EARLY CHILDHOOD EDUCATION, EDM

for the degree of Master of Education in Early Childhood Education with teaching licensure

Through the Master of Education and the Certificate of Advanced Study, experienced teachers are prepared to become more competent and better informed practitioners who serve as leaders for educational reform in local schools and school districts.

Master’s degree programs leading to teacher licensure are offered for individuals who have a degree in a field other than education and wish to become teachers. The three majors leading to licensure are Early Childhood Education (Birth - Grade 2), Elementary Education (Grades 1 - 6), and Secondary Education (Grades 9 - 12). In addition to completing the courses required for an Ed.M. degree, students in these programs follow the same sequence of professional education courses as do the undergraduate students in the programs.

Only master’s degree students who wish to become licensed teachers in one of these three areas should apply to the Early Childhood Education, Elementary Education, or Secondary Education majors. Master’s candidates who do not wish to become teachers, or who already are teachers, should apply to the major in Curriculum and Instruction.

Two doctoral degree programs are offered. The Ph.D. program prepares degree candidates for careers involving research and scholarship, including those in colleges and universities where research is generally combined with teacher education. The Ed.D. program prepares scholarly practitioners for leadership positions in teacher training institutions, state education agencies, and public school districts.

Length of time for a degree: An Ed.M. program can be completed in a calendar year, while the M.S. or M.A. often takes longer. The Ed.M. with licensure typically takes two years to complete. Doctoral programs usually require four to five years of full time study.

Admission

Interested applicants should start at the College of Education Graduate Programs website (http://education.illinois.edu/programs/grad/). In addition to the application, the applicant is required to submit the following information: a statement of purpose, updated resume, official transcripts from all colleges attended, and three letters of recommendation. A scholarly writing sample in English (e.g., a master’s thesis, article, or academic paper) is required for application to a doctoral program. Note: The master’s degree with teacher licensure program only admits students for the fall term.

International applicants must submit TOEFL scores. The Department of Curriculum and Instruction’s TOEFL requirement for full status admission is greater than 102; the minimum score for limited status is 550 on the paper-based test, 79 on the internet-based test, and 213 on the computer-based test. International applicants must also submit a Declaration and Certification of Finances. Please note: TOEFL or IELTS scores must be less than two years old from the first day of class at the proposed term of entry in order to be valid. In addition, individual academic programs may require a higher score, or evidence of spoken English language proficiency; contact your proposed program of study office (http://www.grad.illinois.edu/admissions/depts/) for the minimum TOEFL, TSE, or IELTS requirement for admission. For additional details, refer to the Graduate College Handbook English Proficiency Requirement for Admission (http://www.grad.illinois.edu/admissions/instructions/04c/).

Faculty Research Interests

For information about specific faculty research interests, current grants, and publications, please visit the Faculty Finder (https://education.illinois.edu/faculty-finder/).

Facilities and Resources

Departmental resources consist of cooperation with Children’s Research Center, Center for Small Urban Communities, as well as other resources in the College. Students who are interested in second language acquisition can become a part of the SLATE program. The department is connected to the University of Illinois Writing Project and the following journals: International Journal of Education & the Arts, Journal of Curriculum Studies, and American Educational Research Journal. The department also has available resources and some workshops provided during the academic year. Program areas (including CREATE, DELTA, Language & Literacy, and MSE) offer discipline-specific resources.

The College of Education also has many resources to assist graduate students through their academic career. The Bureau of Educational Research works with students to secure research funding. The Council on Teacher Education (http://cote.illinois.edu/) entitles candidates seeking a Professional Educator License and provides accreditation of professional education programs. Each student completing a degree program is assigned a graduate adviser, who is available to assist the student with planning the program of study and determining degree requirements, courses and timelines for degree completion.

Information on University resources can be found at the GradMAP pages website (http://www.grad.illinois.edu/current-students/).

Financial Aid

Financial aid in the form of assistantships, scholarships, fellowships, and tuition waivers can be found throughout the college (https://education.illinois.edu/current-students/graduate/financial-aid/) and campus. Campus opportunities can be found at the Graduate College (http://www.grad.illinois.edu/funding-jobs/) and the Office of Student Financial Aid (http://www.osfa.illinois.edu/). Please note: Graduate students employed as Staff by the University of Illinois at Urbana-Champaign are not eligible for a College of Education Award or Scholarship.

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Additional requirements can be found on the program’s website, (https://education.illinois.edu/ci/programs-degrees/ec/) the College of Education Graduate Programs Handbook (https://education.illinois.edu/current-students/graduate/coe-graduate-handbook/), and the Graduate College Handbook (http://www.grad.illinois.edu/gradhandbook/).

Students may select a concentration in Bilingual-Bicultural Education (http://catalog.illinois.edu/graduate/education/concentration/bilingual-bicultural-education/) or Digital Learning (http://catalog.illinois.edu/graduate/education/concentration/digital-learning/).

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<tr>
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<th>Title</th>
<th>Hours</th>
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<tr>
<td>Psychological Foundations Courses in Educational Psychology</td>
<td>4</td>
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<tr>
<td>Select any 400 level EPSY course</td>
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<td>OR</td>
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Information listed in this catalog is current as of 08/2024.
Philosophical and Social Foundations Courses in Education
Policy, Organization and Leadership and Curriculum & Instruction

Select one of the following:

- EPOL 401 History of American Education
- EPOL 402 Asian American Education
- EPOL 403 Historical and Social Barriers
- EPOL 405 School and Society
- EPOL 406 Professional Ethics in Education
- EPOL 407 Critical Thinking in Education
- EPOL 408 Aesthetic Education
- EPOL 409 Sociology of Education
- EPOL 410 Racial and Ethnic Families
- EPOL 412 Politics of Education
- EPOL 413 Economics of Education
- EPOL 480 Technology and Educational Reform
- EPOL 552 Foundation of Higher Education
- CI 446 Culture in the Classroom
- CI 501 Curriculum Development for the 21st Century

Elective Hours: 24

Project/Independent Study Hours (min/max applied toward degree): 0-8

Total Hours 32

Other Requirements:

Masters degree students must take a graduate level College of Education course outside their degree granting department.

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<td>Minimum GPA</td>
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<td>500-Level Hours Required in</td>
<td>12 hours</td>
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1. Students will acquire deep knowledge of child development as it relates to the field of education.
2. Students will effectively plan and implement relevant, culturally responsive, and developmentally appropriate instruction children from infancy to age eight.
3. Students will use assessment data to drive decisions and solve problems in and out of the classroom.
4. Students will display the expectations of professionalism related to success in the field of education and beyond (fairness, commitment to collaboration, community, reflective practice, and attention to 21st century skills and practices).

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