



Center for the
Child Care Workforce



EC E-Learning:

A National Review of Early Childhood
Education Distance Learning Programs

Written for the Center for the Child Care Workforce, a Project of the American Federation of Teachers Educational Foundation
by Debra Torrence and Chip Donohue
with funding from Cornerstones for Kids

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Introduction

Distance learning, sometimes called e-learning, is the process of delivering instruction using electronic communication, such as video, audio, computer, multimedia communications, or some combination of these. Typically, it is college-level education, including both credit and noncredit-bearing coursework.

Although its proliferation, due to widespread access to electronic media and forms of communication, is unheralded, distance learning is not a new concept. The distance education program at the University of Pittsburgh, for example, began in 1970 with paper-based correspondence-type courses.¹ Others claim distance education as being even older — beginning more than 100 years ago.² Today, as shown in Figure 1, there is a wide range of educational delivery methods, from the traditional format where all instruction is offered face to face or in writing to complete online courses where all teaching and learning occurs by electronic communication. Increasingly, students are choosing distance learning options rather than more traditional methods because of cost, geographic and work schedule considerations.

Early childhood educators have been slower to jump on the cyber train to meet their professional development needs than their adult learning peers. Yet pressure is growing in the field, both internally and externally, to raise standards for early childhood educators. As this happens, more and more teaching staff and administrators are looking to technology-based tools and strategies as an effective method to meet these requirements.

To date, the extent to which technological advances have been fully integrated into the field has not been documented carefully. Furthermore, although there are more and more new distance learning programs offered by a range of institutions and organizations, from colleges and universities to for-profit companies, it is unclear how effective these programs are in meeting the professional needs of the workforce. As a result, what is known about the efficacy of these programs is largely speculation, leaving important questions as yet unanswered. To what extent can users of distance learning be guaranteed that the distance learning option will assist them in gaining the knowledge and skills needed to improve their practice? Can what they learn through distance learning be translated into better performance on the job and better outcomes for young children?

This report attempts to explore distance learning in the early childhood field at the end of the first decade of the twenty-first century. It provides a snapshot of the current distance learning landscape. It does not attempt to answer all of the questions related to whether distance learning is a viable strategy for education, training and professional development for early childhood educators. Rather, this report is intended to jump start a field wide conversation about the complex components of distance learning, leading us to gain a preliminary understanding of the types of programs available, the population of students best served by them, and to raise questions about how distance learning should best be used.

Figure 1

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used—content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course that uses Web-based technology to facilitate what is essentially a face-to-face course. For example, uses a course management system (CMS) or Web pages to post the syllabus and assignments, for example.
30 to 79%	Blended/Hybrid	Course that blends online and face-to-face delivery, substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to-face meetings.
80+%	Online	A course where most or all of the content is delivered online. Typically no face-to-face meetings.

Source: Sloan-C Resources (2002). Elements of quality: The Sloan-C framework. Retrieved Jan. 5, 2007, from www.sloan-c.org/publications/books/qualityframework.pdf.

What We Know about the Early Childhood Education Workforce

The early childhood education workforce straddles the “service” and “professional” employment occupations. Preschool teachers and private household workers, as defined by the U.S. Department of Labor, are classified as service occupations while kindergarten and elementary teachers are considered workers in a professional occupation.³ Unlike other professions, early childhood education has not generally required individuals to meet standards before they commence practice.⁴

The size of the early childhood workforce is estimated at 2.3 million. It is, predominantly, a white, female population, in their late 30s and early 40s.⁵ Most early childhood educators have at least an associate’s degree and earn salaries that are extremely low compared to those of individuals with similar qualifications in other fields. Because staff are compensated so poorly, it is not surprising that the workforce is plagued by turnover.⁶

Workforce data reveal that many early childhood educators lack the education and training necessary to provide services. Overall, only 55 percent of family child care providers and 57 percent of center assistants have at least some college education. Center teachers fare better with 80 percent having some college education, however, center-based staff account for only 24 percent of all child care providers.⁷

Few would question that teachers in grades K-12 should have college degrees, that community college instructors should have a master’s degree or more, or that university instructors should have a doctorate. But when it comes to teachers of children prior to kindergarten, assumptions and expectations are commonly much lower, more often than not reflecting persistent images of a custodial rather than teaching function in this kind of work.

