MEd
in Career and Technical Education
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.

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.

If you’re passionate about next-generation learning, Concordia is the university leading the way and shaping the future of education.
If you’re a licensed Career and Technical Education (CTE) teacher at the middle or high school level, or if you’re seeking a CTE teaching position at a high school or middle school and have technical skills and related work experience in a state approved CTE program area, this MEd program is designed for you.

You’ll focus on CTE foundations, frameworks for teaching CTE, instructional improvement, lesson planning, curriculum integration, and multiple assessment strategies, as well as classroom management, CTE program promotion and development, CTE advisory committees, dual credit agreements, and post secondary transitions.

In your culminating capstone project, you’ll have the opportunity to select an important career and technical education research topic and investigate, apply, demonstrate, and disseminate your knowledge and skills.

**LET’S CHAT**

**CALL:** 1-888-986-8148  
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**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 for all Concordia University MEd programs, successful candidates in the MEd in Career and Technical Education program will demonstrate:

- The ability to effectively promote CTE programs and establish partnerships with businesses and the community
- The ability to analyze and advocate for important CTE legislation
- An understanding of leadership contributions made by all teachers related to their roles in the classroom, the school, the district, and the profession
- Skills in developing, implementing, and assessing curricular and instructional plans that integrate disciplines, apply current educational research findings, encourage parental involvement, consider students’ developmental levels, and exhibit sensitivity to individual student difference and cultural backgrounds
- Skills in the design and implementation of a capstone experience developed expressly to improve classroom instruction and student learning outcomes
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<thead>
<tr>
<th>COURSE SEQUENCE</th>
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<tbody>
<tr>
<td><strong>EDCT 501</strong></td>
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<tr>
<td>Frameworks for Teaching Career and Technical Education</td>
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<tr>
<td>3 credits</td>
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<tr>
<td><strong>EDCT 513</strong></td>
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<td>Introduction to Career and Technical Education</td>
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<tr>
<td><strong>EDCT 505</strong></td>
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<td>Basic Teaching Skills</td>
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<td><strong>EDGR 506</strong></td>
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<td>Character and the Ethics of Leadership</td>
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<td><strong>EDCT 509</strong></td>
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<td>Effective Classroom Management for the CTE Classroom</td>
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<td><strong>EDCT 570</strong></td>
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<td>CTE Capstone</td>
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COURSE DESCRIPTIONS
Concordia University-Portland’s Master of Education in Career and Technical Education is a 30 credit-hour degree program.

**EDCT 501**
Frameworks for Teaching Career and Technical Education
3 credits

This foundational course in the program provides the candidate with a research-based set of components of instruction in four domains: planning and preparation, the classroom environment, instruction, and professional responsibilities. Within the domains are 22 components and 76 descriptive elements of what teaching is all about. Learning activities apply the framework of teaching to CTE instructional program delivery.

**EDCT 513**
Introduction to Career and Technical Education
3 credits

A review of the development of Career and Technical Education (CTE) and the important role CTE plays in addressing education and workforce-readiness will be examined in this course. The evolving nature of CTE, contemporary practices and trends, and CTE’s role in transforming education will be explored. Strategies successfully employed by CTE programs, particularly the use of technology, in engaging students in learning and integrating 21st century skills into its curriculum will also be presented.

**EDCT 505**
Basic Teaching Skills
3 credits

This course is designed to equip education candidates with a variety of practical instructional strategies. Topics will include development and use of instructional objectives, constructing lesson plans, designing a work sample, lesson presentation skills, construction and use of higher order questions to promote student achievement, attitude and skill development, and curriculum integration.

**EDGR 506**
Character and the Ethics of Leadership
3 credits

Candidates will explore contemporary models of ethical organizational leadership, synthesize a personal statement of vocation informed by their leadership values and assumptions, and test their synthesis against a variety of assignments and practical experiences. The course also provides a forum where candidates enjoy the opportunity to identify and consider their own character, personal values, and workplace ethics.
EDCT 509  Effective Classroom Management for the CTE Classroom  
3 credits

With a focus on Career and Technical Education (CTE) at the middle and high school, this course will teach candidates a range of practical strategies that ensure a well-managed classroom, emphasize the critical connection between learner-centered instruction and classroom management, and illustrate how classroom management can be enhanced by work-based learning, student leadership organizations, and partnerships with business, industry, and the community.

EDCT 537  Assessment and Evaluation of Teaching and Learning  
3 credits

This course examines a variety of assessment tools and methods that impact the practices of CTE teachers. As a result of this course, candidates will acquire a foundational understanding of assessment literacy and application within the education profession.

EDCT 568  Math in Career and Technical Education  
3 credits

Course addresses integration of math into career and technical education programs. CTE teacher learns how to create math-enhanced lessons which teach knowledge and skills that high school students need for success in college and careers. The CTE teacher learns how to bridge the vocabulary and target specific learning outcomes based on district and state math standards. Candidates analyze lessons and make revisions to integrate math into the CTE instructional program.

EDCT 570  Literacy in Career and Technical Education  
3 credits

This course is designed to build instructional skills to integrate literacy into the CTE instructional program. Candidates will study information-rich content that teaches them how to integrate content-area reading and writing strategies to aid candidate learning. The course provides numerous enrichment activities to help teachers incorporate literacy skills into their instructional program. The candidate learns how to bridge literacy and CTE vocabulary and target specific learning outcomes based on district and state literacy standards.
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.

EDCT 604
CTE Capstone
3 credits

Candidates will learn more about the action research methodology, complete final edits at 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 focused on issues of importance to CTE in their classroom, school, district, or other work environment.

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Concordia Portland made me feel valued, not just another number. It allowed me to connect with people I didn’t even know existed in the educational community.

- MICHAEL YOUNG ’17, MEd IN C&I: CAREER AND TECHNICAL EDUCATION

LET’S CHAT

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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*

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.

CAREER AND TECHNICAL EDUCATION

INTERNATIONAL STUDENTS

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.

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