most perfected technique is of little value unless it is made to live by the personality of the teacher. (p. 19)

Heffernan (1960) asserted that the kindergarten teacher's professional task is as difficult and her service as socially significant to the future of our nation and our world as the task and service of any other teacher. The good educator of young children is a trained professional person.

Campbell-Smith and McFarland (1963) indicated that the teacher is the major factor that determines a child's adjustment to any preprimary education program. Because of the very nature of the relationship between a teacher and young child, the teacher influences the child's personality. These writers further stated:

She is able to manage her relationships with children purposefully to further the unique creative processes by which the child is developing his personality, to offer him supplementary resources to prevent the prejudicing of his development by deprivation, to provide appropriate motivation for working at growth and elaboration of primitive impulsive behavior toward an increasingly broad and mature expression of self.

For such a professional role, the teacher needs professional training to give her an understanding of the dynamics of child development and family relationships, and the variations in cultural values by which social interactions are patterned. (p. 6)

Early childhood education, when it meets the needs of children, promises significant benefits to American life. When it is less than this, as is sometimes the case with untrained personnel, it may do more harm than good. "The vulnerability of young children necessitates quality educational programs for them; 'something' is not necessarily better than nothing" (Haberman and Persky, 1969, p. 1). The Education Policies Commission (1966) of the National Education Association emphasized that it is essential for the education of young children to be conducted by persons professionally prepared for the task.

Heffernan (1960) and Campbell-Smith and McFarland (1963) indicated that the teacher whom parents want to guide their children is a person who has had professional training and experiences which have included self-understanding as well as understanding of young children. Presley (1963) believes it is the teacher's preparation and personal characteristics which determine, more than anything else, the quality and even the direction of the child's growth and learning. Presley further stated:

The good teacher, well prepared by personality and professional training to guide the young child, can and often does compensate for shortcomings in buildings, equipment, or even too large a group or too little time for staff or parent communication. (p. 268)

There would be far-reaching implications if quality education could be provided for all young children. Niemeyer (1963) feels that Americans should establish a national goal of early childhood education for all children. Only through competent, professionally prepared personnel can we offer sound programs for under-six education.

Early Childhood Teacher Education and Certification

As outlined by Drumheller (1971), there are five instructional components which are basic to any teacher education program:

(1) general studies, (2) content for the teaching specialty, (3) humanistic and behavioral studies, (4) teaching and learning theory, with laboratory and clinical experience, (5) the practicum. (pp. 474-75)

In striving for excellence in early childhood teachers, colleges and universities need to offer quality programs in teacher education.

Hymes (1963) stated that:

Teacher education has the task of helping smart adults build a sensitivity to how young children feel, a patience with their way of perceiving, an acceptance of their manipulation and experimentation, and of their mistakes. (p. 168)

Howe (1968) urged:

We must take a hard look at the notion that the older the student is, the greater the number of degrees are necessary for those who teach him. It may well turn out that those dealing with very young children require the most sophisticated training. (p. 1)

Society cannot guarantee that all early childhood education teachers will be personally suited to working with young children. However, as Evans (1971) wrote, "Certification is believed to increase the probability that minimum technical skills are developed by teachers prior to actual kindergarten service" (p. 7). In a statement by The Education

Commission of the States (1971) the idea was put forth that early childhood education teachers require qualifications and training different from teachers working with older children. The Commission also advocated that certification procedures and teacher training programs should reflect this fact.

Appropriate certification is important to states so they can attract able and inspiring teachers (Pierce et al., 1967). The early childhood education certification picture is changing. A survey made in 1965 by Stith and Hoeflin (1967) showed that 33 states, of 44 states responding, offered no certification for nursery school teachers. However, by 1967 the number of states offering no certification for nursery school teachers had decreased to 26, out of 49 states responding (Lane, 1967). Some of the states mentioned, however, certified nursery school teachers on the elementary certificate. Holloway's study in 1969 revealed 23 states, of 50 states responding, which did not offer certification in early childhood education or did not have such a certification program in progress.

