

Graduate Teacher License Program

2026-2027

Student Handbook



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The History of Corban University

Corban University has its roots in Phoenix, Arizona, where in 1935 it began as a Bible institute. After relocating to California in 1946 it became known as Western Baptist Bible College where it operated until moving to Oregon in 1969.

In 1955 the college received degree-granting status from the State of California Department of Education, and in 1959 received national accreditation as a Bible college by the American Association of Bible Colleges. In 1968 it was first regionally accredited and remains so today by the Northwest Commission on Colleges and Universities. Over the years, the college has been transformed from a Bible college to a comprehensive college offering programs in biblical studies, the liberal arts, and professional studies.

In the late 1980s the Teacher Education Program began preparing future teachers in elementary and secondary education. Over the course of the next decade, enrollment in the program steadily grew so that it is presently the largest major offered at the college. In 2003 the education department began discussions to add a graduate level degree and licensure program. In late June of 2004 Corban received approval from Northwest Commission on Colleges and Universities to begin the program.

With a heritage of Baptist theology, Corban serves the greater evangelical community. To address the demographic changes from a historically Baptist student body to one representing a wide range of evangelical groups, the name was changed to Corban College in 2005. The name, a biblical word meaning “A gift dedicated to God,” and motto, “Dedicating heart and mind to God” reflect the university’s mission. The name Corban University was adopted in 2010 to reflect the school’s expanded educational offerings.

Today, the 50 accredited majors and programs of study include traditional programs, adult degree programs and a graduate studies program on campus and online. Our Center for Global Engagement facilitates programs and partnerships around the globe including, but not limited to, the Corban Language Institute, Pathway partner program with Papua, Indonesia and an accredited Teacher Education program at Universitas Pelita Harapan in Jakarta, Indonesia.

Accreditation

Corban is an accredited institution through the Northwest Commission on Colleges and Universities (NWCCU). The School of Education is nationally accredited through the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation. Full accreditation acknowledges that a program prepares effective educators who continue to grow as professionals and has demonstrated the commitment and capacity to maintain quality. It is approved to license teachers in the state of Oregon by the Teacher Standards and Practices Commission (TSPC). Corban’s teacher education program has also been approved by the Association of Christian Schools International and offers certification in both elementary and secondary teaching.

Location

Corban is located in Salem, the capital of Oregon and the heart of Oregon's beautiful Willamette Valley. The campus sits on a 100-acre, tree-covered hillside—just 60+ minutes from the Pacific Ocean, Portland, Eugene, and magnificent Mt. Hood.

Library

In addition to 110,000 titles and 575 current periodical subscriptions on location, Corban's membership in the Oregon Private Academic Library Link (OPALL) provides access to an additional 500,000 titles and 750,000 volumes. The library and its users also have access to over 11,000 full-text journals in electronic format. The library houses the Prewitt/Allen Archaeological Museum, a collection of Middle East artifacts, unique on the West Coast.

The Corban Library also houses the Teacher Education Center that currently contains curriculum, Children's Literature, home school and education journals. The school has also purchased access to ProQuest, an education information service that will give our students access to over 400 education journals online. There are another 4,500 education book and video titles in the education section of the general circulation collection. During the school year, the library is open 80 hours a week while also offering online access to its databases and research assistance.

Statement of Faith

We believe God has revealed Himself in creation, in the Scriptures, and supremely in Jesus Christ. God is the source of all truth.

We believe the Scriptures, consisting of the 66 books of the Old and New Testaments, are divinely inspired and without error in the original writings. They are to be understood in their normal literary sense and serve as the final authority in all matters of faith and life.

We believe in the one true, personal, sovereign, eternal God, who is Spirit, and is the Creator and Sustainer of all things. He exists in three equal persons: Father, Son, and Holy Spirit.

We believe the biblical account of creation is neither allegory nor myth, but an historical account of the miraculous creative acts of God. All creation was good before the intrusion of sin and death.

We believe Jesus Christ is true God and true man, existing as one person. He was virgin born, lived a sinless life, died on the cross, was raised physically from the dead, and has ascended into heaven.

We believe the Holy Spirit indwells and gives life to believers, enables them to understand the Scriptures, empowers them for godly living, and gifts them for service. Some spiritual gifts are not normative for today because they were given to authenticate the Gospel and establish the early church.

We believe God specially and directly created human beings in His image. Human life is sacred, beginning at conception. God created humans male and female and has ordained marriage as a union between one man and one woman.

We believe the entire human race suffered spiritual death and became alienated from God and subject to physical death as a result of the disobedience of Adam, the first human.

We believe the death of Jesus Christ was a substitutionary sacrifice for our sins. Before the creation of the universe, God sovereignly chose some from among sinful humanity to receive His grace in Christ. Salvation is received by God's grace through faith apart from any works. Believers are saved eternally, progressively transformed into Christ-likeness in this life, and will be perfected at His coming.

We believe the Church, the Body of Christ, began at Pentecost and is expressed in the world through local churches. Its mission is to worship God, make disciples of all peoples, and live out the Gospel until Christ returns. It observes two ordinances: believer's baptism by immersion and the Lord's Supper. The church is distinct from the state and upholds the individual's freedom before God in matters of faith.

We believe angels are spirit beings created to serve and worship God, that some rebelled and followed Satan, and that this rebellion was defeated at the cross.

We believe in the imminent and glorious return of Jesus Christ, who will gather His people, raise the dead, judge the nations, establish His millennial kingdom on earth, and fulfill His promises to Israel.

We believe in the bodily resurrection of all the dead, the unsaved to everlasting punishment and the saved to an everlasting, blessed life with God.

The Statement of Faith of Corban University, Salem, Oregon, Board Adopted in April 2013; Printed in June.

To Our Future Teachers

Welcome to the Education Program at Corban University. Our goal is to provide you with a strong foundation for your future ministry in the teaching profession. The education faculty is committed to helping you achieve the competence and maturity necessary for successful teaching in the schools of the future.

At Corban, the instructors work hard to design courses and classroom experiences that encourage you to become teachers who are Christ-like, reflective, and productive. Teachers should maintain high standards, think critically about their subject matter, be creative in their teaching methods, and care about the needs of their students. Successful teachers are committed to the profession, stay current with professional ideas, and are constantly evaluating their instructional effectiveness. We are committed to helping you prepare to become this type of teacher.

This handbook is designed to explain the requirements of the Graduate Teacher License Program (GTL) as a part of the Corban School of Education; the details of practica and student teaching; as well as the processes and checklists you will need to receive your Oregon Teaching License. We know you will find the contents helpful. If you ever need help or have comments, please contact your advisor, or any of the Education faculty. We are here to help you succeed.

We pray that God will guide and direct you in this great adventure and challenge.

The Corban Education Faculty,

Prof. Rebecca Alburn, Director of Undergraduate
Dr. Jennifer Kleiber, Chair of Education and Counseling,
Prof. Angela Sotelo, Director of ESOL
Dr. Lance Villers, Director of Principal Licensure

Graduate Teacher License (GTL) Program

Overview

The GTL Program Handbook is designed to explain all aspects of Corban's post bachelor Graduate Teaching License (GTL) Education Program. It is a guide for education students, who should refer to it often while they fulfill the various requirements of the Program: planning academic loads, applying for and completing the required field experiences, and student teaching.

Graduate Teacher Licensure (GTL) is a program designed for candidates who have an accredited bachelor's degree but did not earn a teaching license along with that degree. Upon completion of this program, the candidate will be eligible for an Oregon Preliminary Teaching license to teach at the elementary or secondary level. The following is a list of endorsements Corban University is currently approved to offer for licensure:

Elementary Multiple Subjects	Foundational Language Arts	Secondary Ag Science
Physical Education K-12	Foundational Math	Secondary Biology
Music Education K-12	Foundational Science	Secondary Health
	Foundational Social Studies	Secondary Language Arts
		Secondary Math
		Secondary Social Studies

Upon successful completion of all requirements of the Graduate Teaching License Education Program, the student will qualify for a Corban recommendation for an Oregon teaching license. This recommendation is based on successful completion of the following:

- Coursework
- Content tests
- Field experiences
- Capstone
- Dispositions

An appealing feature of Corban's initial licensure program is that the candidate is provisionally enrolled in the Master of Science in Education program, and up to 12 credits can be used toward that degree.

Program Mission and Vision

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.

Program Learning Outcomes

- The candidate will write a Personal Biblical Philosophy of Education.
- The candidate will differentiate between the various teaching and learning theories.
- The candidate will demonstrate effective instructional planning and use teaching strategies that

reflect an understanding of individual student differences.

- The candidate will design and implement assessment strategies that provide an analysis of the progress and needs of all students.
- The candidate will demonstrate characteristics of a teaching professional that include a collaborative mindset, ability to receive constructive criticism, and commitment to positive professional relationships.
- The candidate will design instruction that values the characteristics of academically and culturally diverse populations of students.

Program Goals

- Content Pedagogy - The candidate understands the learning/teaching process and uses a variety of engaging instructional strategies within a variety of field experiences that indicate the teacher is progressing from theory to practice.
- Content Knowledge - The candidate analyzes the nature and organization of the content he or she teaches and structures learning experiences that make the content accessible to students.
- Impact/Assessment - The candidate employs data from formal and informal assessment to implement a cycle of reflection, evaluation, and revision of teaching practice to improve and support student achievement in learning.
- Diversity/Advocacy - Candidates will know and value the characteristics of academically and culturally diverse populations of students and design instruction which reflects that understanding. Teacher candidates will demonstrate an understanding of how diverse student needs often create situations for teachers to advocate for their students.
- Dispositions - The candidate demonstrates strong dispositional manifestations in his/her interactions with peers, faculty, students, and school staff.
- Theory - Candidates will demonstrate understanding of teaching and learning theories, and articulate their developing theoretical perspectives.
- Technology - The candidate incorporates appropriate technology in planning, teaching, student learning and record keeping processes.
- Professional, Ethical Knowledge, and Behavior - The candidate demonstrates professionalism by modeling beliefs, values, and behaviors characteristic of a Christian educator from a biblical worldview within the context of the educational process.
- Biblical Worldview - Candidates will develop and articulate a biblical worldview and educational philosophy that informs their teaching and educational leadership.

Requirements for Licensure

Examinations

Candidates pursuing a multiple-subjects K-8 endorsement are required to pass the NES Elementary Assessments, Subtests I and II. Single Subject secondary candidates are required to pass all relevant content area NES Secondary Exams.

Fingerprinting and Criminal History Background.

All licensure candidates must be cleared through TSPC after submission of fingerprinting documentation and criminal history background forms. This process will be conducted early in the course of the GTL program and students will not be allowed to progress to student teaching until clearance is granted.

Practicum, Candidacy and Performance Assessment

Candidates must successfully complete their Clinical Practicum(s). Observations and evaluations are conducted by a cooperating teacher from the school and a supervisor from Corban University. Candidates must receive a passing score on their summative evaluation to be recommended for licensure. TSPC requires all candidates to complete and pass a performance assessment during their practicum to be recommended for an Oregon teaching license.

