MEd
in Curriculum & Instruction:
Reading Interventionist
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.
in Curriculum & Instruction: Reading Interventionist

The MEd in Curriculum & Instruction: Reading Interventionist will strengthen and polish your instructional skills for the teaching of reading in the general education classroom and for becoming a literacy teacher leader. This master’s degree is also a compelling choice should you choose to develop reading excellence in students, no matter their grade level.

Aligned with the International Dyslexia Association standards and the Oregon Department of Education, and approved by TSPC, this concentration includes the following teacher training related to dyslexia:

(A) understanding and recognizing dyslexia;
(B) using evidence-based practices to systematically and explicitly teach the foundational skills in reading; and
(C) intensifying instruction to meet the needs of students with severe reading difficulties, including dyslexia.

AT A GLANCE
33 CREDIT-HOUR PROGRAM
100% ONLINE
COMPLETION IN ABOUT 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 for the MEd in Curriculum & Instruction: Reading Interventionist program, successful candidates will also demonstrate:

- Expertise in the reading process and the factors that influence its development, the role of assessment to inform and adapt literacy instruction, the evaluation and use of formal and informal assessment tools for individual learners and groups of students, and the interpretation and communication of assessment results

- Effective instructional skills in the theoretical and knowledge bases of reading, including literacy acquisition, and the construction of meaning. Candidates will provide practical classroom applications and instructional practices in order to create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

- An understanding of literacy curriculum and engagement in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity as well as implement strategies to advocate for equity

- The ability to assume a new role as a scholarly, principled instructional leader who integrates the district’s vision through a standards-based literacy program

- The ability to modify instructional plans and promote alternative goals and strategies when necessary, particularly in relation to assessment results in the varea of reading

LET’S CHAT

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## COURSE SEQUENCE

### CORE COURSES

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDGR 502</td>
<td>Developing Character Through the Curriculum</td>
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<td>EDGR 535</td>
<td>Theories of Teaching and Learning</td>
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<td>EDGR 595</td>
<td>Community of Learners</td>
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<tr>
<td>EDGR 602</td>
<td>Contemporary Educational Thought</td>
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### CONCENTRATION COURSES

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<tr>
<td>EDRD 551</td>
<td>Diagnosis and Assessment of Reading</td>
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<td>EDRD 552</td>
<td>Fostering Engagement and Reading for Meaning through Young Adult and Children’s Literature</td>
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<td>Advanced Techniques for the Teaching of Reading</td>
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<td>Organization and Management of Reading Programs</td>
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### RESEARCH COURSES

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<tr>
<td>EDGR 601</td>
<td>Educational Research</td>
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<tr>
<td>EDGR 698</td>
<td>Action Research (capstone)</td>
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<tr>
<td>EDGR 696</td>
<td>Practitioner Inquiry (capstone)</td>
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**SELECT ONE CAPSTONE COURSE**
COURSE DESCRIPTIONS
Concordia University-Portland’s Master of Education in Curriculum & Instruction: Reading Interventionist is a 33 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

EDRD 551
Diagnosis and Assessment of Reading
3 credits

This course discusses the reading process and the factors that influence its development, the role of assessment to inform and adapt literacy instruction, the evaluation and use of formal and informal assessment tools for individual learners and groups of students, and the interpretation and communication of assessment results.

Note: Prior completion of MAT 563 Curriculum and Instruction: Reading and Language Arts is an approved substitute for EDRD 551 if taken within the last five years.

EDRD 552
Fostering Engagement and Reading for Meaning through Young Adult and Children’s Literature
3 credits

Reading professionals will build on foundational skills in instruction of comprehension and engagement, utilizing various genres of young adult and children’s literature Pre-K through Grade 12. Current issues and trends in young adult and children’s literature will also be examined.

EDRD 553
Advanced Techniques for the Teaching of Reading
3 credits

This course explores the theoretical and knowledge bases of reading, including literacy acquisition, and the construction of meaning and provides practical classroom applications and instructional practices.

EDRD 554
Current Issues in Literacy
3 credits

This course discusses current areas of concern and best practices in instruction being researched in the field of literacy. Students will collaborate with their peers, sharing information on special issues and reading researchers.

EDRD 555
Organization and Management of Reading Programs
3 credits

This course is designed to increase understanding of the organization and management of school literacy program development, the roles and responsibilities of the literacy coach, and program evaluation and improvement. The course will explore the major components of a school-wide literacy program, and ask candidates to step outside of the classroom and assume a new role as a scholarly, principled instructional leader who integrates the district’s vision through a standard-based literacy program.

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If you’re thinking about a university where teachers care and are progressive, Concordia University-Portland is the place to be. They are cutting edge on all education technologies.

- CASMORE SHAW ‘18, MED IN C&I: READING

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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.

**RESEARCH COURSES**

**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*
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 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.

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

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