



## New Program Report

**Date Submitted:**

03/27/2019

**Institution**

University of Central Missouri

**Site Information**

**Implementation Date:**

8/19/2019 12:00:00 AM

**Added Site(s):**

**Selected Site(s):**

University of Central Missouri, Administration 202, Warrensburg, MO, 64093

**CIP Information**

**CIP Code:**

131210

**CIP Description:**

A program that prepares individuals to teach students ranging in age from infancy through eight years (grade three), depending on the school system or state regulations. Includes preparation to teach all relevant subject matter.

**CIP Program Title:**

Early Childhood Education and Teaching

**Institution Program Title:**

Early Childhood Education

**Degree Level/Type**

**Degree Level:**

Master Degree

**Degree Type:**

Master of Science in Education (MSE)

**Options Added:**

Special Education

Teaching

**Collaborative Program:**

N

**Mode of Delivery**

Current Mode of Delivery

Classroom

Online

Student Preparation



## New Program Report

**Special Admissions Procedure or Student Qualifications required:**  
NA

**Specific Population Characteristics to be served:**  
This program will serve early childhood educators with a desire to grow professionally in teaching, leadership, or special education.

**Faculty Characteristics**

**Special Requirements for Assignment of Teaching for this Degree/Certificate:**  
A terminal degree in Early Childhood Education or a closely related field is required of faculty teaching in this program.

**Estimate Percentage of Credit Hours that will be assigned to full time faculty:**  
100%

**Expectations for professional activities, special student contact, teaching/learning innovation:**  
There are no expectations beyond what is expected of faculty at UCM.

**Student Enrollment Projections Year One-Five**

<b>Year 1</b>	<b>Full Time: 0</b>	<b>Part Time: 15</b>	
<b>Year 2</b>	<b>Full Time: 0</b>	<b>Part Time: 35</b>	
<b>Year 3</b>	<b>Full Time: 0</b>	<b>Part Time: 40</b>	<b>Number of Graduates: 20</b>
<b>Year 4</b>	<b>Full Time: 0</b>	<b>Part Time: 40</b>	
<b>Year 5</b>	<b>Full Time: 0</b>	<b>Part Time: 40</b>	<b>Number of Graduates: 20</b>

**Percentage Statement:**  
n/a

**Program Accreditation**

**Institutional Plans for Accreditation:**  
NA

**Program Structure**

**Total Credits:**  
30

**Residency Requirements:**  
Residence requirements establish a minimum number of credit hours which must be earned from UCM. Online courses and courses which are offered off campus but through UCM do count towards residence hours. <http://catalog.ucmo.edu/content.php?catoid=8&navoid=222>

**General Education Total Credits:**  
0

**Major Requirements Total Credits:**  
30



## New Program Report

### Course(s) Added

COURSE NUMBER	CREDITS	COURSE TITLE
1	1	See Attachment

### Free Elective Credits:

0

### Internship or other Capstone Experience:

Capstone (ECEL 5790) required

### Assurances

I certify that the program is clearly within the institution's CBHE-approved mission. The proposed new program must be consistent with the institutional mission, as well as the principal planning priorities of the public institution, as set forth in the public institution's approved plan or plan update.

I certify that the program will be offered within the proposing institution's main campus, CBHE-approved service region or CBHE-approved off-site location.

I certify that the program will not unnecessarily duplicate an existing program within the geographically applicable area.

I certify that the program will build upon existing programs and faculty expertise.

I certify that the program can be launched with minimal expense and falls within the institution's current operating budget.

I certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful. Institutions' decision to implement a program shall be based upon demand and/or need for the program in terms of meeting present and future needs of the locale, state, and nation based upon societal needs, and/or student needs.

### Contact Information

First and Last Name: TRACI BUTLER

Email: [academicprograms@ucmo.edu](mailto:academicprograms@ucmo.edu)

Phone: 660-543-8059

**Master of Science in Education in Early Childhood Education (MSE in ECE)  
New Program Curriculum Materials, August 2018**

NT, 8/23/18

**Justification/Rationale**

Program Rationale for the MSE in ECE

The development of an early childhood specific master's program stems from a gap within the UCM education system to support and enhance early childhood educators ability to successfully advance in the workforce. The mission of the proposed program is to provide course content related to early childhood teaching, leadership in the early childhood setting, and early childhood special education. Students are able to select the track that best fits their career goals and future planning. Further opportunities for accelerated completion are provided throughout the program. A program such as this is rare within the state.

