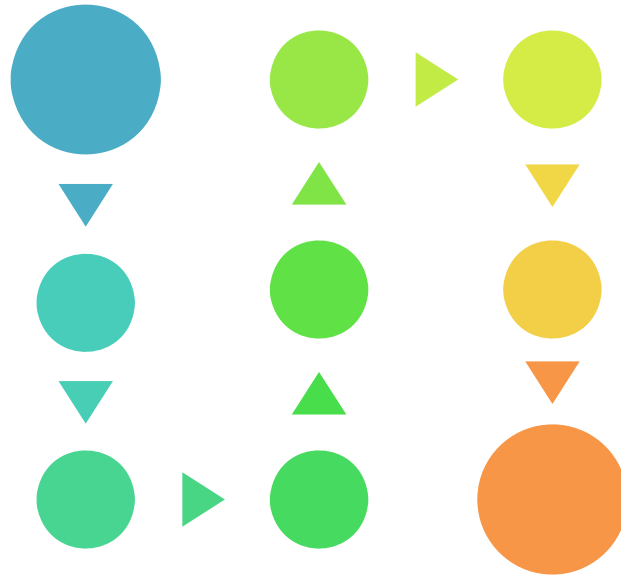


Pipelines and Pathways: The Current Status of ECE Professional Development in Los Angeles County

PEACH Paper 5 - Completing the System: The Current Status of ECE Doctoral and Master's Degree Programs in Los Angeles County



PEACH Papers Series Presented to First 5 LA

By the

Partnerships for Education, Articulation and Coordination through
Higher Education (PEACH) Component of the

*Los Angeles County Early Care and Education
Workforce Consortium*

July 2014



Contributors to the PEACH Papers include:

Sloane Lefkowitz Burt PEACH, Editor	Tara Henriquez LAUP	George Philipp West Ed- E3 Institute
Jan Fish PEACH, Consultant	Nancy Hurlbut Cal Poly Pomona	Marni Roosevelt Los Angeles Valley College
Toni Isaacs PEACH Program, Coordinator	Gary Huff Los Angeles Valley College	Barbra Rosner Pierce College
Yvonne Bailey Cal Poly Pomona	Jacqueline Lopez LACOE	Catalina Sanchez LACOE
Julie Benavides East Los Angeles College	Julia Love LAUP	Judy Sanchez LACOE
John Berndt LACOE ¹ - Head Start	Abigale Jewkes Cal Poly Pomona	Ande Sanders Antelope Valley College
Kathleen Bimber Los Angeles City College	Beth Kleinman LAUP	Sharon Seidman CSU, Fullerton
LaShawn Brinson Los Angeles Southwest College	Terri Lamb LAUP	Janice Silver Los Angeles Mission College
Stephen Bryant Cal Poly Pomona	Rose Maina Los Angeles Trade Tech College	Cindy Stephens College of the Canyons
Edilma Cavazos PITC	Laura Manson Santa Monica College	Fiona Stewart Child Care Alliance of Los Angeles
Kathi Cliff Los Angeles Southwest College	Sondra Moe Rio Hondo College	Linda Stroud Pasadena City College
Zee Cline CSU Chancellor's Office	Jennifer Montgomery El Camino College	Dean Tagawa LAUSD ECE Division
Alma Cortes UCLA	Joyce Munsch CSU, Northridge	Rick Tuveson CSU, Long Beach
Eileen Friscia Child Care Resource Center	Christina Nigrelli Zero to Three	Kathy Watanabe Mt. San Antonio College
Allison Fuligni CSU, Los Angeles	Deborah Owens Glendale Community College	Amy Williams Banfield LAUP
Kim Hall First 5 LA	Donna Rafanello Long Beach City College	Kisha Williamson Mt. San Antonio College
Denise Kennedy University of La Verne	Marni Roosevelt Los Angeles Valley College	Randi Wolfe Tikkun Consulting

¹ Explanations of the acronyms used for the organizations/agencies are provided in the reference section.

PEACH Paper 5



Completing the System: The Current Status of ECE Doctoral and Master's Degree Programs in Los Angeles County

PEACH

Partnerships for Education, Articulation and Coordination through Higher Education (PEACH), is the higher education component of the Los Angeles County Early Care and Education Workforce Consortium. PEACH is funded by the First 5 Commission of Los Angeles County (First 5 LA) for a 5-year period (2011-2016) and administered by Los Angeles Universal Preschool (LAUP). PEACH currently includes Early Childhood Education/Child Development faculty representatives from fourteen Los Angeles county community colleges, 4 California State University (CSU) campuses, University of California, Los Angeles (UCLA) and 2 private universities (University of La Verne and Pepperdine University).

The mission of PEACH is to strengthen existing and support the development of new and enhanced, academic professional development pathways and related education programs for both the current and future early care and education² (ECE) workforce in Los Angeles County. The goals of PEACH focus on supporting the establishment and/or improvement of (a) the articulation of ECE-related³ courses and academic degree programs from high school to community college, from community college to 4-year campus, and from a baccalaureate program to graduate study in ECE/Child Development; (b) the alignment of ECE-related courses with similar content from one institution of higher education (IHE) to another (e.g., course content, level of content, and similar course numbering); (c) existing and new ECE-related BA/BS programs; (d) advocacy for the development and approval of an ECE credential for

² There is a current shift in the field from using the term early *childhood* education when referring to ECE, to using early *care and* education. While ECE is used throughout the PEACH Papers all efforts were made to accurately reflect each program, agency or IHE's use of the term.

³ ECE-related refers to disciplines that may address similar topics (e.g., child development, human development, developmental psychology, child and family studies) but are not directly focused on early childhood education or care and education. ECE professionals may receive degrees and/or training in these related disciplines.

professionals working with the youngest children, 0 to 8 years of age; (e) support for the development of an ECE-specific doctoral program in Los Angeles County; and (f) recommendations for increased codification of professional preparation of ECE trainers.

PEACH Paper Series

PEACH Paper 5 - Completing the System: The Current Status of ECE Doctoral and Master's Degree Programs in Los Angeles County is one in a series of six developed by the PEACH partners to describe the current status of professional development programs in IHEs in Los Angeles County as well as other elements of the professional preparation of the current and future ECE workforce.

