

EARLY CHILDHOOD EDUCATION (M.ED.)

<https://cola.unh.edu/education/program/med/early-childhood-education>

Description

The Department of Education offers the master of education degree in early childhood education and an option in special needs. When completed in conjunction with a degree, certification is available as an early childhood teacher (PreK - 3rd). Certification requirements are additional to the master's degree but may be completed as electives for the degree. This program is an advanced course of study designed for teachers, administrators, and other early childhood practitioners who wish to improve their professional competence and broaden their career opportunities. The program emphasizes the acquisition of knowledge and competencies in child development (birth through eight years), learning environments, developmentally appropriate curriculum, developmental and cultural diversity, and professional leadership. The coursework culminates in extensive field-based experience.

Admission Requirements

All admitted students are expected to have had at least one course in child development at the upper division level and at least 200 hours of supervised classroom experience with children from birth through eight years of age, or the equivalent.

Admission Criteria

In determining admission of students to teacher education graduate programs, several criteria are used:

1. The undergraduate record. The undergraduate overall minimum grade point average for admission is 3.0. The undergraduate grade point average of students admitted to the graduate programs in teacher education is approximately 3.55 (based on 2020 admissions).
2. Praxis Core Academic Skills for Educators (Core) exam scores are required. Applicants must obtain, at a minimum, a qualifying score (as set by the state of New Hampshire at the time of testing) on all three (Reading, Writing, and Mathematics) Core exams in order to be considered for admission. Current NH qualifying scores may be found at the [ETS Praxis Website](#) under the "Tests required for all licensure areas" page.
3. Additional required application materials can be found at <http://www.gradschool.unh.edu/php/pos.php> under programs.

Requirements

Credit Hours

The M.Ed. degree requires a minimum of **36** graduate-level credits. The exact number of credit hours will depend on the student's background, competencies, and professional goals, and will be determined by the adviser.

Code	Title	Credits
Core Requirements		
EDUC 861	Designing Curriculum for Inclusive, Equitable Settings for Young Children (birth-8)	4
EDUC #941	Diversity and Child Development	4

EDUC 942	Socio-cultural Perspectives on Teaching and Learning	4
EDUC 948	Leadership and Advocacy in Early Childhood Education	4
Special Needs Requirement		4
EDUC 856	Advocating for Diverse and Inclusive Family-School-Community Partnerships	
or EDUC 860	Introduction to Young Children with Special Needs	
or EDUC 862	Curriculum for Young Children with Special Needs: Evaluation and Program Design	
Internship Requirement		3-4
EDUC 900B	Internship and Seminar in Early Childhood Education	
or EDUC 901B	Internship and Seminar in Early Childhood Education	
Electives		
Select in consultation with program adviser based on interest or optional certification requirements.		
Optional: Teacher Certification requirements		14
EDUC 803F	Teaching Elementary School Science	
EDUC 803M	Teaching Elementary Social Studies	
EDUC 806	Teaching & Learning Literacy in the Elementary Classroom	
EDUC 845	Math with Technology in Early Education	
Note: Some students may exceed the minimum credit requirement while completing the required coursework and teacher certification requirements.		
Concluding Experience ¹		
Total Credits		37-38

- ¹ **Concluding Experiences:** Teacher Candidate Assessment of Performance (TCAP) and Graduate Portfolio
- TCAP:** In 2013, all New Hampshire institutions of higher education (IHEs) that prepare educators voted unanimously to adapt, pilot and validate a common assessment of teacher interns. All IHE's were committed to adapting a common assessment tool that would evaluate teacher candidates' preparedness for the classroom, and simultaneously serve as a tool for candidate and programmatic learning. To that end, the IHE Network adapted the California PACT for New Hampshire classrooms. A central goal of the NHTCAP is to act as an assessment of learning as well as an assessment for learning.
- Graduate Portfolio:** By the end of the graduate program in Early Childhood, students should be able to provide evidence of their professional development in a variety of ways. Through the presentation of a graduate portfolio, students will demonstrate professional knowledge and competencies.

Student Learning Outcomes

- All students will demonstrate an understanding of theories of learning and development, as well as related theories of instruction, as they apply to children from birth through age eight. Students will also demonstrate the ability to translate those theories into developmentally appropriate early childhood programs and practices for all children, including those who are culturally and/or developmentally diverse.
- All students will demonstrate willingness and the ability to exercise their leadership and advocacy skills on behalf of young children and their families.
- All students will demonstrate an understanding and commitment to the concept of teacher as researcher and reflective practitioner, and a disposition to engage in those and related activities that contribute to their on-going professional development.