Historically the research has been very clear that there is a strong relationship between early childhood teachers having a bachelor's degree and the translated benefit to child development and learning. In fact, the research prompted the National Academy of Science recommends that early childhood educators have a minimum of a bachelor's degree with specialized training in early childhood education (NRC, 2015). Currently, there are 3,063 early childhood BS programs. From these programs, there are about 36,000 early childhood graduates that may work in Head Start, school districts, child care centers, or pre kindergarten centers (Maxwell, Lim, & Early, 2016).

In addition to the number of degree programs, early childhood presents a complex landscape of degree pathways. Some of these pathways include a CDA, an Associates in Early Childhood or Human Development, and a Bachelor's in Early Childhood or Human Development. Those selecting a Bachelor's in Human Development lack the certification requirements for teaching within a school district and are more apt to seek certification upon graduation. Yet, a bachelor degree in early childhood is somewhat terminal. There are very limited options for moving forward in both the degree and career pathway. Early childhood educators need greater clarity in early childhood degree program pathways, particularly those programs that are post-baccalaureate. Once an early childhood teacher has a bachelor's degree, and is interested in further specialization, such as leadership, special education, or teaching, there are very few opportunities available nationally. In fact, there are only 84 Early Childhood Leadership Master's programs available through either 2-year or 4-year institutions across the country (Friedman-Krauss, Barnett, Weisenfeld, Kasmin, DiCrecchio,, & Horowitz, 2018).. The development of a Masters program is additionally strengthened when it is a seamless program between undergraduate and graduate at the same institution. This allows the graduate program to have continuity, shared resources, deeper faculty collaboration, and bridges for students to move across the degree continuum (Hyson, Tomlison & Morris, 2009).

Beyond available pathways, policy and practice are also moving towards deeper professionalization of the early childhood workforce. This professionalization now must go beyond the minimum benchmark of a baccalaureate degree, and shift to graduate work in early childhood leadership, teaching, and special education. The emergence of these early childhood disciplines supports the movement of professionalization and provides an anchor for current professionals to advance their pedagogy and leadership.

For early childhood educators looking to advance their skill through administration or leadership, current Missouri law states that for centers serving up to 20 children, a minimum of a CDA is required. For those centers serving over 100 children, the requirements jump to four years experience and 24 semester hours in child-related courses (Barnett, 2018). The Missouri Early Childhood Director Credential is a tiered competency-based credential, and at the lowest level requires 9 hours in early childhood leadership.

The national cry for highly qualified and effective early childhood educators must be met. Only 14% of all Early Childhood Directors (n=3,811) hold a Master's degree or above and 60% of elementary School Principals (n=75,760) hold a Master's Degree (Abel, Talan & Newkirk, 2017). There is a compelling need for a clear pathway for early childhood educators to advance their career and develop the competencies, knowledge, and skills needed to deepen their pedagogical practice, leadership, and understanding and application in special education. Additionally, a clear pathway for an advanced degree eliminates the silos that current early childhood educators must navigate through in order to piecemeal an advanced degree. It paves the path for a unified and professional foundation for early childhood education.

The MSE ECE Program will support UCM's mission to provide candidates a rigorous course of study that "transforms students into lifelong learners, dedicated to service, with the knowledge, skills, and confidence to succeed and lead in the region, state, nation, and world." Further, the program provides separate strands to support and enhance learning specific to market demand preparing learners for a changing world. The following provides a clear description of the program of study, evidence of market and societal demand, as well as collaboration on campus through program partnerships to be able to offer the specific strands within the program.

## References

- Abel, M., Talan, T., & Newkirk, M. (2017). *Closing the Early Childhood Leadership Gap*. (January 1, 2018). McCormick Center for Early Childhood Leadership:  
<http://mccormickcenter.nl.edu/lead/closing-the-leadership-gap/>
- Friedman-Krauss, A. H., Barnett, W. S., Weisenfeld, G. G., Kasmin, R., DiCrecchio, N., & Horowitz, M. (2018). The State of Preschool 2017: State Preschool Yearbook. *National Institute for Early Education Research*.