The entire series includes the following related topics:

PEACH Paper 1 - Preparing the Foundation: Strengthening the ECE Workforce through the Professional Development System and Early Childhood Educator Competencies

PEACH Paper 2 - Joining Pipelines: Articulation and Alignment Between and Among the California Community Colleges, the California State University System, and Private Universities in Los Angeles County

PEACH Paper 3 - Identifying Pathways to a Bachelor's Degree: The Current Status of ECE-Related Bachelor's Degree Programs in Los Angeles County

PEACH Paper 4 - Constructing New Routes: Considerations for the Development of an ECE Credential

PEACH Paper 5 - Completing the System: The Current Status of ECE Doctoral and Master's Degree Programs in Los Angeles County

PEACH Paper 6 - Checking for Flow: The Current Status of ECE Training and ECE Trainer Competencies

PEACH Papers have been developed to provide background information to guide PEACH's work. The research, preparation and analysis for each paper in this series has been designed and conducted by PEACH partners. It should be noted that the information provided in the PEACH Papers represents a "snapshot in time" and are reflective of the PEACH authors' knowledge and understanding as of July

2014. Our hope is that the information and analysis contained in the papers will serve to inform and inspire those involved in current systems efforts related to ECE workforce development in Los Angeles County, throughout California and beyond.

Purpose of PEACH Paper 5

PEACH Paper 5 - Completing the System: The Current Status of ECE Doctoral and Master's Degree Programs in Los Angeles County describes existing doctoral and master's degree programs for ECE professionals to pursue within the greater Los Angeles area. In addition, programs outside of LA County are highlighted as these provide examples of programs with a stronger emphasis on ECE-related (e.g., child development, human development, developmental psychology, child and family studies) disciplines. The rationale for ECE-specific higher degree options and the need for discipline specific doctoral programs within Los Angeles County are discussed as well.

Introduction

With increasing attention to the quality of ECE programs and the related quality of teaching, as well as an understanding of the importance of teacher preparation (education), researchers have pointed out that California has an insufficient supply of professors and instructors who are prepared to educate the future generation of ECE teachers (Whitebook et al., 2004). Thus, Hyson, Horm, and Winton (2012) suggest that one of several steps needed to improve higher education faculty members' impact on future teachers, young children, and their families is to

invest in a pipeline of diverse, well-prepared future faculty with competencies to positively influence students and the broader early childhood field through robust preparation in content, pedagogy, and research and evaluation. This requires attention to expanding the number of doctoral programs, linking with existing interdisciplinary programs in early childhood special education, and expanding support for graduate students. (p.576)

To follow, the paper begins by providing a rationale for doctoral degree programs for ECE professionals.

The Case for the Doctoral Degree

In response to the question, “Who Will Train the Next Generation of Teachers?” Whitebook et al. (2004) found that California has an insufficient supply of prepared professors and instructors to educate the future generation of ECE teachers. In examining this situation many challenges are presented. To begin, four-year colleges and universities report that finding and retaining instructors who specialize in early childhood education and who are also culturally and linguistically sensitive and representative of their student body is their greatest challenge (Early & Winton, 2001, as cited in Whitebook et al., 2004). Other challenges reported by ECE teacher preparation programs include: a shortage of full-time faculty positions, lack of faculty with experience in the changing populations of children and families, and lack of faculty with expertise in ECE (Whitebook, Bellm, Lee, & Sakai, 2005). Please refer to *PEACH Paper 2 - Joining Pipelines: Articulation and Alignment Between and Among the California Community Colleges, the California State University System, and Private Universities in Los Angeles County* and *PEACH Paper 3 - Identifying Pathways to a Bachelor's Degree: The Current Status of ECE-Related Bachelor's Degree Programs in Los Angeles County* for a more in-depth discussion of these issues.

While it is true that most faculty in California ECE-related teacher preparation programs have earned a master's degree or doctorate, they have varying levels of experience and education directly related to young children (Whitebook et al., 2005); this, in part, can be attributed to the fact that in California there is a limited number of master's and doctoral programs *per se* that focus on early care and education and/or child development, making it more challenging to prepare future faculty and leaders needed in the field of ECE (Whitebook et al., 2005). Still, it is important to examine the characteristics of faculty in ECE-related programs to better understand the need for more ECE-specific higher degree programs as a critical element of support for California's current and future ECE workforce. To illustrate, Whitebook and colleagues' (2005) survey of faculty from California IHEs found that the CSUs and UCs had a greater

percentage of faculty members with doctoral degrees (69% and 96% respectively) or master's degrees (31% and 4% respectively) than California Community Colleges (CCCs); a mere 8% of the faculty members at CCCs hold a doctorate and 83% hold a master's degree (Whitebook et al., 2005).

Though more faculty members at the university level have a higher degree than those at CCCs, community college faculty tend to have more ECE-specific or related degrees. There is a greater percentage of faculty members in ECE-specific community college teacher preparation programs who hold a degree in early childhood education or child development that specifically covers young children (63%), than there are at the university level (32% at CSUs and 57% at UCs). Whitebook et al. (2005) further explain that community college faculty are also more likely to have direct experience with children from birth to five years of age (85%) than faculty at the university level (41% at CSUs and 62% at UCs). As noted above, this situation is exacerbated by the reality that there are more master's degree programs related to ECE than there are doctoral programs in California.

As cited above, Hyson et al. (2012) suggest that diverse, well-prepared faculty are needed to support students' learning and development of specific ECE core knowledge, skills, and dispositions. This professional preparation requires "robust preparation in content, pedagogy, and research and evaluation" (p. 576). In addition, Whitebook et al. (2005) found that college and university faculty in programs where ECE professionals enrolled, tended to have less direct experience working with young children and families than did ECE community college faculty. The effects of these elements of a university professor's professional preparation are interrelated. For example, if doctoral preparation provides excellent content in research and evaluation, but lacks ECE content knowledge and/or adequate clinical practice or fieldwork experiences, a doctoral graduate may be prepared to teach research and evaluation principles but may be less able to generate ECE-specific research questions or provide students with real-life ECE program scenarios working with young children and their families, and for students, in turn, to generate their own research questions. Furthermore, if faculty do not have direct experience in the field it is may be challenging for them to effectively supervise the students' fieldwork experiences.