Washington Residents

Prospective Washington State students are advised to contact the Office of the Superintendent of Public Instruction at 360-725-6320 or profed@k12.wa.us to determine whether this education program is approved for teacher certification or endorsements in Washington State. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

Required Courses

Graduate Teacher License Program – Core Courses (21 credits)	
EDU511 Biblical Worldview in Education (3) EDU530 Instructional Alignment I (3) EDU531 Instructional Alignment II (2) EDU531L Alignment Practicum (1) EDU532 The Developing Learner (3) EDU534 Teaching the Diverse Learner (3) EDU567 Clinical Placement - Student Teaching (6)	
Elementary - (9 credits)	Secondary - (8 credits)
EDU538 Elementary Classroom Management (2) EDU549 Integrated Methods (2) EDU550 Methods in Literacy (3) EDU551 Methods in Mathematics (2)	EDU539 Secondary Classroom Management (2) EDU556 Literacy Across Content Areas (3) EDU58_ Methods in Content Area (3)
NES Elem Assessments Subtest I/II Civil Rights Modules (EDU534) * To add a Middle Level Subject Endorsement must pass NES Foundational Content Exam	NES Secondary Content Exam(s) Civil Rights Modules (EDU534) * To add a Middle Level Subject Endorsement must pass NES Foundational Content Exam
Music Candidates will be required to pursue K-12 authorization. Methods coursework contains 6 credits of methods courses that cover elementary through secondary specific methods (553 & 555) and EDU556 Literacy Across Content Area. One clinical placement will happen at the elementary level and one at middle and/or high school level.	
PE Candidates will have options for methods coursework: EDU556 Literacy Across Content Area and either EDU586 PE Methods, EDU585 PE & Health Methods OR EDU557 K-12 Methods in Physical Education. One clinical placement will happen at the elementary level and one at middle and/or high school level.	

The following courses will carry over from GTL to the M.S.Ed. Program (Curriculum/Instruction Track):

- EDU511 Biblical Worldview in Education (3)
- EDU532 Theories of Learning and Teaching (3)
- EDU534 Teaching the Diverse Learner (3)
- Up to three credits from methods courses (3)

Structure of the Corban Education Program

- An educational program should enable students who desire to be teachers to demonstrate, prior to college graduation and teacher licensure, the basic competencies expected of a classroom teacher.
- Cooperative efforts with the public and private schools enhance and enrich the program by providing valuable field experiences to the student.
- The entire program, including its general education requirement component should be designed and directed so that the assessment of outcomes can be completed in order to make necessary changes to assure its effectiveness.
- In any program, there should be room for creativity in course selection through electives in order to make allowance for differences in student interests and academic goals.

Competency Based Program (InTASC Standards)

Knowledge, Skills, Abilities and Professional Dispositions for Preliminary Teaching Licensure (OAR:584-020-0010, 0015) The unit assures that candidates for a preliminary Teaching License have sufficient evidence to show performances, essential knowledge and critical dispositions in each of the following 10 InTASC teaching standards.

The Learner and Learning:

1. **Learner Development:** The teacher understands how children learn, grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. [InTASC Standard #1]
2. **Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. [InTASC Standard #2]
3. **Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. [InTASC Standard #3]

Content

4. **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. [InTASC Standard #4]
5. **Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. [InTASC Standard #5]

Instructional Practice

6. **Assessment:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. [InTASC Standard #6]
7. **Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-

disciplinary skills and pedagogy, as well as learners and the community context. [InTASC Standard #7]

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. [InTASC Standard #8]

Professional Responsibility

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. [InTASC Standard #9]
10. Leadership and Collaboration: The teacher demonstrates leadership by taking responsibility for student learning and by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth and development, learning, and well-being. [InTASC Standard #10]

Course Descriptions

Graduate Teacher Licensure Program (GTL) – Core

EDU511 Biblical Worldview & Ethics in Education (3)

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. (Spring and Summer)

EDU532 The Developing Learner (3)

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. Cross-listed with EDU237. Students may not receive credit for both EDU237 and EDU532. (Summer)

EDU534 Teaching the Diverse Learner (3)

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. (Fall)

Graduate Teacher Licensure (GTL) – Instructional Methods

EDU530 Instructional Alignment I (3)

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 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. Cross-listed with EDU330. Students may not receive credit for both EDU330 and EDU530. (Fall)

EDU531 Instructional Alignment II (2)

Instructional Alignment II 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 P-12 students. Students will learn how to modify content, strategies, and assessments to meet the diverse needs of their students as well as develop effective integration of technology and other media into instruction. The purposeful consideration of biblical principles in lesson planning and instruction will be emphasized throughout as students will apply

planning, instruction and assessment concepts and skills in the culminating project of designing and implementing a teaching performance assessment, which will be taught as a part of EDU531L. Prerequisite: EDU530, Corequisite: EDU531L, Admittance to School of Education. Cross-listed with EDU331. Students may not receive credit for both EDU331 and EDU531. (Spring)

EDU538 Elementary Classroom Management (2)

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 Secondary Classroom Management (2)

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.

EDU549 (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. (Summer)

EDU550 (3) Methods in Literacy

This course emphasizes how elementary children develop various types of literacy skills. Theory of the development of literacy will be emphasized along with actual application of skills in the classroom. The course will focus on how literacy development is related to language, cognitive, moral, and physical development of learners. Diagnosis of skill development will also be emphasized. The course includes an emphasis on the use of children's literature in developing literacy skills and structured literacy components. Students will address understandings and strategies for instruction that include a variety of diverse learners, specifically, second language learners and students with dyslexia.

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 Literary Across Content Areas (3)

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. Admittance to School of Education required. Cross-listed with EDU456. Students may not receive credit for both EDU456 and EDU556. (Fall)

EDU557 K-8 Methods in Physical Education Instruction (3)

This course will provide students with an understanding of the total curriculum within an elementary school physical education program. Students will learn and discuss the components of the curriculum and how to evaluate, develop, and implement them successfully within the school environment. The student will learn how to positively manage students and enhance the learning environment through effective teaching techniques. Cross-listed with EDU340. Students may not receive credit for both EDU340 and EDU557.(Fall).

EDU581 (3) Language Arts Methods

This course is designed to help secondary candidates develop specific teaching skills related to the content area of Language Arts. This course examines the content of middle and high school language arts. Students explore current theory, methodology and instructional materials. This course will involve collaboration, reading and sharing, and the development of a resource notebook and a teaching portfolio. *Cross-listed with EN353. Students may not receive credit for both EN353 and EDU581.*

EDU582 (3) Math Methods

This course is designed to help secondary candidates develop specific teaching skills related to the content area of Math. This course will support the notion that we teach mathematics not as work, expecting students to struggle and forget much of what they have learned, but rather teach so as to invite and mentor students into a life-long love of mathematics. *Cross-listed with MA353. Students may not receive credit for both EDU582 and MA353.*

EDU583 (3) Science Methods

This course is designed to help secondary candidates develop specific teaching skills related to the content area of Science. The focus will be to prepare pre-service high school biology teachers to become competent professionals who can guide and facilitate learning in a biology course. The philosophy of science and the purposes, strategies, issues, materials, equipment in the teaching of science will be examined.

EDU584 (3) Social Science Methods

This course is designed to help secondary candidates develop specific teaching skills related to the content area of Social Sciences. In this course you will examine the content of secondary social studies programs. You will explore current theory, methodology, and instructional materials. You will be challenged to investigate prominent world views and develop a personal world view from a Christian perspective. This course will involve collaboration, reading and sharing, and the development of a resource notebook and a work sample.

EDU585 (3) Physical Education and Health Education Methods

This course is designed to help secondary candidates develop specific teaching skills related to the content area of Physical Education and Health. The course is designed to aid the student in understanding, developing and implementing the processes of curriculum design, instructional procedures/strategies, and program development in both physical education and health education. Emphasis is given to principles and methods in planning, development of goals, objectives, and the preparation of materials and procedures in the physical education class setting. In addition, this course will aid the student in the understanding, development, implementation, and analysis of skills, resources, and materials for the middle-level and high-school health class. Areas emphasized include subject-specific pedagogical methods, standards-based practice, assessment, and differentiation. Integration of the content with students' biblical worldview will be stressed.

EDU586 (3) Physical Education Methods

The course is designed to aid the student in understanding, developing and implementing the processes of curriculum design, instructional procedures/strategies, and program development in physical education. Highlights of the course will be principles and methods in planning, development of goals, objectives, and the preparation of materials and procedures in the physical education class setting. *Cross-listed w/ HP353. Students may not receive credit for both HE353 and EDU586.*

EDU587 (3) Health Methods

This course is designed to help secondary candidates develop specific teaching skills related to the content area of Health. This course is designed to aid the student in the understanding, development, implementation, and analysis of skills, resources, and materials for the middle-level and high-school health class. Areas emphasized include subject-specific pedagogical methods, standards-based practice, assessment, and differentiation. *Cross listed with HE353. Students may not receive credit for both HE353 and EDU587.*

EDU589 (2) Early Childhood/Elementary Music Methods

A study of the various instructional methods, materials and techniques used in the teaching of general, choral and instrumental music in kindergarten through grade six. Course includes curriculum design with national music standards as well as performing, responding and creative assessments; computer-assisted instruction and integrated technology; familiarity with recorder pedagogy; a survey of classroom management strategies and ideologies; focused observation opportunities; micro and macro teaching experiences; and exposure to various methodologies and approaches to music education. Course experiences are highly participatory to facilitate improvement of musical and pedagogical skills. *Cross-listed with MU343. Students may not receive credit for both MU343 and EDU589.*

EDU590 (2) Secondary Instrumental Methods

This is a graduate course, designed to fill the needs of teacher licensure students pursuing a license in K-12 music, and to prepare pre-service teachers for the pedagogical facets of instrumental music education (woodwinds, brass, percussion, and strings). Specific course content will depend on the background and goals of each student.

EDU591 (2) Secondary Choral Methods

This is a graduate course, designed to fill the needs of teacher licensure students pursuing a license in K-12 music, and to prepare pre-service teachers for the pedagogical facets of choral music education (vocal pedagogy and choral rehearsal methods). Specific course content will depend on the background and goals of each student. Course may include conducting coaching.

EDU592 (2) Contemporary Pedagogy in Music

This course introduces students to contemporary developments in the field of music education, and provides opportunity to consider the implications for music learning and teaching in the student's area of expertise (band, choir, orchestra, or elementary general music). Issues to be addressed include: recent performance literature, current social-cultural issues, non-traditional pedagogies, teaching musical technique, and technology in music education.

Graduate Teacher Licensure Program (GTL) – Practica**EDU531L (1) Alignment Practicum**

This course is taken concurrently with EDU531 Instructional Alignment II and either a content methods course for Secondary Teachers (for single-subject endorsement candidates) or Math & Literacy methods courses for Elementary Teachers (for multiple-subjects endorsement candidates). Students will observe a minimum of 30 hours at your placement site prior to spring break and then teach a unit of instruction in their placement classroom that they have designed in the weeks after spring break. Students will be observed by both the classroom teacher and a university supervisor. Prerequisite: Admittance to School of Education required or approval of director. Corequisite: EDU531. Cross-listed with EDU331L. Students may not receive credit for both EDU331L and EDU531L. (Spring) Course Fee: See course fees.

EDU562 (4) Clinical Placement – 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. Course Fee: See course fees.

EDU564 (2) Clinical Placement – 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 performance assessment. Course Fee: See course fees.

