# EDUCATION: EARLY CHILDHOOD EDUCATION CONCENTRATION, MASTER OF EDUCATION

The Master of Education (MEd) program at CSU Pueblo is designed to enhance the quality of teaching and learning in PK–12 classrooms by preparing master teachers with deep expertise in their content areas, effective teaching practices, and ongoing professional development.

The Early Childhood Education concentration includes 18 credit hours of graduate-level coursework focused on early childhood education. These courses strengthen both content knowledge and pedagogical skills, and provide the academic foundation necessary to teach in higher education settings—such as concurrent enrollment programs, community colleges, or four-year institutions.

## Graduate Admission Policies & Procedures

### Admission

Regular status will be given to degree-seeking students who meet all of the following requirements:

- A baccalaureate degree from an institution accredited by the regional accreditation agency (or equivalent).
- A minimum 3.000 cumulative GPA. Conditional admission may be granted for candidates with cumulative GPAs lower than 2.500, but whose recent graduate GPA (at least 15 hours) is above 3.000
- A letter of interest that outlines the candidate's reason(s) for applying to the M.Ed. program and how they expect to both benefit from and contribute to it.
- Two recommendations from Individuals who can speak to potential success in graduate school.
- Significant teaching experience. Candidates must provide documentation of the quantity and quality of this experience within their letter of interest.

International students whose native language is not English must also meet the English language proficiency standard set forth in the *Graduate Admissions* section of the CSU-Pueblo Catalog.

### Continuation

To continue in the program, students must maintain a cumulative GPA of 3.000.

### Program Completion

All students must fulfill the following requirements for a graduate degree:

- A cumulative graduate GPA of 3.000 or better at graduation. A maximum of six semester hours of course work at the grade of C+ or C may be applied toward graduation. A maximum number of nine semester hours of transfer credit may be applied to the degree.
- Regular student status.
- The program's minimum number of hours of approved course work (38 semester hours).
- Completion of a final portfolio review and oral examination. The portfolio project includes a directed research project.
- Submission of a graduation planning sheet signed by the student's graduate advisor and program director, in accordance with published deadlines during the semester is to occur. The deadline for submission is published in the *Semester Notes*, *University Calendar*, and *CSU Pueblo Catalog*.

## Student Learning Outcomes

1. Demonstrate growth in content knowledge related to concentration area and the application of content knowledge to classroom instruction and assessment.
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.
8. Demonstrate responsibility for student learning at high levels.
9. Demonstrate responsibility for school reform and leadership in school change.

## Outcomes Assessment Activities

- During the final capstone course, students submit the portfolio for review by a group of three faculty. In addition to the portfolio materials, graduate students participate in an oral review of portfolio contents.
- At the end of their final course, students will complete their own self-evaluation of their performance across program standards and an evaluation of the quality of the master's program.
- One year after graduating from the program, teacher education will conduct a survey, requesting feedback from each graduate about his/her teaching and about the quality of preparation at CSU Pueblo. Survey forms will be aligned with the program standards. A similar survey will be sent to each graduate's supervisor (building principal), requesting information about teaching performance.

## Program Overview

| Requirement | Credits |
|---|---|
| Core Requirements | 11 |
| Pedagogy Requirements | 9 |
| Concentration Requirements | 18 |
| **Total Credits** | **38** |

# Specific Program Requirements

The degree is designed with three components:

1. Core courses in research and professional change;
2. Pedagogy courses in literacy, differentiation of instruction, and technology; and
3. Courses in a concentration area chosen by the graduate student.

A unique feature of the degree is its alignment with the standards of the National Board for Professional Teaching Standards and participants' opportunity to work towards national board certification as they complete the degree.

## Component 1: Core Requirements (11 hours)

Organizational change and school reform, as well as the responsibilities of professional leadership related to educational change, are emphasized in the core. The four courses in Component 1 are to be taken sequentially with the final course completed as the capstone experience in the program. It is like your master's defense course. All courses focus on knowledge and skills related to teacher change and leadership as a change agent in the schools. Concentration in interpreting and conducting research is included.

Students must have a valid teaching credential to take the Core courses.

### Course Requirements

| Course | Title | Credits |
|---|---|---|
| ED 502 | Teacher As Change Agent (Core 1) | 3 |
| ED 503 | Teacher as Researcher (Core 2) | 3 |
| ED 504 | Leading Change in America's Schools (Core 3) | 3 |
| ED 593 | Seminar | 2 |
| or SPED 581 | Practicum & Seminar in Education | |
| **Total Credits** | | **11** |

## Component 2: Pedagogy Requirements (choose 3 hours from each category, 9 hours total)

CSU Pueblo recognizes that *master* teachers demonstrate expertise in understanding and applying current best practices in each of the following areas: literacy education, instructional technology, and differentiation of instruction for all learners. All three were selected because recent research has indicated that application of best practices in these three areas will impact the quality of student achievement in P-12 classrooms. Teachers will select courses with input from their graduate advisor. Courses cannot be double counted in any Component area (Core, Pedagogy, and/or Concentration).

