

EARLY CHILDHOOD EDUCATION, M.ED.

Learning Outcomes

1. Promoting Child Development and Learning. Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.
2. Building Family and Community Relationships. Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.
3. Observing, Documenting, and Assessing to Support Young Children and Families. Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.
4. Teaching and Learning. Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.
5. Growing as a Professional. Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies

Essential Professional Tools for All Candidates in Advanced Programs

- Cultural Competence. Advanced program candidates demonstrate a high level of competence in understanding and responding to diversity of culture, language, and ethnicity.
- Knowledge and Application of Ethical Principles. Advanced program candidates demonstrate in-depth knowledge and thoughtful application of NAEYC's Code of Ethical Conduct and other guidelines relevant to their professional role.
- Communication Skills. Advanced program candidates possess a high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program.
- Mastery of Relevant Theory and Research. Advanced program candidates demonstrate in-depth, critical knowledge of the theory and research relevant to the professional role(s) and focus area(s) emphasized in the program.
- Skills in Identifying and Using Professional Resources. Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed

to perform their professional roles and to keep abreast of the field's changing knowledge base.

- Inquiry Skills and Knowledge of Research Methods. Using systematic and professionally accepted approaches, advanced program candidates demonstrate inquiry skills, showing their ability to investigate questions relevant to their practice and professional goals.
- Skills in Collaborating, Teaching, and Mentoring. Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.
- Advocacy Skills. Advanced program candidates demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all young children.
- Leadership Skills. Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.

Degree Requirements (36 Hours)

Core Courses (18 Hours)

Course	Title	Credits
EDEC 608	Parent Involvement in Early Childhood Education	3
EDEC 740	The Young Child: Applying Theory and Research	3
EDEC 742	Advanced Study of Early Childhood Curricula and Program Models	3
EDEC 744	Advanced Study of Language Development and Communication Skills in Early Childhood Education	3
EDEC 750	Play Theory and Early Learning	3
EDEC 794	Leadership, Advocacy and Collaboration in Early Childhood Settings	3

Total Credit Hours 18

Specialized Requirement in Diversity (3 Hours)

Course	Title	Credits
EDTE 776	Educating African-American Students	3

Total Credit Hours 3

Technology (3 Hours)

Course	Title	Credits
Select one of the following:		3
EDEC 795	Technology in Early Childhood Education	
EDTE 731	Integration of Technology and Instruction	
Other course approved by advisor		

Total Credit Hours 3

Research, Measurement, or Assessment (3 Hours)

Course	Title	Credits
Select one of the following:		3
EDRM 700	Introduction to Research in Education	
EDRM 720	Educational Measurement	
Other course approved by advisor		

Total Credit Hours 3

Related Study (9 Hours)

Must be pre-approved by advisor.

Note: No more than 6 hours of workshops, institutes, or field courses may be used in the degree program. Each candidate will successfully complete a comprehensive examination.