in Curriculum & Instruction: 
The Inclusive Classroom
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: 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**
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. 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 528**  
Foundation Concepts for Inclusive Teaching  
3 credits  
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. 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 address the needs of all students in an inclusive classroom will be studied. Accommodations and modifications appropriate to the regular classroom that provide access to the general education curriculum specific to the categories of disabilities will be identified.

A focus on differentiated instruction and adaptations appropriate for students with other special learning needs students will be included.

**EDCI 549**  
Effective Classroom Management Strategies  
3 credits  
Course addresses use of strategies and procedures proven effective in establishing and maintaining a positive, 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 management strategies will be studied. Effective responses to inappropriate and disruptive behavior are identified with an emphasis on academic and social behavior development that results in optimal student motivation and engagement.

**EDCI 545**  
Principles of Collaboration and Partnerships  
3 credits  
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 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 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

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_
THE INCLUSIVE CLASSROOM

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
- 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

CALL: 1-888-986-8148
APPLY ONLINE: education.cu-portland.edu/apply
QUESTIONS: education.cu-portland.edu
EMAIL: admissions@education.cu-portland.edu
MEd in Curriculum & Instruction: The Inclusive Classroom | 08/28/19