

# EARLY CHILDHOOD EDUCATION - M.ED.

College of Education Health and Human Services  
School of Teaching, Learning and Curriculum Studies  
[www.kent.edu/ehhs/tlcs](http://www.kent.edu/ehhs/tlcs)

**Program revisions are pending approval from the Ohio Department of Higher Education. After final approval, the program revisions will display.**

## About This Program

The Early Childhood Education M.Ed. program is designed for experienced educators who want to advance their careers and take on leadership roles in the field of early childhood education. With a focus on curriculum development, teacher leadership and program administration, you'll gain the skills needed to make a meaningful impact on the field of early childhood education. Read more...

## Contact Information

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- Connect with an Admissions Counselor: U.S. Student | International Student

## Program Delivery

- **Delivery:**
  - In person
- **Location:**
  - Kent Campus

## Examples of Possible Careers and Salaries\*

### 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
- 1,395,900 number of jobs
- \$28,900 potential earnings

\* Source of occupation titles and labor data comes 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.

For more information about graduate admissions, visit the graduate admission website. For more information on international admissions, visit the international admission website.

## Admission Requirements

- Bachelor's degree from an accredited college or university
- Minimum 2.750 undergraduate GPA on a 4.000-point scale
- Official transcript(s)
- Goal statement
- Two letters of recommendation
- English language proficiency - all international students must provide proof of English language proficiency (unless they meet specific exceptions to waive) by earning one of the following:<sup>1</sup>
  - Minimum 79 TOEFL iBT score
  - Minimum 6.5 IELTS score
  - Minimum 58 PTE score
  - Minimum 110 DET score

<sup>1</sup> International applicants who do not meet the above test scores may be considered for conditional admission.

## Application Deadlines

- **Fall Semester**
  - Rolling admissions
- **Spring Semester**
  - Rolling admissions
- **Summer Term**
  - Rolling admissions

## Program Requirements

### Major Requirements

Code	Title	Credit Hours
<b>Major Requirements</b>		
ECED 60152	APPLICATION OF SELECTED THEORETICAL PRINCIPLES TO THE DEVELOPMENT OF YOUNG CHILDREN	3
Major Electives, choose from the following:		11
ECED 50093	VARIABLE TITLE WORKSHOP IN EARLY CHILDHOOD EDUCATION	
ECED 50203	CRITICAL INQUIRY: THE INTERNATIONAL BACCALAUREATE FRAMEWORK	
ECED 50301	TEACHING SOCIAL STUDIES IN K-5 CLASSROOMS	
ECED 50302	TEACHING PHONICS AND WORD STUDY	

ECED 50303	TEACHING MATHEMATICS IN THE ELEMENTARY YEARS I	
ECED 50403	TEACHING WRITERS IN THE ELEMENTARY YEARS	
ECED 50404	TEACHING MATHEMATICS IN THE ELEMENTARY YEARS II	
ECED 54444	DEVELOPMENT AND PEDAGOGY IN UPPER ELEMENTARY SCHOOL	
ECED 60101	CONSTRUCTIVIST TEACHING IN TRADITIONAL AND NON-TRADITIONAL EARLY CHILDHOOD SETTINGS	
ECED 60103	SOCIAL STUDIES AND THE ARTS IN PRESCHOOL	
ECED 60113	PRESCHOOL EDUCATION	
ECED 60115	SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS FOUNDATIONS FOR EARLY AND MIDDLE CHILDHOOD EDUCATION	
ECED 60151	SOCIOMORAL ENVIRONMENT IN EARLY CHILDHOOD EDUCATION	
ECED 60158	RECONCEPTUALIZING EARLY CHILDHOOD CURRICULUM	
ECED 60201	TEACHING EARLY READERS	
ECED 63333	FAMILY-SCHOOL-COMMUNITY PARTNERSHIPS IN DIVERSE SETTINGS	
ECED 67292	PRACTICUM AND INTERNSHIP IN EARLY CHILDHOOD EDUCATION	
ECED 67296	INDIVIDUAL INVESTIGATION IN EARLY CHILDHOOD EDUCATION	
ECED 67298	RESEARCH IN EARLY CHILDHOOD EDUCATION	
Additional electives with advisor approval		
<i>Culminating Requirement</i>		
ECED 67296	INDIVIDUAL INVESTIGATION IN EARLY CHILDHOOD EDUCATION	3
or ECED 67298	RESEARCH IN EARLY CHILDHOOD EDUCATION	
<b>Additional Requirements or Concentrations</b>		
Choose from the following:		15
additional requirements for students not declaring a concentration/early childhood leadership: advocacy, curriculum and policy concentration/		
globalization and intercultural competence concentration/		
science, technology, engineering and mathematics concentration/		
<b>Minimum Total Credit Hours:</b>		<b>32</b>

