TO: The Academic Senate
FROM: Committee on Instruction and Curriculum (CIC)
SUBJECT: 16-17 CIC 81: MS Early Childhood Education
PURPOSE: Approval of the Academic Senate
ACTION REQUESTED: That the Senate approve the proposal for MS Early Childhood Education. Upon the approval of the President and the Chancellor’s Office, effective Fall Semester, 2018.

BACKGROUND INFORMATION:
The Senate process for approving transformed degree programs for the semester calendar is defined by 14-15 CIC 36. Currently, the M.S. in Teacher Education has five options. For semester conversion, three of the options are requesting option elevation to full degree programs so that they are in compliance with Executive Order 1071. These “options” have been operating as stand-alone programs under quarters with no shared core, so this is the appropriate revision. In this document, the Teacher Education Department is requesting that the M.S. in Education, Option in Early Childhood Education be elevated to an M.S. in Early Childhood Education. The semester curriculum for the degree program, which is in Curriculog, and the Option Elevation request were approved by the Graduate Programs Subcommittee on March 8th, 2017. The approval was not unanimous, and suggestions were made by subcommittee members to strengthen the program curriculum and bring it into alignment with current research and practice in early childhood social, emotional and cognitive development in sociocultural contexts. The curriculum goes to the Academic Senate as an information item, but the option elevation request must be approved by the Academic Senate prior to being sent to the CSU Chancellor’s Office for approval. The rationale for the option elevation is on the following pages.

At its meeting on March 27, CIC unanimously recommended that the Senate approve the proposal. The Committee recommended that a learning outcome be created (or existing one be modified) to address the Subcommittee’s concerns about “social, emotional, and cognitive development”.

ACADEMIC SENATE
http://www.csueastbay.edu/senate
510-885-3671

COMMITTEE ON INSTRUCTION AND CURRICULUM
16-17 CIC 81
Monday, March 27, 2017

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Committee on Instruction and Curriculum (CIC)

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Proposed MS in Early Childhood Education
February 2017

1. **Program Type:** a) State support and c) Option Elevation

2. **Program Identification:**
   a. **Campus:** California State University, East Bay
   b. **Full degree designation and title:** Master of Science in Early Childhood Education
   c. **Term and academic year of intended implementation:** Fall 2018
   d. **Total number of units required for graduation:** 30 semester units
   e. **Name of department and unit with primary responsibility:** Teacher Education Department, College of Education and Allied Studies
   f. **Name, rank and title of person primarily responsible for elevation:**
      Dr. Valerie Helgren-Lempesis, Associate Professor, Program Coordinator
   g. **Proposed Program:** WASC Substantive Change review and approval is not required.
   h. **Proposed Classification of Instructional Programs and CSU Degree Program Code:** CIP Code: 082321 13.999
   i. **Teach-out Policy:** Students admitted to the existing program within 5 years will be allowed to finish the program. Course equivalencies are also denoted so that students can complete the current program.
   j. **Evidence current option will be discontinued.** The current option will be discontinued when all existing students exit the program. Also, as the revised CSUEB catalog for 2018-19 shows, applications will not be accepted for the current option.

3. **Program Overview and Rationale:**
a. **Program Description, Purpose and Strengths:**

The Master’s Degree prepares individuals to teach and work with all students ranging in age from infancy through eight years (i.e., grade three). It includes preparation to teach all relevant subject matter.

The **purpose** of this master’s degree is to prepare teachers to understand and deliver strong, vibrant, and relevant instruction and leadership in Early Childhood Education settings.

The **strengths** of the program are that CSUEB faculty work with local agencies, community colleges, and county personnel to insure that students receive advanced instruction in curriculum and pedagogy for this age group, analyze and understand research and practice, and promote leadership and collaboration with families. Another strength is the cohort model. In this two-year program, students take all classes together and develop strong personal and professional relationships with one another. Students in the program come from a wide variety of educational programs including private, public, and home school preschool programs, Head Start, TK-3rd grade private and public schools. Thus, they experience a wide range of perspectives in the field of Early Childhood Education. Students also enjoy the hybrid format of most classes, a 6:00 p.m. start time for classes, and weekend course offerings each semester.

**Justification for Elevating the Option:**

Early Childhood Education is a field poised on an exciting threshold of professionalism. Developments at the state and national levels have transformed the preparation of teachers of young children from a caregiving model, in which physical needs are of primary importance, to a course of study that integrates knowledge from the fields of medicine, psychology, sociology, and education. This switch has caused colleges and universities to rethink their programs in order to prepare this workforce with a curriculum rich in theory, knowledge and practice.

