MEd in Curriculum & Instruction: Adolescent Literacy
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.
The MEd in Curriculum & Instruction: Adolescent Literacy program addresses the crisis in adolescent literacy in America’s 6th through 12th grade students. Nearly seven out of every ten 8th graders are working below the proficient level in reading comprehension, and even high school students with average reading ability are unprepared for future workplace and postsecondary literacy demands. Ready to lead the development and support of adolescent literacy in schools, school districts, and in community-based settings? That’s what this program prepares educators to do.

**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

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**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: Adolescent Literacy 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
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 502
Adolescent Literacy: The Challenges
3 credits

EDCI 506
A Developmental Approach to Language Acquisition
3 credits

EDCI 507
Academic Literacy: Reading and Writing in the Disciplines
3 credits

EDCI 508
Improving Adolescent Literacy: Transformative Intervention Strategies and the Use of Technology
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
**Course Descriptions**

Concordia University-Portland’s Master of Education in Curriculum & Instruction: Adolescent Literacy 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.
CONCENTRATION COURSES

EDCI 502
Adolescent Literacy: The Challenges
3 credits

Focus of adolescent literacy skills and an examination of the sources of challenges to adolescent literacy will be completed. Educators will gain an understanding of the characteristics and needs across the range of students who face challenges in adolescent literacy including struggling readers, reluctant readers, English language learners, students with learning disabilities, and returning young adults. Research-based approaches and best practices to address the challenges of adolescent literacy will be presented.

EDCI 506
A Developmental Approach to Language Acquisition
3 credits

Candidates will, through an interdisciplinary approach, learn how language is acquired from birth through a child’s developmental years. Since children are developing their cognitive, perceptual, social, and motor skills at the same time their linguistic systems and specific language repertoire is growing, this study will involve the diverse fields of neurobiology, ethology, naturalistic and experimental child psychology, cognitive psychology, and theoretical and applied computer science.

EDCI 507
Academic Literacy: Reading and Writing in the Disciplines
3 credits

The elements essential to the teaching of reading in the academic disciplines will be addressed in this course. Content-embedded instructional practices that improve disciplinary literacy, the use of strategic tutoring, continuous progress monitoring through the use of ongoing formative assessment, data-based decision making and the development of a comprehensive interdisciplinary literacy program are a few of the features of an effective academic literacy program that will be studied.

EDCI 508
Improving Adolescent Literacy: Transformative Intervention Strategies and the Use of Technology
3 credits

The use of transformative intervention strategies and the innovative use of technology resources to support and improve adolescent literacy are the focus of this course. Electronic references, video supports, digital text, text-to-speech, spell checkers, word prediction software, along with how students can adapt the technology used in their daily lives are examples of resources that will be examined for their application in transformative intervention strategies used to improve adolescent literacy.
The information and textbooks utilized were excellent resources, which I can use in my professional library.

- STEPHEN CRAWFORD '14, MEd IN C&I: ADOLESCENT LITERACY
RESEARCH COURSES

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 601**
Educational Research
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 698**
Action Research (capstone)
3 credits

**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*
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.
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.

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.
APPLY ONLINE TODAY AT
EDUCATION.CU-PORTLAND.EDU/APPLY