Admission Requirements

In order to obtain unconditional admission, the applicant must meet or exceed the following criteria:

1. Have a minimum undergraduate grade point average of 3.0 from an accredited institution of higher education
2. Have a minimum of two years of documented relevant educational or professional experience of work in an early childhood education setting
3. Have a valid teaching credential issued by the North Carolina Department of Public Instruction
4. Have Graduate Record Examination (GRE) scores on the aptitude section that are acceptable to the Graduate Program Committee
5. Have a TOEFL score of at least 500, if the applicant is an international student

Application Deadlines

Applicants living in the U. S. & U. S. Citizens:
- For fall semester admission: June 1
- For spring semester admission: October 31
- For summer session admission: April 1

International Applicants:
- For fall semester admission: March 1
- For spring semester admission: August 1
- For summer session admission: December 1

Conceptual Framework Theme

The theme/purpose of the conceptual framework under girding the Department of Education’s programs is:

To produce graduates who are critical-thinking problem solvers with the knowledge, pedagogical and technological skills, and professional dispositions needed to function as effective teachers in a diverse world.

Contact Information

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Title II Reporting Requirement

All teacher education programs at Shaw University are in compliance with statues of the State of North Carolina under Section 208(a).
Shaw University is committed to providing educational opportunities for a diverse population. Over the years, many teacher education graduates have gone on to develop distinguished careers as master teachers and school administrators. To this end, the Department of Education offers the Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education. The program of studies provides a planned, cohesive sequence of advanced courses that are a logical extension of course work pursued at the undergraduate level.

Program Learning Outcomes

The program learning outcomes of the Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education are to:

1. provide candidates with advanced academic and professional experiences in early childhood education that will enable them to become creative contributors to the advancement of knowledge in the education of young children and effective teachers of young children;
2. prepare candidates to synthesize the knowledge drawn from several interrelated courses in the broad area of curriculum and instruction and courses in early childhood education;
3. expand candidates’ knowledge of concepts and techniques, including the use of technology, for scholarly research and evaluation;
4. develop in candidates skills that will ensure that they can successfully function as competent and effective professionals who are critical thinkers and problem solvers;
5. provide candidates with information about societal issues and values and the impact they have on teaching and learning;
6. increase the enrollment and graduation rate of qualified and diverse candidates; and
7. maintain a qualified and competent faculty.

Student Learning Outcomes

The student learning outcomes of the Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education are to:

1. ensure that candidates enroll in advanced courses that afford them advanced content knowledge of early childhood education and field-based and classroom experiences that develop in them the skills and competencies required for the teaching profession;
2. provide candidates with the course work and activities that enable them to create scholarly or professional work related to curriculum and instruction with a concentration in early childhood education;
3. engage candidates in research and assessment activities that provide them skills and competencies in scholarly research and evaluation and the use of technology in carrying out such activities;
4. engage candidates in all courses in activities that provide them the opportunity to think through consequences and assess the validity of assumptions;
5. provide candidates with course work and experiences that enhance their perspectives and values regarding societal issues, including those related to diversity, and the professional dispositions necessary to help all students learn;
6. increase the enrollment and graduation rate of qualified and diverse candidates by at least five percent annually; and
7. attract and maintain a qualified and competent faculty in accordance with the Southern Association of Colleges and Schools (SACS) criteria and the National Council for Accreditation of Teacher Education (NCATE) standards.

Course of Study

The Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education (Birth through Kindergarten) requires a minimum of 42 credit hours for the thesis track and 45 credit hours for the non-thesis track, as outlined below:

1. **15-18 credit hours of core courses**
   - ECI 640: Historical, Philosophical, and Social Foundations of Education
   - ECI 643: Social and Political Problems in Education
   - ECI 610: Psychological Foundations of Education
   - ECI 611: Advanced Studies in Human Development and Learning
   - ECI 691: Advanced Statistical Methods in Education
   - ECI 692: The Design of Educational Research and Evaluation
   - ECI 599: Instructional Leadership Practicum
   - ECI 698: Thesis Conference (0 credit hours)
   - ECI 700: Thesis
   - ECI 701: Continuous Thesis

2. **18 credit hours in the specialty area concentration**
   - ECI 612: Working with Young Children and their Families
   - ECI 634: Multicultural Education: Planning and Implementing Instruction for Diverse Learners
   - ECI 625: Advanced Study of Literacy and Numeracy for Young Children
   - ECI 690: Interagency Collaboration: Providing Services for Young Children and their Families
   - ECI 677: Instructional Leadership in Early Childhood Education

3. **6-12 credit hours of supportive electives (selected from the following courses)**
   - ECI 601: Creating Learning Environments for Young Children
   - ECI 605: Play and Young Children’s Learning
   - ECI 615: Advanced Studies in the Fine Arts
   - ECI 670: Administration of Child Development Centers
   - ECI 693: Advanced Theory and Design of Tests and Measurements