

SCHOOL OF EDUCATION: MASTER OF SCIENCE IN EDUCATION

Corban University's Master of Science in Education is for Christian educators who want to develop their leadership to address the needs of their school community. Each course equips educators to combine faith and profession by integrating a biblical worldview into their coursework. Designed with the practicing educator in mind, the MEd can be completed in realistic time frames and course loads.

At Corban, you can progress at your own pace to finish your degree through flexible classes that enable you to work and attend school full time. Complete your degree entirely online through the Curriculum and Instruction track or Literacy track, or complete your MEd with an ESOL endorsement through a combination of online and evening courses one night per week. A biblical worldview is intentionally integrated into all curriculum, and courses are taught by committed Christian faculty with diverse educational experiences.

COURSEWORK

CORE COURSES (15 CREDITS)

Required for all Master of Science in Education candidates

EDU503 Exploring Education Issues	3 credits
EDU511 Biblical Worldview & Ethics in Education	3 credits
EDU513 Biblical Leadership in an Educational Environment	3 credits
EDU601 Introduction to Research in Education	3 credits
EDU602 Thesis	3 credits

CHOOSE FROM ONE OF THE FOLLOWING CONCENTRATIONS:

CURRICULUM AND INSTRUCTION (15 CREDITS)

EDU532 The Developing Learner	3 credits
EDU534 Teaching the Diverse Learner	3 credits
EDU535 Curriculum Development & Evaluation	3 credits
EDU542 Assessment for Learning	3 credits
EDU545 Law, Policy & Politics in Education	3 credits
Content Area or Specialty Electives	3+ credits

LITERACY TRACK (12 CREDITS + 3 from CI TRACK)

EDU621 Foundations of Literacy & Language Development	3 credits
EDU625 Current Issues & Leadership in Literacy Instruction	3 credits
EDU626 Advanced Literacy Assessment & Diagnosis	3 credits
EDU632 Advanced Methods in Reading & Writing Instruction	3 credits

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES ESOL (ESOL ENDORSEMENT) (15 CREDITS)

EDU611 Introduction to Linguistics & Language Acquisition	3 credits
EDU614 Intercultural Communication & Teaching	3 credits
EDU615 The ESOL Classroom: Method, Materials & Issues	3 credits
EDU616 Content Area Instruction & Assessment for ELL Students	3 credits
EDU618 ESOL/Bilingual Practicum	3 credits

COURSE DESCRIPTIONS

EDU503 (3) EXPLORING EDUCATIONAL ISSUES Educators continually examine current practices in P-12 education in search of better solutions to increase student achievement and prepare students for the world in which they will live and work. In this course, participants will examine issues of learning, culture, society, politics and philosophies impacting students, teachers and schools today. The course will equip participants to use academic scholarship and research to develop their own reflective practice, collaborate with others and advocate for solutions that better educational experiences for P-12 students. The course will also provide a brief overview of the nature of Christian Higher Education and introduce the value of bringing a biblical worldview into educational practice and academic scholarship. Participants will have the opportunity to practice academic scholarship and writing in preparation for the culminating research project which will come at the end of their M.S.Ed. program.

EDU511 (3) BIBLICAL WORLDVIEW & ETHICS 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.

EDU513 (3) BIBLICAL LEADERSHIP IN AN EDUCATIONAL ENVIRONMENT In this course students will examine the nature of biblical leadership, consider traditional theories and styles of leadership, and work to develop their own identity as leaders in an educational environment. They will study current issues in educational leadership and articulate the positive difference both formal and informal leaders can make in a given educational setting. Students will have the chance to reflect on and apply their own values and understanding to shed light on situations they are likely to face as educational leaders.

EDU532 (3) THE DEVELOPING LEARNER This course examines how children grow, develop, and learn within and across the cognitive, social, emotional, cultural, spiritual, and physical areas across the lifespan and throughout early childhood (age 3 – grade 4), elementary age (grades 3-8), middle childhood (grades 5- 10, and high school (grades 7-12). Students examine theories about the developing life-span and practical applications of the family environment. Students discover the behavioral learning, information processing, social cognitive, and constructivist learning theories in order to design and implement developmentally appropriate and challenging learning experiences.

