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 complete your teaching license in as little as a year and a half, while still having the flexibility to progress at your own pace through **fully-online 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 community and collaboration with your peer cohort.

Begin any term: Spring, Summer, or Fall.

COURSEWORK

CORE COURSES (21 CREDITS)

Required for all Graduate Teacher Licensure Candidates

EDU511	Biblical Worldview & Ethics in Education	3 credits
EDU530	Instructional Alignment I	3 credits
EDU531	Instructional Alignment II	2 credits
EDU531L	Alignment Practicum	1 credit
EDU532	The Developing Learner	3 credits
EDU534	Teaching the Diverse Learner	3 credits
EDU567	Clinical Placement I & II Student Teaching	6 credits
OR		
EDU563	Clinical Placement I – Student Teaching **&**	4 credits
EDU564	Clinical Placement II – Student Teaching	2 credits

MULTIPLE SUBJECT (ELEMENTARY) AUTHORIZATION (9 CREDITS)

EDU538	Elementary Classroom Mgmt	2 credits
EDU549	Integrated Studies Instructional Methods	2 credits
EDU550	Methods in Literacy	3 credits
EDU551	Methods in Mathematics	2 credits

NES Elem Assessments Subtest I and II

OR

SINGLE SUBJECT (SECONDARY) SECONDARY AUTHORIZATION (8 CREDITS)

EDU539	Secondary Classroom Mgmt	2 credits
EDU556	Literacy Across Content	3 credits
EDU58X	Methods in Content Area	3 credits

NES Content Area Test

COURSE DESCRIPTIONS

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.

EDU530 (3) 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.

EDU531 (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 student preparation for understanding and completing an edTPA or some type of teacher assessment portfolio.

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 308), 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.

EDU538 (2) ELEMENTARY CLASSROOM MANAGEMENT This course is designed to incorporate theories of classroom management with practical strategies for creating and maintaining a safe and productive learning environment in an elementary school setting. This course focuses on concepts of classroom set-up, the importance of building positive and appropriate relationships/communication with students and parents, and all levels of behavior management. This course discusses and analyzes theories and ideas around building a responsive classroom environment that promotes positive reinforcement and social/emotional health of students as well as trauma-sensitive management in order to help all students have the best opportunity to succeed.

EDU539 (2) SECONDARY CLASSROOM MANAGEMENT This course is designed to incorporate theories of classroom management with practical strategies for creating and maintaining a safe and productive learning environment in a secondary school setting. This course focuses on concepts of classroom set-up, the importance of building positive and appropriate relationships/communication with students and parents, and all levels of behavior management. This course discusses and analyzes theories and ideas around building a responsive classroom environment that promotes positive reinforcement and social/emotional health of students as well as trauma-sensitive management in order to help all students have the best opportunity to succeed.

EDU550 (3) METHODS IN LITERACY This graduate level course prepares future elementary educators to design and deliver effective, evidence-based reading and writing instruction grounded in structured literacy principles. Emphasis is placed on the essential components of reading—phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension, author's craft and the continuum of writing—through explicit, systematic, cumulative, and multisensory instruction. Students will analyze and become familiar with a diverse library of children's literature and understand the importance of curricular literacy. Instructional strategies include small-group intervention, scaffolded support, progress monitoring, and culturally and linguistically responsive teaching. Candidates analyze and interpret data to inform instructional decision-making. They practice administering and evaluating reading and writing assessments, designing data-driven lesson plans, and monitoring student growth through systematic progress monitoring tools. By the end of the course, teacher candidates will be equipped to create structured, supportive, and literature-rich reading and writing environments that meet the diverse needs of elementary learners, including multilingual learners, those with Dyslexia, and other exceptionalities to promote equitable literacy outcomes for all students.

EDU551 (2) METHODS IN MATHEMATICS This course is intended to examine and openly challenge knowledge, beliefs, and assumptions about the learning and teaching process for early childhood/elementary students in mathematics. Candidates engage in activities designed to enhance conceptual understanding and connect it to procedural knowledge. They explore what it means to teach elementary mathematics in a standards-based system (i.e., using standards to plan instruction, using scoring guides to assess student work, critically examining curricula).

EDU556 (3) LITERACY ACROSS CONTENT AREAS This course is designed to explore various aspects of literacy as it applies to middle level and high school students in content area classrooms. Special emphasis will be placed upon strategies that will facilitate the development of reading, writing, speaking, listening, and thinking skills within the specific disciplines in which you will be teaching. Today's educational climate requires every teacher to be a literacy teacher and this course will prepare you to know and communicate academic language effectively to your students as well as train you in a variety of methods to improve and increase the vocabulary, language function, syntax and discourse of your students in your area of content. Students will be challenged to evaluate their own literacy so they may more effectively direct the literacy learning of their future students.

EDU559 (2) INTEGRATED STUDIES INSTRUCTIONAL METHODS This course will focus on cross-curricular instruction to include planning and strategies for thematic instruction across content areas including

Science, Social Studies, Art PE, Music and Technology. Objectives for elementary multiple subject candidates in this course will focus on Science, Social Studies, Health, Art, Music & Physical Education. Strategies and methods in these areas will provide the foundation for integrated instruction.

EDU563 (4) CLINICAL PLACEMENT I – 10 WEEKS The candidate completes a 10-week full-time teaching experience at an authorization level of his/her choice: early childhood, elementary, middle level, or high school. The experience includes the development and teaching of a Capstone Project. (A $300 fee is collected at registration for the costs of classroom teacher supervision and travel expenses for a university supervisor.)

EDU564 (2) CLINICAL PLACEMENT II – 5 WEEKS The candidate completes a 5-week full-time teaching experience at an additional authorization level of his/her choice: early childhood, elementary, middle level, or high school. The experience includes the development and teaching of an edTPA. (A $475 fee is collected at registration for the costs of the edTPA, the classroom teacher supervision and travel expenses for a university supervisor.)

EDU565 (1) ALIGNMENT PRACTICUM This practicum requires the candidate to be in a classroom for a minimum of 40 hours (15 hours minimum in same class), and will include at least 10 opportunities to teach the whole class. The 10 lessons can be taught in small or large group settings. Students should pace their hours during the semester to be prepared to teach and video TPA lesson(s) the first week of November or April depending upon whether fall or spring semester. The university supervisor and cooperating teachers will make one formal teaching observation each, and both the university supervisor and cooperating teacher will complete a dispositional evaluation of the candidate at the end of the practicum. (A $75 fee is collected at registration for the costs of classroom teacher supervision.) Scheduling is flexible, in accordance with the following options:

- 2 hrs/day five days a week for 4 weeks
- 2 hrs /day three days a week for 7 weeks
- 4 hrs/day five days a week for 2 weeks
- All day one day each week for 6 weeks
- All day every day for 2 weeks – best option

EDU567 (6) CLINICAL PLACEMENT The candidate completes a 15-week full-time teaching experience at the single authorization level of his/her choice: early childhood, elementary, middle level, or high school. The experience includes the development and teaching of an edTPA and Capstone. (A $775 fee is collected at registration for the costs of the edTPA, the classroom teacher supervision and travel expenses for a university supervisor.)

EDU58X (3) METHODS IN CONTENT AREA This course is designed to help secondary candidates develop specific teaching skills related to their individual content areas of expertise.

SCHOOL OF EDUCATION: APPLICATION CHECKLIST

To apply for admission, you will need to submit the following items:

- ☐ **APPLICATION**
  Begin your application at corban.edu/apply

- ☐ **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.