MEd in Curriculum & Instruction: Community Engagement in Education
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.

If you’re passionate about next-generation learning, Concordia is the university leading the way and shaping the future of education.
in Curriculum & Instruction: Community Engagement in Education

The MEd in Curriculum & Instruction: Community Engagement in Education program will give teachers the most up-to-date tools for enhancing the mindset, growth, and abilities of students in difficult socioeconomic situations. Infused with Concordia’s commitment to full-child support services for early childhood, elementary, and secondary education levels, this program bolsters and reinforces the abilities of teachers to develop curriculum in multicultural, diverse, at-risk, and high-needs environments, helping to not only better address individual student needs but also better support teachers through opportunities to access community resources.

You’ll learn philosophy and theory on educational and community engagement practices, how to create and sustain an equitable classroom, and how to take this knowledge past the classroom as a leader in your community.

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: Community Engagement in 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

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
**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 607**
Community Engagement in Education
3 credits

**EDCI 608**
Culturally Responsive and Sustaining Pedagogies
3 credits

**EDCI 609**
Conflict Resolution and Restorative Justice
3 credits

**EDCI 610**
Leading in Partnership with Community
3 credits

**RESEARCH COURSES**

**EDGR 601**
Educational Research
3 credits

**EDGR 698**
Action Research (capstone)
3 credits

**EDGR 696**
Practitioner Inquiry (capstone)
3 credits
CONCORDIA UNIVERSITY-PORTLAND’S MASTER OF EDUCATION IN CURRICULUM & INSTRUCTION: COMMUNITY ENGAGEMENT IN 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.
CONCENTRATION COURSES

EDCI 607  
Community Engagement in Education  
3 credits

Course explores community engagement in education with an equity lens through an ecological perspective. Candidates will analyze the role of multiple stakeholders in educational settings, explore features and successes of community schools, and critique culturally responsive strategies to increase and sustain community engagement within educational systems.

EDCI 608  
Culturally Responsive and Sustaining Pedagogies  
3 credits

Course addresses multicultural perspectives on educational practices, identifying effective ways to display cultural competency in the educational setting. Course addresses the role and types of pedagogies that sustain culturally relevant practices, literacies, and traditions in the classroom in support of historically underserved communities. Scholars of Culturally Responsive Teaching pedagogies will be studied and examined through the lens of identity awareness and practice.

EDCI 609  
Conflict Resolution and Restorative Justice  
3 credits

Course identifies practices, tools, and frameworks that support non-violent conflict resolution, including restorative justice practices for PK-12 educators and others working in educational settings. Analysis of different types of conflict as well as best practices for resolution will be conducted. Restorative justice practices to promote peace and justice in schools will be taught.

EDCI 610  
Leading in Partnership with Community  
3 credits

Course develops strategies for leading with an equity lens, identifies shared leadership models that are effective for diverse stakeholder groups in a community, and introduces participatory action research as one strategy for community engagement. Course is based on the notion of including PK-12 students as community stakeholders, recognizing the importance of a culturally responsive and sustaining perspective in leadership.
My favorite aspect about Concordia’s online program was my communication with students from all over the world. I learned valuable information from everyone in the classroom.

- JESSIE SPRIGGS-WILLIAMS, MEd in C&I: EARLY CHILDHOOD EDUCATION

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
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
COMMUNITY ENGAGEMENT IN 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.

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

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 IELTS 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.