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.

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 ESOL program at Concordia will help you develop instructional strategies to promote learning for students whose native language is not English, from pre-kindergarten through high school. Your coursework will capitalize on the uniqueness of learners and will focus on creating vibrant learning communities.

**ESOL vs. ESL:** It is hotly debated at conferences and forums, and in education journals around the world, whether the needs differ between students designated ESOL (English to Speakers of Other Languages) and those designated ESL (English as a Second Language). Concordia has defined ESOL- and ESL-focused courses as appropriate for students of any age who need to learn English fluency because they are living in a country where English is spoken widely as the native language, and as the language of commerce and education.

**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**

31 CREDIT-HOUR PROGRAM  
100% ONLINE  
COMPLETION IN ABOUT ONE YEAR  
(with built-in breaks)  
CURRENT AND RELEVANT CURRICULUM  
ACCREDITED BY THE NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES (NWCCU)

**PROGRAM OBJECTIVES**

The Master of Education in Curriculum & Instruction: English for Speakers of Other Languages is a concentration for teachers in all authorization levels who want to develop instructional strategies to better accommodate students whose native language is not English. Successful candidates will:

- Demonstrate expertise in the utilization of new methods and strategies to evaluate language proficiency of ESOL students
- Demonstrate the ability to modify instructional plans and promote alternative goals and strategies for students from a variety of backgrounds, languages and abilities
- Develop or refine an awareness of, appreciation for, and responsiveness to classroom and societal diversity with an emphasis on culture and language
- Demonstrate characteristics of moral leadership through professional roles and responsibilities as an advocate for ESOL students
- Demonstrate knowledge of and apply skills in collaboration practices related to ESOL needs
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td><strong>CORE COURSES</strong></td>
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<tr>
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<td>Assessing English Learners</td>
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<td><strong>RESEARCH COURSES</strong></td>
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<tr>
<td>EDGR 601</td>
<td>Educational Research</td>
<td>3 credits</td>
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<tr>
<td>EDGR 698</td>
<td>Action Research (capstone)</td>
<td>3 credits</td>
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<tr>
<td>EDGR 696</td>
<td>Practitioner Inquiry (capstone)</td>
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SELECT ONE CAPSTONE COURSE
CONCORDIA UNIVERSITY-PORTLAND’S MASTER OF EDUCATION IN CURRICULUM & INSTRUCTION: ENGLISH TO SPEAKERS OF OTHER LANGUAGES

31 CREDIT-HOUR PROGRAM

**CORE COURSES**

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 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

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.

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**

**EDEL 531**  
*Strategies and Materials for Teaching English-Learners*  
3 credits

This course helps candidates develop skills needed to teach English to speakers of other languages. These skills include the ability to implement various methods of language teaching, the ability to develop curriculum materials in ESOL, the assessment of student proficiency in second language use, and the ability to involve parents and the community in second language education programs.

**EDEL 532**  
*Linguistics*  
3 credits

Course provides an introduction to language as a system emphasizing the interconnectedness between linguistics and PK-12 teaching and learning. Candidates explore principles necessary to teach language—phonology, morphology, syntax, semantics, and pragmatics. Emphasis is placed on the four language skills (listening, speaking, reading, and writing). Course is designed to assist candidates in making linguistically informed decisions about first and second language teaching, including historical, cultural, and sociolinguistic perspectives.

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

This course introduces the candidate to the theories and practice of multicultural counseling and intercultural communication by examining the cultural diversity in 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.

**EDEL 534**  
*Language Acquisition*  
2 credits

This course examines various factors, concepts, and theories regarding first and second language acquisition processes and their interrelationship with each other and the teaching/learning process. Additional topics include Oregon’s English Language Proficiency Standards, the Forms and Functions of language targeted in state assessments, and the impact of language proficiency on evaluation for TAG and Special Education services.

**EDEL 535**  
*Assessing English Learners*  
2 credits

This course will present an overview, rationale, and framework for assessment of English Learners at the K-12 level. Candidates will be introduced to the variables that come into play when assessing students whose native language is not English. The primary focus is assessment of English Learners for identification, program placement, and exiting from service. Also covered will be identification of all ELL students for Special Education and TAG, ongoing language proficiency assessments, standards-based assessment measures, and classroom-based assessments.
Concordia keeps up with the changes in society by providing students with the education and experiences needed to prepare and help them work more effectively.

- KAYVONNA STIGALL ’15, MEd in C&I: EARLY CHILDHOOD EDUCATION
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.

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

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
Let’s Chat

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Questions: education.cu-portland.edu
Email: admissions@education.cu-portland.edu

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

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.

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.