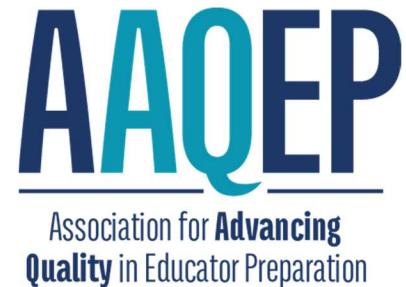


AAQEP Annual Report for 2025

Provider/Program Name:	Corban University
End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited):	12/31/2028



PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

History

Education, as a vocation, has been a part of Corban's history since the 1970s when Corban collaborated with other Oregon institutions to assist Corban students in earning their Oregon Teaching License. In 1992, final approval from the Teacher Standards and Practices Commission (TSPC) for the State of Oregon was given to Corban to prepare both elementary and secondary teaching candidates for licensure in the Traditional Undergraduate Program (TUG). As a result of increasing requests for initial teaching license preparation in Oregon, in the summer of 2004 Corban began its Master of Science in Education (M.S.Ed.) and Graduate Teacher Licensure (GTL) programs.

Corban's education department is designed to provide a foundation for leadership in educational service, both in public and Christian schools. Its courses are designed to give theoretical training, pedagogical content knowledge, pedagogy skills, and practical experience. The education faculty, serving as advisors to the students, are committed to helping them achieve the competencies necessary for a successful teaching experience; we desire to prepare teachers who will be well equipped to serve in both the public and private sectors of education.

To best serve students for an increasingly diverse K-12 student population, Corban began offering the English for Speakers of Other Languages Endorsement (ESOL) in 2006. Corban's Educator Preparation Program aligns with the greater Corban University mission where we are dedicated to preparing highly effective teacher candidates who will make a difference in the world. This has resulted in Corban being respected as one of the premier institutions of teacher preparation in our region.

Mission Statement

To prepare educators who will serve in their school community, strive for professional excellence, think from a biblical worldview, and pursue a life that glorifies God.

Diversity Statement

We are committed to a community that values the worth of every individual. We strive for unity as a diverse community locally and globally. Teachers recognize the assets students bring, the various contexts in which individual students thrive, and must advocate for the needs of all students. Teachers empower students' learning by providing the best learning environments possible and will not discriminate based on students' race, ethnicity, linguistic background, sexual orientation, gender identity, religious belief, socioeconomic status, and academic ability.

International Opportunities & Global Impact

Corban's faculty and staff have developed international relationships that provide one-of-a-kind teaching opportunities around the world. Corban education majors can choose from a variety of short-term teaching opportunities, often over the summer, in places such as Indonesia, South Korea, Peru and Africa.

Corban also partners with a network of five Christian schools in Indonesia ([Sekolah Pelita Harapan](#)). Some Corban graduates decide to spend the first few years of their teaching career at SPH schools or other international schools, to experience a new culture, pay off student loans, and continue to develop their teaching skills in a multicultural setting.

Preliminary Licensure Programs

Programs which are AAQEP accredited are Corban's Preliminary Licensure Programs:

- Undergraduate Preliminary License Elementary Multiple Subjects with ESOL Endorsement
- Undergraduate Preliminary License Single-Subject
- Graduate Teacher Licensure (GTL) Elementary Multiple Subjects
- Graduate Teacher Licensure (GTL) Single-Subjects

Undergraduate (TUG) Bachelor of Arts or Bachelor of Science Degree

Undergraduate Preliminary License Elementary Multiple Subjects. The Traditional Undergraduate (TUG) Program in teacher licensing for elementary education at Corban University is designed for individuals seeking to earn a Bachelor of Science or Bachelor of Arts Degree in Elementary Education, a preliminary teacher license in elementary education, and an ESOL endorsement within four years. Students in this program are required to take the ESOL endorsement coursework as part of their

degree program; however, recommendation for the ESOL endorsement is contingent upon the successful completion of an ESOL practicum and passing of the NES ESOL Exam. Similarly, students are only recommended for the preliminary license in elementary education upon completion of all necessary TSPC requirements, exams, coursework, and practica. The multiple-subjects program is designed to meet all requirements needed for the degree, preliminary teaching license, and ESOL endorsement.