Roots of Decline: How Government Policy Has De-Educated Teachers of Young Children

Early Childhood Educators as Adult Learners

The demand for early childhood educators to attain education and training has come about, in part, as a result of a vast increase in knowledge about the crucial importance of children's early development for lifelong learning and success. Teachers and other adults in young children's lives play a key role in preparing children for school achievement in later grades.⁸ Currently more than a dozen states are implementing quality rating systems (QRS), which include a workforce education and training component, to assess, improve and communicate the

level of quality in early care and education settings.⁹ In addition, an increasing number of states are developing early learning standards or guidelines that outline expectations for young children—what they need to know, understand and be able to do. Many states have woven the early learning standards into their early childhood professional development systems, particularly as more states fund universal pre-K programs that often call for higher teacher

education standards.¹⁰ At the federal level, the Head Start reauthorization bill includes many provisions to increase standards for teacher qualifications and professional development.

The workforce needs a variety of professional development opportunities to meet the rising demand for education and

training needs. Providing barrier-free access to education and training, whether it is offered on campus or online, is absolutely vital if the field is to meet new teacher standards. The potential distance learning provides as a method for addressing this need is promising yet uncertain.

In the United States, postsecondary education has long driven individual social mobility and collective economic prosperity. Nonetheless, the nation's labor force includes 54 million adults who lack a college degree; of those, nearly 34 million have no college experience at all.¹¹ Adult students increasingly choose entrepreneurial postsecondary institutions and programs, including continuing education, contract education, satellite and online programs and for-profit institutions. The characteristics of adult learners are similar to those of the early childhood educator workforce in terms of need and diversity, which makes the nontraditional nature of distance learning very attractive for this workforce.¹²

Hot Link!

Decision Points and Options for Weaving Early Learning Guidelines into Professional Development

<http://nccic.acf.hhs.gov/pubs/goodstart/dpweavingelg.html>

Hot Link!

State Strategies To Embed Early Learning Guidelines in Early Childhood Professional Development Systems

<http://nccic.acf.hhs.gov/pubs/goodstart/statestrat-elg.html>

Findings about Early Childhood Distance Learning Programs

There is no existing data base that catalogs all of the distance learning opportunities for early childhood practitioners. Thus, to begin this project, we set out to identify as many programs as possible. The list of early childhood distance learning options identified in this report is based on Trends in eLearning: Promising Directions for ECE Professional Development,¹³ a list of institutions and organizations that offer complete programs online leading to a specific educational outcome related to early childhood teacher education and professional development. To further enhance our examination of the types of programs that exist, we conducted an Internet search, in-depth telephone interviews, online surveys, “virtual” discussion groups and focus group meetings. The authors had conversations with approximately 60 known program operators and eTeachers nationwide, representing public and private groups that offer credit and/or noncredit-bearing programs through various distance learning options.

Data were collected between April and July 2007. The electronic survey was completed by 19 respondents and 33 participants from 15 states and the District of Columbia and seven countries participated in the “virtual” discussions. We conducted four focus groups in conjunction with national early childhood conferences where we talked to at least a dozen additional respondents. The eTeacher participants were selected from a variety of sources, including the World Forum Foundation’s eTeaching Institute in Montreal, Quebec, Canada, 2005 and eTeaching Symposium in Kuala Lumpur, Malaysia in 2007; an online discussion forum hosted at the McCormick Tribune Center for Early Childhood Leadership in

April 2007; professional contacts with early childhood education distance learning leaders through conferences, presentations, publications, and faculty development activities; and distance learning programs that have been identified during the development of a series of Technology Trend scans for *Exchange* magazine and *ExchangeEveryDay* since 2003.¹⁴

To provide specific examples of current early childhood distance learning practices, we conducted in-depth interviews with five distance learning programs that represent a range of organizational and institutional auspices, technologies and delivery systems, audiences served, and locations. These include: a four-year university, a two-year college, a credit-based professional credential program, a community-based professional organization, and a corporate training program.

We identified 73 programs that are described in this report. While we know this is not an exhaustive description of the population of programs, our sample represents the range of programs that an early childhood educator would likely find if looking to pursue distance learning opportunities.

Our findings suggest that there is diversity among distance learning providers. There are seven types of institutions or types of agencies that offer coursework: four-year colleges and universities, two-year colleges, state collaborations, online colleges, for-profit companies, nonprofit organizations and multi-site providers. The programs tend to be highly concentrated, however, among the institutions of higher education, the majority

of which are four-year colleges or universities that blend campus-based and online learning. For example, as shown in Figure 2, 87 percent, 64 of the 73 programs, were affiliated with a college (campus- and online-based), university, or higher education collaboration. These data do not reflect higher education institutions that only offer stand-alone courses in early childhood education. Rather, the focus was on institutions that offered complete distance learning programs that lead to a degree or credential.

