Master of Education – Early Childhood Education

PROGRAM OVERVIEW
This 36 credit-hour M.Ed. program offers candidates advanced study in early childhood development and learning, focusing on the role of becoming an accomplished teacher/mentor. Courses are founded on established age-appropriate approaches (birth through age 8), while also examining current research and emerging issues in this field.

As part of Concordia’s commitment to developing teachers as transformational servant-leaders, the ECE program emphasizes the importance of working within each child’s unique family and cultural environment, and promoting team-based approaches with other educators and support staff.

Students are required to complete a total of 90 hours of clinical fieldwork in at least two different settings across three different age groups (birth-3, 3-5, 5-8). A total of 20% of this clinical field experience must include children with a range of disabilities. Field experience must be completed and documented in the student portfolio as prescribed between the 3rd and 7th course.

Our ECE curriculum also conforms to guidelines prescribed by the National Association for the Education of Young Children (NAEYC).

**This degree does not lead to teacher licensure. Students seeking a Master of Education degree should be aware that completing the master’s program does not ensure you have met all the requirements of certification and licensure in individual states. You should check with your state licensing and certification bodies to see what requirements must be met prior to the completion of your program (e.g., successful teaching experience).**

PROGRAM and COURSE DESCRIPTIONS
Course are taken in this order

EDUC 574 (3 hours)
Early Childhood Program Organization and Management
This course focuses on organizing, planning, managing, and evaluating programs for young children. Childcare and preprimary programs are examined in light of current developmentally appropriate practice. Students will also be introduced to the portfolio requirements for their program.

EDUC 594 (3 hours)
Research Evaluation and Design
This course emphasizes the development of skills in qualitative and quantitative research methods, and the evaluation of various forms of existing information, with emphasis on the ability to relate this information to personal professional practice.
EDUC 501 (3 hours)
Contemporary Thought in Education
This course provides an examination of the theoretical and philosophical bases for contemporary educational patterns; and current educational issues. Interests of the participants will determine the areas of application to private and public education.

PSY 511 (3 hours)
Psychological Foundations of Teaching and Learning
This course is a study of selected theories of learning and their implications for the classroom setting. Applications of psychological principles and research to instructional situations with an emphasis on those that involve a Christian setting.

EDUC 578 (3 hours)
Infants and Toddlers: Development, Methods, Curriculum & Assessment (Birth-3)
This course presents an emphasis on linguistic, physical, social, cognitive, moral, emotional, aesthetic development of children from birth to age three; developmentally appropriate methodology, curriculum, and assessment; family partnerships; advocacy; professionalism; resources for families of children from birth to age three.

EDUC 565 (3 hours)
The Young Child: Language and Literacy Development
This is a foundations course in developmental reading for teachers of younger children (ages three through grade 3), emphasizing the characteristics of young children, oral language development, developing reading interests, the integration of all language arts in the beginning reading program, and current issues in teaching the young child to read.

EDUC 580 (3 hours)
Pre-Primary Education: Development, Methods, Curriculum & Assessment (Ages 3-5)
This course presents an emphasis on linguistic, physical, social, cognitive, moral, emotional, aesthetic development of children from age three to age five; developmentally appropriate methodology, curriculum, and assessment; family partnerships; advocacy; professionalism; resources for families of children age three through five.

EDUC 650 (3 hours)
Family and Culture
This course presents how family and culture are integrally connected to children’s healthy growth and development. This course equips candidates to understand the complexity of families and to develop positive reciprocal relationships which support and engage diverse families as partners to support meaningful learning experiences and build effective learning environments.
EDUC 583 (3 hours)
Primary Education: Development, Methods, Curriculum & Assessment (Ages 6-8)
This course presents an emphasis on linguistic, physical, social, cognitive, moral, emotional, aesthetic development of children ages six through eight; developmentally appropriate methodology, curriculum, and assessment; family partnerships; advocacy; professionalism; resources for families of children from age six to eight.

SOC 565 (3 hours)
Serving and Leading in the Community and World
This course provides an in-depth examination of vocation, professional and organizational development and the ways educators, building on their personal beliefs and values, enact authentic service and leadership in a variety of contexts. Using the framework of evangelical Lutheran Christianity, participants explore, analyze and clarify, and apply vocation to their community and to the world.