### Instructional Technology

Graduate students may select instructional technology courses offered by the University, with approval of their faculty advisors. Sample courses include:

| Course | Title | Credits |
|---|---|---|
| Select 3 credits. Samples include the following: | | 3 |
| ED 501 | Graduate Topics in Education | 0.5-3 |
| ED 520 | Educational Media and Technology | 3 |
| ED 523 | Teaching & Managing Technology | 3 |
| ED 529 | Literacy & Technology | 3 |
| ED 532 | Hardware & Networking for Educators | 3 |
| ED 533 | Instructional Theory & Tech Design | 3 |
| ED 534 | Multimedia Design | 3 |
| ED 536 | Technology & Assessment Tools | 3 |
| ED 537 | Artificial Intelligence in K-12 Education | 3 |
| ED 570 | The Technology Coordinator | 3 |
| ED 571 | Distance Learning | 3 |
| ED 591 | Special Topics | 1-3 |
| SPED 531 | Diverse Learners & Technology | 3 |
| **Total Credits** | | **3** |

### Differentiation of Instruction

Graduate students may select differentiation courses offered by the University, with approval of their faculty advisors. Sample courses include:

| Course | Title | Credits |
|---|---|---|
| Select 3 credits from any differentiation course, including the following: | | 3 |
| CLDE 502 | Teaching English Language Learners | 3 |
| CLDE 503 | Content Instruction for EL Learners | 3 |
| ECE 525 | Practices in EC Special Education | 3 |
| ED 501 | Graduate Topics in Education Only Brain Based Differentiation counts for this Pedagogy area. | 0.5-3 |
| SPED 512 | Teaching Diverse Learners | 3 |
| SPED 531 | Diverse Learners & Technology | 3 |
| **Total Credits** | | **3** |

### Literacy Education

Graduate students may select literacy courses differentiation courses offered by the University, with approval of their faculty advisors. Sample courses include:

| Course | Title | Credits |
|---|---|---|
| Select 3 credits from any literacy course, including the following: | | 3 |
| CLDE 520 | Literacy for Eng Lang Learners | 3 |
| ED 501 | Graduate Topics in Education Only Integrated Literacy counts for Pedagogy area. | 0.5-3 |
| ED 529 | Literacy & Technology | 3 |
| RDG 501 | Graduate Topics in Reading | 0.5-3 |
| RDG 510 | Advanced Teaching of Reading I | 3 |
| RDG 511 | Advanced Teaching of Writing | 2 |
| RDG 535 | Advanced Disciplinary Literacy | 3 |
| RDG 550 | SPED Literacy Assessment & Intervention | 3 |
| RDG 555 | Advanced Linguistics for Educators | 3 |
| RDG 591 | Special Topics | 1-3 |
| **Total Credits** | | **3** |

## Component 3: Concentration Area Requirements (18 hours in one area)

The more deeply teachers grasp content, the more they tend to emphasize conceptual, problem solving, and inquiry aspects of their subjects. The less knowledgeable teachers are of the content they are teaching, the more they tend to emphasize facts and procedures. The purpose of Component 3 of the program is the development of teachers' content expertise related to their area of responsibility, with candidates choosing among a number of different K-12 concentration areas. Some

areas require prerequisites, and an concentration area should be chosen with the advisement of their graduate advisor.

| Course | Title | Credits |
|---|---|---|
| ECE 520 | Adv Mthds Involving Div Fam in ECE | 3 |
| ECE 525 | Practices in EC Special Education | 3 |
| ECE 530 | Adv Mthds of Tchg CLD Children | 3 |
| ECE 555 | Advanced Play & Creativity in ECE | 3 |
| ECE 560 | Adv Management of ECE Classrooms | 3 |
| ECE 561 | Adv Mthds of Tchg ECE Sci & Soc Stud | 3 |
| ECE 562 | Adv Mthds of Tchg ECE Reading | 3 |
| ECE 563 | Adv Mthds of Tchg ECE Math | 3 |
| ECE 564 | Adv Mthds of Tchg ECE Science | 2 |
| **Total Credits** | | **26** |

Additional courses with an Early Childhood Education focus may be added with approval of the graduate advisor. Students completing this area should confer with their advisor if they wish to select courses leading to teacher licensure in Early Childhood Education.