

CHAMPLAIN COLLEGE

Graduate Studies

ONLINE

Master of Education Early Childhood Education





"THE PROFESSORS ARE COMPLETELY
INVESTED IN MAKING SURE THAT
I KNOW TO THE FULLEST EXTENT WHAT
IS DEVELOPMENTALLY APPROPRIATE
FOR CHILDREN."

-ANGIE KING

Their Education Depends a lot on Yours

The Champlain Master of Education (M.Ed.) in Early Childhood Education program will engage you on a deeper level as an early educator. The Champlain M.Ed. program is founded on current early childhood education theories, which hold that children learn best through early immersion in play, active exploration and healthy relationships. This fundamental “play-as-learning” philosophy extends to every corner of the program. You’ll delve into classic and contemporary theories that support this conceptual framework. Through hands-on practice and dynamic application of coursework, you will integrate your thinking and learning into your daily work in your school or program.

Stay Ahead of the Curve

As the bar is continuously raised in early childhood education regarding which credentials are required to fulfill different roles and responsibilities, attending a quality online early childhood master’s program becomes even more important. Our unique, project-based approach to learning is tailored to allow you to work independently in your online courses and apply the content to your current position in the field of early childhood education.

Two Specializations to Choose From

There is a desperate need for professional administration of Early Childhood programs—yet few degrees exist specifically oriented toward management. Our Early Childhood Education degree offers specializations in Teaching and Administration, and our curriculum is designed to allow our students to immediately apply their learning to their daily work with children and families.



PROGRAM DIRECTOR

ROBIN PLOOF

Robin Ploof, Ph.D., began her service to families and children in 1981 and has worked in a variety of settings, from early childhood programs to public schools in kindergarten through middle school. For more than 20 years, she's owned and directed a NAEYC-accredited early childhood program in Burlington, VT, where she mentors undergraduate Education students and gives them an opportunity for fieldwork. She has been teaching at Champlain College since 2010.

A member of the Vermont Association for Education of Young Children (VAEYC), Robin serves as Past President of their executive board. Additionally, she is a mentor coach for the Head Start program and a literacy trainer for the Vermont Council on the Humanities' Never Too Early programs.

Robin holds a Ph.D. in Education with a specialization in Early Childhood. Her doctoral research focused on preschool teachers' beliefs about children's play.

Admissions Information

Our admissions process is ongoing throughout the calendar year. Applications are processed within two to three weeks of the Admissions Office receiving all required materials. Applicants will be contacted for interviews in order to complete the process.

Admissions Requirements

You must have successfully completed a baccalaureate-level program in Early Childhood Education, Elementary Education, Psychology or Business, and have a GPA that demonstrates your ability to perform graduate-level academic work. Candidates with a related baccalaureate-level degree and experience in the field will be considered with approval from the M.Ed. Program Director.

REQUIRED DOCUMENTS

- ▶ Transcripts
- ▶ Resume
- ▶ Essay
- ▶ Letters of recommendation
- ▶ TOEFL (for students whose undergraduate degree program was not conducted in English)
- ▶ Personal interview

For complete Admissions requirements and applications, visit champlain.edu/med-admissions.

Credit for Life Experience & Transfer Credit

At the graduate level, academic credit cannot be given for life experience or equivalency exams. On a case-by-case basis, you may transfer graduate-level credits from another accredited institution. At the time of admission, up to six graduate-level credits may be transferred. All transfer credit is accepted at the sole discretion of Champlain College.

Enrollment Schedules

When you enter the program, you and your advisor will develop a personal plan that allows you to start and complete the program as soon as possible, given your personal goals and the annual schedule of course offerings.

Tuition & Fees

This is a 36-credit program, with additional credits in prerequisite courses if necessary. Most students carry three to six credits per term and pay at the per-credit-hour rate as they go. For current tuition information, visit champlain.edu/med-admissions.

Certificate in Early Childhood Education Administration

Step up your grasp of Early Childhood Program Administration while you discern whether pursuing an M.Ed. is right for you. Through our project-based approach, apply what you learn immediately to current workplace challenges and gain experience in addressing educational management issues. This certificate requires six courses (3 credits each) and can be completed in five terms or less. Should you choose to pursue an M.Ed., you can apply credits earned to your degree requirements, as long as you earned a GPA of 3.0 or better. The Certificate program starts in January only.

Note that the M.Ed. is not a licensure program. Contact your state's department of education for information regarding specific licensure requirements.

REGISTER FOR A FREE ONLINE INFORMATION SESSION:

Hear directly from the program director and Admissions representatives, and get your questions answered.