CHAPTER III

PROCEDURE

The purpose of this study was to determine the status of early childhood education certification as of February, 1973. Specifically, the purposes were as follows: (1) to identify the states which offer certification in early childhood education; (2) to ascertain the common requirements by states for certification in early childhood education; (3) to compare the early childhood teacher education requirements of Oklahoma with the requirements of other states; (4) to compare the early childhood teacher education requirements of Oklahoma State University with the requirements of states other than Oklahoma; and (5) to determine by college or university the specific department location of early childhood teacher education programs in the United States, such as home economics, education, and psychology.

To achieve the above purposes, the following steps were followed: (1) a letter (Appendix A) was sent to the 50 state departments of education requesting information on the type of early childhood education certificate (if any) offered and the names of institutions in the state which offered programs in early childhood education leading to certification; (2) state certification requirements were examined to achieve the stated purposes and are reported in table form; (3) catalogs of colleges and universities, which the state departments of education identified as offering programs in early childhood education

leading to certification, were examined to determine the department (home economics, education, psychology) in which these programs were located.

CHAPTER IV

ANALYSIS OF DATA

The purpose of this study was to determine the status of early childhood education certification as of February, 1973. Specifically, the purposes were as follows: (1) to identify the states which offer certification in early childhood education; (2) to ascertain the common requirements by states for certification in early childhood education; (3) to compare the early childhood teacher education requirements of Oklahoma with the requirements of other states; (4) to compare the early childhood teacher education requirements of Oklahoma State University with the requirements of states other than Oklahoma; and (5) to determine by college or university the specific department location of early childhood teacher education programs in the United States such as home economics, education, and psychology.

Forty-nine of the fifty state departments of education responded to the questionnaire; only Maine did not respond. California's response, however, was not complete, thus accounting for the fact that only 48 states are listed in the tables. Data obtained from the questionnaires and state certification handbooks are presented in Tables I through III.

Colleges and universities which offer programs of study leading to a degree or specialization in early childhood education and accommodated by state certification were identified by the state departments of

education. Catalogs from those institutions were examined to determine the specific department locations of the early childhood teacher education programs. Whereas this study concerned early childhood education certification, only those institutions identified as having such programs are reported. This information is presented in Table IV and Appendix C.

States With Early Childhood Education Certification

Early childhood education certification, in this study, was classified into four types: nursery school (N), kindergarten (K), nursery school-kindergarten (N-K), or nursery school-kindergarten-grade three (N-K-3). In the present study, 20 states offer some type of early childhood education certification (Table I). Holloway (1969) found 15 states with early childhood education certification.

The states offering certificates for nursery school were Kansas, Kentucky, Minnesota, and Wisconsin. Only three states offer kindergarten certificates: Kentucky, Maryland, and Virginia. Ten states certifying in early childhood education offer a nursery school-kindergarten certificate: Connecticut, Delaware, Florida, Iowa, Minnesota, New Jersey, New Mexico, Oklahoma, Vermont, and Wisconsin. States certifying at the nursery school-kindergarten-grade three level were Alabama, Alaska, Connecticut, Maryland, Minnesota, New Hampshire, New York, ⁺Oklahoma, Pennsylvania, Virginia, West Virginia, and Wisconsin.

Illinois, Mississippi, Nebraska, Rhode Island, South Dakota, and Washington indicated early childhood education certification in progress. Holloway (1969) listed two of those states--Washington and

TABLE I
STATES OFFERING CERTIFICATION IN
EARLY CHILDHOOD EDUCATION

States	N	K	N-K	N-K-3
Alabama				X
Alaska				X
Connecticut			X	X
Delaware			X	
Florida			X	
Iowa			X	
Kansas	X			
Kentucky	X	X		
Maryland		X		X
Minnesota	X		X	X
New Hampshire				X
New Jersey			X	
New Mexico			X	
New York				X
Oklahoma			X	X [?]
Pennsylvania				X
Vermont			X	
Virginia		X		X
West Virginia				X
Wisconsin	X		X	X

Illinois--as having certification in progress. Illinois indicated that legislation has now been enacted providing for the issuance of an early childhood education certificate valid for teaching up to six year olds. However, the requirements for the issuance of such a certificate had not been implemented.

Twenty-eight states indicated no certification in early childhood education; however, nursery school and/or kindergarten were included in the elementary certificate by endorsement or as a part of the elementary certificate (Table II). Six of those states are the same ones that indicated early childhood education certification in progress. Some states certify at both the elementary level and early childhood level, thus the duplication of certain states in Tables I and II.