Hyson, M., Tomlinson, H. B., & Morris, C. A. (2009). Quality Improvement in Early Childhood Teacher Education: Faculty Perspectives and Recommendations for the Future. *Early Childhood Research & Practice, 11*(1), n1.

Maxwell, K.; Lim, C.; & Early, D.. (2016). *Early childhood teacher preparation programs in the United States: National report*. Chapel Hill: University of North Carolina, FPG Child Development Institute.

**Program Catalog Description for the MSE in ECE**  
**EARLY CHILDHOOD EDUCATION, MSE**  
Master of Science in Education XX-XXX

**Program Description**

The MSE in Early Childhood Education (ECE) is designed to develop the candidate's understandings of early childhood development, theoretical foundations to early development, and application in today's society, with uniquely selected coursework focused on teaching, leadership within the field of early childhood education, or early childhood special education. Each candidate must fulfill 21 hours of core coursework, with 9 additional hours of completed coursework in a selected strand.

**Program Options**

The MSE in ECE has three options available. The first option is focused on preparing early childhood educators for teaching in the field of early childhood education (birth through 3<sup>rd</sup> grade). This option is referred to as the Teaching Strand. The second option is designed for those desiring leadership positions within the field of early childhood education. This option is referred to as the Leadership strand. The third option is concentrated on preparing early childhood educators for teaching in inclusive childcare settings, or in early childhood special education specifically. This option is referred to as the Special Education strand.

**Student Learning Outcomes**

The graduate with a Master of Science in Education degree in Early Childhood Education (ECE) will use the knowledge and skills obtained in the program to achieve the following professional skills:

- Demonstrate and apply deepened understandings of theoretical and research-based perspectives on how children develop and learn through play.
- Acquire advanced knowledge and skills to implement and advocate for play-based curriculum approaches across early childhood education settings serving children birth through age 8.
- Develop a strong sense of ethical conduct within early childhood teaching, learning, and business.

- Identify significant issues specific to early childhood education in research and address through practice.
- Better understand the impact of pedagogy and exposure to diversity for teaching in an increasingly complex and diverse society.

### Admission Requirements

To be accepted into the Master of Science in Education in Early Childhood Education (ECE) degree program, in the School of Teaching & Learning, a student must: (a) have a minimum cumulative undergraduate grade point average of 2.75; (b) submit proof of teacher certification or professional endorsement from any of the 50 states or territories and have graduated from a CAEP or regionally accredited university; (c) submit a copy of his/her last summative teaching evaluation, or a letter from a school superintendent, principal, director, or professor attesting to teaching skills and/or graduate studies potential. International applicants should meet these requirements in comparable ways.

### REQUIRED CORE GRADUATE COURSES

ECEL 5710	Early Childhood Education: A Constructivist Approach	3
ECEL 5740	Play in Early Childhood Education	3
ECEL 5920	Childhood Research and Development	3
CFD 5500	Research Methods	3
CFD 4580	Resilience	3
ECEL 5750	Curriculum and Pedagogy in Multicultural Education	3
ECEL 5790	Collaborative Practice in Early Childhood Education (capstone)	3

### REQUIRED GRADUATE COURSES, TEACHING STRAND (selection of 3 courses)

ECEL 5720	Childhood Curriculum and Assessment	3
ECEL 5850	The Child's Physical and Social World	3
ECEL 5730	Exemplary Instructional Practices	3
ECEL 5785	Teaching Strategies & The Classroom Environment for Active, Engaged Learning	3
ECEL 5780	STEM in Early Childhood Education	3
CFD 6410	Equity and Cultural Diversity in Early Childhood Education	3

INST 4100	Technology and Computer Literacy in Early Childhood Education	3
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**REQUIRED GRADUATE COURSES, LEADERSHIP STRAND (selection of 3 courses)**

ECEL 5360	Trends and Issues in Childhood Education	3
ECEL 5240	Leadership and Analysis of Teaching Childre	3
ECEL 5715	Parental Involvement in Education	3
CFD 6410	Equity and Cultural Diversity in Early Childhood Education	3
CFD 4850	Supporting Children and Families	3
INST 4100	Technology and Computer Literacy in Early Childhood Education	3
ECEL 5725	Early Childhood Business and Legal Issues	3

