

## MAED-ERCH - Early Childhood (MAED) (30 units)

### Requirements

#### Simple Requisites

Early Childhood (MAED) (30 units)

Type  
Completion Requirement

**Complete ALL of the following Courses:**

- EDEC500 - Child Development Theories and Early Education
- EDEC502 - Early Childhood Curriculum
- EDEC504 - Creating Engaging and Inclusive Early Childhood Environments
- EDEC506 - Language and Literacy Development in Early Childhood
- EDEC508 - Observation, Assessment, and Early Intervention
- EDEL510 - Servant Leadership
- EDU542 - School, Community and Diverse Family Structures
- EDU547 - Brain-Based Teaching and Learning
- EDR580 - Educational Research
- EDR605 - Capstone

**Additional Comments:**

### Overview

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The MAED in Early Childhood is a 30 unit program preparing professional educators with advanced knowledge and skills to support the education of children PreK-3rd grade. This program focuses on the developmental and diverse needs of young children and prepares educators to create engaging and effective learning environments in the early childhood setting. Courses within the program cover a range of topics, including child development theories, curriculum design, assessment strategies, supporting diverse learners, partnering with families, and the latest research in early childhood education. Graduates are well-prepared to be effective teachers, administrators and leaders in early childhood education

### Learning Outcomes

## Master of Arts in Education (MAED): Early Childhood Program Learning Outcomes

1. Integrate Intentional Design: Research and develop instructional content and pedagogy in order to apply learned skills to support and assess the attainment of learning outcomes for all students.
2. Apply Disciplinary Competencies: Demonstrate analytical skills and knowledge necessary to develop and implement effective and ethically informed early childhood content and pedagogy.
3. Model Ethical Leadership: Model servant leadership by supporting, collaborating and sharing expertise within a diverse professional community.
4. Exercise Informed Reflection: Implement a balanced approach to the analysis and development of the teaching and learning processes.
5. Promote Active Learning: Identify effective strategies for lifelong learning in a global and digital world, including shaping a personal learning network to support continuous professional growth in early childhood education.

### Meet Your Professors

### Admission Requirements

#### Admissions

### General Requirements

For acceptance, the applicant must:

1. Submit an application and a non-refundable **application fee**. This fee is not required from students previously admitted to a graduate program at Concordia University Irvine.
2. Hold a valid bachelor's degree or higher from a regionally accredited institution, or an international evaluation by a NACES-approved evaluation agency verifying the equivalent of a regionally accredited U.S. bachelor's degree or higher
3. Forward one official transcript from a regionally accredited college/ university that shows a confirmed bachelor's or master's degree. If an earned degree is from a non-U.S. institution, applicants must provide an official detailed transcript evaluation from a NACES-approved evaluation agency that shows the equivalent of a regionally accredited U.S. degree. All transcripts must be received in official sealed envelopes or an official electronic transcript.

4. Submit transcript evidence showing a cumulative GPA of 2.75 or higher on a 4.0 scale (undergraduate and/or graduate work).

## International Applicants

If an international student has an undergraduate degree from an English speaking university, a Test of English as a Foreign Language (TOEFL) is not required. A TOEFL or IELTS score is required if the international student has an undergraduate degree from a non-English speaking university. The required scores are:

- TOEFL - 88 or higher
- IELTS - 7.0 or higher

International Student I-20 requirements can be found [here](#).

## Special Admission Circumstances

Candidates with a GPA below 2.75 who meet one of the following criteria may petition to be considered for conditional acceptance:

- If the candidate has 3 or more years of credible service in schools (credible service is defined as full-time teaching after completing a teacher preparation program) they may request, complete, and submit the Verification of Experience form available from the graduate admissions office.

OR

- If the candidate has submitted documentation of meeting minimum scores for the Graduate Record Exam (GRE) or Miller Analogies Test (MAT) as follows:
  - GRE minimum score of 900 combined verbal and quantitative scores OR a 450 verbal score and 3.5 analytical writing score.
  - MAT minimum raw score of 41.

To initiate the petition, the candidate must submit a letter of explanation for previous low grades including why grades in the new program will be acceptable. The school's dean may accept, deny, or refer the petition to an application review committee.

Candidates admitted with conditional status must achieve full admittance by the end of the first 8-week term in order to continue in the program. If full admittance is not achieved, the candidate will be ineligible to continue as only fully admitted students may matriculate toward a degree. Full admission is defined as all admission criteria having been met and the student receiving written confirmation regarding full admittance.

## Admission Appeals on GPA

Applicants who do not meet the minimum GPA requirement for the program to which the applicant is applying may appeal the GPA admission requirement. In appealing, the candidate must submit with their application packet a letter of explanation for the low grades and why the candidate's grades in a new program would be acceptable. The Dean, or Program Director designated by the Dean, may approve or deny the GPA appeal. The Dean or designated Program Director will consider the potential of the candidate for academic and teaching success by reviewing a variety of factors including the following, which should be addressed in the appeal letter:

- Significant life experience since completing the B.A.
- Second language issues
- Teaching experience, teacher aiding, classroom volunteering
- Undergraduate coursework