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.
The MEd in Curriculum & Instruction: Trauma and Resilience in Educational Settings program is designed to examine what is becoming a central concern and focus for public schools—effective responses to student trauma and the resilience necessary to thrive and learn. This program provides support to in-service educators in becoming school, district, or community leaders with the understanding and use of trauma-informed and resilience-building practices for the students, school, and themselves.

**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)

**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: Trauma and Resilience in Educational Settings 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 603
Trauma-sensitive Practices and Resilience
3 credits

EDCI 604
Trauma-sensitive Classrooms
3 credits

EDCI 605
Creating a Trauma-sensitive School
3 credits

EDCI 606
Professional Practice and Leadership in Trauma and Resilience
3 credits

RESEARCH COURSES

EDGR 601
Educational Research
3 credits

EDGR 698
Action Research (capstone)
3 credits

EDGR 696
Practitioner Inquiry (capstone)
3 credits
COURSE DESCRIPTIONS

Concordia University-Portland’s Master of Education Curriculum & Instruction: Trauma and Resilience in Educational Settings 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 603**
Trauma-sensitive Practices and Resilience
3 credits

Course content addresses the definition, and influences of trauma on children—socially, emotionally, physically, and academically. Topics covered will include indicators of trauma in students, the impact of violence and other stress on learning, trauma stewardship, the risk of secondary trauma and burnout, tools for coping, and other strategies that support teachers. Resilience as a factor in responding to trauma will be explored.

**EDCI 604**
Trauma-sensitive Classrooms
3 credits

Course addresses using social-emotional learning strategies and content for recognizing, understanding, and responding to trauma and toxic stress, developing trauma-sensitive classroom spaces and behavioral practices, and using trauma-informed approaches to foster student, teacher, and family relationships.

**EDCI 605**
Creating a Trauma-sensitive School
3 credits

Course addresses characteristics of a school environment sensitive and responsive to trauma and toxic stress, staff development and professional support for teachers and staff, and the role of families and community partners in developing a trauma-sensitive school.

**EDCI 606**
Professional Practice and Leadership in Trauma and Resilience
3 credits

Course addresses methods for collaboration with colleagues to implement a trauma-sensitive lens in professional practices and school leadership. Practical application of teacher well-being strategies will be explored. Candidates will analyze an area of interest to improve professional practice with a trauma-sensitive lens.
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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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
TRAUMA AND RESILIENCE IN EDUCATIONAL SETTINGS

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 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 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.
MEd in Curriculum & Instruction: Trauma and Resilience in Educational Settings

10/25/19