Early Childhood Teacher Education Requirements

Early childhood education certification requirements of Oklahoma, when compared with those of other states, reflect wide differences. However, most states require some general education, professional education, and specialized education, although not all states use these three classifications as does Oklahoma (Table III).

Alabama, Alaska, Iowa, and Pennsylvania reported in their respective certification handbooks that their certifications are based on completion of approved programs of study rather than on a certain number of credits. Oklahoma, when compared with other states, requires a little less professional education but more general education and more specialization. Only four states require more general education than Oklahoma. No state requires as much professional education and

TABLE II
STATES CERTIFYING IN ELEMENTARY EDUCATION AND
INCLUDING NURSERY SCHOOL OR KINDERGARTEN
AS PART OF THE CREDENTIAL

States	K-p	N-K-Elem	K-6-8-9	Elem with N or K End.
Alaska			X	
Arizona		X		
Arkansas			X	
Colorado				X
Connecticut	X	X	X	X
Delaware	X			
Florida				X
Georgia	X	X		X
Hawaii			X	
Idaho	X			X
Illinois			X	
Indiana		X	X	X
Iowa			X	X
Kansas			X	
Kentucky				X
Louisiana				X
Maryland	X			
Massachusetts			X	
Michigan			X	X
Minnesota	X		X	X
Mississippi	X		X	
Missouri			X	
Montana			X	
Nebraska			X	
Nevada	X		X	
New Jersey			X	
New York		X		
North Carolina	X			
North Dakota	X			
Ohio	X		X	
Oklahoma			X	X
Oregon			X	
Rhode Island			X	
South Carolina			X	
South Dakota			X	
Tennessee			X	X
Texas				X
Utah	X			X
Vermont			X	
Virginia	X			
Washington	X		X	
Wisconsin	X		X	
Wyoming			X	

W Va.

TABLE III
OKLAHOMA STATE UNIVERSITY AND OKLAHOMA CERTIFICATION
REQUIREMENTS COMPARED TO OTHER STATES OFFERING
VARIOUS TYPES OF CERTIFICATES IN
EARLY CHILDHOOD EDUCATION

	General Education	Specialized Education	Professional Education
Oklahoma State University	51 ?	26	28
Oklahoma	50	25	21
Alabama	Based on completion of approved program		
Alaska	Based on completion of approved program		
Connecticut	75		30
Delaware	60		30
Florida		18	20
Iowa	Based on completion of approved program		
Kansas	50		24
Kentucky	45	10-22	24
Maryland	80		26
Minnesota			18-30
New Hampshire			
New Jersey	45		24
New Mexico			
New York			24
Pennsylvania	Based on completion of approved program		
Vermont	75		
Virginia	48		18
West Virginia	40	15	20
Wisconsin			26

specialization, when these two areas are combined.

No credit hour requirements are available from New Hampshire or New Mexico so no comparison of requirements can be made between those states and Oklahoma. Vermont listed only general education hours required; Minnesota, New York, and Wisconsin listed only professional education hours required.

Oklahoma State University, when compared with states other than Oklahoma offering early childhood education certification, requires more professional education than all states except Connecticut and Delaware (Appendix B). However, both of those states included specialization with professional education. As for general education, Oklahoma State University requires more than most states, with only four states requiring more. Again, if total required hours are compared, Oklahoma State University requires approximately the same as those four states. No state requires as much specialization as does Oklahoma State University. When the two areas of specialization and professional education are combined, Oklahoma State University requires more than any state. In summary, Oklahoma State University's early childhood education certificate requirements are equal to or surpass the certificate requirements of all states except Maryland. When examining total general, professional, and specialized education requirements, Maryland requires 106 credits as compared to Oklahoma State University's 105. This is the only state that exceeded Oklahoma State University requirements for which information was available.