This change is especially relevant in California, where Universal Preschool (UP) was once seen as the panacea for not only professionalizing the field, but also in providing a free and appropriate preschool education for the 4-year-old child. While California did not pass UP, another landmark piece of legislation did occur; in response to the signing of California Kindergarten Readiness Act of 2010, California’s public schools now serve the additional grade of Transitional Kindergarten (TK). TK, which serves the 4-year-old child, requires that public school teachers have a minimum of 24 units in order to be allowed to teach the youngest students in our schools, birth to age 5.

The California Commission on Teacher Credentialing (CTC) is currently revising the Child Development Permit Matrix, which states the educational requirements for all preschool employees and thus their salaries. Most notable are the specificity in the unit and course-content requirements. The new matrix suggests that Center Directors and Site
Supervisors should have appropriate preparation in methods and pedagogy for the young child and a Master's Degree in Early Childhood Education.

The MS in Early Childhood Education degree responds to the required rigor and accountability that the field now demands, not only for the birth-to-5-year-old teacher, but also for school-aged (i.e., 5 – 8 years old) students in our schools.

b. **Proposed Catalog Copy Description**, including Program Overview, Degree Requirements (including course catalog numbers, titles and units), and Admission Requirements.

**Catalog Overview:**
The M.S. in Early Childhood Education is specifically designed for the working practitioner to gain professional knowledge about curriculum and leadership for children ages birth to eight years old (i.e., third grade). This degree emphasizes developmentally and culturally appropriate practices, “hands-on” experiences, evidenced-based instruction, working with families, and innovative ways to build leadership and professionalism. Education of the whole child, including cognitive, social and emotional aspects, are covered. The program is designed for preschool and T-K through third grade teachers. National, state, and local documents are evidenced in coursework. The program includes a professional practicum and seminar. It is a four-semester program, and classes are held at convenient times and days of the week.

**Program Learning Outcomes:**
Students graduating with an M.S. in Early Childhood Education from Cal State East Bay will be able to:

1. Identify, describe and evaluate a variety of factors and contemporary issues, incorporating the research on the social, emotional and cognitive development of children, that influence curricula in preschool through third grade.
2. Demonstrate appropriate content knowledge, pedagogy and skills necessary to help all students learn from birth through third grade.
3. Develop leadership skills to become an advocate and mentor for diverse families and student learning.
4. Utilize a variety of bibliographic tools to write a comprehensive review of the literature for a topic of professional interest in Early Childhood Education.
5. Complete an action research project investigating a topic as it relates to the field of Early Childhood Education.
Career Opportunities:
Students who complete this degree may secure positions as Preschool Directors, Program Supervisors, Curriculum Specialists in Early Childhood, Community College Instructors, classroom teachers, employees for Head Start, State Preschool, Teachers on Special Assignment (TSA) and researchers for private institutions.

Admission Requirements:
Prerequisites
Students must demonstrate an appropriate background when applying for this degree. Background can be shown by successful completion of an undergraduate degree in Human Development, Psychology, or other relevant degree to the field of Early Childhood. Students possessing a Multiple Subject Credential or a degree in Elementary Education are also encouraged to apply. Students who have a Bachelor’s degree, but not in the Social Sciences, and have successfully completed at least 12 units in Early Childhood and/or have worked successfully in the field for at least 5 years are also encouraged to apply.

1. Candidates must hold a baccalaureate degree from an accredited institution.
2. Candidates must have earned at least a 3.0 Grade Point Average (GPA) in all upper division/post baccalaureate coursework.
3. If candidates have a baccalaureate degree from out of the country, they must have their transcripts evaluated by the International Graduate Student Admissions Office.

Degree Requirements (30 units)
1. Completed at least 30 units of approved graduate work, subject to the following conditions:
   a. All units must have been earned within the past five (5) years immediately preceding completion of the requirements for the degree.
   b. No fewer than 70% (or 21 semester units) must have been completed in residence as a regularly matriculated student in the graduate program at Cal State East Bay.
   c. No more than nine (9) semester units of approved courses may be transferred from another institution, taken through approved extension courses (including Open University), or taken as an “Unclassified Post-Baccalaureate” student.
   d. At least 15 semester units must have been in courses numbered in the 600-series or equivalent graduate level.
2. Satisfied the University Writing Skills Requirement.
3. Earned at least a 3.0 GPA in all units satisfying the requirements of the degree program.
4. Completed TED 693 Master’s Project within five (5) years of admission to the program. A project provides evidence of originality, independent thinking, and appropriate form and organization. Students must describe their project in a written abstract that addresses the project's significance, objectives, methodology, and conclusions.