CHAMPLAIN.EDU/MED



Courses Developed by Leading Early Childhood Educators

“Play-as-learning” is the cornerstone of the program. You’ll also learn up-to-date skills for assessing children’s behavior and early childhood education standards.

COURSE SUMMARIES

EARLY CHILDHOOD & PLAY

This course is the philosophical cornerstone of the program. It explores the relationship between young children’s play, learning and ongoing development. A close reading of the works of classic theorists such as Piaget and Vygotsky will be combined with the study of contemporary visionaries like Elkind and Katz. With these works as a foundation, you will examine the link between theory and practice, and engage in thoughtful reflection on your personal teaching and leadership practices.

CREATING CONSTRUCTIVE ENVIRONMENTS

This course explores the importance of the learning environment in early childhood settings. You’ll delve deeply into the thinking of Piaget, Erikson, Montessori and Vygotsky. And you’ll conduct a thorough examination of the many elements of a constructive teaching setting, including features like the physical locale, the class as a community, the outdoors as curriculum, and the value of recess in the K-3 learning arena.

LEADERSHIP, MENTORING & QUALITY

In this course, you’ll study a variety of leadership models and analyze the important nuances that divide leadership from mentoring. In addition to this area of inquiry, you’ll also focus on the definitions of quality and high quality in the early childhood context, and their implications for teaching, learning and program development. By the end of the course, you’ll be able to clearly define your own roles as an early childhood leader and mentor.

SUPPORTING CHILDREN & FAMILIES

The relationship between families and early childhood settings is a crucial one, and in this course you’ll analyze its many facets—from supporting low-income parents with infants to providing information and support to families of young children with special needs. With advocacy as your dominant theme, you’ll examine key theories and models of family systems, and research communities, agencies and laws that support children and families.

SUPPORTING CHILDREN WITH SPECIAL NEEDS

This course will examine and analyze both typical and atypical motor, cognitive, social and language development in young children. You’ll gain necessary insight into the unique aspects of working with children with special needs, including the importance of building strong relationships with children and their families and providing an emphasis on play and sensory exploration.

OBSERVATION, DESCRIPTION & DOCUMENTATION WITH CHILDREN

You’ll discuss and evaluate various types of observation and recording tools, and debate the advantages and disadvantages associated with each. You’ll learn how to set goals, plan strategies and choose the best documentation tool for specific situations. This course will also supply techniques for organizing, analyzing and interpreting observation data in order to improve program quality and to best meet the needs of individual children.

ACTION RESEARCH PROJECT I AND II

In these two Capstone courses, you’ll integrate your learning in the program through a self-designed Action Research Project. You will design and implement an Action Research Project, collect data, analyze your results and write a summary. Students complete their Action Research Project, write up their results and make recommendations for the field. Through this two-course experience, you will have the opportunity to provide a unique professional contribution to the field of Early Care and Education. Preparation for disseminating findings may include conference presentation requests for proposals, workshop outlines or journal article submissions. You’ll work closely with the course instructor, and ultimately present your findings to fellow Champlain College students.

ADMINISTRATION SPECIALIZATION:

CURRICULUM FOR ADMINISTRATORS

Students will develop a fundamental understanding of Developmentally Appropriate Practice (DAP) and the four domains of learning and development: cognitive, physical, language & literacy, and social & emotional. DAP serves as the Early Care and Education field's underlying guide to curricular decision-making. Students will examine DAP and apply it to their program's curriculum.

HR IN THE EARLY CHILDHOOD SETTING

Students will focus on the skills and sensitivities necessary in professional HR management. Students will examine their organization's vision and mission. In addition, they will explore reflective staff supervision, and analyze standards and procedures for the evaluation, hiring and releasing of staff. Students will evaluate the relationships among professional development, staff support, and an organization's mission, and focus on challenges and benefits specific to the early childhood setting.

ADMINISTRATION OF EARLY CHILDHOOD PROGRAMS

Early childhood program administrators manage a variety of responsibilities; students will examine essential elements within a program administrator's job description, including developing a program philosophy, adhering to licensing regulations, investigating early childhood ethics, grant writing and empowering staff.

FINANCIAL MANAGEMENT IN THE EARLY CHILDHOOD SETTING

Students will examine the unique financial needs of early childhood programs, such as limited access to income resources, high personnel costs and meeting regulatory requirements. Through the use of a case study approach, students will explore financial tools that include budgeting, break-even analysis, cash flow, staffing analysis, reconciliation and grant writing. Students will also assess the application of these tools within their own early childhood programs.

TEACHING SPECIALIZATION:

EARLY LANGUAGE & LITERACY

Students will focus their studies on language acquisition and literacy development in a child's first and additional languages. They will examine typical and atypical development and the various contexts in which children develop, and explore the diversity of communication styles in families, communities and cultures. Additionally, students will examine the impact of being educated in a second language, and negotiating schooling with a disability or other learning challenge. Students will use assessment techniques and organizational approaches to literacy instruction across the preschool and primary years.