In PEACH's review of some of the existing doctoral programs available in the Los Angeles County and other sample programs, it becomes clear that there are few programs that specialize in child or human development, and fewer with a focus specifically on ECE. Such programs will be described later in the paper.

Building the Case for Doctoral Programs in ECE

Given the importance of ECE-specific doctoral programs (i.e., those focused directly on ECE content and teacher preparation), it is critical to acknowledge the work that has been done to generate guidelines for the content, recognition, and accreditation of such programs; such guidelines are being utilized nationwide in current programs and can inform the modification or development of future ECE-related programs.

NAEYC Professional Preparation Standards

Key to this discussion, the National Association for the Education of Young Children (NAEYC, 2011) has developed seven Professional Preparation Standards for advanced programs (i.e., master's and doctoral level programs). These standards are intended to describe what early childhood professionals are expected to know and do, define essential learning outcomes in professional preparation programs, and present a shared vision of excellence. Moreover, the standards offer practitioners a framework for applying new knowledge to critical issues and support important early learning goals across settings serving children from birth through age 8. NAEYC (2011) authors note that the standards also support critical early childhood policy structures including professional credentialing, accreditation of professional preparation programs, state approval of teacher education programs, and state early childhood professional development systems.

Both the content and purposes of the NAEYC (2011) Professional Preparation Standards-Advanced Standards (listed below) underscore the role, value, and responsibilities of each ECE-related master's and

doctoral degree program in the provision of essential ECE-specific knowledge, skills, and professional dispositions for the profession.

Standard 1. *Promoting Child Development and Learning*

- Knowing and understanding young children's characteristics and needs
- Knowing and understanding the multiple influences on development and learning
- Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2. *Building Family and Community Relationships*

- Knowing about and understanding diverse family and community characteristics
- Supporting and engaging families and communities through respectful, reciprocal relationships
- Involving families and communities in their children's development and learning

Standard 3. *Observing, Documenting, and Assessing to Support Young Children and Families*

- Understanding the goals, benefits, and uses of assessment
- Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
- Understanding and practicing responsible assessment to promote positive outcomes for each child
- Knowing about assessment partnerships with families and with professional colleagues

Standard 4. *Using Developmentally Effective Approaches to Connect with Children and Families*

- Understanding positive relationships and supportive interactions as the foundation of their work with children
- Knowing and understanding effective strategies and tools for early education

- Using a broad repertoire of developmentally appropriate teaching/learning approaches
- Reflecting on their own practice to promote positive outcomes for each child

Standard 5. *Using Content Knowledge to Build Meaningful Curriculum*

- Understanding content knowledge and resources in academic disciplines
- Knowing and using the central concepts, inquiry tools, and structure of content areas or academic disciplines
- Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

Standard 6. *Becoming a Professional*

- Identifying and involving oneself with the early childhood field
- Knowing about and upholding ethical standards and other professional guidelines
- Engaging in continuous, collaborative learning to inform practice
- Integrating knowledgeable, reflective, and critical perspective on early education
- Engaging in informed advocacy for children and the profession

Standard 7. Early Childhood Field Experiences

- Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)
- 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)

(NAEYC, 2011, pp. 48-59)

NAEYC Recognition and NCATE Accreditation

NAEYC, together with the National Council for Accreditation of Teacher Education (NCATE), appraise ECE-related programs at four-year colleges and universities based on the seven standards listed above for master's and doctoral programs. In this process, NAEYC peer reviewers, who are faculty in ECE programs, evaluate the reports to determine whether programs meet the NAEYC Professional Preparation Standards-Advanced Standards. If so determined, the program receives National Recognition by NAEYC and, subsequently, the program goes on to be accredited by NCATE: This demonstrates a distinction of quality. Currently, all together there are over 450 NAEYC recognized programs at both the baccalaureate and graduate level in thirty-eight states (<http://www.naeyc.org/ncate/>).

Recent Developments in California's Early Learning System

Recent developments in the California's Early Learning System further reflect the need for a common professional foundation of knowledge, skills and dispositions in support of the professional development of the ECE workforce. These efforts include the California Department of Education *Infant/Toddler Learning and Development Foundations*, *Preschool Learning Foundations*, *Curriculum Frameworks*, *Instructional Guides* and the *ECE Competencies*—which are aligned with the Foundations—see <http://www.cde.ca.gov/sp/cd/re/ececomps.asp> and <http://www.cde.ca.gov/sp/cd/re/cddpublications.asp>. Furthermore, the state's Faculty Initiative Project (FIP) and Competency Integration Project (CIP) support IHE faculty's integration of the Foundations, Curriculum Frameworks, and the Competencies into ECE coursework at two-year, bachelor's and graduate level programs. More specifically, the purpose of the Faculty Initiative Project is to align and integrate essential content and competencies of key CDE/Early Education and Support Division (EESD) materials and initiatives with core early childhood education curriculum of the California Community College (CCC) and the California State University (CSU) systems (<http://www.wested.org/facultyinitiative>). The California Competencies Integration Project assists faculty in the systematic integration of the ECE Competencies into higher education coursework and programs as well as state-funded trainings (https://www.childdevelopment.org/cs/cip/print/htdocs/mt/cip_overview.htm).

These California initiatives join NAEYC/NCATE recognition and accreditation processes to reflect and confirm the essential role that professional foundations, competencies and standards have in ECE workforce professional preparation and in the professionalization of the ECE field *per se*. In turn, these state and national professional efforts strengthen the case for ECE-specific graduate programs to prepare future ECE-specific faculty for the California Community Colleges, California State University campuses, as well as the state’s private colleges and university systems.

Existing Doctoral Programs in Los Angeles County

As noted above, and with consideration for the importance of strengthening the ECE workforce, PEACH was charged with identifying doctoral programs in Los Angeles County for ECE professionals who may choose this pathway in their own career development. Available options include the doctoral programs in Educational Leadership offered at all five California State University (CSU) campuses in Los Angeles County. UCLA also offers a doctoral program in Human Development and Psychology. Pepperdine University and USC provide doctoral degree programs in Educational Leadership as well. These programs are highlighted in Table 5.1 with accompanying descriptions to follow.