Both the undergraduate multiple subjects and single-subject programs include coursework in communications, humanities, social sciences, science, and math. The programs also contain coursework that balances education theory and philosophy, general pedagogy and management, content-specific pedagogy and methods, and practicum experiences. Most general education requirements for the degree portion of the program are completed within the first two years. The final two years are more focused on education courses, specific content instruction, and teaching practica. Coursework is primarily offered in person, though some courses are also offered online. The programs are designed to meet all requirements needed for the degree and preliminary teaching license, and ESOL or single-subject endorsement.

Undergraduate Preliminary License Single-Subject. The Traditional Undergraduate (TUG) Program in teacher licensing for single-subjects at Corban University is designed for individuals seeking to earn a Bachelor of Science or Bachelor of Arts Degree in a single-subject Field of Education, and a preliminary teacher license in a single-subject program. Students in the program are encouraged to take the ESOL endorsement coursework as part of their degree program, though this is an option, not a requirement. Recommendation for the ESOL endorsement is contingent upon the successful completion of an ESOL practicum and passing of the NES ESOL Exam. Similarly, students are only recommended for the preliminary license in their respective single-subject field upon completion of all necessary Oregon Teacher Standards and Practices Commission (TSPC) requirements, exams, coursework, and practica. The single-subject programs combine all coursework needed for a Bachelor of Science or Bachelor of Arts Degree.

Graduate Teacher Licensure Program (GTL)

This program is designed for candidates who have an accredited bachelor's degree but have not completed a course of study in education. Upon completion of the program, the candidate will be eligible for a Preliminary Teaching License in Oregon. Candidates in the Graduate Teacher Licensure (GTL) program can pursue a multiple-subject or single-subject endorsement. The following is a list of single-subject endorsements currently offered: Biology, Health, Language Arts, Mathematics, Music, Physical Education, and Social Studies. The graduate licensure program attracts a wide demographic of candidates due to the flexibility and design of the program. Candidates may already be employed in a school as a paraprofessional, working as a substitute teacher, already teaching on an emergency license, or new to the field of education and seeking a career change. All coursework is designed to fulfill requirements from TSPC so candidates, upon successful completion of the program, can be recommended for a preliminary license.

The program was campus-based, but for the 2023-24 school year delivery began primarily through an online format. Some methods courses may still be taught in a hybrid model for students that are local. Some candidates in the graduate teacher licensure program are already employed in a school under an emergency teaching license. In these cases, the clinical placement in the candidate's final semester is conducted in an intern model setting. The candidate's in-building supervisor functions as the cooperating teacher in conjunction with the University Supervisor.

Graduate Teacher Licensure (GTL) Elementary Multiple Subjects and Single-Subjects. The Graduate Teacher Licensure (GTL) multiple subjects and single-subject programs are composed of educational theory and philosophy, general education pedagogy and management, content-specific pedagogy and methods, and practicum experiences. The programs are four semesters; the first three semesters involve coursework and a practicum, and the final semester consists of the candidate's final full-time clinical placement. All coursework is offered in a manner to allow candidates to be employed up until the final semester of clinical placement.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.corban.edu/academics/graduate-programs/education/graduate-teacher-licensure/aaqep-accreditation/>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data, disaggregated by program and license/certificate, for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2024-2025

Degree or Program offered by the institution/organization	Certificate, License, Endorsement, or Other Credential granted by the state	Number of Candidates Enrolled in most recently completed academic year (12 months ending 05/25)	Number of Completers in most recently completed academic year (12 months ending 05/25)
<i>Programs that lead to initial teaching credentials</i>			

