The Master of Arts Program in Early Childhood Studies is concerned with the education and development of children from birth to eight years of age. It is designed to accomplish three major goals:

- to relate research on the growth, development, and education of young children with practice in early childhood education programs;
- to strengthen the knowledge of early educators and other educational personnel pertaining to the education and development of young children; and
- to investigate issues central to early childhood education, specifically focusing on issues of equity and inclusion.

This program is ideal for those candidates who already have Early Childhood Education initial certification and are seeking a Master's degree as well as those who are not interested in initial teacher certification in New York State.
Early Childhood Studies

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Department of Curriculum and Teaching

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Overview

The M.A. in Early Childhood Studies aims to strengthen the knowledge of early educators and other educational personnel pertaining to the education and development of young children, entailing the investigation of issues central to early childhood education. This program is ideal for candidates who already have Early Childhood Education initial certification and are seeking a master's degree as well as for those who are not interested in initial teacher certification in New York State; this degree does not lead to New York State teaching certification. As a culminating project, students in this program will write a thesis. There are eight possible concentrations:

- Curriculum
- Equity & Diversity
- Gifted Education
- International Early Childhood Studies
- Leadership
- Media, Technology & Contemporary Childhood(s)
- Policy
- Special Education

All M.A. candidates will take the following 4 required courses for a total of 10 points:

- C&T 4080: Risk & Resilience in Early Development or C&T 4615: Young Children and Social Policy (3)*
- C&T 4114: Multicultural Approaches to Teaching Young Children (3)
- C&T 4131: Language & Literacy in Early Childhood (3)
- C&T 4502: Integrative Project: Early Childhood Education (1)

Students in this program work closely with their advisors to identify a concentration and to select the remainder of courses, beyond the four listed above. Coursework will match the concentration selected; courses will be selected in consultation with an assigned advisor.

ALL CONCENTRATIONS REQUIRE A THESIS

*Note: C&T 4080 or C&T 4615 will be decided depending on concentration.
Faculty & Staff

LISTED ALPHABETICALLY

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CONCENTRATIONS &
REQUIREMENTS

- CURRICULUM
- EQUITY & DIVERSITY
- GIFTED EDUCATION
- INTERNATIONAL EARLY CHILDHOOD STUDIES
- LEADERSHIP
- MEDIA, TECHNOLOGY, & CONTEMPORARY CHILDHOOD(S)
- POLICY
- SPECIAL EDUCATION
CURRICULUM

Curriculum – a path to teaching and learning – is often centered on inquiry, creation and active engagement in the early childhood classroom. This concentration will provide an opportunity for focused coursework in the early childhood program supplemented with additional curriculum theory, research, pedagogy and design courses in college-wide programs and departments. The aim of this concentration is to engage in a cohesive learning experience concentrated around the content and processes of developing curricula for young children in inclusive settings.

Required Courses (16 points)

- C&T 4114: Multicultural Approaches to Teaching Young Children (3)
- C&T 4131: Language & Literacy in the Early Childhood Curriculum (3)
- C&T 4615: Young Children, Families, and Social Policy (3)
- C&T 4502: Integrative Project: Early Childhood Education (1)
- C&T 4112: Integrated Curriculum (6)

Additional Courses (selected in consultation with advisor)

- C&T 4001: Differentiated Instruction in Early Childhood
- C&T 4002: Curriculum Theory and History
- C&T 4005: Principles of Teaching and Learning
- C&T 4010: Immigration & Curriculum
- C&T 4023: Differentiated Curriculum for Gifted Students
- C&T 4032: Curriculum & Gender
- C&T 4052: Designing Curriculum and Instruction
- C&T 4132: Teaching Reading and Writing in the Primary Grades
- A&HA 4078: Art For Classroom Teachers
- A&HA 4081: Curriculum Design in Art Education
- A&HM 4021: Designing Musical Experiences for Young Children
- A&HM 4022: Artistic Lives of Young Children
- A&HB 4021: Foundations of Bilingual/Bicultural Education
- EDP 4036: Anti-Racist Curriculum, Pedagogy, Leadership
- HUDK 5037: Psychology of Children's TV
- MSTC 4007: Urban and Multicultural Science Education
- MSTC 4040: Science In Childhood Education
- MSTC 4852: Informal Science Education (Museum)
- MSTC 5040: Curriculum Improvement in Science Education
EQUITY & DIVERSITY