Table 5.1

Doctoral Programs for ECE Professionals in the Greater Los Angeles Area

University Campus	College	Doctoral Program	Degree Granted
California State University Campuses			
CSU, Dominguez Hills	College of Education	Educational Leadership	Ed.D.
CSU, Long Beach	College of Education	Educational Leadership	Ed.D.
CSU, Los Angeles	College of Education	Educational Leadership	Ed.D.
CSU, Northridge	College of Education	Educational Leadership	Ed.D.
Cal Poly Pomona	College of Education and Integrative Studies	Educational Leadership	Ed.D.

University Campus	College	Doctoral Program	Degree Granted
University of California Campus			
UCLA	Graduate School of Education and Information Studies	Human Development and Psychology & Educational Leadership	Ph.D. & Ed.D.
Private Universities			
Pepperdine University	Graduate School of Education and Psychology	Educational Leadership, Policy, and Administration	Ed.D.
University of Southern California	School of Education	Educational Leadership	Ed.D.

California State University Doctoral Programs

In recent years, the CSU system was authorized to develop doctoral (Ed.D.) programs in Educational Leadership. To date, PEACH contacts have revealed that at least three of these Ed.D. programs (San Francisco State University, CSU Long Beach, and Sacramento State University) across the state have accepted individual applicants whose specialization is ECE.

As noted on the CSU website, CSU's Ed.D. programs

for educational leaders were authorized by the California Legislature in order to respond to the urgent need for well-prepared administrators to lead California's public schools and community colleges...designed to equip leaders with the necessary knowledge and skills to achieve reforms to improve student achievement. Each program uses a common framework that builds on nationally recognized P-12 and Community College professional standards and competencies for leaders...The Ed.D. programs link theory, research, and practice in programs that are directly relevant to P-12 and Community College needs in specific regions (www.calstate.edu/edd/).

In practice each of these programs may vary even though they share a common, system-wide vision and may be implemented in differing ways. The Los Angeles County CSU Educational Leadership doctoral programs are each described below.

It is important to note that for accuracy purposes the descriptions for each program were taken directly from and/or summarized based on information provided on university websites. Please visit each website for further information.

California State University, Dominguez Hills. California State University, Dominguez Hills (CSUDH) offers a unique professional Ed.D. program for PreK-12 educators who are interested in interdisciplinary leadership for improving teaching and learning of diverse learners in urban schools and colleges. The *interdisciplinary* doctoral program will prepare educational leaders capable of and committed to reforming schools, raising the quality of education, and increasing educational opportunity for Pre K-12 students especially in the areas of English, literacy, and special needs learners. The identification of research-based practices, program interventions, and the critical professional development of teachers will occur with the preparation of dynamic, action-oriented, reform-minded educational leaders. Developing collaboration skills and developing other critical skills through collaboration is a prominent feature of the program because professionals typically need to work with colleagues to solve real-life problems. The Ed.D. creates a collaborative culture among students, faculty, mentors, and partners. The program offers a cohort structure, small pro-seminar and research seminar groups, applied laboratories, professional mentoring, and thematic dissertations—all contributing to the development of individual and collaborative leadership that will be central to the program (<http://teachingcommons.cdl.edu/edleadership/csudh/>).

California State University, Long Beach. California State University, Long Beach (CSULB) offers an Ed.D. in Educational Leadership. The program's mission is "to support dynamic, transformative, socially responsible leaders who engage others, value diversity, operate with academic integrity, and believe in people and their educational futures" (<http://www.ced.csulb.edu/asec/academic/leadership>). Graduates of the program are prepared to be educational leaders in PreK-12 and postsecondary education settings. The program is designed for working professionals who seek to further influence educational policy and

decision-making. A cohort model facilitates the development of learning communities and students must attend courses in the summer.

California State University, Los Angeles. The doctoral program in Educational Leadership at California State University, Los Angeles (CSULA) is designed for those who seek leadership roles in educational organizations and are committed to addressing the challenges of urban education through relevant and meaningful scholarship and practitioner-based inquiry. The Ed.D. in Educational Leadership at CSULA is built around four program goals: Educational Leadership in the Service of Justice, Access, and Social Change; Leadership Grounded in Knowledge and Expertise in Teaching, Learning and Organizational Change; Critical Reflection Embedded in Leadership Practice, and Leadership that Engages with the Broader Community.

With emphasis placed on leadership in practice, the program fosters expanded understanding of the many contexts in which educational leadership takes place. It focuses on the expertise, scholarship, and inquiry necessary to advance all students' rights to an education that supports social and economic justice and academic success. The program aims to develop leaders who engage in collaboration with members of diverse urban communities to analyze how the policies and practices of educational, political, and legal institutions have addressed issues of access, equity, and full democratic participation (<http://mycsula.calstatela.edu/web/edd/program-summary>)

California State University, Northridge. California State University, Northridge (CSUN) offers a Doctoral Program (Ed.D.) in Educational Leadership and Policy Studies. The focus of this program is on creating a network of leaders, in separate, alternating cohorts of PreK-12 and community college representative students who are committed to making profound changes for the improvement of urban education. The doctoral program is selective and is designed to be completed with a cohort of approximately twenty individuals. The courses are offered in a fixed sequence and are designed to accommodate the working professional. Students are placed in one of two separate cohorts (PreK-12

leaders admitted one year and community college leaders admitted the next) so that students may focus on the unique needs of their segment of the larger educational system in California. Students meet for evening classes once a week on campus at CSUN, in addition to attending periodic weekend seminars, participating in online activities, and conducting independent research (<http://www.csun.edu/eisner-education/doctoral-program/prek-12-leadership-cohort>).

Cal Poly Pomona. Located in Cal Poly Pomona's College of Education and Integrative Studies, the Ed.D. program at Cal Poly Pomona is designed for P-12 educational leaders focused on transforming schools, turning around under-performing schools, and enhancing schools that are already succeeding. While technology is a part of the program, program faculty pride themselves on a strategic emphasis of face-to-face instruction valuing both the human connections and relationships essential to educational excellence and the personal, human support woven throughout the program. The program is designed for working professionals (<http://www.csupomona.edu/~doctoralstudies/>).

Additional Doctoral Programs in Los Angeles County

Some additional options for ECE professionals in Los Angeles County pursuing a doctoral degree are described in this section. Among University of California (UC) campuses, UCLA offers two separate doctoral programs. Programs at two Los Angeles County private universities are described as well.