EDU566 (2) Added Endorsement Practicum

This practicum is designed for candidates seeking an added endorsement to an existing Oregon teaching license. The practicum requires a minimum of 90 hours in the classroom, which may include professional collaboration and staff development time in addition to student contact time. The candidate is required to observe and support the classroom teacher, develop familiarity with content area curriculum and instructional strategies, provide assistance to individual students or small groups of students and to be fully responsible for a minimum of 10 instructional periods. A fee (see course fees) will be assessed in addition to tuition to compensate the cooperating teacher and meet mileage expenses for the supervising teacher. Course Fee: See course fees.

EDU567 (6) Clinical Placement I & II – Student Teaching

The candidate completes a 15-week full-time teaching experience at an elementary, middle level, or high school along with professional development seminars. Students will be in a classroom full-time (contracted teacher hours) and will teach at least one unit of study culminating in a teaching performance assessment. The student teaching experience meets the requirements for an Oregon Preliminary Teaching License. The Professional Development Seminars meet throughout the semester to reinforce, supplement, and build upon the student teacher's classroom experience and professional growth. Course fee: See course fees.

Information for All Graduate Programs

2026-27 Tuition and Fees

Tuition per graduate semester hour: Education.....	\$750
Approximate tuition commitment: GTL.....	*\$21,750
Program Application Fee.....	\$50
Additional Clinical Placement Fees	\$575
Education/MBA Program: Independent Study fee	\$300
*More information under the Independent Study section	

Advisors

Each student admitted will be assigned an academic advisor. Students are urged to contact their advisor regularly with questions they have about their program of study.

Auditing Courses

Students may audit courses from which they wish to derive benefit without fulfilling credit requirements. Only traditional undergraduate courses are available for audit. Auditing of an undergraduate course is subject to instructor approval and course availability as determined by the Registrar. Auditing private lessons, applied music classes or any online course is not permitted. Students may not challenge or test out of a course that has been audited.

A request to audit a course must be submitted to the office of the Registrar in writing at the time of registration or no later than the end of the registration period. If a student decides to take the course for credit, this schedule change must occur prior to the close of registration of the given semester. All other Corban academic policies apply to the course audit policy (e.g. non-degree seeking student, dropping a course, etc.). See the Registrar's Office for applicable fees.

Financial Aid

The financial aid office is always available to assist with financial aid needs. A summary of available programs can be found at <http://www.corban.edu/graduate/financialaid.html>.

For information on student loans, see the Financial Aid office for guidelines. Please call: (503) 375-7006.

Enrollment Status: Students who are registered for at least six credits at the graduate level are considered full-time. Students registered for three credits are half-time and qualify for financial aid.

Non-Degree Applicant

A Non-Degree applicant is allowed to take up to six credits without formally entering. An application for Non-Degree Admission and the application fee are required for acceptance (non-degree applicants are not required to submit transcripts, recommendation forms, or admissions essays).

Registration

Graduate students register themselves using the online Populi System (corban.populiweb.com), and they may register for courses beginning on the day of Open Registration according to the academic calendar.

Registration and Payment of Fees for Graduate Students

At the beginning of each semester, the student is required to pay the \$50 (nonrefundable) registration fee that is considered part of the overall tuition but is paid up-front. Tuition and fees are subject to change annually to take effect in the following Fall semester. No refunds will be granted following the close of registration.

Graduate School Admission and Academic Policies

Admission Requirements

The successful candidate will:

1. Profess faith in Jesus Christ and live a consistent Christian lifestyle.
2. Have completed a Bachelor's degree at an accredited institution with a minimum cumulative GPA of 3.00.
3. Have recent successful experience with K-12 students at the appropriate authorization age level, preferably in a school setting. If experience is lacking, the candidate may be denied acceptance or considered for Provisional Acceptance by fulfilling a practicum that would be arranged for the candidate to successfully complete before entering the spring semester of the program.
4. Demonstrate competency in a subject area if seeking a single subject endorsement. Candidates may demonstrate this in one of the following ways:
 - a. Degree in subject or related field;
 - b. Work experience in the field; or
 - c. a minor's equivalent of 18-24 semester hours in a content area.
5. Have completed a total of 30 semester hours in the following multiple subject areas if seeking early childhood and elementary level authorization:
 - a. Math
 - b. Science
 - c. Humanities or English or Communications
 - d. Social Sciences and History
 - e. Fine arts
 - f. Human Performance

(Music experience and performance skills are additional admissions requirements for music teaching candidates. Applicants for music teaching licensure will be interviewed by music education faculty to determine content area expertise. The interview may include a performance audition.)

Admission Procedures

To be considered for admissions, the potential candidate will:

1. Complete the Application for Admission. Respond to the appropriate admissions essays.
2. Remit Payment of \$50.00 as a nonrefundable application fee.
3. Submit Recommendation Forms listed below. Evaluators who complete the form should send it to the Office of Graduate and Online Admissions.
 - a. Professional
 - b. Christian Character
4. Send official transcripts from the final undergraduate institution to the Office of Graduate and Online Admissions. In addition, transcripts for any graduate courses believed to be transferable to the program should also be sent.

Academic Appeals

Students who have challenges or conflicts due to any of the policies of the graduate program can submit an appeal. The following is a list of steps that will be followed with each appeal.

- Document in writing explaining the appeal.
- Appeal submitted to the Director of the Graduate Department.
- The decision of the Director/Chair may be appealed to the Academic Council of the University.
- The decisions and recommendation of the Academic Council will stand in all academic appeals and petitions.

Determining Admission of Candidates

The Admissions Committee considers completed applications periodically in advance of each semester in which new students may start a degree or program of study. Following are the determinations that are made by the Admissions Committee and subsequently communicated to applicants in letter form.

- Official Acceptance. The applicant meets Admission Requirements and is offered the opportunity to enroll as a student in an upcoming semester. No provisions for admission are issued with this determination.
- Provisional Acceptance. The applicant meets Admission Requirements and is offered the opportunity to enroll as a student in an upcoming semester subject to certain prescribed provisions. The determination letter sent to the applicant will specify required provisions. Provisions for acceptance must be fulfilled prior to completion of the student's first semester of coursework. If provisions are not fulfilled on a timely basis, the student will not be allowed to take additional courses until admission is complete and approved. Some provisions may be prescribed which must be fulfilled prior to enrollment in the first semester of classes. The provisionally accepted candidate must submit evidence that provisions have been fulfilled to the Office of Graduate and Online Admissions. After provisions have been fulfilled, a letter of official acceptance will be issued.
- Declination. The applicant does not meet Admission Requirements and is not allowed to enroll as a student in an upcoming semester. Unless specified in the determination letter, declination does not preclude re-application at a future time if the applicant's situation changes and an updated application can be submitted to demonstrate the candidate subsequently meets Admission Requirements.

Adding or Dropping Courses

Adding Courses

Fall & Spring Semester/Face to Face: Students may add a course to their schedule up to the first day of instruction. Adding a course after the first day requires consultation and permission from the Director of Graduate Education and the instructor teaching the course. Students are required to make up any course work missed due to late enrollment.

Dropping Courses

Students may drop a course up to the Drop Deadline (see Program Calendar). This is done by the student via Populi, but it is strongly recommended that students consult their advisor before making changes in their schedules.

Students may drop a course with no tuition penalty if done up to the Drop deadline.

- a. After the Drop Date deadline there will be no refund of tuition and no change in Financial Aid decisions made according to the original registration.
- b. Courses dropped before the Drop will not be reflected in the final transcript.
- c. Courses dropped after the Drop deadline will be included on the transcript with a W grade.
- d. Courses cannot be dropped in the last 2 weeks of class in order to avoid a low or failing grade.

If a student withdraws from a program of study the policy for dropping a course will be followed. Situations such as family emergencies and other things beyond the control of the student will be handled on a case-by-case basis by the Program Director or Chair and the Registrar.

For summer semester, the same policies and practices apply EVEN IF THE COURSE IS A 2-WEEK INTENSIVE SESSION SCHEDULED FOR LATER IN THE SUMMER AND HAS NOT YET BEGUN TO MEET.

Criminal Convictions

It is the policy of Corban that prospective applicants with a criminal record wait to apply for a minimum of one year from the end of their parole and/or probation. Prior to application, the candidate must have been established in a community and involved in an evangelical church for at least three years. Additionally, convictions for crimes involving moral turpitude, such as listed in ORS 342.143 and ORS 161.405, will be grounds for denial of admission to the University or grounds for dismissal from the University. Additional Criminal History Background checks will be conducted in the Counseling and Graduate Education programs.

Disabilities Policy

In compliance with and implementation of the Americans with Disabilities Act of 1990 (ADA) it is the policy of the university to work with students and offer reasonable accommodation for any type of disability.

Corban offers a variety of supportive services that facilitate access to educational opportunities for students with disabilities. Documentation of an existing disability is required.

Interested students should contact the Director of Career and Academic Services, who can assist in planning for necessary academic support services. Students are encouraged to schedule appointments as early as possible. Questions or complaints may be directed to: Director of Career and Academic Services, 503-375-7012.

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 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 on the basis of students' race, ethnicity, linguistic background, sexual orientation, religious belief, socioeconomic status, or academic ability.

Equal Opportunity and Non-harassment Policy

It is the policy of Corban University to provide equal opportunity to all applicants, employees and students. The university does not discriminate on the basis of sex, disability, race, color, national origin, or age in admission and access to (or treatment in employment), educational programs or activities.

It is the policy of the university that employees and students have the right to work and study in an environment free of harassment on the basis of any of the factors listed above. Harassment may take many forms and determination of what constitutes harassment will vary according to the particular circumstances. Sexual harassment, intimidation or exploitation means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature if: (a) submission to such conduct is made either explicitly or implicitly a term or condition of employment or education; or (b) is a basis for employment or educational decisions affecting such individuals; or (c) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance; or (d) such conduct has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment.

Questions or complaints may be directed to: Vice President for Business, Corban University Business Office 503-375-7030.

Family Educational Rights and Privacy Act (FERPA)

Corban University complies with the amended federal Family Educational Rights and Privacy Act of 1974 (FERPA) in the maintenance of records. Educational records of students maintained by the college will be made available only to members of Corban's staff who have a legitimate professional need for the material. FERPA, as amended, is designed to protect the privacy of student records. Students have the right to review all of their educational records and to challenge the content of a record they believe to be inaccurate or misleading.

Students also have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4695.

Copies of Corban's Information Policy are available in the Student Life Office and the Registrar's Office. Students are advised that the Federal Government considers the following information to be directory information: the student's name, photograph, campus and home addresses, class standing, enrollment status, telephone number and email address, date and place of birth, major field(s) of study, academic honors, participation in college activities and sports, degrees and awards/honors received, previous schools attended, dates of attendance. For members of athletic teams, directory information also includes height, weight, and positions played. Directory information may be released to third parties, such as in news releases. Students may request that directory information not be released to third parties. To make such a request, send a signed, dated statement to the Vice President for Student Life.

Non-directory information, such as grade reports, is released to third parties only when the student has submitted a written request. The custodial parent(s) of dependent students do have access to the student's records.

Grading

Grading Scale: Grades in the graduate program have the following meaning:

A	(4.00)	Superior
A-	(3.7)	
B+	(3.3)	
B	(3.0)	Good
B-	(2.7)	
C+	(2.3)	Passing, but below graduation requirement
C	(2.0)	
C-	(1.7)	
D+	(1.3)	Unsatisfactory; credits not applicable to the degree
D	(1.0)	
D-	(0.7)	
F	(0.00)	Failure
I		Incomplete
X		Coursework continuing into subsequent semester(s)
WP/WF		Indicates official withdrawal from the course (while passing/while failing). The candidate receives no credit for that course or for work that may have been completed while registered for the course.