There is also a wide range of credentialing options as shown in Figure 3. Most, however, offer coursework that leads to a college degree. Of the 73 educational institutions and training programs surveyed, 27 offer coursework that leads to an associate's degree and 42 offer bachelor's degree or

master's degree options. Only nine of the programs offered noncredit training and 15 offered coursework that leads to a professional credential, including five that prepare students to receive their CDA.

It is important to note, as shown in Appendix B, that noncredit training and professional development is more likely to be provided by for-profit, corporate entities, and independent nonprofit agencies, such as child care resource and referral agencies. Only one of the nine agencies providing noncredit-bearing training is an institution of higher education. This illustrates that students who obtain courses outside of the higher education system are less likely to acquire a college degree of some sort.

Figure 2: Providers of Credit Early Childhood Distance Learning Program

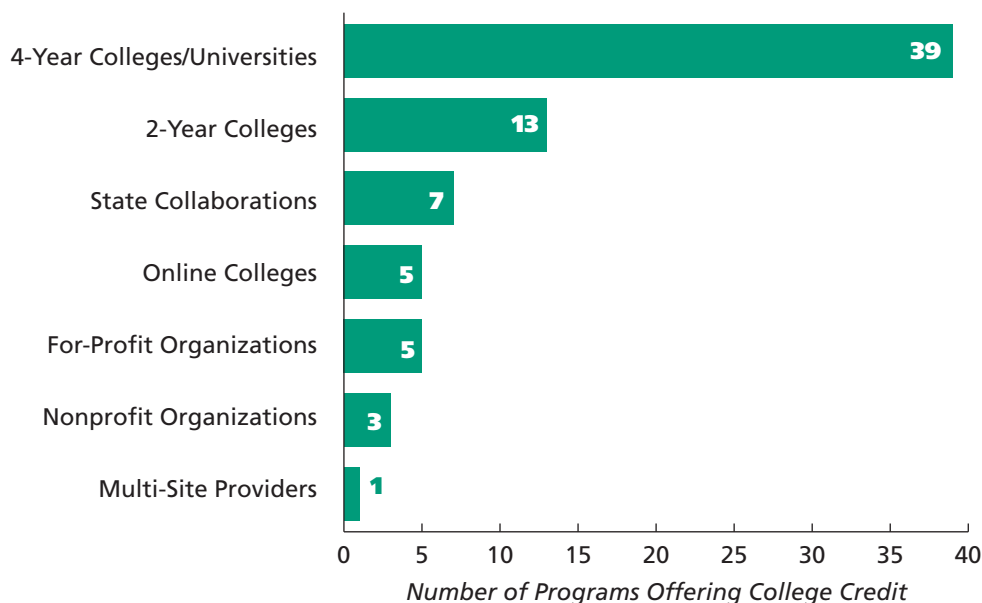
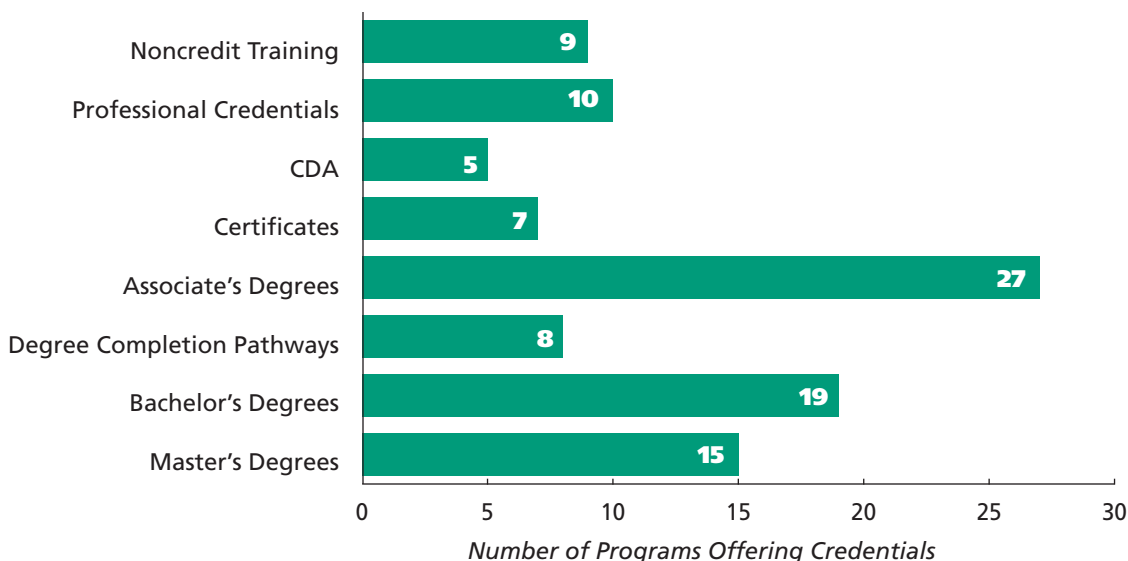


Figure 3: Types of Credentials Available through Distance Learning*



*Total exceeds the total number of institutions because some offer more than one type of distance learning programs.