Undergraduate: Preliminary License Elementary Multiple-Subjects	Oregon PK-12 Preliminary License: Elementary Multiple Subjects	26	6
Undergraduate: Preliminary License Single-Subjects	Oregon PK-12 Preliminary License: Single-subject	18	4
Graduate: Preliminary License Elementary Multiple-Subjects	Oregon PK-12 Preliminary License: Elementary Multiple Subjects	3	3
Graduate: Preliminary License Single-Subjects	Oregon PK-12 Preliminary License: Single-subject	6	7
Total for programs that lead to initial credentials		53	20
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
ESOL Endorsement	ESOL Endorsement	0	0
Added Content Endorsement Program	Content Area Endorsement (e.g. Biology)	1	6
Total for programs that lead to additional/advanced credentials		1	6
<i>Programs that lead to P-12 leader credentials</i>			
N/A			
Total for programs that lead to P-12 leader credentials		0	0
<i>Programs that lead to credentials for specialized professionals or to no specific credential</i>			
N/A			
Total for programs that lead to specialized professional or no specific credentials		0	0
TOTAL enrollment and productivity for all programs		54	
Unduplicated total of all program candidates and completers		54	26

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

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3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.
54
B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.
26
C. Number of recommendations for certificate, license, or endorsement included in Table 1.
We submitted 23 recommendations for our completers. This number contains all recommendations for Oregon licensure or endorsement currently made for 2024-25 completers as indicated above in Table 1. Completers who have not been recommended for licensure still are in the process of identifying what needs to be done for their current situation. This number also does not include recommendations made during the year for completers of other years.

D. Cohort completion rates for candidates who completed the various programs within their respective program's expected timeframe **and** in 1.5 times the expected timeframe.

Program	# of Completers	# of Completers in 1.0 timeframe (percentage)	# of Completers in 1.5 timeframe (percentage)
Undergraduate: Preliminary License Elementary Multiple-Subjects	6	6 (100%)	0
Undergraduate: Preliminary License Single-Subjects	4	4 (100%)	0
Graduate: Preliminary License Elementary Multiple-Subjects	3	3 (100%)	0
Graduate: Preliminary License Single-Subjects	7	7 (100%)	0
ESOL Endorsement (Graduate)	0	0	0
Added Endorsement (Graduate)	6	6 (100%)	0

E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Performance Assessments

TUG students (multiple subject and single subject candidates) completed a TCPA as a performance assessment in year 3 of the pilot program at Corban for the new local assessment option provided by the state. During the spring semester, 10 TUG students completed their TCPA. Of those 10, 4 passed on first try, 6 passed on the first resubmit. Average scores of passing TCPAs was 63.4 with the target being a score of 54 with no 1s. Of the 6 resubmitted TCPAs, there was an average increase of 2.8 points. 100% of students who submitted the TCPA passed within 1 resubmit.

GTL students from the 2024-25 year also completed the TCPA as their performance assessment. Out of the 10 completers 5 passed on the first submission, 5 passed with the first resubmit. Of the 5 resubmitted TCPAs, there was an average increase of 2.6 points. The average score of passing TCPAs was 67.8, with the same target of 54 with no 1s.

Content Area Exams

Out of our 26 program completers for the 2024-25 year, 23 took their appropriate content tests. Not all tests for this years' completers were taken within the 24-25 school year, but they were included in this chart to give evidence for the completers. The tests taken during the 24-25 school year that were not for the year's completers were not shown on this chart.

Test Name	Number Passed	Total Number of Test Submissions	Pass Rate
Elementary Education I	8	8	1.0
Elementary Education II	8	9	.89
English Language Arts	2	2	1.0
ESOL	4	6	.67
Mathematics	1	1	1.0
Foundational Math	2	2	1.0
Physical Education	8	8	1.0
Social Studies	2	2	1.0

One TUG student didn't pass the Elementary II test but retook it and passed. This year many TUG students utilized the ESOL multiple measures option, which resulted in two students who failed the content test and one who didn't take the test, but all three were recommended for licensure via multiple measures.

F. Explanation of **evidence available from program completers**, with a characterization of findings.

We collected an exit survey from our completers regarding how well they felt prepared by the preparation program. 100% of our completers filled out this survey. The responses were overwhelmingly positive with very few critiques that were concentrated from only a few students. Our strongest category was preparing them to "Reflect on and self-evaluate teaching to improve practice" with 100% selecting either Agree (9) or Strongly Agree (11). This is the same strongest category from last year. Our weakest category was "Use time outside of class to develop relationships with students and learn their perspectives." with 3 Strongly Agree, 11 Agree, 5 Neutral, 1 Disagree. All results and comments were reviewed in a department meeting.