Incompletes

An incomplete grade (I) is a temporary grade given when students are unable to complete the work for a course on time because of extraordinary circumstances, such as illness, emergency, or other reasonable cause.

To be considered for an incomplete grade, students must be passing the course and have completed the majority of the course work, including all exams. The instructor will assign a contingency grade, which will become the final grade if the incomplete work has not been received by the due date of the contract.

Students who find it necessary to ask for an incomplete grade must make application for the grade and establish a contract with the instructor, which includes an appropriate completion date. This date may be extended to the end of the term subsequent to the term the incomplete was issued. Applications are available in the Office of the Registrar.

Independent Study Policy

Graduate students may request permission to do an Independent Study (IS). An IS may be considered when there is a schedule conflict that cannot be resolved any other way. The student requesting the IS must have a minimum CGPA of 3.0 and be current on all course work. Any candidate desiring to take a course as an independent study will be charged an independent study fee of \$300. This is in addition to tuition charges.

Arrangements for independent study are initiated by the student with his or her advisor, and contingent upon consultation with and approval of the Director of Graduate Education. Independent study courses are limited offerings and dependent upon a variety of factors, including availability of faculty. Additional conditions or factors are as follows:

1. No more than six hours per semester are to be taken.
2. No more than 9 hours of independent study are taken over the course of study.
3. The independent study fee does not apply to content elective courses that candidates must complete to meet graduation requirements. These courses are paid for at the same rate as all other graduate courses.
4. The independent study fee does not apply to courses that must be taken out of sequence due to no decision or action on the part of the student. These courses are paid for at the same rate as all other graduate courses.

Summer Schedule

During the academic year (fall and spring semesters), courses are taught online. This is done to facilitate candidates' busy work and teaching schedules. In the summer semester, 15-week courses are compressed into 10-week courses. Summer courses are online and run from the first week of June through the second week of August.

Technology Program Requirements

All students are required to use Microsoft Word as their word processing application, to be able to navigate online resources with reasonable fluency and to use their official Corban email account for all program communication. *Corban students will be eligible to use Microsoft Office 365 at no cost. Remote Student Teaching requires the Go React App, which is part of the clinical placement fees. The App is free and Corban University purchases the license.

GTL Program Information and Policies

Exam Deficiency Policy

Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application. See OAR 584-052-0010.

- 1) If a candidate does not have all required exams passed at the end of student teaching, but ultimately passes the exam(s) less than a year after student teaching.
 - Corban will submit the Program Completion Report (PCR) to TSPC when scores are received.
- 2) If the scores are received more than one year after student teaching, and if the candidate has been taking courses in the M.S.Ed. program since completing student teaching or if he/she has been teaching regularly at the relevant authorization levels.
 - Corban will submit the PRC when scores are received.
- 3) If the scores are received more than one year after student teaching and the candidate has neither continued in the M.S.Ed. nor been teaching regularly at the relevant authorization levels:
 - The candidate needs to take an additional 3 graduate credits of content area studies or pedagogy, or
 - 2 credits of supervised practicum.
- 4) If scores are received more than two years after student teaching, and if continuing in M.S.Ed. program, but not teaching or subbing regularly.
 - The candidate needs an additional 2 credits of supervised practicum.
- 5) If scores are received more than two years after student teaching, and if he/she has been teaching regularly, but not continuing in the M.S.Ed. program.
 - The candidate needs an additional six graduate semester credits of relevant content or pedagogy instruction.
- 6) If scores are received more than two years after student teaching, but the candidate has neither continued in the M.S.Ed. or been teaching regularly.
 - The candidate needs six additional graduate semester credits in relevant content or pedagogy, and
 - 2 credits of supervised practicum
- 7) Scores received more than three years after student teaching any circumstances requires re-evaluation of program completion to include a minimum of 8 credits of additional coursework and a 2-credit supervised practicum.
 - See OAR 584-052-0010 (2) Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application.

Duration of Study Limits

Graduate Teacher Licensure students have three years to complete all program requirements leading to Initial Teaching License. If student teaching is not completed within three years of entering the program, additional methods coursework will be required. Methods coursework to be considered for licensure requirements must be taken within three years of licensure recommendation. Decisions regarding specific courses and number of additional required semester credits will be made on an individual basis by the Director of Graduate Education and the Chair of Education. Recency of coursework and relevant teaching experience will be considered. The fingerprinting process required for student teaching by TSPC must be repeated and updated if not completed within 2 years prior to student teaching placement.

Fingerprinting and Criminal History Background

All licensure candidates must be cleared through TSPC after submission of fingerprinting documentation and criminal history background forms. This process will be conducted early in the course of the GTL program and students will not be allowed to progress to student teaching until clearance is granted. For more information, see the Fingerprinting page.

Formal Candidate Complaints and Resolutions

Complaints, concerns, and suggestions from teacher candidates in the education department are taken seriously and investigated thoroughly.

Any claims of discrimination, harassment, and/or assault on Corban University grounds should follow the policies and guidelines located within the Corban University Undergraduate Student Handbook. Any claims of discrimination, harassment, and/or assault on school grounds related to field experiences and/or student teaching should follow the policies and guidelines specific to the particular school or district. In either case, the Chair and appropriate director (i.e. Director of Undergraduate Education, Director of Graduate Teacher Licensing, or Director of Graduate Education) in the Corban University Education Department should also be alerted immediately and involved in this process.

Teacher candidates wishing to make a formal complaint (not related to discrimination, harassment, or assault) about a Corban University faculty member should contact the appropriate director (i.e. director of undergraduate education, director of graduate teacher licensing, or director of graduate education). If the complaint is related to a director, the teacher candidate should contact the department Chair. The teacher candidate should present the complaint in written form, detailing the issue at hand, a narrative of the events leading up to the complaint, written testimony from witnesses (if applicable), and the resolution being sought. The department director, Chair, and university provost (if necessary) will then investigate the claim, interview additional faculty and/or students as necessary, and then work together towards finding a resolution that is just and appropriate. If the teacher candidate is not satisfied with the resolution, he/she may petition with the Chair of Students.

Teacher candidates wishing to make a formal complaint (not related to discrimination, harassment, or assault) about a teacher outside of Corban University (i.e. in their field experience or student teaching placements) should contact their university supervisor and/or appropriate department director (i.e. director of undergraduate education, director of graduate teacher licensing, or director of graduate education) first. Teacher candidates should not contact district administration or other school staff personnel without having first consulted with Corban University administration. Together, the teacher candidate and appropriate university administrator will work together in addressing any concerns or

complaints in a manner that is appropriate and aligned with university and school district policies and procedures.

All records of formal complaints and resolutions are kept in students' permanent files.

Formal complaints against teacher candidates are taken seriously and investigated thoroughly. When a complaint is received by the department:

- The department Chair and/or appropriate director(s) conduct an investigation to determine whether the allegation is factual. This is done through interviews with cooperating teachers, school/university staff/faculty, and/or school administrators where appropriate.
- The teacher candidate is notified of the complaint and, if necessary, is removed from any teaching placement until a final decision has been reached. Teacher candidates are also encouraged to respond to any allegation(s).
- The department Chair and appropriate director(s) can decide to:
 - dismiss the complaint.
 - enter an agreement with the teacher candidate and appropriate district staff regarding placement.
 - remove the teacher candidate from placement and enter into a new placement.
 - dismiss the teacher candidate from the education program (this would require approval from the education faculty)

All records of formal complaints and resolutions are kept in students' permanent files.

GTL Students Entering M.S.Ed. Program

Candidates admitted to the Graduate Teacher Licensure program are at that time provisionally admitted to the M.S.Ed. program, and may take M.S.Ed. coursework beyond licensure requirements. The following conditions apply to GTL students seeking to continue in the M.S.Ed. program:

- If seeking to enter the M.S.Ed. program *while still completing GTL requirements*, the candidate will be officially accepted to the M.S.Ed. program upon completion of an admissions application with no fee and no letters of recommendation.
- If seeking to enter the M.S.Ed. program *within one year* of completing the GTL program, the candidate will be officially accepted upon completion of an admissions application with no fee and no letters of recommendation.
- If seeking to enter the M.S.Ed. program *within two years* of completing the GTL program, the candidate will be officially accepted upon completion of an admissions application with no fee, but letters of recommendation will be required.
- If seeking to enter the M.S.Ed. program after an *absence of two years*, the candidate will be officially accepted upon completion of an admissions application including application fee and letters of recommendation.
- If seeking to enter the M.S.Ed. program after an *absence of four years* or more the candidate is required to submit a complete application, including fees and letters of recommendation, and will be considered for acceptance with all new program applicants.

Minimum Grade Requirement

In the GTL program a minimum cumulative grade point average of 3.00 is required, with no grades lower than C and no more than 6 credits of C or C+.

Online Courses

Candidates in the Graduate Teacher Licensure program (GTL) are required to take all courses online. GTL courses are asynchronous, though instructors can ask for no more than 3-4 mandatory synchronous meetings within a term. Instruction can include video, audio, multi-media, and written communications.

Readmission of Candidates

Candidates absent from the GTL program for one year or less are not required to apply for re-admission. They will meet with the program advisor to determine a continuing program plan. To apply for readmission after an absence of one year or more, a candidate must complete an Application for Admission and return it to the Office of Graduate Admissions. The following additional factors and conditions apply for candidates absent from the program for more than one year:

- Returning after one year but within two years the candidate will be re-admitted upon applying for admission with no application fee and no letters of recommendation required.
- Returning within three years the candidate will be re-admitted upon applying for admission, including the application fee and letters of recommendation.
- After a three-year absence the candidate is required to submit all admissions application documentation and fees and will be considered for admission as a new student to the program.
- All other Duration of Study Limits apply as described in that section of the Academic Bulletin.
- All admissions requirements as described in this Bulletin apply to any request for re-admission.

Waiver of Required Courses

Courses required for completion of the Graduate Teacher Licensure program may be waived based on similar graduate or undergraduate courses taken at Corban or another higher education institution. Decisions will be made on an individual bases by the advisor and Director of Graduate Education. Undergraduate courses applied to GTL requirements in this way cannot be counted as graduate credit toward the M.S.Ed.

GTL Field Experiences

Candidates must successfully complete their Field Experience practicums, including preparing and teaching a unit of lessons resulting in a Teacher Performance Assessment according to the guidelines stated in TSPC's Oregon Administrative Rules. Observations and evaluations are conducted by a cooperating teacher and a Corban University supervisor. Candidates must receive a passing score on their summative evaluation to be recommended for licensure.

Placement Requests

The Education Licensure and Placement Coordinator works with district personnel and school administrators to assign all field placements. It is the candidate's responsibility to initiate this process by submitting a placement request application. Applications should be submitted at least one semester prior to time of field placement. Candidates will not be able to make specific or personal requests. Once a placement is confirmed, the Licensure and Placement Coordinator will notify the candidate and provide contact information for the school and cooperating teacher. Candidates are expected to contact their assigned teacher immediately. Some school districts may require the candidate to meet with the principal or the cooperating teacher before the placement is finalized.

