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 MSEd can be completed in realistic time frames and course loads.

At Corban, you can complete your MSEd in as little as a year and a half or you may progress at your own pace, finishing 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, complete your MSEd with an ESOL endorsement, or prepare for educational leadership through the Principal Licensure track with 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 Issues in Education	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
EDU533	Technology in Education	3 credits
EDU534	Teaching the Diverse Learner	3 credits
EDU535	Curriculum Development & Evaluation	3 credits
EDU536	Equity & Ethics in Education	3 credits
EDU542	Assessment for Learning	3 credits
EDU625	Current Issues and Literacy Leadership	3 credits
Content Area or Specialty Electives		6-9 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	2 credits
EDU599	Special Topics: Ext. Practicum	1 credit

PRINCIPAL LICENSURE TRACK (21 CREDITS)

EDU536	Equity & Ethics in Education	3 credits
EDU545	Law & Policy in Education	3 credits
EDU546	Leading People and Aligning Resources	3 credits
EDU547	Continuous School Improvement	3 credits
EDU548	Instructional Leadership	3 credits
EDU568	Principal Internship I	3 credits
EDU569	Principal Internship II	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 MSEd 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 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.

EDU533 (3) TECHNOLOGY IN EDUCATION This hands-on, project-based course fosters a demonstrated understanding of teaching with appropriate uses of technology within the educator's specific area of interest. Topics will include how technologies foster learning, electronic portfolios, strategies for authentic assessment, criteria for selecting appropriate educational software, participating in virtual learning communities, professional development planning using the International Society for Technology in Education standards, and contemporary issues associated with information literacy and educational technology.

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.

EDU536 (3) EQUITY & ETHICS IN EDUCATION This course will pursue connections between a personal, biblical worldview and ethics within the context of educational teaching and leadership in both public and private educational settings. This course will examine current research and theory practices in relationship to systemic inequalities and marginalization as they exist within the educational systems of the United States. Students will have the opportunity to analyze current educational contexts using gamification as a catalyst for exploring these contexts and their implications for practice.

EDU542 (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 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.

EDU546 (3) LEADING PEOPLE & ALIGNING RESOURCES In this course, future principals will gain knowledge pertaining to nonacademic duties of the principal including supervision of facilitates and services. Course topics will include but are not limited to: budgeting, scheduling, human resource management, hiring, resource acquisition, technology, school safety, investigations, and governance processes. Candidates will learn and practice leadership skills to effectively manage and evaluate operational management, resource, and finance systems within an inclusive school equitably, effectively, and efficiently. Capacity building through recruitment and hiring will be explored as well as exploring applicable laws, policies, and regulations as required to lead and manage school resources and systems.

EDU547 (3) CONTINUOUS SCHOOL IMPROVEMENT This course will prepare leaders in establishing a vision and plan for their school. This course focuses on organizational influences on leadership, communications in schools, decision making, managing conflict, and facilitating change in schools. The course also emphasizes a recognition of the role schools play in community restoration and reconciliation processes. Students will develop skills surrounding the presentation and development of methods for creating a climate of continuous, systemic improvement in schools, learn to conduct a needs assessment and use systems thinking to develop long-term solutions, plan, and track goals to address deficiencies and inform community members of findings, progress and outcomes. They will gain understanding of how the relationships among the development of learning communities, teacher leadership, school effectiveness, and site-based accountability can positively improve schools.

EDU548 (3) INSTRUCTIONAL LEADERSHIP This course is designed to help educational leaders develop their theoretical and practical understanding of key ideas central to supervising teaching and learning. The course emphasizes ways in which cultural, social, and organizational contexts influence teaching and learning, while recognizing the implications of teachers and students being created in the image of God. Candidates will learn to set a vision for teaching and learning with stakeholders and implement a plan to achieve that vision. They will know state requirements for curriculum, instruction and assessment, and create an action plan to improve teaching and learning. Practical exercises will be used throughout the course to develop skills in clinical process and a developmental approach to the supervision of educators through learning how to utilize data to support staff and faculty growth through professional learning.

EDU568 (3) PRINCIPAL INTERNSHIP I The Professional Seminar is a 15-week semester course throughout the duration of the Internship I and II practicum. The EDU568/569 Internships require candidates to compile 300+ hours in their placement completing and documenting a variety of leadership tasks. Candidates will complete a variety of coherent, authentic, field experiences in at least two school environments (Primary & Secondary) that afford opportunities to synthesize and apply knowledge while developing and refining professional leadership skills related to the NELP and OAR standards. Seminar sessions meet both in-person and online (asynchronous) and address current issues relevant to the ongoing leadership experiences. The purpose of seminar is to provide principal candidates with a forum to discuss their internship experiences, to work through expectations and portfolio items, to share information about licensing and employment, and to offer professional development opportunities and encouragement.

EDU569 (3) PRINCIPAL INTERNSHIP II The Professional Seminar is a 15-week semester course throughout the duration of the Internship I and II practicum. The EDU568/569 Internships require candidates to compile 300+ hours in their placement completing and documenting a variety of leadership tasks. Candidates will complete a variety of coherent, authentic, field experiences in at least two school environments (Primary & Secondary) that afford opportunities to synthesize and apply knowledge while developing and refining professional leadership skills related to the NELP and OAR standards. Seminar sessions meet both in-person and online (asynchronous) and address

current issues relevant to the ongoing leadership experiences. The purpose of seminar is to provide principal candidates with a forum to discuss their internship experiences, to work through expectations and portfolio items, to share information about licensing and employment, and to offer professional development opportunities and encouragement.

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 emphasis 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.

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 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 standards.

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

- ☐ **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.