Additional Requirements for Students Not Declaring a Concentration

Code	Title	Credit Hours
<b>Major Requirements</b>		
CI 60169	UNDERSTANDING EMERGENT BILINGUAL AND IMMIGRANT STUDENTS AND THEIR FAMILIES	3
or ECED 60115	SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS FOUNDATIONS FOR EARLY AND MIDDLE CHILDHOOD EDUCATION	
or ECED 60158	RECONCEPTUALIZING EARLY CHILDHOOD CURRICULUM	
or MCED 60115	SCIENCE TECHNOLOGY ENGINEERING AND MATH FOUNDATIONS FOR EARLY AND MIDDLE CHILDHOOD EDUCATION	
CI 60171	TEACHING EMERGENT BILINGUAL AND IMMIGRANT STUDENTS	3

or ECED 60116	SCIENCE TECHNOLOGY ENGINEERING AND MATH INQUIRY FOR EARLY CHILDHOOD EDUCATION	
or ECED 60163	CONTEMPORARY ISSUES AND TRENDS IN EARLY CHILDHOOD EDUCATION	
Additional Major Electives, choose from the following: <sup>1</sup>		9
ECED 50093	VARIABLE TITLE WORKSHOP IN EARLY CHILDHOOD EDUCATION	
ECED 50203	CRITICAL INQUIRY: THE INTERNATIONAL BACCALAUREATE FRAMEWORK	
ECED 50301	TEACHING SOCIAL STUDIES IN K-5 CLASSROOMS	
ECED 50302	TEACHING PHONICS AND WORD STUDY	
ECED 50303	TEACHING MATHEMATICS IN THE ELEMENTARY YEARS I	
ECED 50304	TEACHING SCIENCE IN THE ELEMENTARY YEARS	
ECED 60101	CONSTRUCTIVIST TEACHING IN TRADITIONAL AND NON-TRADITIONAL EARLY CHILDHOOD SETTINGS	
ECED 60113	PRESCHOOL EDUCATION	
ECED 60151	SOCIOMORAL ENVIRONMENT IN EARLY CHILDHOOD EDUCATION	
ECED 60158	RECONCEPTUALIZING EARLY CHILDHOOD CURRICULUM	
ECED 63333	FAMILY-SCHOOL-COMMUNITY PARTNERSHIPS IN DIVERSE SETTINGS	
ECED 67292	PRACTICUM AND INTERNSHIP IN EARLY CHILDHOOD EDUCATION	
ECED 67296	INDIVIDUAL INVESTIGATION IN EARLY CHILDHOOD EDUCATION	
ECED 67298	RESEARCH IN EARLY CHILDHOOD EDUCATION	
Additional electives with advisor approval		
<b>Minimum Total Credit Hours:</b>		<b>15</b>

<sup>1</sup> Courses fulfilling major program requirements (listed above) may not be used to also fulfill the requirements for the additional major electives.

Early Childhood Leadership: Advocacy, Curriculum and Policy Concentration Requirements

Code	Title	Credit Hours
<b>Concentration Requirements</b>		
ECED 60101	CONSTRUCTIVIST TEACHING IN TRADITIONAL AND NON-TRADITIONAL EARLY CHILDHOOD SETTINGS	3
ECED 60158	RECONCEPTUALIZING EARLY CHILDHOOD CURRICULUM	3
ECED 60163	CONTEMPORARY ISSUES AND TRENDS IN EARLY CHILDHOOD EDUCATION	3
ECED 60170	WRITING FOR PUBLICATION AND DISSEMINATION IN EARLY CHILDHOOD EDUCATION	3
Advisor-Approved Concentration Elective		3
<b>Minimum Total Credit Hours:</b>		<b>15</b>

## Globalization and Intercultural Competence Concentration Requirements

Code	Title	Credit Hours
<b>Concentration Requirements</b>		
CI 60169	UNDERSTANDING EMERGENT BILINGUAL AND IMMIGRANT STUDENTS AND THEIR FAMILIES	3
CI 60171	TEACHING EMERGENT BILINGUAL AND IMMIGRANT STUDENTS	3
Concentration Electives, choose from the following with advisor approval:		3-6
CI 61130	MULTICULTURAL EDUCATION: STRATEGIES	
CI 67005	INTERCULTURAL DIMENSIONS OF TEACHING AND LEARNING	
ECED 50123	CRITICAL INQUIRY INTO INTEGRATED CURRICULUM IN THE PRIMARY YEARS	
English Education Electives, choose from the following		3-6
ENG 63001	METHODOLOGY OF TEACHING ENGLISH AS A SECOND LANGUAGE	
ENG 63033	THEORIES IN SECOND LANGUAGE ACQUISITION	
ENG 63038	TEACHING LITERATURE AND CULTURE	
ENG 63047	HERITAGE LANGUAGES AND SECOND LANGUAGE LEARNING	
Additional elective with advisor approval		
<b>Minimum Total Credit Hours:</b>		<b>15</b>