**GPA Requirement**
A student must maintain an overall GPA of 3.0 or higher in all courses taken whether the courses are taken at Cal State East Bay or elsewhere. This means that a student must receive a grade of B- or better in all classes taken during the graduate program. Students may repeat a class only once and the grade received the second time will be the grade recorded on the student’s record. This same rule applies to the research sequence of classes. If a student does not receive a grade of B- or better the second time the class is repeated in the research sequence and the Master’s Project (TED 611, 612, 693), the student will be dismissed from the program. A student whose GPA falls below 3.0 will be placed on probationary status, will be subject to disqualification from the program, and may be recommended for dismissal from the university. (The department also requires that the Graduate Coordinator approve in advance a “CR/NC” grade in any course applied to a master's and/or certificate program.)

**Required Courses and Units:**

Students must complete a total of 30 semester units to graduate.

**Required Courses (27 Units)**
TED 600 Introduction to Graduate Studies (1 Unit)
TED 630 Advanced Language and Literacy Development in Early Childhood Education (4 Units)
TED 631 Advanced Integrated Math and Science in Early Childhood Education (3 Units)
TED 632 Advanced Integrated Arts and Social Studies in Early Childhood Education (3 Units)
TED 633 Advanced Special Education Practices in Early Childhood Education (3 Units)
TED 634 Professional Leadership in Early Childhood Education (2 Units)
TED 635 Field-Based Practicum in Early Childhood Education (2 Units)
TED 601 Professional Research Seminar I (1 Unit)
TED 602 Professional Research Seminar II (1 Unit)
TED 603 Professional Research Seminar III (1 Unit)
TED 611 Reading and Synthesizing Research in Education (3 Units)
TED 612 Understanding Design and Planning Research in Education (3 Units)
TED 693 Master’s Project (3 units)

**Culminating Experience (3 Units)**

Please see the attached letter of support from Dean Carolyn Nelson, College of Education and Allied Studies.

The elevation of this degree will enable the Department of Teacher Education to focus on the needs and interests of the graduate students in this program. A separate master’s degree allows for in-depth and rigorous learning in the specific area of Early Childhood Education. Having a separate master’s degree also improves the department’s ability to recruit graduate students from the field of Early Childhood (e.g., centers, homes that care for children, and holders of multiple subjects degrees). Finally, teachers who possess this master’s degrees will be experts in the field, enabling them to step into the role of teacher-leaders, for example.

Elevation of this current option to a separate master’s degree is cost neutral. Making the change while the university transitions to the semester system is appropriate and reflects the opportunity the department is taking to transform its programs to meet the needs of the changing educational environment.
4. Curriculum

a. Provide a side-by-side comparison showing the course requirements of the existing degree major and concentration on one side and the proposed new major on the other.

