MEd in Educational Leadership
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.

If you’re passionate about next-generation learning, Concordia is the university leading the way and shaping the future of education.
The MEd in Educational Leadership program will prepare you for more influential roles in both the K-12 and higher education spaces. Using relevant curriculum and easy-to-use online learning tools, Concordia University’s experienced faculty of practitioners will provide you with the best in theory and practice to facilitate quality learning experiences for all students.

Please note: This program is not designed for administrative 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 for all Concordia MEd programs, successful candidates in the MEd in Educational Leadership degree program will demonstrate skills in:

- Designing and implementing curriculum or school-based instructional initiatives that reflect current knowledge of research and trends in technology and academic content for all learners
- Consulting, being able to assess the classroom and school environments, and making appropriate, research based recommendations for school and classroom improvement
- Providing leadership that encourages academic and personal excellence for students through effective mentorship of educational professionals that is responsive to individual, classroom, school, and community diversity
- Providing classroom and/or school-based leadership to support colleagues in the faculty development process
- Taking a leadership role in developing a collaborative work environment that incorporates the use of research-based best practices
## COURSE SEQUENCE

### CORE COURSES

- **EDGR 506**
  Character and the Ethics of Leadership
  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

### EDUCATIONAL LEADERSHIP COURSES

- **EDGR 620**
  School and Community Partnerships
  3 credits

- **EDCI 593**
  Case Studies in Law and Ethics
  3 credits

- **EDGR 609**
  Strategies for Enhancing Student Achievement
  3 credits

- **EDGR 626**
  Organizational Change
  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 Educational Leadership is a 30 credit-hour degree program.

CORE COURSES

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

Organizational leadership is a social phenomenon that occurs when leaders interact with the collective values and vision of others in the organization. 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. Each will develop an understanding of the critical need for ethical leadership in one’s professional, personal and family life, and will appreciate the vital importance of living and modeling such values and, perhaps most importantly, of serving others.

**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.
EDUCATIONAL LEADERSHIP COURSES

**EDGR 620**  
School and Community Partnerships  
3 credits

This course examines principles of planning and administering a program for building a mutually supportive relationship between the school and its environment. Focus is on the development of skills and strategies for linking the school with constituents in the community such as parents, citizens, and special interest groups.

**EDCI 593**  
Case Studies in Law and Ethics  
3 credits

This course is a study of legal and ethical issues relative to practical matters that educators confront in their daily practice. Case studies that speak directly to teachers and focus on day-to-day ethical dilemmas in education form the foundation for this course. Particularly important to this course is the emphasis on the dimension of ethics as it relates to teaching and leadership.

**EDGR 609**  
Strategies for Enhancing Student Achievement  
3 credits

This course provides an overview of what constitutes effective classroom instruction. The course will also explore in depth the categories of strategies that research shows will have a high probability of enhancing achievement for all students in all subject areas at all grade levels. The research and theory will be studied as well as the practical classroom application of the strategies.

**EDGR 626**  
Organizational Change  
3 credits

Organizational Change provides an introductory overview to the theoretical and sociological foundations of organizational change. Additionally, the course explores sources, processes, and outcomes of educational change and the resulting implications for teachers and administrators. Topics and activities are designed to review issues of interest and importance to those contemplating careers in educational administration or roles as lead teachers and agents of change.

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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

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
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-Portland 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.
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**

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