Building Effective Distance Learning Programs

Combining early childhood educator professional development needs and distance learning presents both opportunities and challenges. Support systems for online learners are not yet completely built and must work to serve an increasingly diverse workforce. While there is evidence that early childhood eTeachers are cobbling together best practices in adult learning and distance learning, the movement to deliver content grounded in early learning standards in an engaging and reflective manner is just beginning to take shape. The biggest challenge may lie in finding the

resources to study learner success in terms of content and skills transfer.

Information about how to select a distance learning program is also growing (see Resources in Appendix A), which will serve to inform the workforce about how to choose a program that meets their needs. Through our interviews, the survey, and focus groups, we also explored how the programs are addressing the particular learning challenges of the adults who enroll in their programs. We list these lessons learned below, with the

Table 1: Addressing Ability Levels of Students

Reported Challenges	Employed Strategies
Lack of Basic Skills	Require College Placement Tests Require Prerequisites for Entrance into Online Learning Provide Concurrent Content & Skills Development
Lack of Self-Esteem	Provide Student Advisement Build Content using Constructivist Approach Include Hands-On Activities Provide Relevant Work-Related Content Create & Support Learning Cohorts
Balancing Work & Family	Chunk or Modularize Content Design Content using Publicly Accessible Web Pages
Lack of Technology Skills	Encourage Self-Assessment of Skills Provide Technology & Literacy Skill Development Sessions (on campus, in community, online) Provide Concurrent Content & Skills Development Provide Multiple Delivery Options
English Language Learners	Provide ELL Supports (translated materials, bilingual instructors, translation headsets, community supports)
Need for Tech Support	Provide Technical Assistance via Child Dependent, Community Resources & On Campus & Online Supports

caveat that we do not yet have evidence of which are most promising for various populations.

1. Student Ability Is Critical to Distance Learning Success

Early childhood educators don't always arrive at the door equipped with the basic skills they need to be successful adult learners. Early childhood adult learners come to educational and training experiences with a variety of skills and differing competency levels. There are essential skills, however, that distance learning students need to be successful. If students do not come to the "virtual" classroom with basic skills, they are less likely to obtain the content knowledge they came to learn.

The adult distance learner has two sets of skills/knowledge needed to be successful: academic skills at the college level (reading, math, writing) and technological skills, which includes knowledge about how to do online research, upload and download files, and access to a computer with the capacity to handle different types of information, which many re-entry adults don't have. To successfully meet the learning readiness of students, distance learning providers should consider the supports or resources that are likely to be needed to assist early childhood students. Table 1 describes various strategies that distance learning instructors and trainers interviewed for this report have used to address the challenges their students bring with them.

2. Understand and Use the Principles of Adult Learning

Adult learning is often described as self-directed inquiry. The principles of adult learning can be summarized by five key points¹⁵:

1. Learners must be motivated before they will learn.
2. The learner must see a use for the material being learned.
3. Learning is stimulated through the five senses.
4. The learner must be interested in the learning.
5. Learners learn easily when they can make "transfers."

Distance learning requires students to be self-motivated, to manage time, to learn new skills and to engage and transfer content into workplace practice. Early childhood distance learning programs should ensure content is interesting and

delivered in a meaningful way. More importantly, it should be relevant, useful, and applicable to students' ongoing work with children so that it can more easily integrate their learning experiences into their job performance. It is also critical that the distance learning experience value the adult learner's existing knowledge base and the life and work experience the student brings.

3. Support Comprehensive Professional Development Goals

Clearly, a more-educated workforce will go a long way in securing a high-quality workforce. But that is often not enough. As the body of knowledge about child development and effective teaching practices for young children becomes more clearly defined and refined, staff from all education levels often need additional training to hone and master their knowledge and skills. Working with young children is as much an art as a science and requires effective teachers to continually advance their learning and update their techniques through ongoing professional development. Organizations and groups that provide distance learning are encouraged to construct a holistic system of professional development that includes flexible education and training opportunities for learners working in various roles, e.g., teachers, assistant teachers and directors. In addition, the early childhood field continues to be challenged in allocating appropriate financial rewards linked to attainment of education, training, and professional development. To the extent possible, distance learning programs should join forces with advocacy efforts to improve the status and pay for the workforce.