Oregon Association of Colleges for Teacher Education (OACTE) is the state affiliate for the national organization (AACTE), and the EPP members of OACTE have engaged a professional organization to create and implement a survey of new teachers (within two years of completing a licensure program) and their employers since the 2012-2013 academic year. During the 2023-24 academic year, the EPP members of OACTE collectively decided to stop this form of data collection due to rising costs and the lack of resulting meaningful data from the survey. Response rates were decreasing, especially the employer component which made it increasingly difficult to gather any helpful insight from the results. There was a decision to explore options for the future, as well as a move by the Oregon Legislature to codify an Oregon educator database/survey to collect data.

This year we created our own completer survey modeled after the now discontinued OACTE survey. This was sent to our completers from the past three years via our university marketing department. It was sent out in April and again in May. This voluntary and anonymous survey received 11 responses. 8 of the 11 were 2nd year teachers. 10 of the 11 were from our TUG program. 10 of the 11 are teaching actively and in the subject area of their endorsement.

In regards to preparedness, our strongest category was “Reflect on and self-evaluate teaching to improve” with an average score of 9.09 out of 10 and our weakest category was “Engage learners in monitoring their own progress” with an average score of 7.18 out of 10. The overall quality of the program scored an average of 9.09 out of 10, with 5 out of the 11 responses scoring a 10. All results and comments were reviewed in a department meeting.

G. Explanation of **evidence available from employers of program completers**, with a characterization of findings.

For the past decade, Corban received two pieces of evidence from employers of program completers – LEGENDS data from the Salem-Keizer school district, and the OACTE survey mentioned in the section above. As noted in last year’s annual report, both reports have not been provided or have been discontinued. It is unfortunate that both sources of data have gone away in the same timeframe. However, there are ongoing conversations with EPP partners and state entities (TSPC and ODE) about partnering to establish new plans for collecting data from employers.

Additionally, a trend we have experienced at Corban recently is that a greater percentage of completers have moved out of state to begin their career in education. As an institution, we must develop a plan to collect data from employers out of state that aligns with but is not dependent upon what is happening in the state.

This year we created our own completer survey modeled after the now discontinued OACTE survey. This was sent to our completers from the past three years via our university marketing department. It was sent out in April and again in May. We requested completers to pass along an additional survey to their site supervisor as well as requested contact info for supervisors so that we could reach out to them directly. Unfortunately, with this being a voluntary survey, we had no supervisors complete the survey and received no supervisor contacts from our completers. We will continue using this survey for collection and will brainstorm how we can improve response rates.

H. Explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study.

We conducted a survey of all graduating TUG students and GTL students at the end of their program. We ask if they have been hired for a teaching position and note their answers in our alumni tracker. At the beginning of the next school year, faculty collaborates and reports information regarding the completers’ employment which had been collected via connections.

Completers are also prompted to update us with employment information on an alumni update form on our website, through social media, and at completer days.

Out of the 10 GTL completers and 10 TUG completers for 2024-2025, we have employment reports for 16 completers. 13 have either been hired or plan to stay in the state either in full teaching positions or subbing, 3 moved to work in other states, 4 did not report to us their employment plan.

I. Explanation of how the **staffing capacity** for program delivery and administration and quality assurance system monitoring have changed during the reporting year, if at all, and how capacity matches the current size of the program.

Our faculty team reflects the size of our current program. During the 24-25 year we had 3 full time faculty, 2 part time faculty, and a number of adjuncts teaching courses and supervising student teachers. Our flexibility with adjuncts allows us to meet the needs of individual students pursuing a variety of subject areas without overextending. Our full time faculty teach courses at all stages of the programs, ensuring close monitoring of students' work as well as creating support outlets for struggling students. In the 25-26 year, some of the staffing will change along with the university's organizational structure, but the essentials of our staffing capacity and makeup won't change drastically. We have one administrative staff member who manages placements, licensure, and assessment.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures (3 to 5 measures for each standard) of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for performance (criteria for success) and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
TCPA – Clinical Placement Performance Assessment replaced edTPA (1a-1e) The TCPA sits within the larger Capstone assessment and is designed to provide evidence that a candidate can meet	Candidates will receive a 54 on the assessment and no 1's on any rubric row. There are 27 rows, which leads to a minimum of 54 to pass.	10 GTL students completed their TCPA, 5 (50%) passed on first try and the other 5 students passed on their first resubmit.