Alignment Practicum – EDU531L

This field experience is an internship completed through EDU530/531, Instructional Alignment. Students spend time observing in their assigned classrooms and prepare to teach a 10-day unit of instruction including a sample Performance Assessment, completed according to the national guidelines of the Teacher Standards and Practices Commission (TSPC). **Candidates must clear a Fingerprint/Criminal History Background check through TSPC before starting the practicum.**

Clinical Placement – EDU567 (Student Teaching)

The following requirements must be met before one begins the clinical placement student teaching experience:

1. All coursework completed with a cumulative GPA of 3.00 and no more than 6 semester hours of a grade below "B-." Any course in which a student receives a grade lower than a C must be retaken before student teaching.
2. Placement application submitted to the Licensure and Placement Coordinator no later than the first month of the semester (September or January) prior to the student teaching experience.
 - a. This is typically completed as part of the requirements for Instructional Alignment II
3. Completion of Civil Rights Modules (Typically completed as part of EDU534).
4. Passing score on the Multiple Subjects Exam and/or NES content area test if required for licensure.

The required clinical placement experience for Graduate Teacher Licensure candidates is a minimum of 15 weeks, full-time in the schools. This experience could be completed in a single placement of 15+ weeks, or divided between two placements, referred to as 1st and 2nd placements. The 1st clinical placement will be approximately 10 weeks, and the 2nd clinical placement will be approximately 5 weeks. (For example; 2nd grade for 10 weeks and 5th grade for 5 weeks, or middle school for 5 weeks and high school for 10 weeks).

Each candidate completing a student teaching experience will be assigned a university supervisor.

University Supervisors will:

- Collaborate with the cooperating teacher to support and guide the teacher candidate in every way possible.
- Provide feedback to the teacher candidate following each observation.
- Evaluate the teacher candidate based upon criteria.
- Negotiate conflict, issues, concerns, and varying styles between the cooperating teacher and the candidate.
- Keep the Graduate Director informed of the teacher candidate's progress.

Field Experience Expectations

Corban University and TSPC expect all teacher candidates to be “fully engaged” at every stage of the learning process. This means that all candidates are purposefully observing, supporting, planning, teaching, or assessing at all times—even when they are not leading the instruction. **Every placement is a job interview.**

When participating in field experiences, the Corban University candidate is expected to:

- Contact the school administrator or Cooperating Teacher as soon as contact information is received from the Licensure and Placement Coordinator. If the candidate is not able to reach the assigned cooperating teacher, or if plans change in any way, immediately contact the Licensure and Placement Coordinator.
- Be professional, friendly, and cooperative at all times.
- Arrive at the assigned classroom early. If an absence is necessary, call the school as soon as possible. Make arrangements with the cooperating teacher to complete the missed time.
- Cell phones will be off and out of sight at all times while in class.
- Avoid talking with students or other observers when instruction is being given.
- Participate in the class discussions and activities.
- Refrain from gossiping about teachers or students at home or in your placement. Maintain confidentiality.
- Dress in a manner appropriate for a professional—no jeans, shorts, low cut shirts, or short skirts.
- Clarify with the cooperating teacher any specific assignments that need to be met through this experience.
- Inform the university supervisor or course instructor immediately if any problems develop.

Note: No grade will be issued for a field experience course until the evaluation forms have been completed by the cooperating teacher and returned to the course instructor or uploaded to FieldX AND any required performance assessment (Capstone) has been completed and submitted.

Clinical Placement Requirements – EDU567

1. **SCHOOL HOURS.** Candidates are to be at the school during the same contract hours as the regular teachers and are to be actively engaged with students the entire school day. Exceptions will be made only with the permission of the university supervisor or program director. In most cases, candidates will observe the holidays of the school in which they are teaching, not those of the university. Candidates may be required to attend Corban classes or seminars when PK-12 schools are on holiday.

2. **ATTENDANCE.** Candidates are expected to be **on the job**. The cooperating teacher must know about any absence. In case of illness, contact the cooperating teacher as soon as possible. Inform your university supervisor and the placement coordinator by text, phone call or e-mail by 8:00 am. Teacher candidates are required to be in their full-time placement for 15 full weeks. If a student misses 0-5 days of class over the course of these 15 weeks, they will not need to make up the time. However, if a student misses more than 5 days of school, he or she will be required to make up every day missed, extending the placement. The only exception is when the school itself is closed and the student is not able to be in their class. Student athletes are allowed to miss class for athletic contests, but not for athletic practices. Students missing for athletic contests will still have these absences counted toward their 5 absences, but through effective communication and planning with their Cooperating Teacher and University Supervisor can minimize the impact of the time out of the classroom.
3. **PROFESSIONAL.** Candidates must recognize that, as Teacher Candidates, they are a representative of the teaching profession and of Corban University and should manifest Christian principles in choices concerning dress, etiquette, and general conduct.
4. **OBSERVATIONS.** The University Supervisor will observe your teaching a minimum of six times during the student teaching experience. Remote observations will be conducted through a video recording platform and will be evaluated within that platform in a timely manner of 24-48 hours.
5. **LESSON PLANS.** A formal lesson plan must be written for every lesson that is scheduled for formal observation by the University Supervisor, the Cooperating Teacher, and/or the building administrator. See the appendices in this handbook for Corban University lesson plan format. A printed copy of the lesson plan should be given to the university supervisor when he/she arrives for the observation.

Written lesson plans are required for ALL lessons, not only those which will be observed. However, the format for lesson plans for lessons not being officially observed is flexible and informal, to be determined jointly by the Supervisor, Cooperating Teacher and Teacher Candidate.

6. **PORTFOLIOS.** The State of Oregon requires each teacher candidate preparing for a Preliminary Teaching License to assemble and analyze a performance assessment. At Corban, this assessment is titled the Capstone Portfolio. The Capstone is a performance-based, subject specific assessment which includes significant prep work as well as follow-through. Supervisors and the seminar leader will provide students with additional information completing the Capstone during their clinical placement experience.
7. **STUDENT TEACHING SEMINARS.** During the semester, seminars with the teacher candidates will be held online in both synchronous and asynchronous sessions. **Attendance is mandatory**; exceptions to this requirement must be made **in advance** with the seminar leader/instructor. Absences may result in a no-pass grade for student teaching. The student teaching seminar schedule is in the syllabus available on Populi. Guest speakers are invited frequently to the seminars to give professional input on relevant topics.
8. **EFFECTIVE COMMUNICATION.** Successful student teaching experiences are often defined by prompt, gracious and effective communication. Teacher Candidates must respond promptly to any emails or

other communications initiated by Supervisors or Cooperating Teachers. Daily informal communication between Cooperating Teachers and Teacher Candidates are essential for success, as well as more formal or lengthy official conferences – which may be spontaneous or scheduled and may or may not include the University Supervisor.

9. **PRIMARY RESPONSIBILITY.** During Clinical Placement full time student teaching, teacher candidates are required to have Primary Responsibility in the classroom for a period of 3 to 5 weeks. This is defined differently at the elementary and secondary levels. For elementary teachers, during this period of time the Teacher Candidate is to be the lead teacher and planner for all instruction. The Cooperating Teacher (CT) may also participate in planning and teaching (perhaps with groups or individuals or some co-teaching), but the teacher candidate is to take the lead and do the majority of the teaching – with support and mentoring of the CT. For secondary teachers, during this period of time the Teacher Candidate is to be responsible for 3/4 of the classes taught by the CT on a daily basis, and to be actively involved as a co-teacher or assistant to the CT in the other periods of instruction.

Although it is a good idea for the CT to be out of the classroom on many occasions to give the teacher candidate experience without the CT available, it is not required that the CT be out of the classroom for any given period of time. The decision about the exact duration of this “primary responsibility” (3, 4 or 5 weeks) is up to the Cooperating Teacher, University Supervisor and Teacher Candidate.

*For secondary candidates: If your CT teaches classes, you are not allowed to teach (AP, dual-enrollment, etc.), you may still assist in those classes. You must be responsible for at least ¾ of the teacher’s load. If this is not possible, contact your University Supervisor and confer with your Corban Education Program Director.

Experiences Outside the Classroom

Student teachers should use this opportunity to enjoy and become familiar with a wide range of activities in the school. Seriously consider activities such as:

1. Visitations and observations in other classrooms. Since no two people teach exactly alike, you should observe various methods and techniques used by other teachers.
2. Visitations to any special classes being conducted in your school. These may include remedial classes, classes for the gifted or experimental programs.
3. Participation in parent-teacher conferences. Observe the approaches in reporting practices and public relations used by your classroom cooperating teacher.
4. Attendance at as many school activities as possible. Learn how to organize and supervise extra-curricular activities. They play an increasingly important role in today’s school.
5. Attend a school board or site council meeting. You will learn amazing things about district operations.

Transportation

Corban has partnerships with a variety of districts within a 30-mile radius from campus. Efforts are made to place students within a reasonable distance from campus. However, please be aware that you will not be excused from your Corban placement due to lack of transportation and placements may be 20-30 minutes away. This means that you must plan to have access to your own transportation.

Out of Area (OOA) Clinical Placements

Opportunities for student teaching placements beyond a 30-mile radius of Corban's Salem campus are possible. The two most important factors are:

- 1) the presence or possibility for a partnership between Corban and the school or district, and
- 2) the willingness of the partner district to allow for remote observation procedures.

GTL students interested in such a placement need to make their advisor aware of this interest immediately upon entering the program, and the advisor will check with the Director of Graduate Education for information and permission to pursue such a placement. That permission may not be granted based on the two criteria noted above.

If permission is **not** granted, Corban personnel will make a placement request anywhere within the 30-mile radius, and as for ALL student teaching placements, the ultimate decision will be made by the school or school district – not by Corban. We cannot guarantee a placement in any school, district or vicinity, though we make every effort to accommodate a candidate's travel needs.

If permission is granted and an Out of Area placement is secured, remote observations will be used to fulfill licensure requirements of 6 observations in the term. It is the responsibility of each Out of Area candidate to use personal electronic equipment (laptop, phone) to provide timely video recordings as stated in the Remote Observation procedures and protocols document to the Corban supervisor using an agreed upon platform.

If permission **is** granted and an Out of Area placement is secured and face to face supervision is required, *there will be OOA fees above the customary student teaching fees charged to all candidates.* These fees will include an additional supervisor mileage fee, based on the number of miles outside the 30-mile radius and the number of required observation visits by the supervisor. If the driving time is more than 60 minutes one-way (per Google Maps), there will be an additional \$100 flat fee for supervisor travel time.

Example:

- 45 miles one way = 15 above 30-mile radius, x 2 for round trip = 30 for each visit x 8 visits = 240 miles, at current \$.70 per mile = additional fee/cost of \$168.00.
- If driving time for these 45 miles exceeds 60 minutes one-way (per Google maps from Corban campus) an additional flat fee to pay for the supervisor's added travel time of \$100.

Student Teaching and the Law

While a teacher candidate in your assigned school, you have most of the legal protections afforded a regular classroom teacher. These derive mainly from two sources: the Civil Rights Act of 1971, and the

First Amendment of the Constitution. The freedoms and limitations described in this section are based on a *teacher's legal rights*, not on a *teacher candidate's legal rights*. However, many may be relevant to your performance in the classroom. In any situation where you suspect that your or someone else's legal rights may have been violated, *see the counsel of a professional legal service first*.

The First Amendment allows that a teacher cannot be dismissed unless the incident or behavior in question affects his or her "fitness to teach." There are, however, some limitations imposed on this basic right to work, when it becomes translated into the academic freedom of the classroom. These are:

1. In general, a teacher enjoys less academic freedom with younger students.
2. A teacher should always avoid name calling, or false statements. A teacher should always *use the accepted grievance procedure first*, when seeking to remedy unfair practices.