Distance learning for early childhood educators presents both opportunities and challenges. Of particular interest was how many institutions of higher education are offering degree programs through a distance learning format. This represents an exciting new approach to making education accessible to a wider range of people, for example, those in rural areas, those with family responsibilities and those working full time. But as with education delivered more traditionally, the question of how to provide reflective experiences that lead to changes in classroom practice requires greater exploration and experimentation. Many public and private dollars are being invested in early childhood professional preparation and development. Our challenge now is to understand which investments lead to more effective experiences for children and teachers.

Appendix A

Resources

American Council on Education. "Distance Learning Principles." <http://www.acenet.edu/bookstore/pubInfo.cfm?pubID=110>.

American Distance Education Consortium. "Guiding Principles for Distance Learning." http://www.adec.edu/admin/papers/distance-learning_principles.html.

American Federation of Teachers. "Distance Education Guidelines for Good Practice." http://www.aft.org/pubs-reports/higher_ed/distance.pdf.

Council for Higher Education Accreditation. "Accreditation and Assuring Quality in Distance Learning." <http://www.chea.org/Research/Accred-Distance-5-9-02.pdf?pubID=246>.

Distance Education Certification Program, University of Wisconsin-Madison. "Quality Principles." <http://www.wisc.edu/depd/html/quality3.htm>.

Educational Technology Cooperative, Southern Regional Education Board. "Standards for quality online teaching." <http://www.sreb.org/programs/EdTech/pubs/PDF/StandardsQualityOnlineTeaching.asp>.

Joint Information Systems Committee. "Effective Practice with e-Learning." http://www.jisc.ac.uk/elearning_pedagogy.html.

Ministry of Education, New Zealand. "Effective practice with eLearning guidelines—Guidelines for the support of eLearning in New Zealand Tertiary Institutions." http://elg.massey.ac.nz/index.php/E-Learning_Guidelines.

National Academic Advising Association. "NACADA Standards for Advising Distance Learners." http://www.nacada.ksu.edu/clearinghouse/Research_Related/distance.htm.

National Center on Accessible Distance Learning (AccessDL). <http://www.washington.edu/doi/Resources/accessdl.html>.

Institute for Higher Education Policy. "Quality on the Line: Benchmarks for Success in Internet-Based Distance Education." <http://www.ihep.org/Pubs/PDF/Quality.pdf>.

Open & Distance Learning Quality Council. "ODL QC Standards." <http://www.odlqc.org.uk/standard.htm>.

Quality Matters. "The Quality Matters Rubric." <http://www.qualitymatters.org/Rubric.htm>.

Tertiary Education Commission. "eLearning guidelines for New Zealand." http://elg.massey.ac.nz/index.php/E-Learning_Guidelines.

Web-Based Training Information Center. "What Constitutes Quality in Web-Based Training?." http://www.webbasedtraining.com/primer_quality.aspx.

Western Cooperative for Educational Telecommunications. "Guidelines for Creating Web-based Student Services for Online Learning." <http://www.wcet.info/services/student-services/beyond/guidelines/index.asp>.

Appendix B

A National Review of Early Childhood Distance Learning Programs

Types of Distance Learning Providers

Note—This list is for informational purposes only. No official endorsement of any practice, publication, program, or individual by the Center for the Child Care Workforce is intended or is to be inferred.

Online programs, course offerings and Web page addresses change frequently, so the information contained in this list may have already changed. Please check with your local and state licensing agency to be sure the online courses or program you are interested in will meet your licensing requirements. If you plan to transfer credits from online courses into a degree program, be sure the college or university granting the degree will accept the credits and courses prior to enrolling.

Type of Provider	Institution / Organization	Training, Certificate, Credential & Degree Options
For-Profit Training Organizations	Accel e-Media, DC ChildCare Education Institute, GA Resources for Child Care Learning Center, MN Teaching Strategies, Inc., DC Teachscape, CA	Introduction to Child Care for Child Care Providers, entry-level training Non-credit clock hour (CEU eligible) training, CDA (credit eligible) program and Directors Certificate Family Child Care Business Series online courses and resources CDA Training Modules, CreativeCurriculum.net, online assessment system Professional development courses include classroom videos, research summaries, activities, and guides
Multi-Site Child Care Providers	Bright Horizons University, MA	Corporate training for BH staff. Online CDA developed with Teaching Strategies, articulates to AA
Nonprofit / Professional/ Community-based Training Organizations	Child Care Resources, MT Child Care Resource & Referral Network, MN Family Communications, Inc., PA	CCR&R offers online training units approved in 22 states—meets annual training and licensing requirements Eager-to-Learn offers EC professional development for in-service hours and CEUs with some credit options Mr. Rogers Professional Development training programs for child care professionals and educators
Two-Year Colleges	Bay Mills Community College, MI Broome Community College, NY Dona Ana Community College, NM Haywood Community College, NC Ivy Tech Community College, IN Lake Washington Technical College, WA Northampton Community College, PA Northeast Wisconsin Technical College, WI Onondaga Community College, NY Saint Paul College, MN Southeast Community College, NE Southwestern Oregon Community College, OR United Tribes Technical College, ND	AA in Early Childhood Education AAS and AA in Early Childhood Education AA in Early Childhood Education, Administrator Credential AA in Early Childhood Education and Certificate AAS, AS and Technical Certification in Early Childhood Education AAS and Certificate, Child Care Manager AAS in ECE, Diplomas in Leadership for EC Program Directors & School-Age Child Care, CDA Associate in Early Childhood Education ECE Certificate, AS in Human Services/ Early Childhood Education AS, AAS, Diploma and Certificate in Child Development Careers AAS in Early Childhood Education AS, AAS and Certificate of Completion in Childhood Education and Family Studies AS in Early Childhood Education