University of California, Los Angeles. The University of California, Los Angeles (UCLA) offers two doctoral programs: an Ed.D in Educational Leadership and a Ph.D. in Human Development and Psychology. The Ed.D program in the Educational Leadership Program UCLA is a cohort-based, thirty-six-month doctoral program designed for working professionals. The program emphasizes connections between research, leadership and technology to improve education. Each cohort is made up of between twenty-five to thirty students who work together throughout their tenure at UCLA, taking all of the same classes together. Classes are held one night a week (from 6pm to 10pm) and on two to three Saturdays per month. Students have the advantage of the resources of a world-renowned research university

including faculty, research centers and libraries (<http://gseis.ucla.edu/education/academic-programs/educational-leadership-program/>).

UCLA also offers a Ph.D. program in Human Development and Psychology. The goal of the Human Development and Psychology (HDP) graduate program is to study the nature and course of human development, in context, to inform practices and policies that affect the welfare of children. Students learn about children's cognitive, social, and emotional development in social contexts, including the home, school, day care programs, the playground, and communities. The program has served as a model for training in applied research and the application of research to real-life settings (<http://gseis.ucla.edu/education/academic-programs/human-development-psychology/>).

Pepperdine University. The Ed.D. Program in Educational Leadership, Administration, and Policy at Pepperdine University is intended for K-12, pre-K, and adult education administrators nationwide. Course work is integrated with 60 % face-to-face meetings and 40 % online segments. Face-to-face portions of the program will be offered in three extended blocks of time each semester to facilitate travel and the schedules of working administrators. This highly innovative program, specially designed for public school administrators, uses sophisticated methods of inquiry and analysis to address issues of professional practice, with an emphasis upon problems confronting the administrator in the K-12, pre-K, and adult education environments. In conjunction with leaders from their work setting, students address a "real-life" problem in that environment. To solve this problem, students work as members of a team with mentors, University faculty, and others if appropriate.

In addition to focusing on real-world problems, the program emphasizes values and visionary leadership. While working with outstanding on-site professionals, students develop the intellectual foundations and knowledge needed to create a vision and inspire others to take action appropriate to that vision. Through guidance from proactive leaders, candidates learn how to take charge in an atmosphere of ambiguity, evaluate school operations, and design and implement improvements required for a brighter future for all

students. Face-to-face sessions are held at the West Los Angeles Graduate Campus (<http://gsep.pepperdine.edu/doctorate-educational-leadership-administration-policy/>).

University of Southern California. The Doctor of Education (Ed.D.) in Educational Leadership is a 3-year degree program that equips practitioner-scholars with the skills needed to lead high-performing organizations, connect research with practice, and help all students to learn. The program is geared toward working professionals with a master's degree and at least 3 to 5 years of work experience in a related field who aspire to be leaders in urban education. Students take courses in an area of academic concentration, which provides in-depth knowledge related to a specific work setting. Each concentration exposes students to context-specific best practices and cutting edge research, and emphasizes the application of theory to practice in authentic work settings. Four concentration areas are currently offered include Educational Psychology, Higher Education Administration, K-12 Leadership in Urban School Settings and Teacher Education in Multicultural Societies (<http://rossier.usc.edu/programs/doctoral/edd-ed-leadership/>).

Sample Doctoral Programs Outside of Los Angeles County

While there are several related doctoral programs in Los Angeles County that provide opportunities for ECE professionals to earn an Ed.D. or a Ph.D., there are very few programs that focus on early care and education *per se*. Doctoral programs outside of Los Angeles County that focus on Child or Human Development or are ECE-specific are described in this section (see Table 5.2) as they provide examples of doctoral programs state- and nationwide that afford ECE professionals with more specialized training.

Again, as noted regarding the content of the previous section and table, it is important to note that for accuracy purposes, descriptions of each program provided below were taken directly from and/or summarized based on information provided on university websites. Please visit each website for further information and updates.

Erikson Institute and the Loyola Graduate School. Located in Chicago, Illinois, the Erikson Institute in coordination with the Loyola Graduate School offers a joint Ph.D. program in Child Development. This program focuses on applied child development research and emphasizes the impact of culture, social class, and social relationships on young children’s learning and development. Those who choose to pursue doctoral studies at Erikson are typically academics, applied researchers, and program developers who want to assume intellectual leadership in a variety of professional settings that study and/or serve young children. Erikson-Loyola graduates pursue careers in research, program design and evaluation, college teaching, program administration, and policy analysis (www.erikson.edu/graduate-school/programs/phd-child-development/).

Mills College. Mills College, located in Oakland, California offers an Ed.D. in Educational Leadership with an optional focus on Early Childhood Leadership. This doctoral program prepares individuals for professional leadership positions within the early childhood field and related organizations. More specifically, the program is designed for accomplished professionals who seek additional knowledge and experience to enhance their current positions and who wish to pursue new opportunities in the field of educational leadership. Students are prepared for positions in various areas including: early childhood programs; K–12 schools and school districts; community colleges and institutions of higher education; and nonprofit educational organizations; as well as positions in evaluation, advocacy, and consulting. Classes meet weekday evenings to accommodate working professionals (<http://www.mills.edu/academics/graduate/educ/programs/ma-leadership-in-early-childhood-el.php>).

Table 5.2

Sample ECE-Related Doctoral Programs Outside of Los Angeles County

University Campus	College, School, Department	Doctoral Program	Degree Granted
Erikson Institute and the Loyola Graduate School	Erikson Institute and the Loyola Graduate School	Child Development	Ph.D.
Mills College	School of Education	Educational Leadership: Early	Ed.D.

University Campus	College, School, Department	Doctoral Program	Degree Granted
		Childhood Leadership	
New York University, Steinhardt College	School of Culture, Education and Human Development	Early Childhood and Childhood Education	Ph.D.
University of Delaware	College of Education	Human Development and Family Studies	Ph.D.
University of Houston	College of Education	Curriculum and Instruction: Early Childhood Education	Ed.D.
University of Memphis	College of Education, Health and Human Sciences	Instruction and Curriculum Leadership: Concentration in Early Childhood Education	Ed.D.
University of North Carolina at Chapel Hill	College of Education	Education: Early Childhood, Special Education, and Literacy	Ph.D.
Walden University	Education	Education, Early Childhood Education Specialization	Ed.D. & Ph.D.