As a teacher candidate, you are likely to be more concerned with the violation of a student's rights, than your own. A student is afforded the same constitutional rights as those enjoyed by private citizens, unless the behavior results in a "material and substantial disruption of classroom procedure and/or in a health and safety issue." Since you are liable if you know, or should have known, that you violated the constitutional rights of a student, the following common-sense reminders should be carefully studied.

Common Sense Reminders

1. You should never write down anything that you would not want a student/parent/lawyer to read, since school records are open to the student and his/her counsel.
2. If an accident occurs in your classroom, you are liable if:
 - a. You were negligent in supervision. Negligence is determined by considering whether a reasonable person would have foreseen the accident.
 - b. You fail to instruct your students in the appropriate use of a tool or material or fail to call attention to a present or potential danger.
 - c. You do not take reasonable action to correct a dangerous situation. Reasonable action is considered attempting to correct the situation or reporting the situation to a person who can remedy it.

Note: If you find yourself in any questionable situation or circumstance, immediately contact the appropriate person (i.e., your cooperating teacher, your building principal, your university supervisor, or the Director of Undergraduate Education).

GTL Program Forms of Evaluation

A Continuous Evaluation Program

Student teaching is a developmental process. One of the most important contributions made by the cooperating teacher in assisting teacher candidates to grow professionally is through constructive evaluation. The praise and recognition that a teacher candidate receives from the cooperating teacher for a job well done will not only be appreciated but will often lead to a better performance by the teacher candidate. Additionally, recommendations for improvement are critical to growth and development of an excellent teacher.

Evaluative Techniques

Probably the most effective evaluation technique is the teacher candidate's conferences with the classroom teacher. Time should be set aside for periodic conferences during which an objective analysis and discussion of the student's strengths and weaknesses will occur. The cooperating teacher can make timely suggestions on immediate and significant problems.

Informal Evaluation and Feedback

The most important point of evaluation and feedback takes place on a daily basis. Cooperating Teachers and Teacher Candidates need to be talking all of the time. What is going well? What could have been improved? What other resources or strategies might have been more effective? What might be best for an individual student? Or for the whole class? What dispositions are strong points for the student teacher? Where does he or she need to improve?

These conversations take place spontaneously throughout the day or week, *but also need to be scheduled*. Look for a time to set aside each week for such a conversation.

Formal Evaluation

Both formative and summative (CPAST) evaluations will need to be recorded in FieldX. The MOST EFFECTIVE and beneficial way to do this is for the cooperating teacher to talk through the evaluation form with the teacher candidate before entering the information into FieldX. That provides both with an opportunity to discuss strengths and weaknesses in a way that best prepares the candidate for his or her next step in preparation as a teacher.

Examinations

Candidates pursuing elementary multiple subjects are required to pass the NES elementary subtests I & II. Secondary candidates are required to pass the relevant content area NES Secondary Exam. For more testing information, please review the Test Information page.

Licensure Checklist

- ☐ Pass the designated NES Content Test(s) with a score of 220 and have scores sent to Corban University.
- ☐ Complete Civil Rights Modules
- ☐ Successfully complete the Capstone Project and meet the TCPA required passing score.
- ☐ Confirm the Cooperating Teacher and Supervisor have completed all FieldX Forms.
- ☐ Complete the online application for licensure on the e-licensing webpage, including a \$197 fee. www.oregon.gov/tspc/pages/elicensing.aspx
- ☐ Request official transcripts (both with your conferred Bachelor's degree AND with all education coursework) sent to TSPC, including \$10 fee.
- ☐ Corban University will send a Program Completion Report (PCR) only after all above items have been completed.

Appeal Procedure

Successful completion of student teaching is required before Corban University recommends any candidate for licensure to the Teacher Standards and Practices Commission (TSPC).

According to Oregon Administrative Rule (OAR), institutions approved by the Teacher Standards and Practices Commission must (1) verify that an applicant for a license has satisfied all requirements of an approved program and (2) recommend the applicant as having the competence and personal qualities to serve as a teacher.

A student denied recommendation for licensure based on unsatisfactory performance in the student teaching practicum may file an appeal with the Director of Undergraduate Education. This appeal will be considered by the Corban Education Committee. The decision of this committee may be appealed with the Academic Council of Corban University. The decision of this body is final.

Appendix A: Graduate Education Faculty

Chair, School of Education

Kleiber, Jennifer J., Associate Professor of Education, 2016. B.S. Western Oregon State College; M.S.Ed. Walden University; Ed.D. George Fox University.

School of Education Faculty

Alburn, Rebecca E., Assistant Professor of Education, 2021. B.S. Corban University; M.Ed. Western Oregon University.

Sotelo, Angela C., Assistant Professor of Education, 2022. B.A. Bethel University; M.Ed. Western Oregon University.

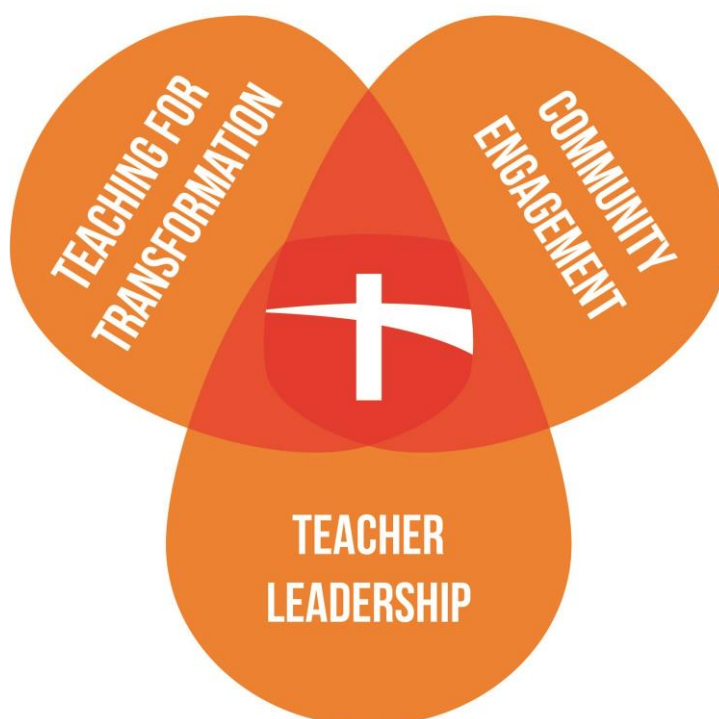
Villers, Lance, Assistant Professor, 2025, B.S. Colorado State University, B.S. Evangel University, M. Ed, Liberty University, Ed.D. Grand Canyon University

Appendix B: School of Education Conceptual Framework

The School of Education's (SOE) conceptual framework is based on three intersecting principles to impact positive change: **transformation, leadership, and engagement** ([Conzemius & O'Neill, 2001](#); [Palmer, 1998](#); [Peterson, 2001](#); [D. B. Reeves, 2006](#); [Smith, 1999](#); [Wink, 2011](#)). The principles do not stand alone but must be linked to fully represent the educator as thought leader and as an agent of change. The implications of these principles are reflected in the Corban mission statement, program outcomes and embedded key assessments. Those who have been called to the education profession to serve, whether it is public or private, local or abroad, are held accountable during their preparation in accordance with the Corban University Education mission statement. The framework integrates the philosophy that spiritual and academic learning go hand-in-hand for true vocational service ([Graham, 2003](#); [Knight](#); [Moore, 2007](#); [Palmer, 1998](#); [Peterson, 2001](#); [D. B. Reeves, 2006](#); [Smith, 1999](#)).

The conceptual framework was developed based on philosophical and theological perspectives ([Graham, 2003](#); [Palmer, 1998](#); [Peterson, 2001](#); [Smith, 1999](#)), educational theory and empirical best practice research ([Marzano, Pickering, & Pollock, 2001](#); [Marzano, Waters, & McNulty, 2005](#); [Wink, 2011](#); [Zhao, 2009](#)). These elements were used to fully define the role of the teacher in the classroom and students as image-bearers of our Creator. We believe the frame of reference through which the educator views the classroom is paramount to effective practice.

The conceptual framework for the professional programs in the Education Department provides an outline for operationalizing the mission of Corban University and of the School of Education and Counseling. **Positive change is the centerpiece of the three intersecting elements of teaching for transformation, teacher leadership and community engagement.** The framework provides direction for program vision, course planning and decision-making. The SOE conceptual framework has been aligned with the Interstate Teacher Assessment and Support (InTASC) standards and other professional organization standards of practice.



Teaching for Transformation

- View professional practice from a biblical perspective, within the context of the educational process.
- Align instruction with learning standards and use a variety of instructional strategies to engage the learner and support student achievement in learning.
- Analyze the nature and organization of the content taught and structure learning experiences that make the content accessible to all students.
- Create and manage a safe and effective learning environment.
- Employ data from formal and informal assessments to implement a cycle of reflection, evaluation, and revision of teaching practice to improve student learning.
- Understand the learning/teaching process and use strategies and techniques that indicate the teacher is progressing based on rigorous performance evaluations of high standard.

Community Engagement

- Engage in a variety of in-depth clinical experiences with mentoring support that provides the opportunity to move from theory to practice.
- Value student diversity and plan meaningful learning experiences that promote active engagement and student achievement.
- Collaborate with others and actively participate in learning communities by seeking the expertise of others for knowledge sharing.
- Demonstrate professionalism by modeling beliefs, values, and behaviors characteristic of a Christian educator.

Teacher Leadership

- Incorporate and model the use of appropriate technology in the learning and teaching process.
- Go beyond presenting content knowledge to differentiate content to reach all learners, especially those most at-risk for school failure.
- Critically consider assumptions and eagerly to support and problem solve to meet local, national and global needs.
- Draw upon relevant research to inform practice and advocate for others.
- Pursue continuous learning opportunities and embrace career-long learning as a professional commitment.

Appendix C: GTL Program Course Schedule by Semester

Elementary

FALL ENTRY SCHEDULE			
FALL	SPRING	SUMMER	FALL
EDU530 (3)	EDU531 (2)	EDU511 (3)	EDU567 (6)
EDU534 (3)	EDU531L (1)	EDU532 (3)	Or
EDU550 (3)	EDU538 (2)	EDU549 (2)	EDU643 (4)
	EDU551 (2)		EDU564 (2)
Total Credits: 9	Total Credits: 7	Total Credits: 8	Total Credits 6

SUMMER ENTRY SCHEDULE			
SUMMER	FALL	SPRING	FALL
EDU511 (3)	EDU530 (3)	EDU531 (2)	EDU567 (6)
EDU532 (3)	EDU534 (3)	EDU531L (1)	Or
EDU549 (2)	EDU550 (3)	EDU538 (2)	EDU563 (4)
		EDU551 (2)	EDU564 (2)
Total Credits: 8	Total Credits: 9	Total Credits: 7	Total Credits 6

Secondary

FALL ENTRY SCHEDULE			
FALL	SPRING	SUMMER	FALL
EDU530 (3)	EDU531 (2)	EDU511 (3)	EDU567 (6)
EDU534 (3)	EDU531L (1)	EDU532 (3)	Or
EDU556 (3)	EDU539 (2)		EDU563 (4)
	EDU58? (3)		EDU564 (2)
Total Credits: 9	Total Credits: 8	Total Credits: 6	Total Credits 6

SUMMER ENTRY SCHEDULE			
SUMMER	FALL	SPRING	FALL
EDU511 (3)	EDU530 (3)	EDU531 (2)	EDU567 (6)
EDU532 (3)	EDU534 (3)	EDU531L (1)	Or
	EDU556 (3)	EDU539 (2)	EDU563 (4)
		EDU58? (3)	EDU564 (2)
Total Credits: 6	Total Credits: 9	Total Credits: 8	Total Credits 6

Appendix D: TSPC Fingerprinting Directions

1. Complete the eLicensing application. See Step 1, below, for important directions.
2. Within five to seven days, TSPC will send an email with codes and instructions.
3. You can then contact the nearest Fieldprint office for an appointment!
4. Once you have cleared, TSPC will send you an email confirmation. It is your responsibility to make sure your fingerprints have cleared.