Type of Provider	Institution / Organization	Training, Certificate, Credential & Degree Options
<p>Four —Year Colleges and Universities</p> <p>(Campus-based & online programs)</p>	<p>Arkansas Tech University, AR Ashford University, IA Brenau University, GA Central Arizona University, AZ Clarion University of Pennsylvania, PA Colorado State University, CO Concordia University – St. Paul, MN Erikson Institute, IL Fisher College, MA Johnson and Wales University, RI Kansas State University, KS Kean University, NJ Kendall College, IL Liverpool Hope University College, U.K.</p> <p>Loyalist College, Canada Mayville State University, ND National University, CA National-Louis University, IL New Mexico State University, NM Nova Southeastern University, FL Pacific Oaks College, CA</p> <p>Portland State University, OR Post University, CT Saint Mary-of-the-Woods College, IN University of Alaska Fairbanks, AK University of Cincinnati, OH University of Colorado – Denver, CO University of Nebraska-Lincoln, NE University of New England, Australia University of North Carolina-Greensboro, NC University of Southern Queensland, Australia University of Western Alabama, AL University of Wisconsin-Milwaukee, WI University of Wisconsin-Stout, WI University of Wyoming, WY Vanguard University, CA Washington State University, WA Western Kentucky University, KY Western Washington University, WA</p>	<p>AS in Early Childhood Education BA in Organization Management, Concentration in Early Childhood Education MED in Early Childhood Education AAS in Early Childhood, Certificate of Completion AS in Early Childhood Education BA degree completion in Human Development and Family Studies BA, MA, Certificate in School-Age Care Infant Specialist, Graduate level AA in Early Childhood Education MED in Early Childhood Administration & Leadership BA in Early Childhood Education, Endorsement, Administrator Credential BA in Early Childhood Education BA in Early Childhood Education, Illinois Teacher Certification BA in Nursery Management, Foundation Degree Management of Early Years Certificate in Early Years Mgmt. Diploma in Early Childhood Education BA in Early Childhood Education, Preschool Education or Administration BA in Early Childhood Development, Teaching & Administration Concentrations MED in Early Childhood Administration MA, Specialization in Early Childhood Education CDA, AA in Early Childhood & BA in Child Development, MS in Life Span Care & Administration BA & MA in Human Development, Post Graduate Certificate in Human Development or Early Childhood Distance Graduate Education Option, MSW, focus in child welfare AS in Early Childhood Education AA in Early Childhood Education /Child Development AAS in Early Childhood Education, BA in Child Development and Family Studies CDA, AAS in Early Childhood Education AAS in ECE in Spanish, BS in ECE MA in Early Childhood Education, Early Childhood Special Education License MA/MED in Early Childhood Special Education, ECSE Endorsement Bachelor of Teaching (ECE), Bachelor of Education (ECE) and Master's of Education (Honours ECE) Graduate Certificate in Leadership in Early Care and Education Bachelor of Teaching (ECE), Bachelor of Education (ECE) and Graduate Diploma of Education in ECE MED in Early Childhood Education MS in EC Special Education, BA in Community Education, Administrator Credential Working with Young Children, 5-part program (CEUs or CEU/Certificate of Completion) BS in Family & Consumer Sciences, Professional Child Development Option, EC Program Director's Cert. Early Education Certificate, Child Development Program BA in Human Development, Social Sciences or Education (Teaching Certificate) AA in Interdisciplinary ECE Early Childhood Certificate</p>
<p>Online Colleges</p>	<p>Ashworth College, GA Independence University, CA Kaplan College, FL Penn Foster College, AZ University of Phoenix, AZ</p>	<p>Associate's in Early Childhood Education AS in Early Childhood Education AS in Interdisciplinary Studies, Early Childhood Education Associate's in Early Childhood Education MA in Education, Specialization in ECE (Certification & Non-Certification options for AZ residents)</p>
<p>State Collaborations & Virtual Universities</p>	<p>California Virtual Campus Colorado Community Colleges Online Kentucky Virtual University Minnesota State Colleges & Universities eLect New Mexico (in development) New York State ECE Online University of Wisconsin-Milwaukee, WI</p>	<p>Professional Development Center Web site is a portal to online EC courses offered by California institutions Group Leader & Director Certificates—online courses accepted by CO Community Colleges for Assoc. Degree AA in ECE, BS in Child Studies, KY Certificate for Child Care Provider, Assistant & EC Administrator Courses from 13 institutions toward a certificate, diploma, AAS, CDA renewal, or professional development ECE virtual university—common course curricula and articulation agreements between 2- & 4-year institutions Consortium offers online credit courses and degree pathways toward a degree in early childhood education Master's in EC Special Education offered by UW-System, WI Technical College System and a private college</p>