Positioning schooling, early care, and educational institutions as socially and culturally situated and with histories of unequal access, students in this concentration will inquire into issues of equity and diversity in early childhood education. The goal of this concentration is to develop early childhood educators and leaders to challenge unjust policies and practices in early childhood education, envision more equitable futures, and forge new pathways towards transformation.

**Required Courses (16 points)**

- C&T 4114: Multicultural Approaches to Teaching Young Children (3)
- C&T 4131: Language & Literacy in the Early Childhood Curriculum (3)
- C&T 4615: Young Children, Families, and Social Policy (3)
- C&T 4502: Integrative Project: Early Childhood Education (1)
- EDP 4026: Understanding Race and Education (3)
- EDP 4036: Anti-Racist Curriculum, Pedagogy, & Leadership (3)

**Additional Courses (selected in consultation with advisor)**

- A&HB 4029: Latinx Children's Literature and Literacies
- A&HB 4075: Cross-Cultural Communication and Classroom Ecology
- A&HB 4140: Latina Narratives
- A&HF 4198: Latin American Philosophies of Education
- A&HH 4060: History of Education in NYC
- A&HH 4076: History of Urban Education
- A&HH 5010: The History of Segregation in U.S. Schools
- A&HH 5050: Harlem Stories - Archives and Digital Tools
- A&HH 5076: History of African-American Education
- C&T 4132: Teaching Reading and Writing in the Primary Grades (ECE section)
- C&T 5037: Literacy, Culture and the Teaching of Reading
- C&T 5091: Culturally Relevant Education
- C&T 5091: Issues in Black and Latina Transnational Feminism
- CCPJ 4050: Micro-aggression Institutional Climates
- CCPJ 5020: Racism and Racial Identity in Psychology and Education
- CCPJ 6574: Multicultural Perspectives on Social Attitudes, Identity, & Development
- EDPA 5016: Educational Equality: Role of Law
- EDP 5045: Race, Ethnicity, and US Educational Policy
- EDP 4022: Sociology of Urban Education
- MSTM 4005: Teaching Mathematics in Diverse Cultures
- MSTM 5020: Mathematics and Multicultural Education
- MSTU 4005: Equity, Ethical and Social Issues in Educational Technology
GIFTED EDUCATION

This focus area addresses gifted education in early childhood, addressing issues around social justice and inequality in schools and schooling, attending to factors such as race, ethnicity, socio-economic class, and gender. It will also explore the documented benefits of gifted education strategies for all children.

Required Courses (24 points)

- C&T 4114: Multicultural Approaches to Teaching Young Children (3)
- C&T 4131: Language & Literacy in the Early Childhood Curriculum (3)
- C&T 4080: Risk & Resilience in Early Development (3)
- C&T 4502: Integrative Project: Early Childhood Education (1)
- C&T 4001: Differentiated Instruction/Inclusion Classrooms (2)
- C&T 4026: Exceptionality and Intelligence (3)
- C&T 4021: Nature/Needs Gifted Students (3)
- C&T 4025: Nurturing Talents and Gifts in the Early Childhood Years (3)
- C&T 5024: Planning and Implementing Programs for the Gifted (3)

Additional Courses (selected in consultation with advisor)

HUDK 5039 Design of intelligent learning environments
MSTU 5030 Intelligent computer-assisted instruction
ITSF 4010 Cultural and social bases of education
MSTU 4083 Instructional design of educational technology
MSTU 4085 New technologies for learning
MSTU 4133 Cognition and computers
MSTU 5035 Technology and metacognition
HUDK 4015 Psychology of thinking
HUDK 4035 Technology and human development
HUDK 5025 Spatial thinking
HUDK 5030 Visual explanations
HUDK 5042 Motivation in education
INTERNATIONAL EARLY CHILDHOOD STUDIES

