MEd
in Curriculum & Instruction: Methods and Curriculum
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.
If your goal is to develop expertise in teaching expectations and student achievement, Concordia’s MEd in Curriculum & Instruction: Methods and Curriculum program is for you. Courses in this program will provide you with a broad base of best practices in instructional theory and application essential to creating a successful instructional ecology.

**LET’S CHAT**

**CALL:** 1-888-986-8148  
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**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: Methods and Curriculum 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

EDGR 520
Curriculum Design and Assessment
3 credits

EDCI 561
Foundations of STEAM Education
3 credits

EDEL 533
Language and Culture in the Classroom
3 credits

EDCI 528
Foundation Concepts for Inclusive Teaching
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: Methods and Curriculum 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**

**EDGR 520**
Curriculum Design and Assessment
3 credits

This course will provide students with an intensive study of pedagogical approaches and materials for teaching in schools, curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation. Educators will have the opportunity to apply theory to either their own classroom and school settings at the early childhood, elementary, middle school, or high school levels as well as other work environments.

**EDCI 561**
Foundations of STEAM Education
3 credits

Candidates will gain an in-depth understanding of the historical and contemporary practices of integrating the principles and skills of STEAM (STEM + Fine Arts: Science, Technology, Engineering, Arts and Mathematics) content into and across the PreK-12 curriculum as they understand the importance of developing critical thinkers in the classroom who value and promote investigation, inquiry, exploration, questioning, and testing. The specific principles and skills to be addressed as essential to comprehensive STEAM education throughout this concentration are presented in the new Next Generation Science Standards and include:

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

**EDEL 533**
Language and Culture in the Classroom
3 credits

This course introduces the student to the theories and practice of multicultural counseling and intercultural communication by examining the cultural diversity in our classrooms and communities, defining similarities and differences in perceptual and communication style, and investigating cultural adaptation and intercultural communication skills. It examines parent and community involvement as resources that enhance the multicultural counseling and education processes.
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.
The program taught me to gain the patience to understand everybody’s viewpoints: everybody’s way of learning, how each student is able to understand a concept.

- LARRY NEWBY ‘17, MED IN C&I: METHODS & CURRICULUM
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
METHODS AND CURRICULUM

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.

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 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.

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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 and will not be eligible to receive an F-1 student visa to study in the United States.