Step	Who	What
1	Applicant	Applicant submits an application and payment through eLicensing. <i>In eLicensing, the license category to select for fingerprinting is: "Clinical Practices," NOT "Teacher."</i> Cost = \$61 (The fee is paid through eLicensing. <i>Checks are not accepted.</i>) ETA = TSPC will email codes and instructions within 5-7 days.
2	TSPC	<i>Important notice: The applicant will receive an email from TSPC, which contains codes and instructions the applicant needs to proceed within 5-7 days.</i> TSPC emails instructions to the applicant for accessing <i>FieldPrint</i>. <i>The email will consist of the following required information:</i> FieldPrint Agency Code: XXXXXXXXXXXXXXXXXXXX Billing Code: xxxxxx ORI: xxxxxx OCA: Txxxxxxx (TSPC account ID)
3	Applicant	<i>After TSPC emails the required codes to the applicant:</i> The applicant schedules a fingerprinting appointment through the <u>Fieldprint</u> website and pays the required fee (currently \$12.50).
4	<u>Fieldprint</u>	Within 24 hours of the fingerprint scan, <u>Fieldprint</u> sends the electronic capture of fingerprints to the Oregon State Police (OSP) for processing through both the OSP and Federal Bureau of Investigation (FBI).
5	OSP	OSP forwards the results electronically to TSPC. This process is taking approximately up to four weeks.
6	TSPC	TSPC records the results as part of the application process. It is the applicant's responsibility to monitor their email account for a background clearance confirmation email. These results will also be available on the TSPC eLicensing website.
8	Applicant	Once you receive the clearance email from TSPC, upload a screenshot to Populi. The screenshot must include: 1. The date of the email 2. The clearance notification In the event you misplace or never receive a confirmation email, you must submit a completed "Background Clearance Verification" form to finger.printing@oregon.gov. This fillable PDF is available on EDU330/530 Populi page and the Corban TRC page.

***In accordance with TSPC regulations, candidates cannot begin Alignment Practicum until fingerprints have been cleared in the TSPC system. THEREFORE FINGERPRINTS MUST BE SUBMITTED TO TSPC BY OCTOBER 15.**

Appendix E: Field Experience Letters and Information

GTL Alignment Practicum – EDU531L



To: Corban University Teacher Education Candidates and Classroom Teachers

Re: **EDU531L Alignment Practicum** (1 credit)

Greetings,

This letter is intended to provide basic information about the practicum scheduled for a Corban graduate student in an elementary, middle or high school. The purpose of this practicum is to provide the student with authentic classroom observation and teaching experience, as well as to evaluate his or her readiness for full-time student teaching. ***The first step after the practicum is arranged is for the student to contact the classroom teacher and give him or her this letter.***

At that time the two of you will discuss the expectations and jointly determine a schedule for the practicum (see next page). After that initial conversation, the student will contact his or her Corban Supervisor who will facilitate a three-way conversation (most likely via email) in order to:

- Clarify expectations as needed
- Confirm schedule in classroom (see below for variety of options)
- Discuss likely week when teaching will take place and observation by supervisor
- Review and Discuss evaluation to be completed by classroom teacher

As the practicum begins, the student is expected to email or discuss in person with the supervisor weekly with an update about activities and other classroom/teaching details. The classroom teacher is welcome at any time to communicate with the supervisor and is likely to be contacted by the supervisor for a general status check – also addressing any specific areas of improvement that might need everyone's attention.

Please feel free at any point in the process to contact me directly; I am more than happy to provide any clarifications needed or even to come by the school to meet in person.

Sincerely,

Chair, School of Education
Corban University

EDU531L (one credit)

Course/Practicum Description

This practicum requires the candidate to be in the classroom for a minimum of 40 hours with as much of that time as possible while students are present, and will include at least 10 opportunities to teach or lead the whole class for brief periods of time (5-10 minutes or more). The university supervisor will make one formal teaching observation and both the supervisor and classroom teacher will complete an evaluation of the candidate at the end of the practicum. 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 even though it is more than minimum 40 hrs

Practicum Expectations EDU531L

- 40 hours minimum of observation with 10 teaching opportunities
- A mix of small group and whole group opportunities is ideal
- Mandatory to teach and video 1 edTPA lesson
 - If possible teach 1-2 more edTPA lessons without video
- Start hours early in the term but pace timing to video edTPA lesson in April
- 1 observation to be done by CT and 1 to be done by Corban representative

Practicum Expectations for EDU531LSK (Salem-Keizer Cohort)

- 15 hours minimum of observation with 10 teaching opportunities
- A mix of small group and whole group opportunities is ideal
- Mandatory to teach and video 1 TPA lesson
 - If possible teach 1-2 more TPA lessons without video
- Start hours early in the term but pace timing to video TPA lesson in April
- 1 observation to be done by CT and 1 to be done by Corban representative

GTL Clinical Placement – EDU567



Greetings!

Welcome to the final step for candidates in the preparation process of becoming a professional teacher. The student-teaching field experience is the culminating link between formal preparation and full-time independent teaching.

The student teaching experience represents the single most significant aspect of a candidate's preparation in becoming a teacher. For an extended period, the teacher candidate will interact with and impact PK-12 students, while developing his/her own teaching style. Student teaching is the most demanding experience that the teacher candidate has faced, yet, with teamwork, it can be the most fulfilling.

This section focuses on the organization of the student-teaching experience, identifies key personnel, lists the responsibilities of each and covers the criteria and process used for evaluation. Information is also included regarding procedures necessary to obtain a teaching license after the successful completion of the student teaching experience.

The essential teamwork during the experience includes the following participants:

- **Teacher Candidate (TC)**
- **Cooperating Teacher (CT)**
- **University Supervisor (US)**

Corban University wishes to thank all the administrators and cooperating teachers of the schools to which our teacher candidates are assigned. Only with this type of teamwork can the future of competent teaching in our schools be assured. The cooperation and willingness to share in the responsibility of preparing future teachers is greatly appreciated.

Together we succeed!

The Corban Education Faculty

Alignment Practicum Responsibilities

EDU531L - Spring Semester

Teacher Candidate (TC)	Cooperating Teacher (CT)	University Supervisor
Be fully engaged while in the classroom, dressing and conducting oneself professionally	Help Teacher Candidate acclimate to school	Provide support for Teacher Candidate
Communicate regularly with Cooperating Teacher	Provide constructive feedback frequently	Preview Lesson plans for teaching unit before candidate teaches
Pre-assessment must be given prior to teaching	Preview lesson plans or unit prior to it being taught	Provide support for Cooperating Teacher if needed
Collaborate with Cooperating Teacher to determine content for the unit	Communicate any concerns with the University Course Instructor	Communicate potential areas of concern
Some elements must be pre-approved by Cooperating Teacher and University Instructor	Allow Teacher Candidate to teach a 10-day unit during which time the Candidate completes a TCPA	Observe Teacher Candidate during the 10-day unit
Prepare and teach 10-day unit of Study	One formal lesson observation*	Two formal lesson observations*
	Practicum Dispositions*	TCPA Portfolio Evaluation completed by 531 instructor
	Practicum Eval (Pre-CPAST)*	

** Submitted on FieldX (Corban University's Online Assessment System)*

University Contacts		
Dr. Jen Kleiber– Chair	jkleiber@corban.edu	503-375-7079
Megan Marentes – Placement, Licensure, and Assessment Coordinator	mmarentes@corban.edu	503-589-8175

Appendix F: EDU567 Timeline

15 Weeks - Fall or Spring

	Teacher Candidate (TC)	Cooperating Teacher (CT)	University Supervisor (US)	ESOL Supervisor (if applicable)	
Month 1	Begin on the first day with your placement	*Upload License Verification Information	Orientation with Teacher Candidate and Cooperating Teacher	Connect w/ TC and CT	Month 1
	Must work contract hours at placement; Seminar online for remainder of the term	*1st Formal Lesson Observation – formal lesson plan required 24 hours in advance	Provide support; maintain regular contact with TC and CT		
	Work on Capstone, read each section thoroughly and ask questions of Supervisor as needed	TC is integrated as much as possible to be upfront and seen as a teacher, small and whole group instruction as CT sees fitting	*1st Formal Lesson Observation		
Month 2	Continue to work on Capstone, read each section carefully, discuss unit for TPA, discuss advocacy project	*2nd Formal Lesson Observation - formal lesson plan required 24 hours in advance	Provide support for Teacher Candidate	*1st Formal Lesson Evaluation	Month 2
	Ensure NES Elem I, NES Elem II, and NES ESOL exams have been passed	TC is incorporated into regular whole group and small group teaching and planning	*2nd Formal Lesson Observation		
			*3rd Formal Lesson Observation		
Month 3	3-Weeks FT Teaching – break into 1 week then a 2-week chunk if possible	*Complete Formative Evaluation	*Complete Formative Evaluation		Month 3
	Work on Capstone requirements	Transition to TC teaching full classes	Support TC with Capstone as needed		
	Upload Capstone	*3rd Formal Lesson Observation - formal lesson plan required 24 hours in advance	*4th Formal Lesson Observation		
Month 4	Complete any remaining licensing requirements	*4th Formal Lesson Observation – formal lesson plan required 24 hours in advance	*5th Formal Lesson Observation	*2nd Formal Lesson Evaluation	Month 4
	Visit other classrooms for short amounts of time, continue to be actively teaching in the classroom	*ESOL Observation (if applicable)	*6th Formal Lesson Observation	Connect w/ CT and TC	
		Please check that all FieldX formal lesson observations are complete	*Complete Summative Eval. & TC Dispositions Eval.		
		* Complete Summative Evaluation, Dispositions Eval, CT Survey in FieldX	* Grade Capstone Project; Submit final passing grade to UG Director		

Appendix G: GTL Program Forms

Lesson Observation Form

Lesson Observation Report

(Revised Fall 2018 to align with new Summative Evaluation)



Teacher Candidate:

Subject(s):

Cooperating Teacher:

Date:
Teacher

Completed by (Circle One):

Grade Level:

School:

University Supervisor:

University Supervisor or Cooperating

RATING SCALE for Lesson Observation Reports				
2 - One of the Candidate's Strengths at This Point in Time				
1 - On Target for Meeting Expectations, Continued Development Expected				
0 - Needs Focused Attention and Development to Meet Expectations				
		0	1	2
Planning	Plans align with standards, are measurable and developmentally appropriate.			
	Uses a variety of materials and resources to make content relevant and accessible to a range of learners			
	Plans for a variety of assessments aligned with objectives, culturally relevant and allowing for varying abilities.			
	Plans for instruction that is culturally relevant and includes effective differentiation strategies.			
	Comments:			
		0	1	2
Instructional Delivery	Articulates objectives and clear instructions, and sequences instruction appropriately.			
	Engages learners in critical thinking and problem solving.			
	Checks for understanding and makes adjustments accordingly.			
	Uses a variety of developmentally appropriate digital tools (technology).			
	Actively involves learners in creating and managing a safe and respectful learning environment.			
	Comments:			
		0	1	2

