

SCHOOL OF EDUCATION: GRADUATE TEACHER LICENSURE

Corban University's Graduate Teacher Licensure Program is for Christians who want to begin a career in classroom teaching. Designed for those who have an accredited bachelor's degree and need to complete a course of study in education, this program prepares candidates for an Initial Oregon Teaching License. Coursework develops teaching and classroom management skills to effectively engage young minds.

At Corban, you can progress at your own pace and work toward your teaching license through flexible online and on-campus evening courses. A biblical worldview is intentionally integrated into all curriculum, and courses are taught by committed Christian faculty with diverse educational experiences. Receive personal advising from application to graduation, and benefit from small class sizes and individualized attention from instructors. Begin any semester: Spring, Summer or Fall.

COURSEWORK

CORE COURSES (20 SEMESTER CREDITS)

Required for all Graduate Teacher Licensure Candidates

ED 511	Biblical Worldview in Education	3 credits
ED 530	Instructional Alignment I	2 credits
ED 531	Instructional Alignment II	2 credits
ED 532	Theories of Learning and Teaching	3 credits
ED 534	Teaching the Diverse Learner	3 credits
ED 563	Field Experience I – First Authorization	5 credits
ED 564	Field Experience II – Second Authorization	2 credits

EARLY CHILDHOOD/ELEMENTARY AUTHORIZATION or ELEMENTARY/ MIDDLE SCHOOL AUTHORIZATION (8 SEMESTER CREDITS)

ED 550	Methods in Literacy	3 credits
ED 551	Methods in Mathematics	2 credits
ED 558	Multiple Subjects Methods	1 credit
ED 565	Methods Practicum	1 credit
ED 568ec	Special Topics Seminar: Early Childhood	1 credit

MIDDLE SCHOOL/HIGH SCHOOL AUTHORIZATION (7 SEMESTER CREDITS)

ED 553	Specific Content Area Methods	3 credits
ED 556	Content Area Literacy	2 credits
ED 565	Methods Practicum	1 credit
ED 568ms	Special Topics Seminar: Middle School	1 credit

COURSE DESCRIPTIONS

ED 511 (3) BIBLICAL WORLDVIEW IN EDUCATION This course examines how biblical belief structures influence the methods educators use to motivate people to learn. Each candidate will develop a personal statement of his/her biblical worldview and how that view affects his/her perspective on learning, teaching and thinking on current issues in education.

ED 530 (2) INSTRUCTIONAL ALIGNMENT I This is part one of a two-semester course designed to model the process of instructional alignment through all stages of curriculum development, including development of goals, objectives, content and strategies as they relate to the four levels of Oregon licensure. These concepts will be applied in age-group breakout sessions focusing on effective and developmentally appropriate teaching strategies. Microteaching sessions will allow students to practice the use of major teaching strategies. The course will culminate with the design and development of a three-day teaching unit, including all supplemental instructional materials.

ED 531 (2) INSTRUCTIONAL ALIGNMENT II This is part two of a two-semester course designed to model the process of instructional alignment through all stages of curriculum development. This course builds upon the concepts presented in Instructional Alignment I. Students will be introduced to a variety of techniques appropriate for evaluating and assessing at all levels of Oregon licensure. Additional emphasis is placed upon the effective integration of technology and other media into instruction.

ED 532 (3) THEORIES OF LEARNING AND TEACHING This course discusses principles of human learning and related practices for classroom teaching. The psychology of learning in a school setting includes both individual and group generalizations. The roles and functions of a classroom teacher or a school leader as a facilitator of learning, and a decision maker concerning pupil needs and achievement are explored.

ED 534 (3) TEACHING THE DIVERSE LEARNER Candidates learn to select, modify and evaluate curricular materials for individuals and groups of exceptional learners, taking into account the learners' intelligences, cultural history, learning abilities and socioeconomic background. Candidates will work with case studies involving exceptional individuals and apply methods of instruction discussed in class.

ED 550 (3) METHODS IN LITERACY This course emphasizes how children develop various types of literacy skills. Theory of the development of literacy will be emphasized along with actual application of skills in the classroom. The course will focus on how literacy development is related to language, cognitive, moral and physical development of learners. Diagnosis of skill development will also be emphasized. The course includes an emphasis on the use of children's literature in developing literacy skills.

ED 551 (2) METHODS IN MATHEMATICS This course is intended to examine and openly challenge knowledge, beliefs and assumptions about the learning and teaching process. Candidates engage in activities designed to enhance conceptual understanding and connect it to procedural knowledge. They explore what it means to teach mathematics in a standards-based system (i.e., using standards to plan instruction, using scoring guides to assess student work, critically examining curricula).

ED 553 (BU/LA/PE/MA/MU/SC/SS) (3) SPECIFIC CONTENT AREA METHODS This course is designed to help secondary candidates develop specific teaching skills related to their individual content areas of expertise

ED 556 (2) CONTENT AREA LITERACY This course examines the importance of every middle level and high school teacher in the development of reading, writing, speaking and thinking skills within his/her specific content area. Topics include reading levels and text readability, study methods, vocabulary development, comprehension, mapping, questioning and small group skills

ED 558 (1) MULTIPLE SUBJECTS METHODS Designed for all authorization levels; integrated thematic instruction, planning and strategies. Candidates will study and participate in multiple-method instruction across content areas. Objectives for EC/EL candidates will focus instruction in science and social studies as the foundation for integrated instruction. Objectives for EL/ML and ML/HS candidates will focus on the candidate's content area specialty as the foundation for integrated instruction.

ED 563 (5) FIELD EXPERIENCE I – FIRST AUTHORIZATION The candidate completes a 10-week full-time teaching experience at the first authorization level of his/her choice: early childhood, elementary, middle level, or high school. The experience includes the development and teaching of a work sample. (A \$275 fee is collected at registration for the costs of classroom teacher supervision and travel expenses for a university supervisor.)

ED 564 (2) FIELD EXPERIENCE II – SECOND AUTHORIZATION The candidate completes a 5-week full-time teaching experience at the second authorization level of his/her choice: early childhood, elementary, middle level, or high school. The experience includes the development and teaching of a work sample. (A \$125 fee is collected at registration for the costs of classroom teacher supervision and travel expenses for a university supervisor.)

ED 565 (1) METHODS PRACTICUM This practicum is designed to be completed prior to full-time student teaching. It requires the candidate to be in the classroom for 40 hours while students are present, including 10 hours of teaching with formal lesson plans prepared. The university supervisor will make one formal teaching observation and both the supervisor and classroom teacher will complete an evaluation of the candidate at the end of the practicum.

ED 568EC (1) SPECIAL TOPICS SEMINAR: EARLY CHILDHOOD In this series of four Saturday morning workshops, Early Childhood/Elementary candidates will investigate strategies for integrating the Arts and PE in their classrooms. They will also examine various approaches to classroom management and begin developing their own management philosophy and strategies.

ED 568MS (1) SPECIAL TOPICS SEMINAR: MIDDLE SCHOOL In this series of four Saturday morning workshops, secondary teaching candidates will examine issues relating to Middle School models and methods of instruction. They will also consider various approaches to secondary classroom management and begin developing their own management philosophy and strategies.