**MST in EARLY CHILDHOOD DEVELOPMENT, LEARNING, AND INTERVENTION**

**School:** Education

**Campuses:** New York City and Westchester

**Program:** Cohort

**Total Credits:** 45 credits

**Total Semesters:** 5, full-time semesters, including one summer semester

**Course Delivery:** The majority of courses will be classroom-based augmented with online technology

Pace University does not currently have a preservice program preparing candidates in the early childhood developmental promotion and intervention field. This new program will meet the need of school-, home-, and community-based programs who seek well-prepared professionals to support the learning and development of young children, including those who are culturally, linguistically, and ability diverse. Candidates will be able to obtain dual NYS certification in Early Childhood Education and Teaching Students with Disabilities - Early Childhood (birth to grade 2). The Early Childhood program has been created as a 45-credit blended program, in which every course addresses traditionally general education and special education content within the course, as well cultural and linguistic diversity. Due to the age range addressed in this program (birth to 8 years), this program will prepare professionals to work in classroom, home, and community settings, through partnerships with families and others. Community programs include, but are not limited to, child care, community classes, and libraries. Therefore, the roles of graduates are not only as teachers, but also as developmental specialists including family support professionals. Candidates might also take on administrative roles once they have completed this program. Therefore, the majority of classes address the entire Early Childhood age range so candidates are readied for any position for which they qualify.

Potential candidates are individuals who are not certified in Early Childhood Education or Teaching Students with Disabilities – Early Childhood and who are interested in becoming preschool, Kindergarten, or primary teachers in inclusive and segregated classroom settings, developmental specialists who provide home and community supports to families with infants, toddlers, and/or preschoolers, administrators of child care programs, and leaders of community-based programs for infants, toddlers, and preschoolers. Candidates can come from various undergraduate fields of study.

There is a cohort of individuals who have expressed interest in the Early Childhood Development, Learning, and Intervention program.

**Scope and Sequence of Courses:**

*All courses are 3 credits each*

**Semester 1:**

ED 6xx: *Family Professional Partnerships: Theories and Practices* (60 hours of fieldwork)

FT Faculty: Soodak, Walker, Keilty

ED 6xx: *Issues and Trends in Early Childhood Development, Learning, and Intervention*

FT Faculty: Wiener, Keilty, Myers

ED 6xx: *Understanding Young Children: Development and Developmental Transactions*

(10 hours of fieldwork)

FT Faculty: Keilty

**Semester 2:**

ED 6xx: *Blended Curricular Approaches in Early Childhood* *(10 hours of fieldwork)*

FT Faculty: Wiener, Keilty

ED 6xx: *Developmental Promotion and Intervention: Prenatal through Toddlerhood* (90 hours of

fieldwork)\*\*

FT Faculty: Keilty

ED 650: *Research and Literacy Development: Literacy Learning Birth-Grade 12*

FT Faculty: Current Faculty

**Semester 3 (Summer):**

ED 6xx: *Early Childhood Internship*\*

(50 days of full-time experience in early childhood setting outside a classroom)

FT Faculty: Keilty

ED 6xx: *Creating Responsive Early Childhood Environments*\*

*(Assignments that can be addressed in field-based placement)*

FT Faculty: Soodak, Wiener, Keilty

ED 6xx: *Early Childhood Arts, Humanities, and Social Studies: Processes and Practices\**

(Assignments that can be addressed in field-based placement)

FT Faculty: McCarthy, Medow

**Semester 4:**

ED 655A: *Early Literacy Learning: Instructional Methods and Models I Birth – Grade 3*\*

FT Faculty: Current Faculty

ED 6xx: *Student Teaching in Preschool and Developmental Kindergarten* (or *Student Teaching in the*

*Primary Years*)\*

(At least 70 days of full-time classroom experience, which may be 70 days in preschool classroom or 35 days in preschool classroom and 35 days in developmental Kindergarten classroom)

FT Faculty: Keilty,

ED 6xx: *Early Childhood Mathematics Development and Scientific Inquiry: Processes and Practices\**

(Assignments that can be addressed in field-based placement)

FT Faculty: Evans, Birney

**Semester 5:**

ED 6xx: *Student Teaching in the Primary Years* (or *Student Teaching in Preschool and Developmental*

*Kindergarten*)\*

(At least 70 days of full-time classroom experience, which may be 70 days in 1st or 2nd grade classroom or 35 days in 1st or 2nd classroom and 35 days in Kindergarten classroom)

FT Faculty: Medow

ED 690: *Teacher as Researcher*

FT Faculty: Current Faculty

ED 6xx: *Developmentally Appropriate Early Childhood Assessment Practices\** (10 hours of fieldwork)

FT Faculty: Myers, Keilty

\* Prerequisite courses: Family-Professional Partnerships, Understanding Young Children, Blended Curriculum

\*\* Prerequisite courses: Family-Professional Partnerships, Understanding Young Children; Pre or Co-requisite: Blended Curriculum

**New Courses:**  All courses designated with ED 6xx course numbers are new courses.

**Available Faculty:** Available full-time faculty to teach these courses are current faculty members in the Childhood, Special Education, or Adolescent programs in the School of Education.

**Special Fees:** Special fees are proposed for *Blended Curricular Approaches in Early Childhood* and *Developmentally Appropriate Early Childhood Assessment Practices* to purchase curricula and assessment instruments/protocols, respectively, as course materials.