Assessment	Uses assessment data to inform instruction, applying tools available for data collection and analysis.			
	Provides feedback that is timely, enabling learners to recognize strengths and areas for improvement.			
	Supports learning by using assessment techniques that are developmentally appropriate, formative, and summative.			
	Comments:			
		0	1	2
Professionalism	Reports on time <i>or early</i> for daily student teaching AND Additional teacher engagements (e.g., IEPs, teacher committees)			
	Is meeting deadlines and obligations established by the cooperating teacher and/or supervisor			
	Prepared to teach when instruction is scheduled to begin. All materials are easily accessible AND organized. <i>Prepared for the unexpected and flexible.</i>			
	<i>Works with</i> and learns from colleagues in planning and implementing instruction <i>to meet diverse needs of learners</i>			
	Is receptive to feedback and constructive criticism , and incorporates knowledge or skills gained into teaching.			
	Comments:			
Additional Effectiveness Indicators: These will be assessed at a later date in the practicum and need to be attended to on a regular basis, but they are not evaluated at each lesson observation.				
	Attends at least one professional development opportunity and provides evidence of understanding and application knowledge or skill acquired.			
	Provides evidence of communication with parent in ways that improve understanding and encourage progress.			
	Informs all stakeholders (cooperating teacher, supervisor, and/or faculty members) of absences prior to the absence			
	Discusses or is able to provide evidence that justifies instructional practice with research and/or theory.			

Plan of Assistance Form

Corban University Education Program Plan of Assistance in Student Teaching



Student Name:

Supervisor:

Authorization Level:

Secondary Content Area (if applicable):

You have been identified as being at risk of failing to meet the rigorous and stringent requirements prescribed by the Oregon Teacher Standards and Practices Commission (TSPC) for teacher licensing. As an attempt to provide you with as much assistance and support as possible, you have been asked to complete this individualized education plan in order to assist you in becoming more successful, both in and out of the classroom.

All concerns that have been expressed by your advisor, other faculty members at Corban University, and/or any cooperating teachers you have worked with will be noted in this plan and **must** be addressed before you can be recommended for licensure with TSPC. Please note that completing this plan of assistance does not guarantee you can be recommended for licensure with TSPC as this is a complicated process that requires approval from multiple stakeholders within several organizations.

This individualized education plan is comprised of three parts. Part I details all major concerns in the areas of organization, learning experiences, assessment of student learning, learning environments, professionalism, classroom management, and disposition. Part II details the steps you must successfully complete, all of which will be evaluated by Corban faculty to determine your readiness in proceeding into future educational coursework. Part III includes the due date and acceptance of the terms detailed in this individualized education plan.

Part I: Areas of Concerns

Area	Concerns/Examples	Suggestions
Organization: Lessons show proper alignment: objectives, introduction, content, appropriate integration, strategies, closure, evaluation, etc.		
Learning Experiences: Clearly/accurately presents, smooth transitions, efficient use of time, etc.		
Assessment of Student Learning: Aligns with objectives, suitable for lesson, developmentally appropriate, both formative and summative, etc.		
Learning Environments: Student organization, on-		

task behavior, equitable application of classroom policies, etc.		
Professionalism: Mature attitude, consistent, courteous, respectful, appropriate behavior, punctual, enthusiastic, etc.		
Classroom Management: Consistent, appropriate, positive, reflective, etc.		
Disposition: Character, leadership, human interaction, communication, self-development and reflection, responsiveness to constructive criticism		

Part II: Next Steps

Action	Details
Reflection Paper	Student must write a reflection paper that addresses each of the concerns noted in Part I of this individualized education plan. Thoughts about why these concerns were expressed must be addressed. Student must also detail how the completion of this individualized education plan has (or has not) helped to address the stated concerns, as well as how things will be different for the upcoming year. Please note that this reflection paper is a major component of this individualized education plan. Corban faculty will be looking for thoughtful, relevant, and introspective writing; not excuses or the placing of blame elsewhere.
Readings/Research	
Additional Classroom Experience	
Interviews	
Letters of Recommendation	

Part III

All requirements and steps indicated in this individualized education plan must be successfully completed by _____ (DD/MM/YYYY). By signing below, I acknowledge my understanding and acceptance of the terms of this agreement.

Student Signature

Date

Advisor Signature

Date

Department Chair Signature

Date

Appendix H: Licensure Exams

In order to obtain an Oregon Teaching License, the state requires candidates pass content specific National Evaluation Series (NES) tests. These NES certification exams are administered through Pearson Education, Inc. The exams are computer-based and offered year-round. Information regarding registration and test content including cut scores can be found at <http://www.orela.nesinc.com/>. Study materials are available to purchase on their website. **When registering for tests, you will need to select Corban as a recipient for test scores.** This allows Corban to access your scores for program admittance and licensure requirements. Exams are automatically sent to the State of Oregon (TSPC) for eventual licensure. For more information on cut scores and required tests, go to “TEST INFORMATION.”

Testing Information

Be sure to list Corban University as a recipient of scores. Each test costs \$95-\$100 to complete

ORELA/NES CONTENT AREA TESTS and PASSING SCORES (in parenthesis)

Elementary:

(Note: The Elementary tests are NOT taken by PK-12 PE and Music majors)

Elementary Exam Subtest I	(220)
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Elementary Exam Subtest II	(220)
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Secondary and PK-12:

Agricultural Science	(220)
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Biology	(220)
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English Language Arts	(220)
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Health	(220)
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Mathematics	(220)
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Music	(220)
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Physical Education	(220)
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Social Science	(220)
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Middle Level Subject Area Exams:

Foundational English Language Arts	(220)
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Foundational Mathematics	(220)
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Foundational Social Studies	(220)
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Foundational Science	(220)
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ESOL Endorsement

English Speakers of Other Languages	(220)
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Appendix I: Additional Helpful Resources

Getting to Know Your School

The first step in the student teaching program is to become oriented to the school. A university supervisor and the classroom cooperating teacher will help you adjust to student teaching. You need to familiarize yourself with all or most of the following:

- A. The philosophy of the school. You should learn the principles that are employed by the school in determining how procedures are chosen and implemented.
- B. The school/building procedures:
 - a. Time of opening and closing of school
 - b. Time the teachers are expected to arrive and leave school
 - c. Recess and lunch periods
 - d. Room schedule
 - e. Bell system and its operation
 - f. Fire, earthquake and other drill procedures
 - g. Methods of checking and reporting attendance
 - h. Procedures for handling a student injury
 - i. Discipline policy and
 - j. Procedures
- C. The school facilities
 - a. Administration offices
 - b. Teachers' room
 - c. Supply room
 - d. Playground areas
 - e. Cafeteria
 - f. Library
 - g. Lighting, heating, ventilation
 - h. Audio-visual aids room
 - i. Transportation facilities
 - j. Counseling office
 - k. Resources center
- D. The special school personnel
 - a. School nurse
 - b. Supervisors
 - c. Counselors
 - d. Curriculum directors
 - e. Coordinator of audio-visual aids and materials
 - f. Custodian
 - g. Office staff
 - h. Resource personnel (i.e. special education, Title I Coordinator, reading specialist, etc.)

- E. The Central Administrative Services
 - a. Curriculum guides and aids
 - b. Technology resources
 - c. Location of personnel officers

- F. General information and organization
 - a. Clerical duties
 - b. Custodial duties
 - c. Faculty responsibilities
 - d. Faculty meetings
 - e. Printed forms
 - f. Cumulative records
 - g. Health referral forms and health cards
 - h. Accident reports
 - i. Registration cards
 - j. Reporting practices
 - k. Requisitions for materials
 - l. Bus regulations

- G. The classroom
 - a. Basic texts
 - b. Supplementary instructional materials (i.e. multi-cultural, special education)
 - c. Teaching aids
 - d. Files
 - e. Seating plans
 - f. Classroom equipment
 - g. Technology resources
 - h. Student' language/learning needs

First Year Responsibilities

The clinical placement experience is designed to prepare completers to understand and prepare them for their first year of teaching. Hopefully, the clinical placement serves as a preview of what expectations exist for a first-year teacher. The following document is borrowed from a local district with some guiding questions candidates can use to self-assess their growth and progress during their placement.

FIRST YEAR TEACHING RESPONSIBILITY—SALEM-KEIZER SCHOOL DISTRICT

Procedures and Routines

Essential Question: Are systems in place to help the classroom run efficiently?

Essential Skills: The teacher models, practices, and reviews procedures and routines with the students. The teacher provides feedback to the students about procedures and routines. The teacher uses observation to strengthen the procedures and routines for the classroom.

Look for:

- Teacher posts and refers to behavioral expectations.
- Teacher posts and refers to an accurate agenda.
- Teacher implements an efficient system for students to access necessary materials.
- Teacher uses an efficient method for distributing and collecting student work.
- Teacher establishes entering and exiting procedures that are evident.
- Teacher creates and implements transition procedures.
- Teacher creates and implements a seating chart.
- Teacher uses an efficient system for taking attendance.
- Teacher creates and implements a procedure for individual students needing to leave the room.
- Teacher uses a “getting their attention” signal.
- Teacher uses a structured system for students to respond.
- Teacher arranges classroom furniture to support different types of learning.
- Teacher models and uses a variety of purposeful grouping strategies.
- Teacher includes visuals to teach and support procedures.
- Teacher reviews routines and procedures in an effective and timely manner.
- Teacher has a system in place for students who do not have appropriate materials.

Classroom Management

Essential Question: Are developmentally appropriate structures in place that build, promote, and facilitate positive classroom culture throughout the school year?

Essential Skills: The teacher demonstrates frequent reflection on data analysis of student learning to inform instruction.

Look for:

- Teacher uses a consistent template for recording lesson plans.

- Teacher's daily lesson plans include learning target, steps for instruction, academic vocabulary, flexible grouping, and formative assessment.
- Teacher incorporates the learning target throughout the lesson so students make connections between their learning and the expected outcomes.
- Teacher uses a variety of engagement strategies in lesson planning.
- Teacher effectively uses the gradual release of responsibility model.
- Teacher develops plans for the lesson or unit that are well-structured with reasonable time allocations.
- Teacher provides opportunities for students to move and/or process with one another during the lesson.

Communication

Essential Question: Are interactions with colleagues, students, staff, families, and community members respectful and professional?

Essential skills: The teacher provides timely feedback to students on their progress and learning. The teacher uses a system to regularly communicate with parents about student academic/social/behavioral progress, upcoming classroom events/activities, major assignments and assessments. The teacher responds positively to observations and makes use of feedback for overall improvement.

Look for:

- Teacher makes initial contact with parents to establish a partnership within the first month.
- Teacher uses a method to log parent communication.
- Teacher contacts parents promptly when concerns arise.
- Teacher responds positively and professionally when addressing parent concerns.
- Teacher uses evidence and data when talking to parents.
- Teacher reaches out to support team for help when needed (colleagues, mentor, coach/ELT, ELAS, SpEd case manager, counselor, behavior specialist, administrator.)