SCHOOL OF EDUCATION: PRINCIPAL LICENSURE PROGRAM

This program is designed for education professionals who are pursuing leadership opportunities in schools, specifically with a focus on being a principal or assistant principal. The program meets state of Oregon requirements and has been approved by TSPC which will allow candidates to be recommended for a Principal License upon completion.

The program mission is to develop educational leaders who address the needs in their school community, exemplify professional excellence, and integrate a biblical worldview into their personal and public lives for the glory of God. Our instruction is Bible-centered and is communicated in a caring environment that encourages scholarly and intellectual inquiry and Christ-like servant leadership. You can complete your principal license in as little as year and a half, while still having the flexibility to progress at your own pace through **fully-online courses**.

COURSEWORK

CORE COURSES (21 CREDITS)

EDU511 Biblical Worldview & Ethics in Education (3)
EDU513 Biblical Leadership in an Educational Environment (3)
EDU536 Equity & Ethics in Education (3)
EDU545 Law and Policy in Education (3)
EDU546 Leading People and Aligning Resources (3)
EDU547 Continuous School Improvement (3)
EDU548 Instructional Leadership Track (3)

INTERNSHIP (6 CREDITS):

EDU568 Principal Internship I (3)
EDU569 Principal Internship II (3)

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.

EDU513 (3) BIBLICAL LEADERSHIP IN AN EDUCATION 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. Students 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.

EDU536 (3) ETHICS & EQUITY 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.

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 shed 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 non-academic 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.

EDU568/569 (3) PRINCIPAL INTERNSHIP I/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. Prerequisite: Passing of Internship Readiness Evaluation.

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 degree was awarded and any schools where graduate coursework was taken. Official Transcripts should be sent to Graduate Admissions at Corban University.

- ☐ **RESUME**
  Possess a current teaching license and have demonstrated experience as a K-12 teacher.

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.