EDUC 573A (3 hours)
Action Research Project
In this two part capstone course, the student studies and evaluates developmentally appropriate program practices to be implemented in her/his own program in a field-based supervised experience. In Part A, students will demonstrate substantive understanding of critical issues in the field of early childhood education. They will complete a literature review and proposal which will lead to the application of improved practice in their setting.

EDUC 573B (3 hours)
Practical Application of the Action Research Project
In this two part capstone course, the student studies and evaluates developmentally appropriate program practices to be implemented in her/his own program in a field-based supervised experience. In Part B, students will apply their findings from Part A to create an innovative approach which refines their own practice and promotes a higher level of quality and awareness in the field of early childhood education. Students will report the results in a paper.

COURSE SUBSTITUTIONS/TRANSFERS
Official transcripts from all previously attended institutions will be reviewed to determine if a student has completed courses that could be substituted for required core courses.
The following guidelines will be used to determine if an equivalent course could transfer and substitute for a required course in the Educational Administration program.
If the course content is equivalent to the Concordia course and is 0-7 years old, it will be accepted as a transfer course that substitutes for a required course. If a course is 5-7 years old, the student may be required to establish proof of knowledge of the current course. In some cases, the student may be required to audit the Concordia course for which the transfer course will substitute. Courses over seven years old are not eligible for transfer.
A maximum of nine hours will be accepted in transfer.
Exceptions to these guidelines may be made as determined by the Dean of Education and Dean of the Graduate College upon the recommendation of the program director.
GRADUATION REQUIREMENTS
In order to graduate the student must:
1. Successfully complete all required courses.
2. Submit a graduation application.
3. Successfully complete the electronic professional portfolio.

PROFESSIONAL PORTFOLIO REQUIREMENTS
A professional portfolio will be completed and submitted electronically as directed during the student’s program. Following is a list of the requirements:

Specific document information as described in items 1 through 5:
1. Vita
Submit a copy of the vita you developed for EDUC 501

2. Professional Resume
Use whatever format you desire. Microsoft Office includes several templates you may wish to consider.

3. Letter of Recommendation
Have one person write a letter of recommendation for you. The purpose of this letter is not to attest to your ability to do master’s level work. The intent is for that person to present a narrative of your qualities as a teacher, administrator, and servant leader. Suggested topics are expertise, vision, team leadership, the ability to organize work, communication skills and sensitivities, attention to detail, dedication, work ethic, being a life-long learner, and your expression of joy in early childhood education.

4. Philosophy of Education Statement
Submit the philosophy of education statement you wrote for EDUC 501.

5. Documentation of Clinical Experience Hours
This section should include the Involvement Proposal, Hours Log, and Mentor Evaluation along with a two to three page double-spaced reflection summary for each of the three experiences.

A Summary of Learning is demonstrated by completing items 6 and 7:

6. NAEYC Advanced Core Standards which includes required course artifacts

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<thead>
<tr>
<th>Core Standard</th>
<th>Completion Date</th>
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<tbody>
<tr>
<td>Core Standard 1</td>
<td>To be completed upon successful completion of Educ 578, Educ 580 and Educ 583 and must be posted to the portfolio prior to beginning Soc 565 Serving and Leading in Community and World</td>
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<tr>
<td>Core Standard 2</td>
<td>To be completed upon successful completion of Educ 650 and must be posted to the portfolio prior to beginning Educ 583 Primary Education: Development, Methods, Curriculum &amp; Assessment</td>
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<td>Core Standard 3</td>
<td>To be completed upon successful completion of Educ 565 and must be posted to the portfolio prior to beginning Educ 580 Pre-Primary Education:</td>
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<td>Core Standard 4</td>
<td>To be completed upon successful completion of Educ 594 and must be posted to the portfolio prior to beginning Educ 501 Contemporary Thought in Education</td>
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<td>Core Standard 5</td>
<td>To be completed upon successful completion of Educ 578, Educ 580 and Educ 583 and must be posted to the portfolio prior to beginning Soc 565 Serving and Leading in Community and World</td>
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<td>Core Standard 6</td>
<td>To be completed upon successful completion of Educ 574 and must be posted to the portfolio prior to beginning Educ 594 Research Evaluation and Design</td>
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<td>Core Standard 7</td>
<td>To be completed upon successfully meeting the clinical field experience requirements and must be posted to the portfolio prior to beginning Soc 565 Serving and Leading in Community and World</td>
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7. Action Research Paper  
Completed during the capstone courses Educ 573A and Educ 573B