**EARLY CHILDHOOD EDUCATION - M.A.T.**

College of Education Health and Human Services
School of Teaching, Learning and Curriculum Studies
www.kent.edu/ehhs/tlcs

**Contact Information**
- Program Coordinator: Janice Kroeger | jkroege1@kent.edu | 330-672-0617
- Chat with an Admissions Counselor

**Fully Offered**
- Kent Campus

**Admission Terms**
- Summer (Offered in odd years only)

**Examples of Possible Careers***

**Education teachers, postsecondary**
- 4.8% about as fast as the average
- 77,300 number of jobs
- $65,440 potential earnings

**Elementary school teachers, except special education**
- 3.5% about as fast as the average
- 1,452,100 number of jobs
- $60,940 potential earnings

**Kindergarten teachers, except special education**
- 3.7% about as fast as the average
- 127,700 number of jobs
- $57,860 potential earnings

**Preschool teachers, except special education**
- 2.5% slower than the average
- 540,400 number of jobs
- $31,930 potential earnings

**Teaching assistants, except postsecondary**
- 3.6% about as fast as the average
- 1,399,900 number of jobs
- $28,900 potential earnings

*Note
Source of occupation titles and labor data is from the U.S. Bureau of Labor Statistics' Occupational Outlook Handbook. Data comprises projected percent change in employment over the next 10 years; nation-wide employment numbers; and the yearly median wage at which half of the workers in the occupation earned more than that amount and half earned less.

**Description**
The Master of Arts in Teaching degree in Early Childhood Education is for qualified students who possess at least a baccalaureate in a discipline other than teacher education. This program leads to Ohio licensure for teaching children in Pre-Kindergarten through grade five. Students have intensive, supervised field experiences in pre-school and kindergarten and primary grades, including those in urban/diverse settings.

This degree program requires 18 months of full-time study, which begins in early June of odd years.

**Accreditation**
Council for the Accreditation of Educator Preparation

**Admission Requirements**
Applicants will be assessed holistically, considering academic credentials; standardized test scores of reading, writing, and mathematics; academic or professional references; non-academic dimensions; and other specific program criteria.

- Bachelor's degree from an accredited college or university for unconditional admission
- Minimum 3.000 undergraduate GPA on a 4.000 point scale for unconditional admission
- Official transcript(s)
- Praxis Core Reading, Writing and Mathematics test scores (effective spring 2022, Praxis is no longer requirement for admissions)
- Goal statement
- Questions in Anticipation of Licensure form
- Supplemental form
- Two letters of recommendation
- Interview
- English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions) by earning one of the following:
  - Minimum 550 TOEFL PBT score (paper-based version)
  - Minimum 79 TOEFL IBT score (Internet-based version)
  - Minimum 77 MELAB score
  - Minimum 6.5 IELTS score
  - Minimum 58 PTE score
  - Minimum 110 Duolingo English Test score

For more information about graduate admissions, please visit the Graduate Studies admission website. For more information on international admission, visit the Office of Global Education's admission website.

1 All initial teacher licensure candidates are required to demonstrate basic competency in reading, writing and mathematics prior to admission. To demonstrate these competencies, students are required to take the Praxis Core tests in Reading, Mathematics, and Writing unless exempted by GRE scores fewer than five years old at the time of application. In order to gain exemption from Praxis CORE requirements, a student must achieve at or above the 50th-percentile scores on the GRE Verbal, Quantitative, and Analytical Writing tests. Students who have not taken the GRE are strongly encouraged to take the Praxis CORE tests to demonstrate these competencies, rather than GRE. Further information is available in the Office of Graduate Student Services, 418 White Hall.
Competency Test Equivalents:

- Reading: GRE Verbal Reasoning/Praxis CORE Reading
- Mathematics: GRE Quantitative Reasoning, Praxis CORE Mathematics
- Writing: GRE Analytical Writing, Praxis CORE Writing

Program Learning Outcomes
Graduates of this program will be able to:

1. Co-construct curriculum as a co-worker with learners and others (parents, families, colleagues and community members) to make sound decisions for learning and teaching experiences, as opposed to being passive receivers of prescribed curriculum.

2. Synthesize conceptual understandings of children, theory, content, technology and socio-cultural contexts into meaningful activities and opportunities for learning with all students from pre-kindergarten to grade five.