EDU534 (3) TEACHING THE DIVERSE LEARNER This course will investigate the social and legal issues within the field of education regarding the concept of student diversity in the classroom. The topics for this class include social, economic, cultural, racial and linguistic diversity, including the impact of Dyslexia on the learner. This course will emphasize how teachers and schools can respond to these issues that emerge as our society becomes more diverse. Additionally, the issues of diversity will be discussed from the Christian perspective.

EDU535 (3) CURRICULUM DEVELOPMENT AND EVALUATION This course will provide candidates with an intensive study of pedagogical approaches and materials for teaching in schools, including state curriculum documents, curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and recommendations of recent reform movements.

ED 542 (3) ASSESSMENT FOR LEARNING Topics explored in this course include minimum competency, norm-referenced, and criterion-referenced tests; classroom student assessment, including portfolios and open-ended problem solving with scoring rubrics; reliability; validity; interpreting scores; standardized tests; planning and constructing assessments; and evaluating assessment items.

EDU545 (3) LAW, POLICY AND POLITICS IN EDUCATION This course identifies and analyzes major policy and political trends and issues affecting education on the national, state and local levels. Recent and historical legal issues and specific decisions will also be examined to add light on the policy, politics and practices in American schools. This course leads students to a familiarity with the perspective of a wide range of stakeholders in education, and the complex processes of making policy and determining practices.

EDU601 (3) INTRODUCTION TO RESEARCH IN EDUCATION This course will provide an overview of various research methodologies applied in the field of education, as well as instruction in finding, selecting and evaluating educational research. Students will be guided in the defining of the focus area for their thesis and developing a relevant annotated bibliography to take with them into the thesis writing.

EDU602 (3) THESIS Students will be guided in supplementing the thesis bibliography begun in EDU601, organizing the resources for thesis writing and work with the instructor/advisor to meet a series of writing and review deadlines through the course of the semester. Significant attention will be provided also to the process of viewing academic literature and theses through the lens of a biblical worldview.

EDU611 (3) INTRODUCTION TO LINGUISTICS AND LANGUAGE ACQUISITION This course examines the nature of language. Key linguistic terms are presented and applied to the ESOL classroom. The course also surveys the language backgrounds of Oregon's ELL population, identifies common language struggles of each group, and compares and contrasts the acquisition and development of listening, speaking, reading and writing in first and second languages. Candidates also determine professional goals as related to ESOL education.

EDU614 (3) INTERCULTURAL COMMUNICATION AND TEACHING This course examines the issues of Culture in its relation to language learning and acquisition as well as exposes candidates to the historic precedents, legal issues, and best practices of Bilingual education. Candidates will survey the cultural background of Oregon's ELL student population and explore issues related to communicating with culturally diverse families. Candidates are also exposed to issues of acculturation and discuss issues of equity and civil rights.

EDU615 (3) THE ESOL CLASSROOM: METHOD, MATERIALS AND ISSUES This course focuses on instructional strategies for developing social and academic English in ELL students. Candidates explore and learn about commonly used methods and materials and explore the new ELD (English Language Development) standards and methods which are currently being implemented in Oregon. The course also focuses on models of collaborative teaching and building learning/teaching communities with colleagues.

EDU616 (3) CONTENT AREA INSTRUCTION & ASSESSMENT – ESOL This course centers on the ways in which all content areas may serve to strengthen ELL student fluency and language competency. This course will focus on sheltered and scaffolded instruction (including GLAD and SIOP), with specific emphases on developing ELL student comprehension, vocabulary enrichment, and developmental writing. Candidates will also develop fair and useful assessment tools to determine literacy and academic learning and practice the administration, scoring, and interpretation of formal and informal tests of language proficiency.