New York University, Steinhardt College. New York University (NYU) through Steinhardt College's Department of Teaching and Learning offers a Ph.D. in Early Childhood and Childhood Education. Its focus is the preparation of researchers and educators dedicated to improving children's access to equitable opportunities for learning from birth through elementary school. The program is designed for people seeking leadership roles such as serving on a college or university faculty, as an educational researcher, or as a curriculum specialist. Their faculty provides extensive mentoring on the many dimensions of early childhood and childhood education (<http://steinhardt.nyu.edu/teachlearn/childhood/phd/>).

University of Delaware. The University of Delaware's Department of Human Development and Family Studies offers a Ph.D. in Human Development and Family Studies. The program is designed to prepare the next generation of scholars for positions as researchers, professors, or leaders in early childhood, human development, family studies, human services and related fields. The programs emphasize risk and

resilience, multi-cultural issues, disabilities, prevention and intervention. The focus is on applying theory and research to practice as they relate to human development and family systems. Course work is designed to provide a strong background in the theoretical and empirical knowledge of family studies, human development and research methods. Training in applied research and service learning experiences are integrated in the curriculum (<http://www.hdfs.udel.edu/content/human-development-and-family-studies-graduate-programs>).

University of Houston. The University of Houston, in Houston, Texas, offers an Ed.D. in Curriculum and Instruction with an Emphasis in Early Childhood Education that prepares graduates to improve the education of children in early childhood educational settings. The Early Childhood Education emphasis is designed to meet the educational needs of researchers and teacher educators who seek to improve their investigative and instructional skills in early childhood education settings. The program takes approximately 5 years to complete (<http://www.coe.uh.edu/academic-programs/cuin-ed-early-childhood-ed/index.php>).

University of Memphis. The University of Memphis, in Memphis, Tennessee, offers an Ed.D. degree that is designed to improve the competency of teachers, to serve the career needs and goals of individuals in education-related fields, to encourage research in a student's area of concentration, and to initiate and implement programs involving the schools and the community. Concentrations are offered in Instruction and Curriculum, Instructional Design and Technology, Reading, Early Childhood Education, or Special Education (<http://www.memphis.edu/gradcatalog/degreeprog/cehhs/icl.php>).

University of North Carolina at Chapel Hill. The University of North Carolina at Chapel Hill offers a Ph.D. in Education with a specialization in Early Childhood, Special Education, and Literacy (ECSEL). This program emphasizes multidisciplinary study of the development of children with diverse characteristics in the context of families, schools, and culture. Of special importance is the interest in designing new curricular and intervention strategies for the development and learning of typical children, children at risk

for school failure, children with special needs, and children from culturally diverse families. In addition, there is a particular emphasis on instructional approaches to support literacy for children in families and schools (http://soe.unc.edu/academics/phd_ed_ecsel/#ecfl).

Walden University. The College of Education and Leadership at Walden University is located in Minneapolis, Minnesota and satellite sites. Walden University offers online Ed.D. and Ph.D. programs in Education; each program has an optional area of specialization in Early Childhood Education. More specifically, the Ed.D. prepares professionals to lead and advocate effectively within this dynamic landscape, fostering positive outcomes for young children and their families

(<http://www.waldenu.edu/doctoral/doctor-of-education?tab=curriculum&subtab=early-childhood#tabs>).

Ph.D. students gain the expertise needed to lead the creation and implementation of new program practices, to apply emerging research on development in the early years, and to conceptualize new paradigms for early learning (<http://www.waldenu.edu/doctoral/phd-in-education?tab=curriculum&subtab=early-childhood-education-mixed-model#tabs>).

Although courses are taken through an online format, each program has required face-to-face residencies (meetings), which are scheduled at intervals throughout the program and are held in a variety of locations in the United States.

ECE and ECE-Related Master's Degree Programs in Los Angeles County

This section explores existing master's degree programs in Los Angeles County that focus on ECE or ECE-related fields. Such programs offer professionals an opportunity to deepen their knowledge and open up more opportunities within the ECE field, including preparation for teaching at the community college level; the master's programs also serve as a pathway to a doctorate for those choosing to continue their studies (see Table 5.3). A scan of the programs' descriptions reveals that there is a much greater proportion of master's programs in ECE currently offered than there are ECE-related doctoral programs in Los Angeles County or in California. Further, as noted earlier in this paper, Whitebook and colleagues (2005) found that 63% of ECE community college faculty members hold ECE-related master's degrees

while only 32% of CSU faculty members and 57% of UC professors in ECE-related bachelor's and graduate programs hold ECE-specific degrees in California. As mentioned above, this too becomes an important factor to address in strengthening the continuum of professional development and education for ECE professionals, from the associate's, bachelor's, and graduate levels of study in ECE.

The information provided in the table and descriptions for each program were taken directly from and/or summarized based on information provided on university websites. Please visit each website for further information.

Table 5.3

ECE and ECE-Related Master's Degree Programs in Los Angeles County

University Campus	College, School, Department	Program	Degree Granted
CSU, Long Beach	College of Education	Education: Early Childhood Education	M.A.
CSU, Los Angeles	College of Health and Human Services	Child Development	M.A.
CSU, Los Angeles	College of Education	Education Option in Early Childhood/Primary Education	M.A.
CSU, Northridge	College of Education, Educational Psychology Department	Early Childhood Education	M.A.
Loyola Marymount University	School of Education	Early Childhood Education	M.A.
Pacific Oaks College	School of Education	Early Childhood Education	M.A.
University of La Verne	College of Education and Organizational Leadership	Child Development	M.S.

California State University, Long Beach

The Master of Arts in Education, Option in Early Childhood Education at California State University, Long Beach (CSULB) is designed to foster the development of educators who are able to apply research-based

knowledge in designing developmentally and culturally appropriate curriculum and assessment strategies for children ages birth through 8. Candidates develop parent involvement strategies, reflect on issues facing the field, evaluate the quality of early childhood programs in their local communities, critically evaluate policies that impact young children and their families around the world, and utilize technology to enhance communication and learning

(http://www.csulb.edu/divisions/aa/catalog/current/coed/teacher_education/edelma05.html).

