

1 San Francisco State University  
2 College of Education  
3 Department of Elementary Education  
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10 Program Change Request Proposal  
11 MASTER OF ARTS IN EDUCATION:  
12 CONCENTRATION IN EARLY CHILDHOOD EDUCATION  
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15  
16 4 April 2009  
17 revised 21 September 2009  
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21 Contact Persons:  
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23 Barbara Henderson, Professor  
24 Department of Elementary Education, 338-1319, barbarah@sfsu.edu  
25

26 Daniel Meier, Professor  
27 Department of Elementary Education, 338-3417, dmeier@sfsu.edu  
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34 Contents:  
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- 36 1. Routing Sheet for New/Revised Curricular or Academic Policy Proposals (cover  
37 sheet)  
38  
39 2. Current Bulletin Copy (attached as appendix)  
40  
41 3. Revised Bulletin Copy (attached as appendix)  
42  
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1 Department of Elementary Education  
2 College of Education  
3 San Francisco State University  
4 15 March 2009

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6 Program Change Request Proposal

- 7  
8 1. College: College of Education  
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10 2. Department: Department of Elementary Education  
11  
12 3. Program: M.A. with Concentration in Early Childhood Education  
13  
14 4. Contact Persons: Barbara Henderson, Professor  
15 Department of Elementary Education  
16 338.1319  
17 barbarah@sfsu.edu  
18  
19 Daniel Meier, Professor  
20 Department of Elementary Education  
21 338.3417  
22 dmeier@sfsu.edu  
23

24 **Introduction**

25 The M.A. Program with a Concentration in Early Childhood Education has long  
26 played an important role both within the Department of Elementary Education and  
27 within the Early Childhood professional field in the San Francisco Bay Area. The  
28 program is currently served by Drs. Barbara Henderson and Daniel Meier, who  
29 serve as co-coordinators and teach all current required courses and the majority of  
30 electives in the program. Dr. Mina Kim, in her third year in the department, also  
31 teaches in the program.  
32

33 With three tenured/tenure track faculty who teach classes and advise students  
34 within the program each semester, we are able to meet student needs. Specifically,  
35 this revision will have no negative impact on departmental, college, or university  
36 resources, and it does not change the unit load of the program for the students.  
37 Instead, the revision will make better use of the three primary faculty members by  
38 increasing the number of required classes, and eliminating a category called  
39 "specialization courses" (see below for details).  
40

41 The program currently serves 80 actively enrolled students. Approximately 15% of  
42 our students teach infants and toddler-aged children, 55% teach preschool, 15%  
43 teach primary grades, and 15% are early childhood administrators. The program  
44 serves a rich diversity of cultural and linguistic backgrounds, and has long attracted  
45 international students primarily from the Pacific Rim. For many of our students, the  
46 M.A. Program is their terminal degree and provides them with advanced training in  
47 research, practice, and advocacy to become leaders in the field of early childhood  
48 education.  
49

1 **Nature of the Request**

2 *We propose the following program changes:*

- 3 1. Eliminate the current configuration of Specialization Courses (students  
4 currently choose 2 from a list of 4 courses).  
5  
6 2. Add 2 new required courses, EED 700: Social, Emotional, and Physical  
7 Development Sociocultural Contexts and EED 709: Early Childhood  
8 Education Curriculum in Pluralistic Society for a total of 6 required courses  
9 for a total of 18 units (students currently take 4 required courses with an EED  
10 prefix). Both of these courses are already approved courses. One is a  
11 currently a Specialization Course, and the other is currently a program  
12 elective.  
13  
14 3. Update the elective list to include recently added classes including EED 710  
15 and EED 721.  
16  
17 4. Add a full statement on Level I writing including a rubric.

18  
19 The program's current total of 33 units will remain the same. EED 895 Field  
20 Study/Culminating Experience and ISED 797 Seminar in Educational Research will  
21 remain as required courses.  
22

23 **Reasons for the Changes**

24 The M.A. in Early Childhood Education was last revised in 2001. Since then,  
25 research and practice in the Early Childhood field has changed significantly, and we  
26 have also hired a third early childhood instructor to teach in our program.  
27

28 *Our proposed changes reflect three new areas of early childhood theory and*  
29 *practice:*

- 30 1. increased attention on varied curricular models to meet the needs of diverse  
31 learners  
32  
33 2. increased attention on qualitative research in the form of teacher research and  
34 inquiry  
35  
36 3. increased attention on the early literacy development of young children  
37  
38

39 *We are making the specified program changes (as outlined above in Nature of the*  
40 *Request) for these reasons:*

- 41 1. We are not able to offer the current configuration of Specialization courses as  
42 often as needed by students, and this unnecessarily prolongs students' time  
43 in the program. Due to budget resources and our teaching responsibilities in  
44 other departmental programs, our courses are only offered once a year.  
45  
46 2. We would like to add 2 new required courses (EED 700: Social, Emotional,  
47 and Physical Development Sociocultural Contexts and EED 709: Early  
48 Childhood Education Curriculum in Pluralistic Society) as both of these

1 courses reflect important new research and curriculum that our students need  
 2 for keeping up to date in the field.

3  
 4  
 5 **Description of the Changes**

6  
 7 IV. Description of the Changes

8  
 9 Below in paired tables are the current and proposed program including the number  
 10 of units required for the program, a list of all courses (core and elective) by number,  
 11 title, and units of credit for each course.