**REQUIRED GRADUATE COURSES, SPECIAL EDUCATION STRAND (selection of 3)**

EDSP 5350	Evaluation of Students with Disabilities	3
EDSP 5510	Fundamentals of ASD	3
EDSP 5100	Introduction to Research	3
EDAD 5120	School Law	3
EDSP 5700	Advanced Organization and Administration of Special Education	3
EDSP 5200	Advanced Education of the Exceptional Child	3
EDFL 5320	Curriculum Development and Assessment	3

**New Courses**

Early Childhood Education: A Constructivist Approach

Play in Early Childhood Education

Curriculum and Pedagogy in Multicultural Education

Collaborative Practice in Early Childhood Education (Capstone course)

Parental Involvement in Education

Early Childhood Business and Legal Issues

STEM in Early Childhood Education

Teaching Strategies & The Classroom Environment for Active, Engaged Learning



### Course Rotation

Core Courses	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020
ECEL 5710 Early Childhood Education: A Constructivist Approach (8 WK)	X		X		
ECEL 5740 Play in Early Childhood Education (8 WK)			X	X	
ECEL 5920 Childhood Research and Development	X	X		X	
CFD 5500 Research Methods		X			X
CFD 4580 Resilience		X			X
ECEL 5750 Curriculum and Pedagogy In Multicultural Education (8 WK)		X		X	
ECEL 5790 Collaborative Practice in Early Childhood Education (CAPSTONE)					X
Leadership Strand	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020
ECEL 5360 Trends and Issues in Childhood Education (8 WK)		X			X
ECEL 5240 Leadership and Analysis of Teaching Children (8WK)	X			X	
ECEL 5715 Parental Involvement in Education			X		
CFD 6410 Equity and Cultural Diversity in Early Childhood Education	X			X	
CFD 4850 Supporting Children and Families			X		
INST 4100 Technology and Computer Literacy in Early Childhood Education			X		
ECEL 5725 Early Childhood Business and Legal Issues (8WK)		X			X
Teaching Strand	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020

ECEL 5720 Childhood Curriculum and Assessment (8 WK)	X			X	
ECEL 5850 The Child's Physical and Social World (8 WK)			X		
ECEL 5785 Teaching Strategies & The Classroom Environment for Active, Engaged Learning	X			X	
ECEL 5730 Exemplary Instructional Practices (8 WK)				X	
ECEL 5780 STEM in Early Childhood Education		X			X
CFD 6410 Equity and Cultural Diversity in Early Childhood Education	X			X	
INST 4100 Technology and Computer Literacy in Early Childhood Education			X		
Special Education Strand	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020
EDSP 5350 Evaluation of Students with Disabilities	X			X	
EDSP 5510 Fundamentals of ASD					
EDSP 5100 Practicum		X			X
EDAD 5120 School Law		X	X		X
EDSP 5700 Advanced Organization and Administration of Special Education	X			X	
EDSP 5200 Advanced Education of the Exceptional Child	X	X	X	X	X
EDFL 5320 Curriculum Development and Assessment		X	X		X

### **New Program Relationship to UCM Mission**

The MSE ECE Program will support UCM's mission to provide candidates a rigorous course of study that "transforms students into lifelong learners, dedicated to service, with the knowledge, skills, and confidence to succeed and lead in the region, state, nation, and world."

### **Program Student Learning Outcomes and Curriculum Map**

1. Demonstrate and apply deepened understandings of theoretical and research-based perspectives on how children develop and learn through play.
2. Acquire advanced knowledge and skills to implement and advocate for play-based curriculum approaches across early childhood education settings serving children birth through age 8.
3. Develop a strong sense of ethical conduct within early childhood teaching, learning, and business

4. Identify significant issues specific to early childhood education in research and address through practice.
5. Better understand the impact of pedagogy and exposure to diversity for teaching in an increasingly complex and diverse society.