EDU618 (3) ESOL/BILINGUAL PRACTICUM The practicum is a supervised teaching experience of 90 contact hours in two authorization levels, and will be arranged individually for each candidate. The practicum is an opportunity to apply the learning from coursework. Candidates are to demonstrate competence in teaching both English and academic content to ELL students at a variety of English proficiency levels. In addition, candidates for the Bilingual Specialization must demonstrate proficiency in the classroom use of the designated foreign language.

EDU621 (3) FOUNDATIONS OF LANGUAGE ACQUISITION AND LITERACY DEVELOPMENT This course focuses on theoretical foundations, current prevailing and competing theories in oral language acquisition and how it affects

written language development. It emphasizes psychological, cognitive and psycholinguistic principles that underlie the reading process. This course also addresses the stages of literacy development in children and adolescence. Candidates will look at the implications of various literacy theories and developmental issues as they impact literacy instruction.

EDU625 (3) CURRENT ISSUES AND LITERACY LEADERSHIP This course is designed to develop candidates' familiarity with current issues in literacy instruction including Common Core State Standards (CCSS) and culturally responsive instruction. It also focuses on recent trends in the administration and implementation of district, school and classroom reading programs. Candidates will also examine effective practices in literacy instruction, and develop their expertise in communicating assessment and research data to stakeholders, organizing school-wide and individual reading programs, and aligning literacy programs with CCSS.

EDU626 (3) LITERACY ASSESSMENT AND INTERVENTION This course focuses on the knowledge and skills necessary to diagnose children's reading. Selection and use of formal/informal assessment tools, understanding of basic measurement concepts, and analysis of results toward instruction planning for individuals and schools will be explored. Additionally, several reading intervention programs and approaches will be discussed and evaluated including Response to Intervention (RTI).

EDU632 (3) INTEGRATED READING AND WRITING METHODS ACROSS THE CURRICULUM This course focuses on building the candidates' understanding and repertoire of effective literacy instruction strategies across the curriculum of all K-12 students, from the development of emerging readers' decoding, fluency and comprehension skills to the development of basic and advanced literacy skills on the part of upper elementary and adolescent learners. The main emphases will be learning strategies that cultivate students' joy in reading as well as teaching them how to read for meaning across genres and content areas so that they all become actively literate.

SCHOOL OF EDUCATION: APPLICATION CHECKLIST

Complete and submit the following items in order for your application packet to be reviewed for acceptance. Application documents are available at go.corban.edu

- APPLICATION**
Begin your application at corban.edu/apply
- APPLICATION FEE (\$50)**
- ESSAYS**
 1. Explain how you came to know Jesus as your Savior and describe what you believe is the scriptural basis for your salvation. (Approximately 100-200 words)
 2. What do you see in your life that indicates you are walking with the Lord? (Approximately 100-200 words)
 3. What do you believe are the characteristics of an effective Christian teacher or educational leader? (Approximately 300-400 words)
 4. What do you hope to do professionally for which this degree will better prepare you? (Approximately 100-200 words)
- PROFESSIONAL/EDUCATIONAL REFERENCE FORM**
Preferably filled out by someone who has observed you in a supervisory role in the classroom. If an educational reference is not available, this should be filled out by an employer or supervisor. Form is to be submitted to Graduate Admissions at Corban University.
- CHRISTIAN CHARACTER REFERENCE FORM**
To be filled out by a pastor or other Christian leader in the church you are currently attending. Form is to be submitted to Graduate Admissions at Corban University.
- OFFICIAL TRANSCRIPTS**
To be requested from the institution where your bachelor's degree was awarded and any schools where graduate coursework was taken. Official Transcripts should be sent to Graduate Admissions at Corban University.
- RESUME**

AFTER ACCEPTANCE

- PAY ENROLLMENT DEPOSIT (\$200)**
The enrollment deposit reserves your place in class and is applied directly toward your tuition.
- COMPLETE "WALK TO CLASS"**
Your Admissions counselor will create your account and send you information on how to use our online learning platform, Populi, before classes start.