12  
 13 **Current Program:**

<b>Core Courses (REQUIRED)</b>	<b>units</b>
E ED 707: Cognitive Development in Early Childhood Education Sociocultural Contexts	3
E ED 708: First and Second Language Development in Early Childhood Education	3
E ED 717: Narrative Inquiry and Memoir in Early Childhood Education	3
E ED 801: Practitioner Inquiry for Administration of Early Childhood Curricula	3
<b>Total for core</b>	<b>12</b>
<b>Specialization Courses</b> —6 units selected from the following:	
E ED 700: Social, Emotional, and Physical Development in Early Childhood Education, Sociocultural Contexts	3
E ED 715: Families in Early Childhood Settings and Communities	3
E ED 878: Multicultural Educational Theory and Practice for the Young Child	3
E ED 806: Leadership, Adult Supervision, and Advocacy	3
<b>Total for specialization</b>	<b>6</b>
<b>Electives</b> -- Units selected from the following under advisement:	

**New Program:**

<b>Core Courses (REQUIRED)</b>	<b>units</b>
E ED 707: Cognitive Development in Early Childhood Education Sociocultural Contexts	3
E ED 708: First and Second Language Development in Early Childhood Education	3
E ED 717: Narrative Inquiry and Memoir in Early Childhood Education	3
E ED 801: Practitioner Inquiry for Administration of Early Childhood Curricula (pre-requisites EED 708, EED 707, or EED 709)	3
E ED 700: Social, Emotional, & Physical Development in Early Childhood Education, Sociocultural Contexts	3
E ED 709: Early Childhood Education Curriculum in Pluralistic Society	3
<b>Total for core</b>	<b>18</b>
<b>Electives</b> – select 3 courses from the following:	
E ED 710: Children's Early Literacy Development in Early Childhood Education	3
E ED 715: Families in Early Childhood Settings and Communities	3
E ED 878: Multicultural Educational Theory and Practice for the Young Child	3
E ED 721: International Education in Early Childhood and Elementary	

Any courses not taken for specialization units	3-6
E ED 704: Children's Play Development in School & Community	3
E ED 721: International Education in Early Childhood and Elementary Education	3
E ED 850: Seminar in Early Childhood Mathematics and Science Curriculum	3
E ED 820: Seminar on Infant-Toddler Group Care Educational Programs	3
Course work in SPED within the ECE concentration	3
Related coursework in other depts. within the College of Education, esp. ISED, EDAD, and ITEC	3
Three-unit course in a department outside the College of Education, with permission of advisor	3
<b>Total for electives</b>	<b>9</b>
<b>Culminating Experience (REQUIRED)</b>	
ISED 797: Seminar in Educational Research	3
E ED 895: Field Study <i>or</i> E ED 898: Master's Thesis	3
<b>Minimum total</b>	<b>33 units</b>

Education	
E ED 806: Leadership, Adult Supervision, and Advocacy	3
E ED 850: Seminar in Early Childhood Mathematics and Science Curriculum	3
E ED 704: Children's Play Development in School & Community	3
E ED 820: Seminar on Infant-Toddler Group Care Educational Programs	3
E ED 899: Independent Study	3
Early childhood coursework in SPED, ECE concentration	
Relevant course work: SPED, ISED, EDAD, or ITEC	3
A course in a department outside College of Education, with permission of advisor	3
Coursework from SF State Multiple Subject Credential	6
<b>Total for electives</b>	<b>9</b>
<b>Culminating Experience (REQUIRED)</b>	
ISED 797: Seminar in Educational Research	3
E ED 895: Field Study <i>or</i> E ED 898: Master's Thesis	3
<b>Minimum total</b>	<b>33 units</b>

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V. Consultations

There are no implications for other departments or programs with this minor change, and most of the coursework is already offered within our department with existing faculty. There are no effects on existing curricula or courses currently offered by the campus and related to the proposed program. This revision will not result in decreased enrollment in other courses or need for additional sections. The revision will allow us to more clearly plan the use of our resources by offering the 6 required classes in a clear rotation. Library holdings will not be substantially affected (see attached email below from Education Librarian, Athena Nazario).

1 **Memo to Support Claim: No Impact on Library Resources**

2  
3 Date: Fri, 06 Feb 2009 13:05:43 -0800  
4 From: Athena Nazario <anazario@sfsu.edu>  
5 To: Daniel Meier <dmeier@sfsu.edu>  
6 Subject: Re: Urgent COE faculty- urgent request books for library purchase.  
7 X-SFSU-VirusScanner: Found to be clean

8  
9 Hi,

10  
11 I don't know what the future hold for our collection budget but right now we have a  
12 very healthy collections budget and so I don't see the changes as a problem. I  
13 would suggest however that somehow information literacy/information competency  
14 learning objectives be integrated somewhere into the MA ECE curriculum (actually I  
15 would like to see it more fully integrated in all the masters programs in COE)  
16 California's student to librarian/media specialist ratio is 5,000:1 --the lowest in the  
17 nation with the next lowest state having a student librarian/media a specialist ratio of  
18 1200:1.

19  
20 While more and more information is becoming freely available, the ways in which  
21 we find, organize, evaluate and use information is becoming more complex--many  
22 options, many paths and student themselves need stronger skills in evaluating,  
23 organizing and using information. Many librarians in schools have been replaced  
24 by paraprofessionals, which means it is almost entirely up to classroom teachers  
25 (and librarians in public libraries) to make sure such students have the information  
26 competency skills they need to progress and succeed.

27  
28 I will order the book titles you listed in your email. Let me know if there are  
29 additional titles you would like purchased for the collection.

30  
31 Thanks!  
32 Athena

33  
34 ~~~~~  
35 Athena Nazario  
36 Information/Education Co-Coordinator  
37 Information, Research & Instructional Services  
38 J. Paul Leonard Library, Office 426C  
39 San Francisco State University  
40 1630 Holloway Avenue  
41 San Francisco, CA 94132  
42 anazario@sfsu.edu