Appendix C

A National Review of Early Childhood Distance Learning Programs

Types of Credit, Credentialing or Degree

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Options for On-line / Blended	Institution / Organization	Training, Certificate, Credential & Degree Options
Noncredit Training Professional Development	Accel e-Media, DC Child Care Education Institute, GA Child Care Resources, MT Family Communications, Inc., PA Child Care Resource & Referral Network, MN Resources for Child Care Learning Center, MN Teaching Strategies, Inc. DC Teachscape, CA University of Wisconsin-Stout, WI	Introduction to Child Care for Child Care Providers, entry-level training Professional development ladder with noncredit clock hour (CEU eligible) training and Director's Certificate CCR&R offers online training units approved in 22 states—meets annual training and licensing requirements Mr. Rogers Professional Development training programs for child care professionals and educators Eager-to-Learn offers EC professional development for in-service hours and CEUs with some credit options Family Child Care Business Series online courses and resources CDA Training Modules, CrativeCurriculum.net, online assessment system Professional development courses include classroom videos, research summaries, learning activities, and guides Working with Young Children, 5-part program (CEUs or CEU/Certificate of Completion)
Professional Credentials & Certificates Administration & Leadership	Colorado State University, CO Dona Ana Community College, NM Kansas State University, KS Lake Washington Technical College, WA Liverpool Hope University College, U.K. Northampton Community College, PA Saint Paul College, MN University of North Carolina-Greensboro, NC University of Wisconsin-Milwaukee, WI University of Wyoming, WY	Child Care Administration Certification Child Care Administrator Credential ECE Administration Credential Child Care Manager Certificate Certificate in European Early Years Management Diploma in Leadership for EC Program Directors, Child Care Administration Advanced Technical Certificate Certificate in Child Care Careers Graduate Certificate in Leadership in Early Care and Education Child Care Administrator Credential Early Childhood Program Director's Certification
CDA	Child Care Education Institute, GA Northampton Community College, PA Nova Southeastern University, FL Teaching Strategies, Inc., DC University of Cincinnati, OH	CDA CDA (Infant, Toddler, Preschool, Family Child Care) CDA CDA CDA
Specializations in Family Child Care, Infant, School-Age	Concordia University – St. Paul, MN Erikson Institute, IL Northampton Community College, PA Onondaga Community College, NY Saint Paul College, MN Vanguard University, CA Western Washington University, WA	Certificate of Proficiency in School-Age Care Infant Specialist, Graduate level Diploma in School-Age Child Care ECE Certificate Diploma and Certificate in Child Development Careers Early Education Certificate, Child Development Program Early Childhood Certificate (12 credits—meets WA state EC Career Development Core Competencies & CDA)
Associate's Degree AA, AS, AAS	Arkansas Tech University, AR Ashworth College, GA Bay Mills Community College, MI Broome Community College, NY Central Arizona University, AZ Clarion University of Pennsylvania, PA Dona Ana Community College, NM Fisher College, MA	AS in Early Childhood Education Associate in Early Childhood Education AA in Early Childhood Education AA and AAS in Early Childhood Education AAS in Early Childhood, Certificate of Completion AS in Early Childhood Education AA in Early Childhood Education AA in Early Childhood Education