## Science, Technology, Engineering and Mathematics Concentration Requirements

Code	Title	Credit Hours
<b>Concentration Requirements</b>		
ECED 60115	SCIENCE TECHNOLOGY ENGINEERING AND MATHEMATICS FOUNDATIONS FOR EARLY AND MIDDLE CHILDHOOD EDUCATION	3
or MCED 60115	SCIENCE TECHNOLOGY ENGINEERING AND MATH FOUNDATIONS FOR EARLY AND MIDDLE CHILDHOOD EDUCATION	
Mathematics Education Electives, choose from the following with advisor approval:		6
CI 67095	SPECIAL TOPICS IN CURRICULUM AND INSTRUCTION	
CI 67224	TEACHING MATHEMATICS WITH TECHNOLOGY	
CI 67225	RESEARCH IN MATHEMATICS EDUCATION	
Science Education Electives, choose from the following with advisor approval:		6
CI 61134	RESEARCH TRENDS IN SCIENCE EDUCATION	
CI 61140	CULTURE AND MULTICULTURALISM IN SCIENCE EDUCATION	
CI 61141	NATURE OF SCIENCE IN SCIENCE EDUCATION	
CI 67240	INTRODUCTION TO ENVIRONMENTAL EDUCATION	
Additional electives with advisor approval		
<b>Minimum Total Credit Hours:</b>		<b>15</b>

## Graduation Requirements

Minimum Major GPA	Minimum Overall GPA
-	3.000

- Students are guided by faculty in the development of a program of study that satisfies both individual professional goals and expectations of the school, college and university.
- All students are expected to complete an exit project that involves a practicum or action research project.
- Students completing the M.Ed. degree in Early Childhood Education must take at least 32 credit hours for completion.
- No more than one-half of a graduate student's coursework may be taken in 50000-level courses.
- Grades below C are not counted toward completion of requirements for the degree.

## Program Learning Outcomes

Graduates of this program will be able to:

- 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.
- Synthesize conceptual understandings of children, theory, content, technology and socio-cultural contexts into meaningful activities and opportunities for learning with all students in pre-kindergarten to grade three.
- 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.
- Become committed to the children and their learning, the families and the local community while having an awareness of the global context.
- Engage in continuous self-improvement and lifelong learning.
- Apply skills, knowledge and dispositions to challenge "questionable" policies that limit opportunities for all children.
- 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).
- Advocate as ethical leaders and moral agents striving for social justice.
- Acknowledge and practice multiple, multi-ethnic, multicultural, multiracial, multi-social, multi-economic and multilingual perspectives in a global society.

## Full Description

The Master of Education degree in Early Childhood Education prepares critically reflective teachers with advanced knowledge in pre-school through primary multi-disciplinary curriculum. Students are prepared to be democratically accountable leaders, co-decision makers, pedagogical experts and committed professionals in various early childhood realms. The program emphasizes commitment to equitable and caring learning communities.

Ohio endorsements for pre-school and literacy may be embedded in the program. In addition, students have the opportunity to receive an International Baccalaureate (IB) recognition award in the M.Ed. degree.

The Early Childhood Education major includes the following optional concentrations:

- The **Early Childhood Leadership: Advocacy, Curriculum and Policy** concentration commonly appeals to teachers who desire to further

their own early childhood programs, become master teachers and/or enhance their own leadership on behalf of young children and professionals who work with them. Students delve into issues and trends in the field, reconceptualize practice, understand and deconstruct/reconstruct policy understandings and complete their own independent research as an inquiry exit project or thesis.

- The **Globalization and Intercultural Competence** concentration is designed for teachers who are searching for research-based solutions to the learning and teaching of international students and/or who want to build intercultural competence to meet the demands of growing or changing immigrant and refugee populations in the classroom.
- The **Science, Technology, Engineering and Mathematics** concentration provides students the opportunity to engage children in interdisciplinary instruction; gain experience working with and integrating technology; and integrate STEM to break down traditional boundaries.