Location of Early Childhood Teacher Education Programs

The state departments of education were asked to identify the colleges and universities that offer programs of study leading to certification in early childhood education. One hundred twenty-seven colleges and universities were designated as having such programs. Of these 127, college catalogs were available for 55. These 55 catalogs were examined to determine the location by department of the early childhood education program. The investigator anticipated that the programs of study would be located in the departments of education, home economics, or psychology. However, no early childhood education programs leading to certification were found in psychology departments. Some colleges and universities offer early childhood education programs in more than one department. The colleges and universities for which catalogs were available are identified and department location of early childhood teacher education programs leading to certification are given in Table IV. The other colleges and universities for which catalogs were unavailable, but which had been identified by the state departments of education as having such programs, are listed in Appendix C. It should be noted that institutions other than the ones named in Table IV and Appendix C have programs of study in early childhood education; however, those institutions are not accommodated at the present time by state certification.

Sixty-six percent of the early childhood teacher education programs leading to certification were found to be located in departments of education. Eighteen percent of the colleges and universities located their early childhood education programs of study in home economics.

TABLE IV
INSTITUTION AND DEPARTMENT LOCATION OF
EARLY CHILDHOOD EDUCATION PROGRAMS
LEADING TO CERTIFICATION

Institutions	Home Ec.	Educ.	Other Departments
<u>Alabama</u>			
Alabama State Univ.	X		
Auburn Univ.	X	X	
Florence State Univ.		X	
Samford Univ.		X	
Univ. of Alabama	X		
<u>Florida</u>			
Florida So. Coll.		X	
Florida State Univ.		X	
Univ. of Florida		X	
Univ. of Miami		X	
Univ. of So. Florida		X	
<u>Iowa</u>			
Iowa State Univ.	X		
Margcrest Coll.		X	
Univ. of Iowa		X	
Univ. of No. Iowa		X	
<u>Kansas</u>			
Kansas State Univ.	X		
Univ. of Kansas			X*
<u>Kentucky</u>			
Eastern Ky. Univ.	X	X	
Morehead Ky. Univ.		X	
Murray State Univ.	X		
Univ. of Kentucky	X		
<u>Maryland</u>			
Univ. of Maryland		X	
<u>Minnesota</u>			
Mankato State Coll.		X	
<u>New Hampshire</u>			
Univ. of New Hamp.	X		
<u>New Mexico</u>			
Eastern N. M. Univ.	X		
N. M. State Univ.		X	
Univ. of N. M.		X	
<u>New York</u>			
Adelphi Univ.		X	
Bank St. Coll. of Ed.		X	
City Univ. of N. Y., Brooklyn Coll.		X	
City Univ. of N. Y., City Coll.		X	

TABLE IV (Continued)

Institutions	Home Ec.	Educ.	Other Departments
<u>New York (cont.)</u>			
City Univ. of N. Y., Herbert H. Lehman Coll.		X	
City Univ. of N. Y., Hunter Coll.		X	
City Univ. of N. Y., Queens Coll.		X	
City Univ. of N. Y., Richmond Coll.		X	
Columbia Univ., Teachers Coll.		X	
Cornell Univ.			X**
Fordham Univ.		X	
Mills Coll. of Educ.		X	
Skidmore Coll.		X	
Syracuse Univ.			X*
Vassar Coll.		X	
<u>Oklahoma</u>			
Central State Univ.		X	
Okla. City Univ.		X	
Okla. State Univ.	X		
Okla. Univ.		X	
<u>Pennsylvania</u>			
Drexel Univ.	X		
Penn. State Univ.		X	
Temple Univ.		X	
<u>Virginia</u>			
Hampton Institute		X	
Old Dominion Univ.		X	
<u>West Virginia</u>			
West Virg. Univ.		X	X ⁺
<u>Wisconsin</u>			
Univ. of Wisc. at Green Bay			X ⁺⁺
Univ. of Wisc. at Madison			X ⁺⁺⁺
Univ. of Wisc. at Milwaukee		X	
Univ. of Wisc. at Stevens Point	X	X	

*Human Development **Human Ecology ⁺Human Resources
⁺⁺Growth and Development major under Human Biology
⁺⁺⁺Family Resources and Consumer Services

Nine percent offered their programs in other departments, which are identified in Table IV. Seven percent of the colleges and universities offer early childhood education programs in more than one department.