California State University, Los Angeles

California State University, Los Angeles (CSULA) offers two related master's programs. The Master of Arts in Child Development is designed for students interested in research, theory and practice related to the study of individuals and families across diverse populations and settings. Students may coordinate degree requirements for the Elementary Subject Matter Credential, Special Education Credential, or the Early Childhood Special Education Credential Program. This program requires completion of a minimum of forty-five-quarter units. The Master of Arts degree in Child Development strengthens professional competence and prepares individuals for various leadership positions as child development specialists. Aspects of the program are being modified as the whole campus prepares to convert from the quarter system to the semester system (http://web.calstatela.edu/academic/hhs/cfs/acad_MA.php).

Additionally, CSULA offers a Master of Arts degree in Education with an Option in Early Childhood/Primary Education, which offers candidates the opportunity to focus on practical classroom application in early childhood education based on current theory and research. The program is designed to prepare individuals to work in a variety of settings to promote the development and learning of young children. It allows candidates to develop their knowledge and skills in a variety of topics related to early childhood education. Like the program described above, aspects of this program may be modified as the whole campus prepares to convert from the quarter system to the semester system

(http://www.calstatela.edu/academic/ccoe/programs_edci_ma_earlychildhoodprimary.htm).

California State University, Northridge

The Master of Arts in Early Childhood Education at California State University, Northridge is offered as a specialization within the Educational Psychology and Counseling Department. This program is focused on training professionals to be leaders through understanding of young children, families and communities. Students take evening class with distinguished faculty and are given opportunities to learn through community service. Students gain knowledge in the following key areas: 1) promoting child development and learning; 2) family and community relationships; 3) observing, documenting, and assessing young children and families; 4) understanding the teaching and learning process; and 5) ongoing professional development (<http://www.csun.edu/eisner-education/educational-psychology-counseling/ma-early-childhood-education>).

Loyola Marymount University

Loyola Marymount University (LMU) in Los Angeles, California offers an M.A. program in Early Childhood Education. This program admits a cohort of students in the fall semester only and integrates theory and research with practice and policy. The courses focus on the cognitive, social, emotional, and physical aspects of children's development. Graduates will be prepared to enter careers in early childhood education, program administration, policy and advocacy, and college instruction (<http://soe.lmu.edu/admissions/programs/earlychildhoodeducation/>).

Pacific Oaks College

Pacific Oaks College in Pasadena, California offers a master's program in Early Childhood Education. The program prepares students to integrate the school's transformative approach to early childhood education into leadership roles in public schools, child care programs, state agencies, and a variety of nonprofits serving children and families. Additionally, Pacific Oaks has a strong emphasis on culture-centered education and provides the opportunity to be immersed in an environment that celebrates diversity, inclusion, and equality and will emerge with the cultural competencies to provide leadership in a wide

variety of educational settings

(www.pacificoaks.edu/Schools_Programs/Masters_Programs/MA_Early_Childhood_Education).

University of La Verne

University of La Verne, with a campus in La Verne, California and satellite sites, offers a M.S. degree in Child Development. The program offers classes three ways: in a face-to-face traditional model, online, or through a combination of online and face-to-face interactions. Each program is identical in terms of the content and rigor whether it is an on-campus or online course. The program integrates practical and theoretical concepts; the advanced degree program is designed for child development professionals and supervisors who wish to increase their understanding of the physical, intellectual, and emotional development of children. Through coursework that emphasizes the study of children and the theories and issues of their growth and development, students develop capabilities to assume leadership roles in all phases of the child development field (<http://laverne.edu/education/degree-programs/master-of-science-in-child-development/>).

Considerations, Conclusions, and Next Steps

As the descriptions gathered for *PEACH Paper 5* illustrate, there is a limited number of doctoral programs in ECE or ECE-related fields in California. Moreover, the focus of the majority of these doctoral programs is not on ECE in particular, but on Educational Leadership, which may include aspects of child development or early childhood education, but may not. It may be assumed that ECE professionals pursuing a doctoral program that is not ECE-specific may rely heavily on their own previous ECE education and experience as well as the doctoral program's resourcefulness in finding ECE-specialized faculty members and/or mentors to support students' ECE-relevant applications of program content and skills.

In terms of master's degrees, there are relatively more ECE-specific and ECE-related programs available in Los Angeles County for ECE professionals. While the PEACH scope of work regarding graduate level

study focuses on the doctoral level, the role of ECE-related master's programs in Los Angeles County is extremely significant in providing graduate level ECE professional preparation for the ECE workforce as well as for ECE-related doctoral study. It would be interesting to ask ECE master's program faculty about the trajectories of their ECE graduates who have chosen to pursue doctoral study and the role of the master's program and its faculty in supporting this aspiration.

The PEACH scope of work includes supporting the creation and/or modification of an existing doctoral program in Los Angeles County to serve ECE professionals. Therefore, next steps for this aspect of the PEACH work will include campus visits to existing doctoral programs to document program details. Questions posed at these campus program visits of both Ed.D. and Ph.D. programs will focus on current course content, specialization(s) offered, future program development plans, and the available program and institutional resources to support the doctoral education of ECE professionals. The information regarding these program elements will then contribute to the PEACH's support of Ed.D and/or Ph.D. program faculty in their efforts to modify curriculum to better meet the needs of ECE professionals. This process will involve close and continued consultation and collaboration with faculty and administrators at related CSU, UCLA and private university doctoral programs. For example, with CSU Ed.D. faculty, PEACH may explore the potential of developing an ECE cohort at one or more of the county's CSU campus Ed.D. programs. In addition, PEACH will also be available to support the development of options for ECE professionals within UCLA and private university ECE-related doctoral programs.