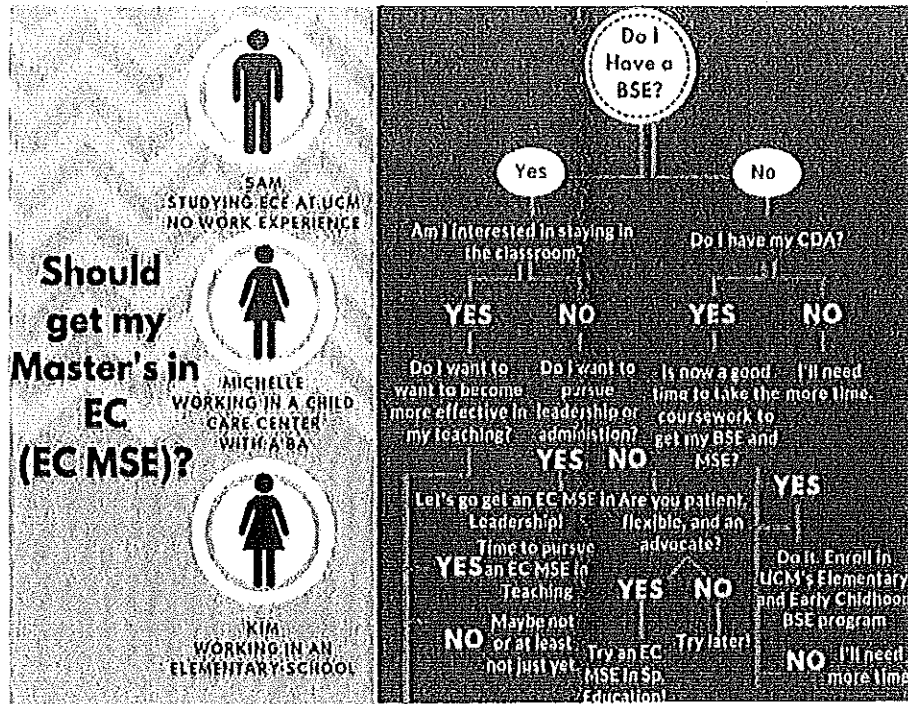
	SLO's	Formative assessment	Summative assessment
ECEL 5710 ECE: Constructivist approach	1, 2, 5	Project Approach Curriculum Plan	Documentation of Learning
ECEL 5740 Play in ECE	1, 2, 4	The importance of play	Interactive Workshop
ECEL 5920: Action Research		Literature review	Final Research Project
ECEL 5750 Curriculum & Pedagogy	3, 4, 5	Reading response and reflection Journal	Exploration of Multicultural Education In Action
ECEL 5790 Collaborative Practice in EC	2, 3, 5	Journal of reflection	Final presentation

#### **Letters of Support/Evidence of Communication**

- Letter of support from Kerry Boehm, Principal, Great Beginnings Early Education Center
- Letter of support from Mary Svoboda, Education Coordinator, Head Start
- Letter of support from Jovanna Rohs, Director of Early Learning and Head Start, Mid-America Regional Council
- E-mail to collaborate from Lisa Robbins

#### **Additional Support**

Currently, UCM offers a master's program in Elementary Education, one in School Administration, and another in Special Education. These programs are integral to student learning and offer a unique perspective required for those entering these professions. Neither program is ideal for Early Childhood Education and therefore, our graduates are currently utilizing online master's degree programs or programs in other parts of the state to meet the early childhood specific instruction. Candidates for this program are currently teaching in early childhood settings and are looking for a program to support teaching in the field, enhance leadership opportunities, or provide for instruction in the realm of early childhood special education.



Other EC programs in Missouri are similar by nature, but not in design to this proposed program. None of the already developed master's level programs in Missouri allow for choice between separate tracks within early childhood education. A select few programs provide an Early Childhood specific degree program, where others provide an emphasis in early childhood. Early Childhood specific programs are either a cohort-style with connected field experiences, or are online only. The proposed program is designed for online and face-to-face experiences, with some flexibility in course delivery location and length of course session.