The concentration in international early childhood studies aims to provide students in the program with a critical international/cross-cultural perspective on early childhood education. This concentration offers students the opportunity to take courses offering an international/cross-cultural and comparative perspective on the social and cultural basis of education, the contexts of education, technology and culture, education and social change, and educational policy. courses for an international concentration in the main studies

Required Courses (10 points)

- C&T 4114: Multicultural Approaches to Teaching Young Children (3)
- C&T 4131: Language & Literacy in the Early Childhood Curriculum (3)
- C&T 4080: Risk & Resilience in Early Development or C&T 4615: Young Children, Families and Social Policy (3)
- C&T 4502: Integrative Project: Early Childhood Education (1)

Additional Courses (selected in consultation with advisor)

- ITSF 4005: Education in Emergencies and Reconstruction
- ITSF 4010: Cultural and Social Bases of Education
- ITSF 4011: Contexts of education
- ITSF 4012: Cross-cultural studies of learning
- ITSF 4013: Literacy and International Development
- ITSF 4026: Technology and culture
- ITSF 4030: Education for social change: comparative and international perspectives
- TSF 4094: Educational Planning in International Educational Development
- ITSF 4098: Educational Development and Policies in China
- ITSF 4613: International Perspectives on Peace and Human Rights Education
- ITSF 4614: International Organizations, Civil Society and Peace Education
- ITSF 5003: Communication and culture
- ITSF 5008: Gender, Education, and International Development
- ITSF 5023: The Family As Educator
- ITSF 5031: Education & Sustainable Development/Comparative & International Perspectives
- ITSF 5037: Global Literacies
- EDP 4027: Education & Social Transformations/Elites & Inequalities in Transitional Economy
- EDP 4036: Anti-Racist Curriculum, Pedagogy, Leadership and Policy
LEADERSHIP

This concentration seeks to provide early educators with learning experiences that enhance their leadership capacity. Recognizing early childhood leaders as decision-makers and influencers, this concentration equips educators with the resources, skills, and knowledge to support their efforts to make lasting change.

Required Courses (10 points)

- C&T 4114: Multicultural Approaches to Teaching Young Children (3)
- C&T 4131: Language & Literacy in the Early Childhood Curriculum (3)
- C&T 4615: Young Children, Families, and Social Policy (3)
- C&T 4502: Integrative Project: Early Childhood Education (1)

Additional Courses (selected in consultation with advisor)

EDPA 4002: Data Analysis for Policy and Decision Making I
EDPA 4013: Education Policy and the Management of Instruction
EDPA 4033: Comprehensive Educational Opportunity
EDPA 4086: Law and Education: Regulation, Religion, Free Speech, and Safety
EDPE 4155: Evaluating educational privatization and school choice
EDPS 4024: Social stratification and education
EDPS 5646: Evaluation of educational and social programs
ORLA 4001: Introduction to school leadership and decision making
ORLA 4010: Introduction to organization analysis in education
ORLA 4025: Resource allocation for student achievement
ORLA 4033: Ethical and legal issues in education leadership
ORLA 4044: Leadership for adult development
ORLA 5010: Leadership in Schools and Communities
ORLA 5025: Ecology of data-driven leadership
ORLA 5029: Supervision of teaching and learning
ORLA 5587: Strategic management of independent schools and nonprofit organizations
ORLA 6511: Leadership for Social Justice
MEDIA, TECHNOLOGY & CONTEMPORARY CHILDHOOD(S)

This focus area looks at the digital landscape as a way to understand deeper the materials, resources, and tools available for young children. While the focus is on the aesthetic, utilitarian, and social nature of play, digital culture is an important space for navigating identities and interactions. This concentration explores the resources of popular culture, issues of inclusion/exclusion across media platforms, and the agency of children in creating social change with/through/against technology. In exploring childhood in contemporary times, attention will be given to the issues and affordances of popular culture/media in representing diverse identities.