CHAPTER V

SUMMARY, FINDINGS, AND RECOMMENDATIONS

The overall purpose of this study was to survey early childhood education certification throughout the United States. Specific purposes were: (1) to identify the states which offer certification in early childhood education, (2) to ascertain the common requirements by states for certification in early childhood education, (3) to compare the early childhood teacher education requirements of Oklahoma with the requirements of other states, (4) to compare the early childhood teacher education requirements of Oklahoma State University with the requirements of states other than Oklahoma, and (5) to determine by college or university the specific department location of early childhood teacher education programs in the United States, such as home economics, education, and psychology.

The following steps were taken to achieve the stated purposes: (1) a letter to the 50 state departments of education requested information on the type of early childhood education certificate (if any) offered and the names of institutions in the state which offered programs in early childhood education leading to certification; (2) state certification requirements were examined to ascertain common requirements as well as to compare Oklahoma and Oklahoma State University requirements with those of other states; (3) catalogs of colleges and universities, which the state departments of education identified as

offering programs in early childhood education leading to certification, were examined to determine the department (home economics, education, psychology) in which these programs were located.

Findings

The findings of this national survey concerning the certification and preparation of teachers in early childhood education were as follows:

1. Twenty states had early childhood education certification at the nursery school level, kindergarten level, nursery school-kindergarten level, or the nursery school-kindergarten-grade three level.
2. Six states had early childhood education certification in progress.
3. Most states required some general education, professional education, and specialized education, although not all states use these three classifications as does Oklahoma. A few states based their early childhood education certification on completion of approved programs rather than on a number of credits.
4. Only four states required more general education than Oklahoma. No state required as much professional education and specialization, when these two areas are combined, as Oklahoma.
5. Oklahoma State University's early childhood education certificate requirements were equal to or surpassed the certification requirements of other states.
6. Sixty-six percent of early childhood education programs of

study leading to certification were located in education departments. Eighteen percent were located in home economics departments. Nine percent of the early childhood education programs were in other departments. Seven percent of the colleges and universities offered early childhood education programs in more than one department. No early childhood education programs leading to certification were located in psychology departments. The only programs examined were those for which catalogs were available.

Recommendations

With the present concern for early childhood education the investigator recommends that:

1. Colleges and universities continue to revise their programs leading to a degree or specialization in early childhood education.
2. All individuals planning to teach young children be advised concerning opportunities for study in each state.
3. A study similar to this one be done periodically because of changing programs at the state and institutional levels.
4. State departments of education coordinate efforts to improve early childhood education certification requirements so that early childhood education can take its place among the other recognized professions in education.
5. State departments of education be continually aware of early childhood education certification requirements in other states.

so that standards become more universal in all 50 states.

6. National organizations assume responsibility to formulate national guidelines for certification in early childhood education.

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APPENDIX A

**OKLAHOMA STATE UNIVERSITY • STILLWATER**

Department of Family Relations & Child Development
(405) 372-6211, Ext. 6084

74074

February 12, 1973

Dear Sir:

I am contacting certification directors in the State Departments of Education to identify states with certification in Early Childhood Education (Nursery School--Kindergarten), to ascertain the programs of study necessary for certification for Early Childhood Education in each state, and to obtain the names of institutions that provide programs leading to this kind of certification.

Would you please supply the following information:

- I. Does your state have certification in Early Childhood Education in any of the following categories (check the appropriate blank)?

☐ Nursery School and Kindergarten
☐ Nursery School, Kindergarten, and Primary
☐ Kindergarten and Primary
☐ Kindergarten through Six, Eight, or Nine
☐ Certification in Progress for Early Childhood Education
☐ No certification in Early Childhood Education
☐ Other -- please indicate

- II. Please send a copy of your Teacher Education and Certification Handbook.

III. Please list at the bottom of this page the universities and colleges in your state that offer a program leading to certification in Early Childhood Education.

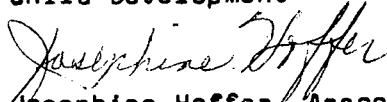
Your contribution is vital to the satisfactory completion of this study, which is being made in the interest of teacher certification and standards for preparation of teachers in Early Childhood Education throughout the United States.

The information requested may be sent to Diane Stephens, Graduate Student, Department of Family Relations and Child Development, Oklahoma State University, Stillwater, Oklahoma 74074. Thank you for your cooperation. At the completion of this study you will receive a copy of the report.