<table>
<thead>
<tr>
<th>Existing Option (Quarter) - MS In Education, Option in Early Childhood Education (45 Units)</th>
<th>Proposed degree (semester) – MS in Early Childhood Education (30 Units)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses 25 Units</strong></td>
<td><strong>Required Courses: 17 Units</strong></td>
</tr>
<tr>
<td>TED 6070 ECE: Language &amp; Literacy Development (4)</td>
<td>TED 630 Advanced Language &amp; Literacy Development in ECE (4)</td>
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<tr>
<td>TED 6071 ECE: Integrated Language Arts &amp; Social Studies (4)</td>
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<tr>
<td>TED 6072 ECE: Integrated Math &amp; Science (4)</td>
<td>TED 631 Advanced Integrated Math &amp; Science in ECE (3)</td>
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<tr>
<td>TED 6071: ECE: Integrated Language Arts &amp; Social Studies (4) (REPEATED COURSE)</td>
<td>TED 632 Advanced Integrated Arts &amp; Social Studies in ECE (3)</td>
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<td>TED 6073: ECE: Integrated Arts (2)</td>
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</tr>
<tr>
<td>TED 6075: ECE: Professional Leadership Seminar (4)</td>
<td>TED 634 Professional Leadership in ECE (2)</td>
</tr>
<tr>
<td><strong>Research - 16 Units</strong></td>
<td><strong>Research - 10 Units</strong></td>
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<tr>
<td>Choose 2 of the following 4 seminars (4 units)</td>
<td>TED 600 Introduction To Graduate Studies (1)</td>
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<tr>
<td>TED 6902: Action Research &amp; Writing: APA, Human Subjects (2)</td>
<td>TED 601 Professional Research Seminar I (1)</td>
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<tr>
<td>TED 6903 Action Research &amp; Writing: Synthesis, Topic Definition (2)</td>
<td>TED 602 Professional Research Seminar II (1)</td>
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<tr>
<td>TED 6904 Action Research &amp; Writing: Project Design (2)</td>
<td>TED 603 Professional Research Seminar III (1)</td>
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<tr>
<td>TED 6905 Action Research &amp; Writing: Reflection &amp; Professional Development (2)</td>
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<tr>
<td><strong>Required Research Courses (8 units):</strong></td>
<td><strong>Required Research Courses (6 units):</strong></td>
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<tr>
<td>TED 6300 Foundations of Curriculum (4)</td>
<td>TED 611 Reading &amp; Synthesizing Research in Education (3)</td>
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<tr>
<td>TED 6700 Advanced Educational Psychology (4)</td>
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<tr>
<td>TED 6020 Research in Education (4)</td>
<td>TED 612 Understanding Design &amp; Planning Research in Education (3)</td>
</tr>
<tr>
<td><strong>Culminating Experience: 4 Units</strong></td>
<td><strong>Culminating Experience: 3 Units</strong></td>
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</tbody>
</table>
### Assessment Plan. *Early Childhood Education Program: Comprehensive Assessment Plan*

<table>
<thead>
<tr>
<th>A: ILOs</th>
<th>B: PLOs</th>
<th>C: SLOs</th>
<th>D: Course In which SLO Assessed</th>
<th>E: Assessment activity measuring SLOs</th>
<th>F: Assessment tool measuring outcome success</th>
<th>G: Assessment schedule</th>
<th>H: How data will be reported – quantitative &amp; qualitative</th>
<th>I: Designated personnel to collect, analyze, &amp; interpret SLO data</th>
<th>J: Program Data Dissemination schedule</th>
<th>K: Closing the loop strategies</th>
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<tr>
<td>ILO 1: Thinking and Reasoning: Think critically and creatively; Apply analytical and quantitative reasoning to address complex challenges and everyday problems</td>
<td>PLO 1: Identify, describe and evaluate a variety of factors and contemporary issues that influence curricula in preschool through third grade.</td>
<td>SLO 1: Complete case study which includes assessment and curricular recommendations for a young child</td>
<td>TED 630 Advanced Language and Literacy Development in ECE</td>
<td>Case Study</td>
<td>Rubric designed with component parts to measure criteria of assignment</td>
<td>Once every two years starting in year one</td>
<td>Report on percentage of students that meet or exceed a minimum level established for SLO</td>
<td>The course instructor and program coordinator</td>
<td>At the end of Fall semester on Blackboard.</td>
<td>An annual meeting of an advisory board consisting of professors and community members meet annually in May to review data. Additional data about the program is provided and how program is responding to data gathered. Includes revising syllabi, assignments, materials, and method of delivery used.</td>
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TED 6901 Graduate Synthesis (4) | TED 693 Master’s Project (3) |
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<td>ILO 2</td>
<td>PLO 2:</td>
<td>SLO2:</td>
<td>TED 632 Advanced Integrated Arts and Social Studies in ECE</td>
<td>Integrated Unit</td>
<td>Rubric designed with component parts to measure criteria of assignment</td>
<td>Once every two years starting in year one</td>
<td>Report on percentage of students that meet or exceed a minimum level established for SLO</td>
<td>The course instructor and program coordinator</td>
<td>At the end of Spring semester in Blackboard.</td>
<td>An annual meeting of an advisory board consisting of professors and community members meet in May to review data. Additional data about the program is provided and how program is responding to data gathered. Includes revising syllabi, assignments, materials, and method of delivery used.</td>
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<td><strong>Communication</strong></td>
<td>Demonstrate appropriate content knowledge, pedagogy and skills necessary to help all students learn from birth through third grade.</td>
<td><strong>Create, implement, and reflect on an integrated unit using the Arts and Social Studies content areas.</strong></td>
<td><strong>Integrated Unit</strong></td>
<td><strong>Rubric designed with component parts to measure criteria of assignment</strong></td>
<td><strong>Once every two years starting in year one</strong></td>
<td><strong>Report on percentage of students that meet or exceed a minimum level established for SLO</strong></td>
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<td><strong>Collaboration</strong></td>
<td>Create and distribute materials in Science and Math to support children’s learning at home.</td>
<td><strong>TED 631 Advanced Integrated Math and Science in ECE</strong></td>
<td><strong>Family Booklet of Math and Science Activities For Use in the Home</strong></td>
<td><strong>Rubric designed with component parts to measure criteria of assignment</strong></td>
<td><strong>Once every two years starting in year one</strong></td>
<td><strong>Report on percentage of students that meet or exceed a minimum level established for SLO</strong></td>
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<td>Diversity: Apply knowledge of diversity and multicultural competencies to promote equity and social justice in our community.</td>
<td>Utilize a variety of bibliographic tools to write a comprehensive review of the literature for a topic of professional interest in Early Childhood Education.</td>
<td>Synthesize professional journal articles and professional materials and write a review of the literature on a topic relevant in Early Childhood Education. synthesizing their scholarly findings</td>
<td>TED 601 Professional Research Seminar I</td>
<td>Review of Professional Literature Paper</td>
<td>Rubric designed with component parts to measure criteria of assignment</td>
<td>Once every two years starting in year two</td>
<td>Report on percentage of students that meet or exceed a minimum level established for SLO</td>
<td>The course instructor and program coordinator</td>
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<td><strong>ILO 5</strong>&lt;br&gt;Sustainability Act responsibly &amp; sustainably at local, national, &amp; global levels</td>
<td><strong>PLO 5:</strong> Complete an action research project investigating a topic as it relates to the field of Early Childhood Education.</td>
<td><strong>SLO 5:</strong> Implement action research and report findings.</td>
<td>TED 603 Professional Research Seminar III</td>
<td>Master’s Action Research Project Paper</td>
<td>Rubric designed with component parts to measure criteria of assignment</td>
<td>Once every two years starting in year two</td>
<td>Report on percentage of students that meet or exceed a minimum level established for SLO</td>
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**Curriculum Map Matrix**

