in Curriculum & Instruction: The Inclusive Classroom
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: The Inclusive Classroom program is designed for the general education teacher seeking the knowledge and skills needed to work effectively with students with disabilities mainstreamed or fully included in general education classrooms. You’ll find a particular emphasis on instructional strategies used to differentiate instruction, to serve students with disabilities in inclusive general education classrooms, and to implement the Response to Intervention model at the classroom or school level. This program does not result in Special Education licensure.

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)
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: The Inclusive Classroom 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 528**
Foundation Concepts for Inclusive Teaching
3 credits

**EDCI 548**
The Inclusive Classroom: Instructional Strategies and Interventions
3 credits

**EDCI 549**
Effective Classroom Management Strategies
3 credits

**EDCI 545**
Principles of Collaboration and Partnerships
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: The Inclusive Classroom 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.
CONCENTRATION COURSES

EDCI 528
Foundation Concepts for Inclusive Teaching
3 credits

The general education classroom teacher’s role in identifying and teaching a growing population of students with other special needs in the general education classroom is the major focus of the Foundation Concepts for Inclusive Teaching.

This course presents the fundamental concepts related to teaching students with disabilities and students with other special needs in transformative general education classrooms. Information on the history of special education and the federal policies related to serving students with disabilities in public schools is reviewed in the initial phase of the course. Included in this review is an analysis of the general education teacher’s role in the various phases of serving students with disabilities in the general education classroom including the implementation of an Individualized Education Program (IEP) or a 504 plan.

The second phase of the course will examine:

- The characteristics and needs of students with persistent academic disabilities and students with significant cognitive disabilities recognized under the provisions of the Elementary and Secondary Education Act (the No Child Left Behind Act of 2001 reauthorization)

- The categories of disabilities (high incidence and low incidence disabilities) as they relate to teaching students with disabilities in general education classrooms defined within the Individuals with Disabilities Improvement Act of 2004 (IDEA)

A similar analysis of the characteristics and needs of students with other special needs that are served in general education classrooms will also be conducted.

Accommodations, modifications and adaptations that support the success of students with disabilities and students with other special needs in transformative general education classrooms will conclude this course of study.

EDCI 548
The Inclusive Classroom: Instructional Strategies and Interventions
3 credits

The effective use of transformational instructional strategies and interventions to maximize teaching and learning for all students in an inclusive classroom will be studied. Accommodations and modifications that provide access to the general education curriculum specific to the categories of disabilities defined in the Individuals with Disabilities Improvement Act of 2004 (IDEA) will be identified. A focus on differentiated instruction and adaptations appropriate for students with other special learning needs (students with gifts and talents, English language learners and low language native English speakers, and students at-risk for school failure) will be included. Emphasis will be placed on practical instructional strategies and interventions that promote learning and can be readily implemented by the general education classroom teacher in an inclusive learning environment.
CONCENTRATION COURSES — CONT.

EDCI 549
Effective Classroom Management Strategies
3 credits

The focus of this course is the use of strategies and procedures proven effective in establishing and maintaining a positive and supportive learning environment for all students in an inclusive general education classroom. Practical, preventative strategies rooted in positive teacher-student relationships and well-designed learning activities as well as more formal classroom management strategies will be studied. In addition, effective responses to inappropriate and disruptive behavior will be identified with an emphasis on appropriate academic and social behavior development that results in optimal student motivation and engagement.

EDCI 545
Principles of Collaboration and Partnerships
3 credits

The role of the general education inclusive classroom teacher in establishing and working effectively in building partnerships through collaboration with school personnel, parents and community agencies will be defined and explored. Specific partnering and collaboration responsibilities of the general education classroom teacher as part of providing services to students with disabilities will be addressed including the general education pre-referral process, implementing a response to intervention model, co-teaching, and practices and procedures essential to the successful inclusion of students with disabilities.
I found myself so excited each week just to see what the reading would be, so I could use it in my classroom. It was very rewarding. I never expected it to be so aligned with what I was doing daily.

- ANDRE’-MAR’QUIZ MITCHELL-FRANKLIN ‘18, MED IN EDUCATIONAL LEADERSHIP
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

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 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.

Let’s Chat

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