



MEd

in Curriculum & Instruction:
**Early Childhood
Education**





CONCORDIA
UNIVERSITY
PORTLAND • OREGON

Founded in 1905, Concordia University–Portland is an accredited, nonprofit, Christian university committed to sharing our Lutheran values of open discourse, intellectual inquiry, justice, compassion, diversity, and inclusion to prepare leaders for the transformation of society.

Concordia University’s College of Education is one of the most respected names in learning today, empowering educators who are resilient, serve with compassion, and impact lives beyond the classroom. We teach our students how to help their students find their voice. Part of an active, connected network of 20,000 College of Education alumni, Concordia-trained professionals continue to change the world, student by student.

CONCORDIA UNIVERSITY’S MASTER OF EDUCATION PROGRAMS

Our MEd programs offer relevant curricula designed and taught by an engaging faculty that includes teachers, superintendents, and principals in the field. Our five-week classes can be accessed completely online—anytime, anywhere. That convenience paired with clearly defined coursework, realistic deadlines, and the ability to immediately apply what you learn in your classroom are what make our degree programs doable and ideal for your busy working lifestyle. The potential career benefits—from higher pay to promotions—are second only to the reward of realizing the everlasting impact you’ll have on the lives of your students.

The MEd in Curriculum & Instruction core courses and capstone experience are the foundation for this program. You’ll receive individualized instruction that supports your professional and personal goals as you develop your skills as a high-impact educator.

If you’re passionate about next-generation learning,
**Concordia is the university leading the way and shaping
the future of education.**





in Curriculum & Instruction: **Early Childhood Education**

The MEd in Curriculum & Instruction: Early Childhood Education program fosters your passion for teaching young children through an active, hands-on approach. You'll explore current trends and research, design developmentally effective curriculum, and develop skills in advocating for young children.

LET'S CHAT



CALL: 1-888-986-8148

APPLY ONLINE: education.cu-portland.edu/apply

QUESTIONS: education.cu-portland.edu

EMAIL: admissions@education.cu-portland.edu

AT A GLANCE

30 CREDIT-HOUR PROGRAM

100% ONLINE

COMPLETION IN ONE YEAR

(with built-in breaks)

CURRENT AND RELEVANT CURRICULUM

**ACCREDITED BY THE NORTHWEST
COMMISSION ON COLLEGES AND
UNIVERSITIES (NWCCU)**

PROGRAM OBJECTIVES

In addition to meeting the objectives and requirements for the MEd in Curriculum & Instruction: Early Childhood Education degree program, successful candidates will also demonstrate:

- Expertise in the utilization of new methods of authentic assessment and strategies as tools to evaluate student learning progress in relation to Oregon's Common Core State Standards and specific district standards
- Effective instructional skills in planning, implementing, and assessing instruction in settings that include diverse cultural populations and special needs students
- An understanding of the ways that the specific curricular/instructional area has the potential to be responsive to classroom diversity
- A clear understanding of the moral leadership required of them as advanced scholars in the chosen area of curriculum and instruction
- The ability to modify instructional plans and promote alternative goals and strategies when necessary, particularly in relation to assessment results



EARLY
CHILDHOOD
EDUCATION

COURSE SEQUENCE

CORE COURSES

EDGR 502

Developing Character Through the Curriculum

3 credits

EDGR 535

Theories of Teaching and Learning

3 credits

EDGR 595

Community of Learners

3 credits

EDGR 602

Contemporary Educational Thought

3 credits

CONCENTRATION COURSES

EDCI 503

Issues and Advocacy in Early Childhood Education

3 credits

EDCI 504

Early Childhood Education: A Constructivist Approach

3 credits

EDCI 505

Play in Early Childhood Education

3 credits

EDCI 589

Emergent Literacy

3 credits

RESEARCH COURSES

EDGR 601

Educational Research

3 credits

EDGR 698

Action Research (capstone)

3 credits

EDGR 696

Practitioner Inquiry (capstone)

3 credits

SELECT ONE
CAPSTONE
COURSE

EARLY CHILDHOOD EDUCATION

COURSE DESCRIPTIONS

Concordia University-Portland's Master of Education in Curriculum & Instruction: Early Childhood Education is a 30 credit-hour degree program.

CORE COURSES

EDGR 502

Developing
Character Through
the Curriculum

3 credits

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. Course provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

EDGR 535

Theories of Teaching
and Learning

3 credits

This course is designed to provide leaders with the latest psychological research about learning and guide them in exploring ways to directly apply these precepts to their current work setting. Topics include cognitive science, learning theory, and relevant teaching theories that utilize this information. The course fuses the latest biological and psychological understanding of how the brain learns so candidates can harness this knowledge and apply it directly to learning situations.

EDGR 595

Community of Learners

3 credits

Course challenges candidates to confront the tremendous diversity in their current environment and develop strategies to build community in the midst of the social, ethnic, economic, and alternative lifestyle differences that permeate today's 21st century workplace. Course stresses the critical importance of creating community in the workplace and illustrates how that community can generate an efficient, supportive, and positive workplace.

EDGR 602

Contemporary
Educational Thought

3 credits

Candidates identify, review, and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their own workplace.



**CREDIT-HOUR
PROGRAM**

EARLY CHILDHOOD EDUCATION

EDCI 503
Issues and
Advocacy in
Early Childhood
Education
3 credits

This course provides an overview of the field of early childhood education by exploring its past, present, and future. Significant issues focusing on advocacy for children and families will be addressed in terms of the interpretation of research, philosophical approaches, and application of theory. Candidates will become familiar with advocacy for children and families at the local, state, and national levels.