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<tr>
<th>SLO 1: Identify, describe, and evaluate a variety of factors and contemporary issues that influence curriculum for children ages birth through 8 years.</th>
<th>TED 630 Advanced Language and Literacy Development in ECE</th>
<th>TED 631 Advanced Integrated Math and Science in ECE</th>
<th>TED 632 Advanced Integrated Arts and Social Studies in ECE</th>
<th>TED 635 Field-Based Practicum in ECE</th>
<th>TED 611 Reading and Synthesizing Research in Education</th>
<th>TED 693 Master’s Project</th>
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<tr>
<td>I, D, M</td>
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<th>SLO 2: Demonstrate appropriate content knowledge, pedagogy, and other factors necessary for all students to learn from birth through 8 years.</th>
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<th>SLO 3: Develop leadership skills to become an advocate and mentor for diverse family and student learning.</th>
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<td><strong>SLO 4:</strong> Complete a professional written review of professional literature in Early Childhood Education</td>
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<td><strong>SLO 5:</strong> Complete an action research project in the Field of Early Childhood Education</td>
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5. **Evidence of Potential Student Demand**

Please provide enrollment numbers in the current option for the past three to five years to provide evidence of sustained and possible future interest in the program.

![Proposed MS in Early Childhood Education Enrollment Fall 2011 - Fall 2016](chart.png)
March 10, 2017

From: Dean Carolyn Nelson

To: Chancellor’s Office

Re: Commitment to Support Master of Science degrees in Early Child Education, Educational Technology and Reading

I fully support the elevation of the following master’s degree programs from options in the Master of Science in Education to stand-alone degrees:

- Master of Science in Early Child Education
- Master of Science in Educational Technology
- Master of Science in Reading

I can ensure that the administrative commitment to sustain the stand-alone programs will be greater than was required to establish them as specialization areas. First of all, we expect enrollments to rise. For example, a separate master’s degree improves the department’s ability to recruit graduate students to a specific area, not just a general master’s degree in education with several different options. Secondly, a separate master’s degree allows for in-depth and rigorous learning in the specific area covered. Finally, teachers who possess one of these stand-alone degrees will be immediately recognized as experts in their fields, enabling them to step into the role of teacher-leaders, for example.

Making this change while the university transitions to the semester system is appropriate and reflects the opportunity the department is taking to transform its programs to meet the needs of the changing educational environment.