MEd in Curriculum & Instruction: Social Studies (PreK-12)
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 goal of the MEd in Curriculum & Instruction: Social Studies (PreK-12) program is for you to develop a concrete understanding of the integration of the social studies curriculum with project-based learning. At the same time, we aim to invigorate the teaching of social studies professionals and energize students to do historical work that will demonstrate the power of critical thinking in a globalizing world.

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: Social Studies (PreK-12) 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

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QUESTIONS: education.cu-portland.edu
EMAIL: admissions@education.cu-portland.edu
SOCIAL STUDIES
(PreK-12)

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 572
Historical Thinking
3 credits

EDCI 573
The Social Studies Toolkit
3 credits

EDCI 574
Global Citizenship: Teaching for an Interconnected World
3 credits

EDCI 575
Project-Based Learning and PreK-12 Social Studies
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
CONcordia University-Portland’s Master of Education in Curriculum & Instruction: Social Studies (PreK-12) 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 572
Historical Thinking
3 credits

This course is an opportunity for teachers to explore the work that is being done through incorporating Historical Thinking activities within the PreK-12 curriculum. Course participants will be challenged to examine their present content and assess where they could improve their practice through the inclusion of primary source materials, civic discourse protocols, or critical thinking schemes. Participants will engage in close reading of contemporary scholarship in history education.

EDCI 573
The Social Studies Toolkit
3 credits

Tired of only using the textbook? This course will teach you not only about the wide range of resources that have become available by the web that should augment your teaching, it will also teach you how to access community programs like state historic sites and national museums in order to create engaging lessons. Through this course, you will acquire a rationale on integrating the web into your social studies curriculum while building a usable database of websites and lesson plans.

EDCI 574
Global Citizenship: Teaching for an Interconnected World
3 credits

Social Studies classes should be the place where students explore the world around them, both locally and globally. In this course, social studies teachers will explore the larger dynamics and questions regarding both the history of global inequality and the current, inter-connected global society of the 21st century. This course, which will integrate anthropology, geography and civics, will improve social studies instruction in PreK-12 by providing more engaging lessons while integrating the latest theory and knowledge regarding culture and globalization. After taking this course, teachers will be able to enable their students to understand and appreciate diverse cultural groups while embracing the concept of global citizenship.

EDCI 575
Project-Based Learning and PreK-12 Social Studies
3 credits

In this course, participants will learn how to enliven their Social Studies curriculum and meet the needs of a diverse group of participants. By integrating required benchmarks and standards, and using their students’ interests and natural curiosity, they will not only create an active learning community, but will also raise academic expectations. Over the course of the class, participants will complete hands-on activities that mirror what they will be doing in their own classrooms. They will leave with a concrete understanding of both Social Studies curriculum integration, and project based learning.

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I think the program prepares you by providing an opportunity for you to understand who you are as a learner and who you are as a leader.

- GASTON WOODLAND JR. ‘15, MED IN C&I: SOCIAL STUDIES

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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.

**EDGR 601**
Educational Research
3 credits

**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
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.

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.

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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.
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