Early Childhood Specific	Education with EC focus	Other
University of Missouri-Columbia Northwest Missouri State University (cohort with field training) Webster University	University of Missouri-Kansas City University of Missouri-St. Louis Southeast Missouri State University Fontbonne University	Missouri State University (MS in Early Childhood Special Education, MS in Early Childhood and Family Development)

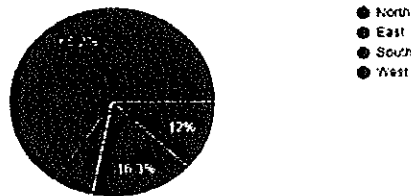
In order to calculate the viability of this program, faculty determined revenue generation based on one cohort of students moving from beginning to completion. This estimation will fluctuate based on enrollment and course offerings. Graduate online credit hour is currently \$348.50. This graduate program is 30 credit hours. Our faculty are anticipating enrollment for the Early

Childhood MSE to start at 20 students. Therefore, the estimated revenue for the first cohort is figured at  $\$348.50 \times 30 \text{ hours} \times 20 \text{ students} = \$209,100$ .

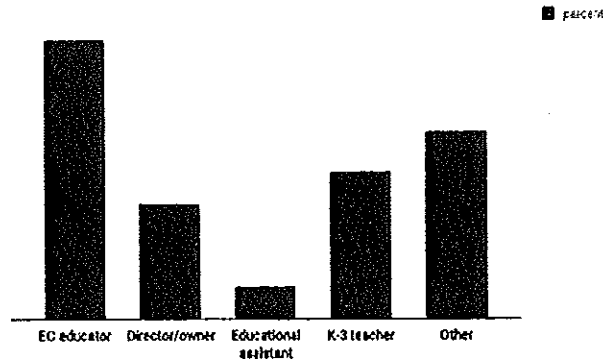
The Early Childhood program faculty at UCM created a survey to gather responses from potential interest groups across the state of Missouri. The survey's main purpose was to determine whether a need was evident for a program such as the proposed. Out of 92 responses to the Master of Early Childhood Interest Survey, 65% lived in the west portion of Missouri (see chart below).

Which area of the state do you live?

92 responses

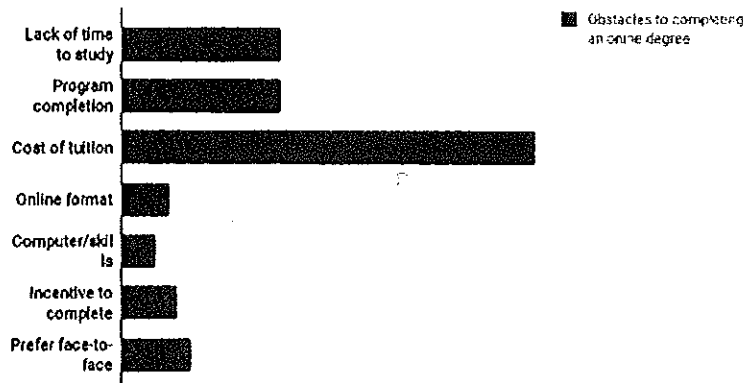


To gather a greater understanding of respondent backgrounds, please see the chart below.



A master's program focusing on early childhood education would be of most interest to this population as our current MSE is for elementary education, starting at 1st grade. Keeping in mind the flexibility built into the proposed early childhood master's program, it was of importance to note that through data collection, half of respondents shared time as an obstacle to enrolling in and completing a master's degree program. Please see chart below for the full picture of obstacles from respondents. Based on data collected, the newly developed master's program should be flexible enough to offer accelerated courses for those wanting to finish quickly, and full semester courses for those who need additional time to complete work. The course rotation includes eight and sixteen week courses, as well as summer sessions as well to support educators with time off during the summer months. All courses offered in the program are online, with opportunities for face-to-face coursework for certain courses.

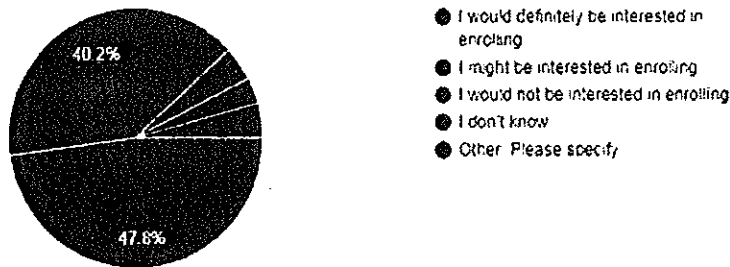
**Points scored**



Overall, 47% of respondents shared a definite interest in enrolling in an early childhood master's program at UCM, and another 41% shared a possible interest. Please review the graph below for all responses. Numbers related to interest support a need for this program.

