

# EARLY CHILDHOOD EDUCATION, MASTER OF EDUCATION (M.ED)

**Early Childhood Education M.Ed.**—This program is designed for graduate candidates to gain advanced knowledge of early childhood education. The ECE Program will prepare graduates to work in Head Start, ECEAP (Early Childhood Education and Assistance Program) and public/private preschools or, upon ECE add-on endorsement, eligible to work in P-3.

This program foundation is based on principles of developmentally appropriate practice and Universal Design for Learning. The coursework is aligned with Washington State Core Competencies for Early Care and Education Professionals, the ECE Endorsement Competencies for the State of Washington Educator Standards Board, and the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Preparation Programs.

This emphasis area does not lead to an initial, residency teaching certificate. However, candidates who hold a valid Washington State teaching certificate, complete program requirements, and complete the NES assessment are then eligible for recommendation for the add-on endorsement.

For more information about this program visit our website (<https://inside.ewu.edu/educgrad/apresources/>). For information about internships for this program, visit our internship website (<https://inside.ewu.edu/educgrad/internships/>).

This is an online accelerated program with 6-week academic sessions.

## Admissions Requirements

- Have earned a baccalaureate degree (either a BA or BS) from an accredited institution of higher education.
- Have earned a grade point average  $\geq 3.0$  on a 4-point scale during the final 90 quarter credits (or 60 semester credits) of enrolled courses.

Note: candidates may or may not be certified teachers.

## Required Common Core

EDUC 522	TRANSFORMATION OF LEARNING AND TEACHING	4
EDUC 505	CURRENT ISSUES IN EDUCATION	4
EDUC 507	PHILOSOPHY AND ORGANIZATION OF THE AMERICAN SCHOOL	4
EDUC 520	METHODS OF EDUCATIONAL RESEARCH	4

## Area Specialization

EDUC 581	THE SCIENCE OF EARLY CHILDHOOD DEVELOPMENT: RISK AND RESILIENCE	4
EDUC 582	CURRICULUM AND PRACTICE IN EARLY CHILDHOOD EDUCATION	4
EDUC 583	THE INTENTIONAL TEACHER	4
EDUC 584	POSITIVE LEARNING ENVIRONMENTS FOR YOUNG CHILDREN	4
EDUC 585	FAMILY ENGAGEMENT, SYSTEMS AND THEORY	4
EDUC 586	EARLY CHILDHOOD LEADERSHIP, POLICY AND PRACTICE	4

## Internship

EDUC 631	EARLY CHILDHOOD INTERNSHIP I	2
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EDUC 632	EARLY CHILDHOOD INTERNSHIP II	2
<b>Portfolio and Comprehensive Exam</b>		
EDUC 633	EARLY CHILDHOOD PORTFOLIO	2
EDUC 634	EARLY CHILDHOOD COMPREHENSIVE EXAM	3
<b>Total Credits</b>		<b>49</b>

## Students who earn an M.ED. in Early Childhood Education from EWU should be able to:

- Building family and community relationships and partnerships—the candidate knows and understands the importance of relationships with family and community and is able to create and maintain those relationships to support children's learning and development.
- Equity fairness diversity and cultural competence—the candidate understands how children and families differ in their perspectives and approaches to learning and creates access and opportunities that are culturally responsive for children from birth through grade three.
- Knowing essential concepts of content areas—candidates understand and apply knowledge of the arts, English language arts, health and fitness, mathematics, science, and social studies.
- Meaningful and integrated curriculum and instruction—the candidate designs and implements developmentally appropriate learning experiences that integrate within and across the discipline, and uses effective instructional strategies.
- Observing, documenting, and assessing—the candidate uses a variety of assessment practices in collaboration with colleagues and families to guide the learning and holistic development of young children.
- Professionalism—the candidate knows and understands the relationship of professionalism with practice and demonstrates professionalism.
- Promoting child development and learning—the candidate promotes children's cognitive, social, emotional, linguistic, creative and physical development by organizing and orchestrating the environment in ways that best facilitate the development and learning of the whole child.
- Reflective practice—the candidate, in collaboration with colleagues, regularly analyzes, evaluates, and synthesizes his/her teaching practice to make appropriate changes that more fully serve infants and young children.
- Understanding young children—the candidate understands and applies the concepts of how individuals grow, develop and learn, and provides learning opportunities that support the cognitive, social, emotional, linguistic, creative, and physical development of all children from birth through grade three (age eight).