EDCI 504
Early Childhood
Education: A
Constructivist
Approach
3 credits

This course focuses on curriculum development in pre-kindergarten and the primary grades from a constructivist perspective. Emphasis is placed on facilitating child-centered learning and implementing authentic assessment practices within State prescribed standards and benchmarks. This course is specifically designed for classroom teachers willing to explore the opportunities of project-based learning.

EDCI 505
Play in Early
Childhood Education
3 credits

This course focuses on the relationship between play and learning for young children (birth through age eight). It is based on the philosophy that children construct knowledge while actively engaged in the process of understanding the world around them. Strategies for implementing play opportunities in the preschool and primary curriculum will be accentuated in order that the student may create a classroom environment that supports playful learning.

EDCI 589
Emergent Literacy
3 credits

This course examines the development of literacy skills in young children, ages 0-8. Topics include the reading/writing connection, use of trade books and thematic literature, and current research in the field of literacy development.

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**CREDIT-HOUR
PROGRAM**



“

I use the techniques I learned from my Early Childhood Education concentration to better assist my students with behavior, social and emotional needs.

- KAYVONNA STIGALL '15, MED IN C&I:
EARLY CHILDHOOD EDUCATION

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EARLY CHILDHOOD EDUCATION



RESEARCH COURSES

EDGR 601

Educational Research

3 credits

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

The Master of Education culminates with the choice of either EDGR 698-Action Research or EDGR 696-Practitioner Inquiry. Either option provides candidates with an understanding of the role of research in the field of education as a tool to solve problems and as a way to improve student learning.

EDGR 698

Action Research (capstone)

3 credits

Candidates will learn more about the action research methodology, complete final edits of the literature review, and design a complete action research proposal including data collection methods and analysis approaches. During this course, the proposal will not be implemented with students/ participants. This design provides candidates with the requisite skills and means to pursue the transformative practice called Action Research in their classroom, school, district or other work environment.

Prerequisite: Successful completion of EDGR 601 Educational Research

EDGR 696

Practitioner Inquiry (capstone)

3 credits

Practitioner Inquiry focuses on the reflective acts of the candidate as an educator seeking to improve teaching practice. Premised on the self-study research methodological traditions, Practitioner Inquiry provides the opportunity to reflect on teaching practice and generate improvements based on classroom observation. Practitioner Inquiry is focused on the educator and her/his own practices, developing skills of inquiry, observation, reflection, and action in teachers.

Prerequisite: Successful completion of EDGR 601 Educational Research

SELECT ONE CAPSTONE COURSE



**CREDIT-HOUR
PROGRAM**

EARLY CHILDHOOD EDUCATION

Our Enrollment Specialists are always available to answer any questions you may have. But, it's ultimately up to you to determine whether a degree program meets your needs. We suggest contacting the appropriate state agency, state department of education, employer, or school district to make this determination before applying for or enrolling in this program.

Completing a Master of Education degree program does not lead to state certification or licensure. The MEd is not designed or intended to lead in any way toward a teaching license, endorsement, or administrative credential.

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ADMISSION REQUIREMENTS

U.S. CITIZENS OR PERMANENT RESIDENTS

Completed online application:

education.cu-portland.edu/apply

Applicants must have earned a bachelor's degree or higher from a regionally accredited institution

Official transcripts from a regionally accredited college/university with posted bachelor's or master's degree. For your convenience, please sign the transcript release form if you would like Concordia University-Portland to request official transcripts on your behalf.

Work History Form

Applicants must have a **cumulative undergraduate GPA of 2.8 or higher***

Statement of Intent that addresses the following:

Briefly introduce yourself to the Graduate Admissions Office and College of Education teams by discussing your professional background and your interest in pursuing a Master of Education at Concordia. (~75–100 words)

Describe your professional goals and their alignment with your chosen program and to Concordia's overall mission. Illustrate how your strengths and experiences have prepared you for success in the program. (~200–250 words)

Discuss an immediate, real-world challenge in the professional field to which your degree aligns (e.g. PK-12 education, higher education, corporate training). Provide an example. What action should educators or professionals take to address this challenge? (~200–250 words)

For candidates who earned under a 2.80 GPA, please explain what led to the low GPA and how you will succeed in an academically challenging graduate program today.

**Standard admission may be granted to students who meet all the admission requirements of the specific program to which they are applying. Conditional admission may be granted to students who do not meet specific admission requirements; however, additional material and documentation will be requested. GPA and other criteria vary by degree program; please review the specific requirement listed and contact an Enrollment Specialist if you have additional questions or need more information.*

EARLY CHILDHOOD EDUCATION

International students enrolled in an online program will not be issued an I-20 from Concordia University-Portland and will not be eligible to receive an F-1 student visa to study in the United States.

LET'S CHAT



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INTERNATIONAL STUDENTS

International students (anyone who is not a U.S. citizen or permanent resident) will need to fulfill the following requirements to be considered for admission into any of our online programs.

The same requirements as U.S. citizens/permanent residents, plus the following additions:

Proof of a bachelor's or master's degree that is recognized by the Ministry of Education from that country and that is equivalent to a bachelor's or master's degree in the United States

Your university or college transcripts will need to be evaluated by an approved transcript evaluation partner to assess equivalence to a degree from the U.S.

Proof of English proficiency may be fulfilled by a required writing sample. The English proficiency requirement may be waived if a student attended their last two years of undergraduate schooling in the United States, Canada (English-speaking provinces), the United Kingdom, Australia, New Zealand, Ireland, and/or South Africa. Students born in one of these countries, yet educated elsewhere, are still required to satisfy the English proficiency requirement. If the writing sample does not prove a sufficient mastery of English, the student may be asked to submit scores from the TOEFL or ILETS exams.



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