

MISSION STATEMENT

The Master of Arts in Teaching (M.A.T.) in early childhood education (ECED) is designed to prepare individuals who are seeking initial certification in grades Pre-K-3. The M.A.T. in ECED offers a unique opportunity to join a cohort of peers in carefully sequenced full-time course of study that features peer collaboration and a full year of field experience and internship in local schools.



MASTER OF ARTS IN TEACHING EARLY CHILDHOOD EDUCATION



WINTHROP
UNIVERSITY

The Graduate School
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COLLEGE OF EDUCATION

ACCREDITATION

The Master of Arts in Teaching (M.A.T.) is accredited by NCATE, National Council for Accreditation of Teacher Education.

PROGRAM EMPHASIS

The Master of Arts in Teaching (M.A.T.) in early childhood education is designed to prepare individuals who are seeking initial certification in grades PreK-3. This program admits students only one time a year in early August. All students must follow the sequence in a cohort manner. It is a full-time, four-term program beginning each spring term (January). M.A.T. in early childhood education students graduate the following spring (May). It should be noted that because the M.A.T. in early childhood education is a cohort model, courses are strictly sequenced and offered only one term a year.

ADMISSION REQUIREMENTS

Graduate candidates must hold a baccalaureate degree from an accredited college or university. Graduate candidates who do not meet all undergraduate prerequisite requirements will be required to complete additional course work prior to being admitted to the Master of Arts in Teaching. Admission requirements for graduate degree status include:

1. An Admission Index Score of eight. (The Admission Index Score is derived by a formula-based computation of the graduate candidate's undergraduate grade point average (GPA) and a score on the General Test of the Graduate Record Examination (verbal and quantitative sections);
2. Submit an official GRE score of at least 400 on both the verbal and quantitative sections of the exam; and
3. Satisfactory completion of a writing sample as prescribed by the M.A.T. program director.

4. Pre-requisite courses listed below are required for students who are entering the M.A.T. in ECED.
5. Six hours of English composition, grammar, literature (i.e., writing or English composition, and English literature)
6. Six hours of math for classroom teachers (to include: basic number concepts, measurement, and geometry concepts for teachers: ex. MATH 291 & MATH 292)
7. Seven hours in natural science, at least two of the following sciences must be represented: biological, physical, or earth science. At least one course must involve a laboratory experience (i.e., biology, physics, physical science, geology, oceanography, astronomy)
8. Six hours in two areas in the humanities and arts (i.e., art, music, English literature, drama)
9. Six hours in social science (i.e., anthropology, sociology, political science, economics, geography)
10. Three hours in U.S. history or government (i.e., history, political science)

FACULTY

Christine J. Ferguson is an associate professor of early childhood education. Her research interests include children's literacy development through play, home-school-community connections and project-based learning. She has written several articles and was co-editor and chapter author of "To Play or not to Play: Is it Really a Question?" She currently serves on the "The MathMate" editorial board as early childhood editor.

Tenisha L. Powell is an assistant professor of early childhood education. Her research interests include working with at-risk populations, inquiry-based science learning in early childhood education and home-school-community connections. In addition, she serves as co-advisor for the South Carolina Early Childhood Association – Winthrop University Student Chapter.

Diana J. Durbin is an assistant professor of early childhood education. Her research interests include arts-based research, teachers as readers and pre-service teachers' cultural perspectives. She co-authored, "Middle School Literacy," a chapter in *Adolescent Literacy*, (B.Guzetti, Ed.). In addition, she serves as co-advisor for the South Carolina Early Childhood Association – Winthrop University Student Chapter.

Judy Britt is an assistant professor of elementary education. Her research interests include technology, literacy and social studies education. She currently serves on the Kappa Delta Pi Executive Review Board and has published articles on technology and social studies in elementary classrooms.

Linda Pickett is an assistant professor of elementary education. Her research interests include integrating literacy into science instruction, English language learners and mentoring early career teachers. She has written several articles and co-authored a chapter in "Teacher Education: Policy, Practice, and Research."

OUR GRADUATES

"Working with other cohort members and highly skilled professors within a caring community of learners, Winthrop University provided me with the tools to excel. Through guided learning, I attained the skills and motivation necessary to effectively collaborate and communicate with families, administrators and professionals within communities. The Master of Arts in Teaching in early childhood education has taken me to a new level of learning by providing me with essential skills needed to positively influence future generations and attain my own goal to be a life-long learner."

Amy LaFontaine
2011 M.A.T. ECED Graduate