<p>expectations of a teacher in curriculum development, the instruction and assessment cycle, dispositions, and the use of research and theory within educational practice. A passing score is required for the candidate to be recommended for licensure.</p>		<p>10 TUG students completed their TCPA. 4 (40%) passed on first try, 6 (60%) passed on the first resubmit. Out of all students, 100% passed within 1 resubmission.</p>
<p>Capstone (1a-1e)</p> <p>The Capstone Project serves as the culminating project for students and assesses the ability to plan, teach, and assess units of study while including sections for the context for learning, unit description, planning narratives, lesson plans, analysis of learning data, advocacy for students, and professional development. Students must successfully complete the Capstone Project with a passing score in order to be recommended for licensure.</p>	<p>Candidates must receive a 2 or higher on every rubric row of this assessment to pass. There are 38 rubric rows, so the minimum required total passing score is 76 (41 rows and a score of 82 for ESOL endorsements).</p>	<p>4 TUG students (40%) completed the task and met the requirements on their first submission. 6 TUG students (60%) completed the task and met the requirement with 1 resubmission, 3 (50%) of the 6 only needed an addition of 1 to 5 points on their resubmission to pass. 100% of TUG students completed the task within 1 resubmission.</p> <p>5 of 10 GTL students completed the task and met the requirements on their first submission. 100% of GTL students completed the task within 1 resubmission.</p>
<p>CPAST (1a,1b,1d,1e,1f)</p> <p>The CPAST is administered as the summative assessment for the final clinical field experience. Scores on the CPAST determine recommendation for licensure and/or the implementation of a plan of assistance (POA).</p>	<p>Students must score a 2 or higher on every line of the CPAST. Any score of a 1 on any row of the rubric on the final, summative CPAST scoring needs to be accompanied by a note in the comment section and a rationale as to why/why not the candidate is licensable.</p>	<p>90% of the 20 completers scored a 2 or higher on each line. The remaining two students received 1s on one item.</p>

		<ul style="list-style-type: none"> - One GTL student received a 1 on j. This item is about Data-Guided Instruction. This intern had some challenges as an intern teacher candidate. Knowledge of content was excellent, and they worked diligently to find ways to make content accessible to students, also utilized data driven instruction to determine levels of understanding for each sub-group but focus was more on the whole class rather than differentiating between student groups. - One GTL student received a 1 on h. This item is about Digital Tools and Resources. The classroom the student was working in didn't allow for technology use and is not a reflection of student capabilities.
<p>Completer/Employer Survey (1e,1f)</p> <p>This survey is emailed to completers from the past three years via our university marketing department. We request supervisor information from the alumni, which they can choose whether or not to provide.</p>	<p>As a survey of completers, there is no performance expectation linked to completing our program. We desire data to result from this survey to show us the strengths and areas of improvement for our program. We see it as a measure of program success when the resulting data shows Corban completers performing above the mean of the state average.</p>	See information in Table 2.F.

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-selected measures (name and description)	Criteria for success	Level or extent of success in meeting the expectation
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<p>TCPA – Clinical Placement Performance Assessment replaced edTPA (2a,2b,2c,2e,2f)</p> <p>The TCPA sits within the larger Capstone assessment and is designed to provide evidence that a candidate can meet expectations of a teacher in curriculum development, the instruction and assessment cycle, dispositions, and the use of research and theory within educational practice. A passing score is required for the candidate to be recommended for licensure.</p>	<p>Candidates will receive a 54 on the assessment and no 1's on any rubric row. There are 27 rows, which leads to a minimum of 54 to pass.</p>	<p>10 GTL students completed their TCPA, 5 (50%) passed on first try and the other 5 students passed on their first resubmit.</p> <p>10 TUG students completed their TCPA. 4 (40%) passed on first try, 6 (60%) passed on the first resubmit.</p> <p>Out of all students, 100% passed within 1 resubmission.</p>
<p>Capstone (2a,2b,2c,2e,2f)</p> <p>The Capstone Project serves as the culminating project for students and assesses the ability to plan, teach, and assess units of study while including sections for the context for learning, unit description, planning narratives, lesson plans, analysis of learning data, advocacy for students, and professional development. Students must successfully complete the Capstone Project with a passing score in order to be recommended for licensure.</p>	<p>Candidates must receive a 2 or higher on every rubric row of this assessment to pass. There are 38 rubric rows, so the minimum required total passing score is 76 (41 rows and a score of 82 for ESOL endorsements).</p>	<p>4 TUG students (40%) completed the task and met the requirements on their first submission.</p> <p>6 TUG students (60%) completed the task and met the requirement with 1 resubmission, 3 (50%) of the 6 only needed an addition of 1 to 5 points on their resubmission to pass.</p> <p>100% of TUG students completed the task within 1 resubmission.</p> <p>5 of 10 GTL students completed the task and met the requirements on their first submission. 100% of GTL students completed the task within 1 resubmission.</p>