Required Courses (10 points)

- C&T 4114: Multicultural Approaches to Teaching Young Children (3)
- C&T 4131: Language & Literacy in the Early Childhood Curriculum (3)
- C&T 4080: Risk & Resilience in Early Development or C&T 4615: Young Children, Families and Social Policy (3)
- C&T 4502: Integrative Project: Early Childhood Education (1)

Additional Courses (selected in consultation with advisor)

C&T 5199: Play, Power, Popular Culture
C&T 4114: Multicultural Education
C&T 4112: Integrated Curriculum
C&T 4131: Language and Literacy in the Early Childhood Curriculum
C&T 4140: Literature for Younger Children
C&T 5037: Literacy, Culture, and Teaching Reading
C&T 5535: Black, Latina, Transnational Feminisms
C&T 5199/MSTU 5199: Reimagining Public Pedagogy in the Digital Age
MSTU 4005: Equity, Ethical, and Social Issues in Educational Technology
MSTU 4028: Technology and Culture
MSTU 5002: Culture, Media, and Education
MSTU 4016: The History of Communication
MSTU 4039: Game Design Fundamentals
MSTU 4023: Cinema as Cross Cultural Communication
MSTU 5027: Tools and Toys for Knowledge Construction
MSTU 4049: Technologies & Literacies: Literature/Media as Cross-Cultural Communication
HUDK 5137: Psychology of Children's Television
POLICY

This concentration explores how policy impacts early learning and education at the intersections of leadership and practice with a focus on equitable learning for young children. Students will engage in a multi-faceted curriculum including a survey of child and family-specific policy, policy analysis and methods, and policy as a tool for change.

Required Courses (16 points)

- C&T 4114: Multicultural Approaches to Teaching Young Children (3)
- C&T 4131: Language & Literacy in the Early Childhood Curriculum (3)
- C&T 4615: Young Children, Families, and Social Policy (3)
- C&T 4502: Integrative Project: Early Childhood Education (1)
- EDP 4023: Reimagining Education (3)
- EDPA/HUDK 6013: Early Childhood Development and Education: Integrating Research and Policy Perspectives (3)

Additional Courses (selected in consultation with advisor)

EDPA 4002: Data Analysis for Policy and Decision Making I
EDPA 4013: Education Policy and the Management of Instruction
EDPA 4047: Politics and Public Policy
EDPA 4048: Education Policy Analysis and Implementation
EDPA 4050: The Logic and Design of Research in Education Policy and Social Analysis
EDPA 4086: Law and Education: Regulation, Religion, Free Speech, and Safety
EDPA 4503: Schools, Courts, and Civic Participation
EDPA 4899: Federal Policy Institute
EDPA 5645: Craft of Policy Analysis
EDPA 6027: International Perspectives on Early Childhood Policy
EDPE 4155: Evaluating educational privatization and school choice
EDPS 4024: Social stratification and education
EDPS 5053: Race, Gender and Education
EDPS 5646: Evaluation of educational and social programs
HUDK 6036: Child and Family Policy I
HUDK 6037: Child and Family Policy II
ITSF 4030: Education for social change: comparative and international perspectives
ITSF 4094: Educational Planning in International Educational Development
ITSF 4098: Educational Development and Policies in China
ITSF 4160: Human Rights Education in Africa: Politics, Policies, and Pedagogies
ITSF 4613: International Perspectives on Peace and Human Rights Education
ITSF 4614: International Organizations, Civil Society and Peace Education
ITSF 5006: Comparative Policy Studies: Overview
ITSF 5035: Social Analysis of International Large-Scale Assessments
SPECIAL EDUCATION

This focus area addresses special education with a view to looking at disability studies and of understanding children from birth through second grade who develop atypically in terms of their learning and support needs and that of their families. It also addresses issues of inclusive education and differentiation as well as ways in which technology can support different learning modes.