TEACHING KINDERGARTEN THROUGH THIRD GRADE & PRACTICUM

Students will analyze teaching and learning in the Kindergarten through Grade 3 Classroom—curriculum design (including the hidden curriculum), Developmentally Appropriate Practice, multicultural perspectives, instructional planning, content selection, and teaching and assessment strategy development. Students will connect theory and practice through an integrated Practicum Project.



INFANT & TODDLER DEVELOPMENT & CURRICULUM WITH PROJECT

This course focuses on the development of infants and toddlers, and guides students through the exploration of the relationship between child development and curriculum design. Students will examine a relationship-based curriculum model that emphasizes the importance of the parent/teacher/child system, and will design curricula to promote the four domains of learning and development: cognitive; physical language & literacy; social & emotional, and physical. A minimum of eight hours of internship in infant/toddler classrooms is required for practical experiences in both development and curriculum design.

MATH & SCIENCE FOR YOUNG CHILDREN

Students will examine theories, standards, principles and practices in teaching mathematics and science to young children from birth up to the age of nine. Students will develop an integrated math and science curriculum that includes appropriate content, processes, environment and materials, and child-centered choices based on a theoretical understanding of how children learn math and science. The students will also apply National Council of Teachers of Mathematics (NCTM) standards and principles as they plan and implement math and science activities for children using a play and discovery approach.

For more curriculum information and program competencies, please visit champlain.edu/med.

RESIDENCY EXPERIENCE

Students will participate in a three-day residency during the first year of enrollment in the graduate program by attending one of the two conferences sponsored by the National Association for the Education of Young Children (NAEYC). Students may choose either NAEYC's Annual Conference and Expo (typically falling in November) or NAEYC's Professional Development Institute (typically falling in June).

**"HAVING THAT TIME TO CONNECT
AND BOND IN PERSON HAS BROUGHT
OUR CLASS EVEN CLOSER. I HAVE
MADE LIFELONG FRIENDS FROM THIS
RESIDENCY EXPERIENCE."**

—PAMELA FONTAINE

Academic Excellence

Get your online graduate degree through classes that are instructor-led, with asynchronous scheduling, no set meeting time, and 24/7 access to instruction and assignments in a program that is designed for full-time working professionals.

Earn your M.Ed. Online

Champlain's M.Ed. combines academically excellent online classes with a low residency requirement to deliver an accessible, high-quality graduate-level education for early childhood educators and administrators across the country.

Distinguish Yourself as a Professional in the Field

The program will add to your existing knowledge and equip you with necessary and up-to-date skills and approaches for assessing children's development, observing and documenting behavior, supporting children and families, supporting children with special needs, and addressing early childhood education professional standards, policies, procedures, practices and perspectives.

Design Developmentally Appropriate Curricula

In collaboration with your professors and your online counterparts from across the nation, you will get ideas and learn best practices for facilitating child-centered curricula.

Create Rich Play Experiences to Support Learning

Learn specific tactics for observing where children choose to play on their own, and how to enrich those environments.

Focus on Teaching or Administration

Specialized courses in the program allow you to choose a path focused either on Teaching or Administration in Early Childhood Education. Whether you want to teach, manage, or serve in other early care and education professional roles, your Champlain master's program will ensure you have the highly specialized knowledge and skillset you need to be an effective and professional leader.

Powerful Networking Opportunities

A key part of the Early Childhood Education program is a three-day required residency in the first year. Residencies are held in conjunction with the annual conference of the National Association for the Education of Young Children, held at various locations across the country.

New students
can start classes
August, January and May

Five 8-week terms
per year

36 credit hours
Accreditation by the New
England Association of Schools
and Colleges (NEASC)

CONTACT A GRADUATE ADMISSIONS REPRESENTATIVE AT
GRADSCHOOL@CHAMPLAIN.EDU Find out more about how to grow your future.

CHAMPLAIN COLLEGE

Graduate Studies

Contact

Office of Graduate Admissions
163 South Willard Street
Burlington, Vermont 05401

GradSchool@champlain.edu

866.282.7259

champlain.edu/msdfs



About Champlain College

Located in Burlington, VT, Champlain College is a private, not-for-profit college founded in 1878. Champlain has been a leader in online graduate degrees since 1993. Our deep commitment to academic excellence and student learning is reflected in our distinctive educational approach: we integrate the high academic standards and rigor that characterize all important learning with the development of relevant professional skills through hands-on application in real-world situations.



LET US DARE