3. Engage in the habit of self-assessment in order to continually uncover unknown possibilities in children’s learning, classroom practice, educational theory and one’s own teaching identity in the local and global context.

4. Become committed to the children and their learning, the families and the local community while having an awareness of the global context.

5. Engage in continuous self-improvement and lifelong learning.

6. Apply skills, knowledge and dispositions to challenge “questionable” policies that limit opportunities for all children.

7. Utilize research and theory to develop varied and effective pedagogies and assessments that will positively impact all students’ learning (learning and teaching is a transdisciplinary practice).

8. Advocate as ethical leaders and moral agents striving for social justice.


Professional Licensure Disclosure
This program is designed to prepare students to sit for applicable licensure or certification in Ohio. If you plan to pursue licensure or certification in a state other than Ohio, please review state educational requirements for licensure or certification and contact information for state licensing boards at Kent State’s website for professional licensure disclosure.

Program Requirements
Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>CI 67005</td>
<td>INTERCULTURAL DIMENSIONS OF TEACHING AND LEARNING</td>
<td>3</td>
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<tr>
<td>ECED 50125</td>
<td>INQUIRY INTO PROFESSIONAL PRACTICE</td>
<td>3</td>
</tr>
<tr>
<td>ECED 50203</td>
<td>CRITICAL INQUIRY, THE IB FRAMEWORK</td>
<td>3</td>
</tr>
<tr>
<td>ECED 50301</td>
<td>TEACHING SOCIAL STUDIES IN K-5 CLASSROOMS</td>
<td>3</td>
</tr>
<tr>
<td>ECED 50302</td>
<td>APPROPRIATE PHONICS INSTRUCTION AND WORD STUDY</td>
<td>3</td>
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ECED 50303 | TEACHING MATHEMATICS IN THE ELEMENTARY YEARS I           | 3            |
ECED 50304 | TEACHING SCIENCE IN THE ELEMENTARY YEARS                 | 3            |
ECED 50402 | DEVELOPMENTAL READING AND WRITING IN THE ELEMENTARY YEARS | 3            |
ECED 50403 | DEVELOPING A BALANCED LITERACY PROGRAM IN THE ELEMENTARY YEARS | 3 |
ECED 50404 | TEACHING MATHEMATICS IN THE ELEMENTARY YEARS II          | 3            |
ECED 54444 | DEVELOPMENT AND PEDAGOGY IN UPPER ELEMENTARY SCHOOL      | 3            |
ECED 60103 | SOCIAL STUDIES AND THE ARTS IN PRESCHOOL                  | 3            |
ECED 60201 | LANGUAGE AND LITERACIES                                   | 3            |
ECED 60113 | PRESCHOOL EDUCATION                                      | 3            |
ECED 60151 | SOCIO/MORAL ENVIRONMENT IN EARLY CHILDHOOD EDUCATION      | 3            |
ECED 60152 | APPLICATION OF SELECTED THEORETICAL PRINCIPLES TO THE DEVELOPMENT OF YOUNG CHILDREN | 3 |
ECED 60115 | SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS FOUNDATIONS FOR EARLY AND MIDDLE CHILDHOOD EDUCATION | 3 |
ECED 63333 | FAMILY-SCHOOL-COMMUNITY PARTNERSHIPS IN DIVERSE SETTINGS | 3            |
ECED 67292 | PRACTICUM AND INTERNSHIP IN EARLY CHILDHOOD EDUCATION     | 10           |

Minimum Total Credit Hours: 64

1 Teacher candidates are only permitted to repeat a field experience course once. Please see Repeating Field Experience Courses in Teacher Education Programs policy for details.

Progression Requirements
Students must earn a C or better in all major coursework to advance to final student teaching; however a graduate student who receives more than 8 credit hours of grades lower than B or more than 4 credit hours of grades lower than C is subject to dismissal. To be considered “in good standing,” a 3.000 average or better in all graduate and required undergraduate work undertaken at Kent State University should be maintained by graduate students.

Graduation Requirements
- In order to qualify for graduation, the student must have a 3.000 average in all graduate courses attempted.

Licensure Information
Candidates seeking Ohio licensure are required to pass specific assessments in order to apply for licensure. Students should consult their advisors for specific program requirements and refer to the Ohio Department of Education-Educator Preparation website for more information on assessments specific to licensure type.