MEd in Curriculum & Instruction: Adolescent Literacy
Founded in 1905, Concordia University-Portland is an accredited, nonprofit, Christian liberal arts 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. Using forward-thinking knowledge based on emerging research, Concordia-trained professionals continue to change the world student by student. Connected through an active, professional network already 10,000 alumni strong, our educators represent one of the nation’s largest groups of MEd recipients (IPEDS 2016) with growing numbers of EdD graduates elevating our impact each semester.

**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.

**AT A GLANCE**

- **30 CREDIT-HOUR PROGRAM**
- **100% ONLINE**
- **COMPLETION IN ONE YEAR** (with built-in breaks)
- **CONSTANTLY UPDATED 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

**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
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. It 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 will include cognitive science, learning theory, and relevant teaching theories that utilize this information. The course will fuse 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

Relationships constructed on trust are critical for an efficient, collegial, collaborative workplace. This 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. In sum, this course stresses the critical importance of creating community in the workplace and illustrates how that community, once established, can generate an efficient, supportive, and positive work place.

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.
This course begins with a study of literacy for adolescents as a meaning-making strategic process, a skill that is essential to achieving proficiency in adolescent literacy. An examination of the sources of challenges to adolescent literacy will be completed—such as the explicit background knowledge needed across academic disciplines in order to successfully read content-area texts. 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.

Human beings are intimately and irrevocably linked to language. The topic of language acquisition poses profound questions about our understanding of the human mind and leads us to many fascinating and, at the same time, frustrating and complex areas of study. In this class students will start at the beginning of language development in children (Pinker, 2008). As Steven Pinker writes in The Language Instinct, “Languages are complex combinations of elegant principles and historical accidents. We cannot design new ones with independent properties: we are stuck with the confounded ones entrenched in communities.” Students 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.

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.

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 such as virtual manipulatives and animated illustrations, 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

Action Research is one of the capstone projects for the Master of Education program. During this five-week course, 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 students with the requisite skills and means to pursue the transformative practice called “Action Research” in their classroom, school, district or other work environment. The design method for the capstone project closely aligns with current classroom realities, with district and school requirements, and the needs of teachers and students.

*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 (Samaras, 2011), Practitioner Inquiry provides the opportunity to reflect on teaching practice and generate improvements based on classroom observation. Practitioner Inquiry focuses 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*

Statements 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 affecting P-12 educational
settings. Provide an example. What action should educators take to address
this challenge? (~200-250 words)

*Standard admission is provided 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
- Statement of Financial Guarantee
- Your university or college transcripts will need to be evaluated by an approved transcript evaluation partner
- For applicants educated in a university or college where English is not the medium of instruction or where English is not the native language, official score results for the TOEFL or IELTS must be submitted. Any English test score older than two years will not be accepted. Score requirements vary by institution and program:
  - TOEFL: Internet-based score - 80; paper-based score - 550; IELTS: 6.5

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.