Options for Online / Blended	Institution / Organization	Training, Certificate, Credential & Degree Options
Associate's Degree AA, AS, AAS (<i>con't</i>)	Haywood Community College, NC Independence University, CA Ivy Tech Community College, IN Kaplan College, FL Lake Washington Technical College, WA Northampton Community College, PA Northeast Wisconsin Technical College, WI Nova Southeastern University, FL Onondaga Community College, NY Penn Foster College, AZ Post University, CT Saint Mary-of-the-Woods College, IN Saint Paul College, MN Southeast Community College, NE Southwestern Oregon Community College, OR United Tribes Technical College University of Alaska Fairbanks, AK University of Cincinnati, OH Western Kentucky University, KY	AA in Early Childhood Education and Certificate AS in Early Childhood Education AS and AAS in Early Childhood Education and Technical Certification AS in Interdisciplinary Studies, Early Childhood Education AAS, Child Care Manager AAS in Early Childhood Education Associate in Early Childhood Education AA with concentration in Early Childhood Education AS in Human Services/Early Childhood Education Associate in Early Childhood Education AS in Early Childhood Education AA in Early Childhood Education /Child Development AS, AAS in Child Development Careers AAS in Early Childhood Education AS, AAS and Certificate of Completion in Childhood Education and Family Studies AS in Early Childhood Education AAS in Early Childhood Education AAS in Early Childhood Education, AAS in ECE in Spanish AA in Interdisciplinary Early Childhood Education
Degree Completion Pathway Associate's to Bachelor's	Colorado State University, CO Concordia University – St. Paul, MN Kansas State University, KS Kendall College, IL Nova Southeastern University, FL University of Alaska Fairbanks, AK University of Cincinnati, OH University of Wisconsin-Milwaukee, WI	BA degree completion in Human Development and Family Studies BA in Human Development BA in Early Childhood Education, ECE Endorsement BA in Early Childhood Education, Illinois Teacher Certification CDA to AA in Early Childhood Education to BS in Child Development AAS in Early Childhood Education to BA in Child Development and Family Studies CDA to AAS to BS in Early Childhood Education BA in Community Education, Focus on Child Care (Fall 2007)
Bachelor's Degree BA, BS, Diploma	Ashford University, IA Colorado State University, CO Concordia University – St. Paul, MN Kansas State University, KS Kean University, NJ Kendall College, IL Liverpool Hope University College, U.K. Loyalist College, Canada Mayville State University, ND National University, CA Nova Southeastern University, FL Pacific Oaks College, CA University of Alaska Fairbanks, AK University of Cincinnati, OH University of New England, Australia University of Southern Queensland, Australia University of Wisconsin-Milwaukee, WI University of Wyoming, WY Washington State University, WA	BA in Organizational Management, Concentration in Early Childhood Education BA in Human Development and Family Studies BA in Human Development BA in Early Childhood Education, ECE Endorsement BA in Early Childhood Education BA in Early Childhood Education, Illinois Teacher Certification BA in Nursery Management, Foundation Degree Management of Early Years Provision Diploma in Early Childhood Education BA in Early Childhood Education, Preschool Education or Administration BA in Early Childhood Development, Teaching & Administration Concentrations BS in Child Development BA in Human Development BA in Child Development and Family Studies BS in Early Childhood Education Bachelor of Teaching (ECE), Bachelor of Education (ECE) Bachelor of Teaching (ECE), Bachelor of Education (ECE) BA in Community Education, Focus on Child Care (Fall 2007) BS in Family & Consumer Sciences, Professional Child Development Option BA in Human Development, Social Sciences or Education (Teaching Certificate)
Master's Degree MA, MS, Med, MSW	Brenau University Online College, GA Concordia University – St. Paul, MN Johnson and Wales University, RI National-Louis University, IL New Mexico State University, NM Nova Southeastern University, FL Pacific Oaks College, CA Portland State University, OR University of Colorado - Denver University of Nebraska-Lincoln, NE University of New England, Australia University of Phoenix, AZ University of Southern Queensland, Australia University of Western Alabama, AL University of Wisconsin-Milwaukee	MEd in Early Childhood Education MA in Early Childhood Education MEd in EC Administration & Leadership MEd in Early Childhood Administration MA, Specialization in Early Childhood Education MS in Life Span Care and Administration MA in Human Development, Post Graduate Certificate in Human Development or Early Childhood Education Distance Graduate Education Option, MSW, focus in child welfare MA in Early Childhood Education, Early Childhood Special Education License MA/MEd in Early Childhood Special Education, ECSE Endorsement Master's of Education (Honours ECE) MA in Education, Specialization in ECE (Certification & Noncertification options for AZ residents) Graduate Diploma of Education in Early Childhood Education MEd in Early Childhood Education MS in Early Childhood Special Education

Endnotes

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American Federation of Teachers, AFL-CIO
555 New Jersey Ave. N.W.
Washington, DC 20001
202/879-4400
www.aft.org