Required Courses (23 points)

- C&T 4114: Multicultural Approaches to Teaching Young Children (3)
- C&T 4131: Language & Literacy in the Early Childhood Curriculum (3)
- C&T 4080: Risk & Resilience in Early Development (3)
- C&T 4502: Integrative Project: Early Childhood Education (1)
- C&T 4000: Disability, Exclusion and Schooling (3)
- C&T 4001: Differentiated Instruction/Inclusion Classrooms (2)
- C&T 4083: Working with Families of Young Children with Disabilities (2)
- C&T 4708: Observation and Student Teaching – Early Childhood (3)
- C&T 4302: Assessing Young Children with Special Needs (3)

Additional Courses (selected in consultation with advisor)

C&T 4199: IEPs, IFSP, and Special Education Supports in Early Childhood Education
HBSE 4000: Introduction to Special Education
HBSE 4001: Teaching Students with Disabilities in Regular Classrooms
HBSE 4002: Instruction and Curriculum for Students with Disabilities
HBSE 4005: Computer Applications in Special Education
HBSE 4010: Nature and Needs of Students with Intellectual Disabilities/Autism
HBSE 4011: Educating Persons with Intellectual Disabilities
HBSE 4014: Introduction to Applied Behavior Analysis
HBSE 4071: Language and Literacy for Deaf and Hard of Hearing
HBSE 4072: Language Development for Deaf and Hard of Hearing
HBSE 4871: American Sign Language 1
HBSE 4073: Teaching Speech, Language and Communication for the Deaf
THESIS

In consultation with your advisor, you will declare a concentration. Within your concentration, you will select a topic of interest to focus on throughout your degree program. Your advisor will select coursework that helps you develop expertise in your area of interest within your concentration. C&T 4502 will support the development of your thesis. Note that while some theses include empirical research, while others focus on curriculum development or offer plans for action.

FORMAT. All thesis must follow APA format (https://www.apastyle.org/) and include: (a) the identification of the problem and an explanation of why the topic is important in early childhood studies/education; (b) a review of literature pertaining to the topic—exploring problematics as well as possibilities; and (c) a possible insight into practice, curriculum, teaching, and/or other plan for action.

STRUCTURE. (a) cover page, (b) table of contents, (c) three chapters, and (d) references.

- Chapter 1: define topic of study and write about why you want to study the topic. Guiding questions: Why is this a topic worth studying? What problem(s) does it seek to address? What have my experiences with the topic been? Chapter 1 should be approximately 15 double-spaced pages or 3,750 words.
- Chapter 2: write about the research supporting and troubling the practice/problem identified in Chapter 1. To do so, review research that specifically suggests it's ineffective and/or problematic. Then, review research supporting alternative practices, briefly describing those practices and offering examples. Chapter 2 should be no longer than 30 double-spaced pages or 7,500 words.
- Chapter 3: describe in depth some of the alternative practices, actions, or curricula to address the topic identified in Chapter 1 and explored in Chapter 2. In this chapter, you may engage in exploring potential applications, learnings from your own observations, developing resources, or offering a detailed plan for action.

DEADLINES FOR THESIS SUBMISSION. December 1 for February graduation; April 1 for May graduation; June 10 for October graduation.
POLICY ON SWITCHING PROGRAMS

Students who wish to switch from the non-certification program to the certification program must reapply. This is because of New York State Education Department certification requirements which include, for example, the GRE. This application must be submitted to the Teachers College Office of Admission by the deadline stipulated. For more information, visit https://www.tc.columbia.edu/admission/

Students who wish to switch from certification to non-certification must complete a request to switch programs to the faculty of the early childhood education program. You can do so by completing this application. Once this application is completed, it will be reviewed by the faculty. Applications are only accepted from students during their first full semester of coursework or the equivalent in credit hours (12 points).

NOTES