If the University of Central Missouri were to develop an accelerated (1 to 1 1/2 year program) Master's degree in ...rogram. (Please select one response).

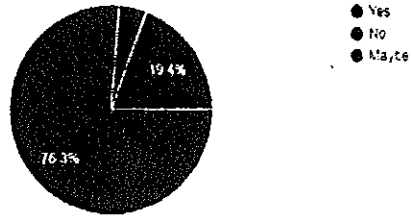
92 responses



The overwhelming positive response to this survey provides further evidence of the impact a program such as this could make for the School of Teaching and Learning. Many of the respondents expressed genuine interest in a master's specific to early childhood education.

If an Accelerated Early Childhood Master's Degree was offered online through UCM, would you be interested in enrolling within the next three years?

7/10/2020



The pool for this survey are from our partner districts, are UCM alumni, or are currently enrolled in early childhood courses at UCM, and are supporters of UCM. These are not individuals already in a master's degree program. The results from this survey provide sufficient evidence of a need for the early childhood master's program at UCM.

10/1/2018

University of Central Missouri Mail - Fwd: Letter of Support



Anni McCoy <mccoy@ucmo.edu>

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**Fwd: Letter of Support**

1 message

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Karrie Snider <snider@ucmo.edu>  
To: Ann McCoy <mccoy@ucmo.edu>

Wed, Sep 26, 2018 at 3:50 PM

----- Forwarded message -----

From: Kerry Boehm <kerry.boehm@lsr7.net>  
Date: Wed, Sep 26, 2018 at 3:41 PM  
Subject: Letter of Support  
To: Karrie Snider <snider@ucmo.edu>

August 2019

To whom it may concern,

I am writing to extend my support of an Early Childhood Master's Degree program. The University of Central Missouri is leading the charge in ensuring the very best beginning of our youngest learners. Early Childhood teachers build the foundation of learning, therefore their expertise in the field are essential. Our Early Childhood staff often dedicate their lives to the education of young learners, but are not able to dedicate their education endeavours to it.

Research suggests that one of the strongest influences in a high quality early childhood program is the quality of the teacher. The teacher's deep understanding of developmentally appropriate practices and child development is essential to proper curriculum planning. As an Early Childhood administrator and educational leader, it would be thrilling to offer our staff a quality program that builds capacity for their position.

I hope that good consideration will be given to this Early Childhood Master's Degree program through UCM. This program has the potential to serve many teachers who can influence the experiences of many young learners.

Regards,

Kerry Boehm  
Principal, Great Beginnings Early Education Center  
Lee's Summit R7 School District

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Kerry Boehm  
Principal Great Beginnings Early Education Center  
Lee's Summit R7 School District





## KCMSD Head Start



1215 E. Truman Road  
Kansas City, MO 64106  
(816) 418-5247 ❖ Fax (816) 418-5232

August 14, 2018

Dear Educators:

This letter is written in support of the UCM early childhood program developing a dedicated Early Childhood Master's Degree.

The early childhood field in the greater Kansas City area is experiencing a shortage of qualified teachers who can come into classrooms ready to teach. UCM is assisting with this need by creatively packaging new programs that will address the unique needs of those teachers who are employed full-time who want to continue their education. As a continuation of this programming, UCM is proposing a dedicated early childhood master degree program.

This early childhood master's program is important to the early childhood field in the greater Kansas City area for several reasons:

- 1) Many of the early childhood educators who have earned their bachelors' degrees in early education, or related fields, have few choices for where they can pursue their higher educational degree.
- 2) There is an active, yet aging, population of individuals who are in key leadership positions around the greater KC area in the early education field. Those early educators who have their bachelors' degrees and are thinking of advancing in the field as consultants, coaches, or in leadership positions are seeking to find a higher education program that will meet their needs.
- 3) As Head Start requirements for teacher qualifications and those in leadership positions change, and as the field of early education expands, including the push for universal pre-k, an Early Childhood Master's Degree program in Early Education is a degree that is needed for our community of early learners.