<p>CPAST (2e,2f)</p> <p>The CPAST is administered as the summative assessment for the final practicum experience. Scores on the CPAST determine recommendation for licensure and/or the implementation of a plan of assistance (POA).</p>	<p>Students must score a 2 or higher on every line of the CPAST. Any score of a 1 on any row of the rubric on the final, summative CPAST scoring needs to be accompanied by a note in the comment section and a rationale as to why/why not the candidate is licensable.</p>	<p>90% of the 20 completers scored a 2 or higher on each line. The remaining two students received 1s on one item.</p> <ul style="list-style-type: none"> - One GTL student received a 1 on j. This item is about Data-Guided Instruction. This intern had some challenges as an intern teacher candidate. Knowledge of content was excellent, and they worked diligently to find ways to make content accessible to students, also utilized data driven instruction to determine levels of understanding for each sub-group but focus was more on the whole class rather than differentiating between student groups. - One GTL student received a 1 on h. This item is about Digital Tools and Resources. The classroom the student was working in didn't allow for technology use and is not a reflection of student capabilities.
<p>Completer/Employer Survey (2a-2f)</p> <p>This survey is emailed to completers from the past three years via our university marketing department. We request supervisor information from the alumni, which they can choose whether or not to provide.</p>	<p>As a survey of completers, there is no performance expectation linked to completing our program. We desire data to result from this survey to show us the strengths and areas of improvement for our program. We see it as a measure of program success when the resulting data shows Corban completers performing above the mean of the state average.</p>	<p>See information in Table 2.F.</p>

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

1. **Implementation of new GTL virtual observation tool:** The 4-semester GTL program went fully online, featuring added flexibility for candidates to complete their clinical practicum in a virtual setting. We have fully implemented a new assessment platform (GoReact) to assist with mentoring candidates in their final semester. This system has been working smoothly and provides greater flexibility to pursue licensure from locations outside of the local area.
2. **Hosted Educator Conference:** Building off the success of the 2023 & 2024 events, we hosted around 375 educators on our campus for a day of professional development. Several new schools were in attendance. The conference featured a keynote speaker, breakout sessions, and time for connection with colleagues in similar content areas and grade levels.
3. **Approval for New Programs:** To meet the growing need for advanced professional pathways among local educators, the School of Education received approval for two new offerings: the EdD program and the Principal License program.
4. **Statewide Teacher Educator Institute:** Two faculty represented Corban at the 2024-25 Teacher Educator Institute on Social, Emotional, & Culturally Sustaining Teacher Practices. This is a collaboration with TSPC, Oregon Collaborative for SEL in Educator Preparation (OCSEP) and the Center for Reaching & Teaching the Whole Child. Faculty reps attended an introductory retreat, participated in monthly trainings and collaboration, and shared innovations and our program's action plan for SEL implementation at the final Capstone Retreat.
5. **Community Involvement:** Our team collaborated with the Corban Admissions department to promote our licensure programs throughout the Northwest region in private schools. Because of these partnerships and successful educator conference day, our faculty was invited to lead Professional Development sessions at two local Christian schools during the 2024-25 school year.
6. **Reinstatement of ESOL Cohort:** We are back to offering a year-long ESOL endorsement program for teachers in the Salem-Keizer School District. This program has historically served as a key partnership.