Respectfully yours,



Diane Stephens, Graduate
Student, Department of
Family Relations and
Child Development



Josephine Hoffer, Associate
Professor and Acting Head,
Department of Family Relations
and Child Development

III. UNIVERSITIES AND COLLEGES

APPENDIX B

OKLAHOMA STATE UNIVERSITY
CERTIFICATION PROGRAM
EARLY CHILDHOOD EDUCATION

Student _____ ADVISER _____

Standard Certificate

I. GENERAL EDUCATION:

A minimum of 51 semester hours as follows with work in the first eight areas:

<u>Language Arts</u> (Min. 12 cr.)	Eng. 1113, 1323, 2332: Speech 1713: Lit. (3 cr.)
<u>Social Science</u> (Min. 12 cr.)	Soc.Sci.1114, 1224: Econ.1113: SOC.1113: Hist.2483, 2493: Pol.Sci.2013: (1/2 unit of Okla. Hist. in High School or History 1062 or State Exam.)
<u>Mathematics</u> (Min. 3 cr.)	Math 2413
<u>Natural Sciences</u> (A minimum of 12 cr. with at least 4 cr. in each physical and biological)	Bi.Sci.1114, 1214: Bot.1114: Physio.2111-2213: Zool.3304; Astron.1104: Chem. 1015: Geol. 1014: Physics 1014.
<u>Fine Arts</u> (Min. 3 cr.)	Art 1213 - Students who do not play the piano will be required to complete 2 cr. in piano in addition to Art 1213.
<u>H&PER Activities</u> (Min. 2 cr.)	Two courses in activities
<u>Psychology</u> (Min. 3 cr.)	Psych. 1113
<u>Humanities</u> (Min. 4 cr.)	Hum. 2114 or 2224
<u>Foreign Lang.</u> (Max. 12 cr.)	
<u>Practical Arts</u> (Max. 12 cr.)	
<u>Electives</u> (Max. 12 cr.)	

II. PROFESSIONAL EDUCATION: A minimum of 28 semester hours of credit in professional teacher-education courses is required, including work in each of the following areas:

<u>Child Development Psychology</u> (Min. 9 cr.)	FRCD 2113: FRCD 3213: Educ. Psych. 4323
<u>Social Foundations of Education</u> (Min. 5 cr.)	EDUC. 2113: FRCD 4252
<u>Student Teaching</u> (Must include teaching at both Nursery school and kindergarten levels (min. 14 cr. - 7 cr. Nursery School: 7 cr. Kindergarten)	FRCD 4420: EDUC. 4450
<u>Audio Visual</u>	EDUC. 4122

III. SPECIALIZED EDUCATION: A minimum of 26 semester hours of credit in specialized education for Early Childhood Education teachers, that is, work in subject-field content and/or Childhood Education Level, is required. Some work shall be done in each of the following:

<u>Curriculum in Early Childhood Education</u> : The content of these courses should include such areas as: (a) play, play materials and equipment (b) art (c) music (d) literature (e) science (f) program planning (Min. 12 cr.)	FRCD 3303; FRCD 3403; FRCD 3503; FRCD 4343
<u>Parent-School Relationships</u> (Min. 6 cr.)	FRCD 3753; FRCD 4023
<u>Health and Nutrition</u> : The content of these courses should cover such areas as (a) nutrition (b) health.	FNIA 1112: FNIA 3222: H&PER 2102
<u>Speech Correction</u> (Min. 2 cr.)	Speech 3113

PROVISIONAL CERTIFICATE EARLY CHILDHOOD EDUCATION

- I. General Education
(51 Semester Hours)
- II. Professional Education
(15 Semester Hours) FRCD 2113; FRCD 3213; Ed. Psych. 4223; FRCD 4420
(Min. 3) Educ. 2113; FRCD 4252.
- III. Specialized Education
(18 Semester Hours) FRCD 3303; 3403; 3503, 4343, 4023, 3753, FNIA 3222
or H&PER 2102

CONVERSION FROM EARLY CHILDHOOD EDUCATION TO STANDARD CERTIFICATE IN ELEMENTARY EDUCATION

A person holding the Standard Early Childhood Education Certificate may qualify for the Standard Elementary Certificate by completing Twenty (20) hours according to the following:

- Early Childhood Education (12 cr.) FRCD 3303; 3403; 3503; 4343; or FRCD 5253; 5880 (3 cr.)
5883
- Developmental Reading (3 cr.) EDUC. 4283; 4293; or EDUC. 5420, 5173
- Diagnostic Reading (3 cr.) EDUC. 4233 or EDUC. 5463
- One course in Teaching & Supr. Math
in Elementary Schools (2 cr.) EDUC. 4152; or EDUC. 5252

CONVERSION CERTIFICATE FROM ELEMENTARY EDUCATION TO EARLY CHILDHOOD EDUCATION

Applicant must hold the Standard Elementary Certificate and complete the following:

- Professional Educ. FRCD 4420 (2 cr.)
- Specialized Educ. FRCD 3303, FRCD 3403; 3503, and FRCD 4343

NAME OF APPLICANT _____

Recommended for the (STANDARD) (PROVISIONAL) (CONVERSION EARLY CHILDHOOD) (CONVERSION
ELEMENTARY EDUCATION) certificate in Early Childhood Education by _____

DATE _____

CONTINGENT ON SATISFACTORY COMPLETION OF CURRENT ENROLLMENT.

APPENDIX C

COLLEGES AND UNIVERSITIES WITH EARLY
CHILDHOOD EDUCATION DEPARTMENT
LOCATION UNKNOWN

Alabama

Alabama A & M University
Athens College
Livingston State University
Tuskegee Institute
University of Southern Alabama

Alaska

Alaska Methodist University

Connecticut

Connecticut College

Delaware

Delaware State College

Florida

Florida Atlantic University

Kentucky

Bellarmine College
Brescia College
Cumberland College
Georgetown College
Kentucky Wesleyan College
Spalding College
Union College
West Kentucky University

Maryland

Towson State College

Minnesota

College of St. Catherine

New Hampshire

Mount St. Mary College

New Jersey

Douglas (Women's College of Rutgers University)
Glassboro
Patterson

New York

Adelphi Suffolk
Briarcliff College
College of Mount St. Vincent
Finch College
Hofstra University
Manhattanville College
Marymount Manhattan College
New York University
St. Joseph's College for Women
Sarah Lawrence College
State University College at Brockport
State University College at Fredonia
State University College at Geneseo
State University College at Plattsburgh
State University College at Portsdam
Wagner College

Pennsylvania

Chatham College
Edinboro State College
Lock Haven State College
Marywood College
Point Part College
Seton Hill College
Villa Maria College

Vermont

Goddard College
Johnson State College

Virginia

Averett College
Lynchburg College
Madison College
Norfolk State College
Radford College
Virginia Intermont College
Virginia State University

West Virginia

Concord College
Davis and Elkins
Fairmont State
Glenville State College
Marshall University
Morris Harvey College
Shepherd
West Liberty State
West Virginia College of Graduate Studies
West Virginia Wesleyan College

Wisconsin

Alverno College
Carroll College
Edgewood College
St. Norbert College
University of Wisconsin at Oshkosh
University of Wisconsin at Stout
Viterbo College

VITA⁸

Alice Diane Stephens

Candidate for the Degree of
Master of Science

Thesis: EARLY CHILDHOOD EDUCATION CERTIFICATION IN THE UNITED STATES

Major Field: Family Relations and Child Development

Biographical:

Personal Data: Born in Deer Creek, Oklahoma, July 21, 1947, the daughter of Mr. and Mrs. Frank Michael; married July 6, 1968, to Mr. Glenn R. Stephens.

Education: Graduated from Tonkawa High School, Tonkawa, Oklahoma, in May, 1964; began undergraduate study at Northern Oklahoma College, Tonkawa, Oklahoma, in September, 1965; received Bachelor of Science degree in Home Economics Education from Oklahoma State University, Stillwater, Oklahoma, in May, 1968; completed requirements for Master of Science degree at Oklahoma State University in July, 1973.

Professional Experience: Head teacher for Project Head Start, Ponca City, Oklahoma, Summer, 1968; Home Economics teacher, Mulvane Junior High School, Mulvane, Kansas, 1968-1971.

Professional Organizations: American Home Economics Association, Oklahoma Home Economics Association, Kappa Delta Pi, Omicron Nu, Phi Upsilon Omicron.