Thank you for highly considering UCM's proposal!

Sincerely,

*Mary Svoboda-Chollet*

Mary Svoboda-Chollet, Education Manager  
Head Start, Kansas City Public School



August 13, 2018

Dr. Snider,

The vision of the Mid-America Regional Council's (MARC) Department of Early Learning is for every child to enter school healthy and ready to succeed in kindergarten and beyond. Key to this vision becoming reality is the quality of the teacher in the classroom. Due to the very important role teachers have in the early learning experience of young children, we are pleased to hear of your efforts to offer a Master's degree in Early Childhood Education.

Since 2015, our Workforce Development technical workgroup of Partners in Quality has been working towards a coordinated career pipeline for early childhood educators aimed at developing and implementing collective solutions to address the shortage of quality, degreed teachers; including teachers with advanced degrees. Members of the workgroup from our community-based programs have lamented the lack of individuals with the necessary credentials applying for vacant teaching positions, as well as the lack of options for teachers to obtain credentials. Conversations of the Workforce Development sub-committees have focused on clearly defining career pathways, credentials that can be earned on those pathways, and various entrance/exit ramps for the pathway. One aspect of the pathway that has been discussed by the group is the offering of a Master's Degree in Early Childhood that supports both current teachers as well as those who are interested in changing careers.

In conjunction with the Workforce Development Technical Workgroup, MARC has been collaborating with Mayor James' office and the National League of Cities (NLC) to address the need for additional individuals to enter the workforce and for those currently in the workforce to advance their credentials. As more city-wide effort is being focused on funding quality early learning opportunities for young children, the need for a high quality early learning workforce is heightened. The addition of a Master's Degree in Early Childhood would help to meet this need.

Sincerely,

A handwritten signature in cursive script that reads "Jovanna Rohs".

Jovanna Rohs, Ph.D.  
Director of Early Learning

# Master of Science in Education in Early Childhood Education

## Required Core Graduate Courses: 21 Required Semester Hours

ECEL 5710 Early Childhood Education: A Constructivist Approach for 21st Century Thinkers  
ECEL 5740 Play and Advocacy in the 21st Century  
ECEL 5920 Childhood Research and Development  
CFD 5500 Research Methods in Human Development and Family Science  
CFD 5580 Resilience in Children and Adolescents  
ECEL 5750 Multicultural Education Beliefs, Curriculum, and Pedagogy  
ECEL 5790 Collaborative Practice in Early Childhood Education

## Elective Graduate Courses - Teaching Option (9 semester hours)

Select 3 courses from the list below:

ECEL 5720 Childhood Curriculum and Assessment  
ECEL 5850 The Child's Physical and Social World  
ECEL 5785 Teaching Strategies and the Classroom Environment for Active, Engaged Learning  
ECEL 5730 Exemplary Instructional Practices  
ECEL 5780 Making and Learning: STEM in Early Childhood Education  
CFD 6410 Diversity and Family Interventions  
INST 5101 Integrating Technology into Teaching

## Elective Graduate Courses - Leadership Option (9 semester hours)

Select 3 courses from the list below:

ECEL 5360 Trends and Issues in Childhood Education  
ECEL 5240 Leadership and Analysis of Teaching Children  
ECEL 5715 An Ecological Perspective of Family Engagement in Early Childhood Education  
CFD 6410 Diversity and Family Interventions  
CFD 5850 Family Policy and Advocacy  
INST 5101 Integrating Technology into Teaching  
ECEL 5725 Early Childhood Business and Legal Issues

## Elective Graduate Courses - Special Education Option (9 semester hours)

Select 3 courses from the list below:

EDSP 5350 Evaluation of Students with Disabilities

EDSP 5510 Fundamentals of Autism Spectrum Disorders

EDSP 5100 Introduction to Graduate Study in Special Education

EDAD 5120 School Law

EDSP 5700 Advanced Organization and Administration of Special Education

EDSP 5200 Advanced Education of the Exceptional Child

EDFL 5320 Curriculum Development and Assessment

Minimum Graduate Hour Total: 30 Semester Hours