References

- Hyson, M., Horm, D. M., Winton, P. J. (2012). Higher education for early childhood educators and outcomes for young children: Pathways toward greater effectiveness. In R. C. Pianta, W. S. Barnett, L. M. Justice, & S. M. Sheridan (Eds.), *Handbook of early childhood education* (pp.553-583). New York: Gilford Press.
- National Association for the Education of Young Children. (2011). *2010 NAEYC standards for initial & advanced early childhood professional preparation programs*. Washington, D.C.: NAEYC/National Association for the Education of Young Children. Retrieved from http://www.naeyc.org/files/ncate/file/NAEYC%20Initial%20and%20Advanced%20Standards%203_2011.pdf
- Whitebook, M., Bellm, D., Cruz, E., Munn, M., Jo, Y. J., Almaraz, M. & Lee, Y. (2004). *Training the next generation of teachers: A preliminary survey of California's higher education programs* (IRLE Working Paper No. 101-04). Berkeley, CA: Center for the Study of Child Care Employment. Retrieved from <http://www.irle.berkeley.edu/workingpapers/101-04.pdf>
- Whitebook, M., Bellm, D., Lee, Y., & Sakai, L. (2005). *Time to revamp and expand: Early childhood teacher preparation programs in California's institutions of higher education*. Berkeley, CA: Center for the Study of Child Care Employment. Retrieved from http://www.irle.berkeley.edu/cscce/wp-content/uploads/2005/01/revamp_report.pdf

Related IHE Websites

Cal Poly Pomona

Ed.D. in Educational Leadership: <http://www.csupomona.edu/~doctoralstudies/>

California State University, Dominguez Hills (CSUDH)

Ed.D. in Educational Leadership: <http://teachingcommons.cdj.edu/edleadership/csudh/>

California State University, Los Angeles (CSULA)

Ed.D. in Educational Leadership: <http://mycsula.calstatela.edu/web/edd/program-summary>

M.A. in Education, Early Childhood/Primary Education:

http://www.calstatela.edu/academic/ccoe/programs_edci_ma_earlychildhoodprimary.htm

MA in Child Development: http://www.calstatela.edu/academic/hhs/cfs/acad_MA.php

California State University, Long Beach (CSULB)

Ed.D. in Educational Leadership: <http://www.ced.csulb.edu/asec/academic/leadership>

M.A. in Early Childhood Education: <http://www.ced.csulb.edu/teacher-ed/academic/ece>

California State University, Northridge (CSUN)

Ed.D. in Educational Leadership: <http://www.csun.edu/eisner-education/doctoral-program/prek-12-leadership-cohort>

M.A. in Early Childhood Education: <http://www.csun.edu/eisner-education/educational-psychology-counseling/ma-early-childhood-education>

Erikson Institute and the Loyola Graduate School

Ph.D. in Child Development:

<http://www.erikson.edu/graduate-school/programs/phd-child-development/>

Loyola Marymount University

M.A. in Early Childhood Education:

<http://soe.lmu.edu/admissions/programs/earlychildhoodeducation/>

Mills College

Ed.D. in Educational Leadership Program:

<http://www.mills.edu/academics/graduate/educ/programs/ma-leadership-in-early-childhood-el.php>

New York University Steinhardt

Ph.D. in Early Childhood and Childhood Education:

<http://steinhardt.nyu.edu/teachlearn/childhood/phd/>

Pacific Oaks College

M.A. in Early Childhood Education:

www.pacificoaks.edu/Schools_Programs/Masters_Programs/MA_Early_Childhood_Education

Pepperdine University

Ed.D. in Educational Leadership:

<http://gsep.pepperdine.edu/doctorate-educational-leadership-administration-policy/>

University of California, Los Angeles (UCLA)

Ed.D. in Educational Leadership: <http://gseis.ucla.edu/education/academic-programs/educational-leadership-program/>

[Ph.D. in Human Development and Psychology:](http://gseis.ucla.edu/education/academic-programs/human-development-psychology/)

<http://gseis.ucla.edu/education/academic-programs/human-development-psychology/>

University of Delaware

Ph.D. in Human Development and Family Studies:

<http://www.hdfs.udel.edu/content/human-development-and-family-studies-graduate-programs>

University of Houston

Ed.D. in Curriculum and Instruction - Early Childhood Education:

<http://www.coe.uh.edu/academic-programs/cuin-ed-early-childhood-ed/index.php>

University of Memphis

Ph.D. in Instruction and Curriculum Leadership:

<http://www.memphis.edu/gradcatalog/degreeprog/cehhs/icl.php>

University of North Carolina at Chapel Hill

Ph.D. in Education: http://soe.unc.edu/academics/phd_ed_ecsel/-ecfl

University of La Verne

M.S. in Child Development:

<http://laverne.edu/education/degree-programs/master-of-science-in-child-development/>

University of Southern California (USC)

Ed.D. Educational Leadership: <http://rossier.usc.edu/programs/doctoral/edd-ed-leadership/>

Walden University

Ed.D. in Early Childhood Education:

<http://www.waldenu.edu/doctoral/doctor-of-education?tab=curriculum&subtab=early-childhood#tabs>

Ph.D. in Education - Early Childhood Education Mixed-Model Format:

<http://www.waldenu.edu/doctoral/phd-in-education?tab=curriculum&subtab=early-childhood-education-mixed-model#tabs>

Related Organizations and Agency Websites

California Department of Education (CDE) Early Childhood Educator Competencies

<http://www.cde.ca.gov/sp/cd/re/ececomps.asp>

California Department of Education (CDE) Early Education and Support Division Resources

This link includes the Learning Foundations, Curriculum Frameworks, and Instructional Guides

<http://www.cde.ca.gov/sp/cd/re/cddpublications.asp>

Child Development Training Consortium (CDTC) and Competencies Integration Project (CIP)

https://www.childdevelopment.org/cs/cip/print/htdocs/mt/cip_overview.htm

Faculty Initiative Project (FIP)

<http://www.wested.org/facultyinitiative>

First 5 LA

<http://www.first5la.org/>

<http://www.first5la.org/About-Us>

<http://www.first5la.org/Workforce-Development>

Los Angeles Universal Preschool – Workforce Initiative and PEACH

<http://workforce.laup.net/about.aspx>

<http://workforce.laup.net/child-development-workforce-initiative-wfi.aspx>

<http://workforce.laup.net/partnerships-for-education-articulation-and-coordination-through-higher-education-peach.aspx>

National Association for the Education of Young Children (NAEYC)/National Council for the Accreditation of Teacher Education (NCATE)

<http://www.naeyc.org/ncate/>

Explanations of Acronyms from List of PEACH Paper Contributors

LACOE: Los Angeles County Office of Education

LAUSD ECE Division: Los Angeles Unified School District, Early Childhood Education

LAUP: Los Angeles Universal Preschool

PEACH: Partnerships for Education, Articulation and Coordination through Higher Education

PITC: The Program for Infant/Toddler Care

West Ed – E3 Institute: Excellence in Early Education