

Master's in Education

Handbook

2026-2027



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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 and principals 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.

Master of Science in Education

Overview

This program is designed for educational professionals who plan to pursue a Master of Science in Education degree. The program contains three tracks: Curriculum and Instruction, ESOL Endorsement, and Literacy. Upon completion students will have articulated a biblical worldview and educational philosophy that informs their teaching and educational leadership. Through the thesis project students will also have the opportunity to find and apply relevant research to educational issues and use that research to inform their own teaching, leading and learning.

Program Mission and Vision

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 SOEC conceptual framework has been aligned with the INTASC standards and professional organization standards of practice.

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 Corban School of Education has four overarching Outcomes that drive assessment collection and accreditation through NWCCU for all graduate education programs. These outcomes, in addition to the required standard outcomes below, will be used to report out on the Principal License program. You will find these outcomes aligned on the Course Outcomes chart in the syllabus for each course.

1. Candidates will develop and articulate a biblical worldview and educational philosophy that informs their teaching and educational leadership.
2. Candidates will demonstrate understanding of teaching and learning theories and articulate their developing theoretical perspectives.
3. Candidates will be able to find and apply relevant research to educational issues and use that research to inform their own teaching and learning.
4. Candidates will demonstrate their knowledge of important issues for educational leaders and understand how those issues are informed by a biblical worldview.

Required Courses and Tracks

M.S.Ed. Core (15 credits) EDU503 Exploring Educational Issues (3) EDU511 Biblical Worldview & Ethics in Education (3) EDU513 Biblical Leadership in Educational (3) EDU601 Introduction to Research in Education (3) EDU602 Thesis (3)
Curriculum and Instruction (15 credits) EDU532 Theories of Learning and Teaching (3) EDU534 Teaching the Diverse Learner (3) EDU535 Curriculum Development and Evaluation (3) EDU536 Equity & Ethics in Education (3) EDU542 Assessment for Learning (3) EDU545 Law, Policy and Politics in Education (3)
ESOL Endorsement (14 credits) EDU611/711 Intro to Linguistics and Language Acquisition (3) EDU614/714 Intercultural Communication and Teaching (3) EDU615/715 The ESOL Classroom: Methods, Materials & Issues (3) EDU616/716 Content Area Instruction & Assessment for ELL Students (3) EDU618/718 ESOL/Bilingual Practicum (2)
Principal License Program (21 credits) EDU536 Equity & Ethics in Education (3) EDU545 Law and Policy in Education (3) EDU546 Leading People and Aligning Resources (3) EDU547 Continuous School Improvement (3) EDU548 Instructional Leadership (3) EDU568 Principal Internship I (3) EDU569 Principal Internship II (3)
Additional Elective Courses not offered on a consistent basis. EDU549 (2) / 550 (3) /551 (2) Elementary Methods Courses for Added Endorsement (7) EDU58? Methods Courses for Added Endorsement (3) EDU556 Literacy Across Content Areas (3) EDU599 Special Topics (1-3) EDU625 Current Issues & Literacy Leadership (3)

Curriculum and Instruction Track

Overview

This program is designed to address the needs of classroom teachers (not an endorsement). Candidates explore curriculum issues as they relate to the classroom and have the opportunity to take elective courses that would enhance their instruction and their understanding of the field of education.

Curriculum and Instruction Program Learning Outcomes

- Candidates will understand the complexity of cultural diversity and how it affects student learning and articulate strategies that can be used to address the needs of diverse populations.
- Candidates will demonstrate understanding of the processes of curriculum development and evaluation, and the essential characteristics of effective assessment for learning.
- Candidates will describe and implement essential characteristics of effective assessment for learning.

Required Courses

Take any 5 of the following 3-credit courses

EDU532 Theories of Learning and Teaching (3)
EDU534 Teaching the Diverse Learner (3)
EDU535 Curriculum Development and Evaluation (3)
EDU536 Equity & Ethics in Education (3)
EDU542 Assessment for Learning (3)
EDU545 Law, Policy and Politics in Education (3)

Additional Content Area or Specialty Electives can be taken to accumulate 15 credits.

English for Speakers of Other Languages/Bilingual Endorsement and Track (ESOL)

Overview

This program is for Oregon licensed educators. Candidates can either complete the 14-credit endorsement as a stand-alone program or as a track in the Master of Science in Education degree. The endorsement sequence comprises 4 core courses in ESOL/Bilingual theory and practice, and a 2-credit practicum. A candidate desiring to add an additional Bilingual Specialization must also furnish evidence of proficiency in the designated foreign language. This may be with a passing score on the ACTFL Proficiency Test, or by passing another second language fluency exam approved by program leadership or by evidence of prior experience.

ESOL Program Learning Outcomes

- Language Acquisition. The candidate will demonstrate knowledge of concepts, theory, and research related to language acquisition and cultural competence.

- Cultural Competence. Candidates will know and value the characteristics of academically and culturally diverse populations of students and design instruction which reflects that understanding.
- Assessment. Candidates will demonstrate their understanding of effective assessment that informs instruction and considers individual, cultural and linguistic diversity.
- Advocacy. Teacher candidates will demonstrate an understanding of how diverse student needs often create situations for teachers to advocate for their students. Additionally, candidates will implement at least one form of advocacy during their student teaching experience as part of their Capstone Project.

Required Courses

EDU611/711 Intro to Linguistics and Language Acquisition (3)
 EDU614/714 Intercultural Communication and Teaching (3)
 EDU615/715 The ESOL Classroom: Methods, Materials & Issues (3)
 EDU616/716 Content Area Instruction and Assessment for ELL students (3)
 EDU618/718 ESOL/Bilingual Practicum (2)

Upon completion of coursework and practicum, an ESOL endorsement candidate is required to pass the NES ESOL exam administered by Oregon Educator Licensure Assessments (ORELA). Corban University will then recommend the candidate for the endorsement to Teachers' Standard and Practices Commission (TSPC) and the candidate applies directly to TSPC for the added endorsement to his/her license.

Note: Though there is a policy limit of 6 "track" credits transferable from another institution for ESOL and Literacy (and 9 Core credits), students may transfer in up to 15 if they have completed an endorsement program with another institution. In these cases, however, the student must complete all Core coursework for the M.S.Ed. at Corban.

Principal License Program Track

Overview

This program is designed for education professionals who are pursuing leadership opportunities in schools, specifically with a focus on being a principal or assistant principal. The program meets state of Oregon requirements and has been approved by TSPC which will allow candidates to be recommended for a Principal License upon completion. The completion of the Principal License and M.S.Ed. requires 36 credits of content and internship.

Program Mission and Visions

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

Program goals are based upon the NELP/OAR standards required for meeting the requirements of a Principal license. Candidates will apply the knowledge, skills, and commitments necessary to:

1. collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
2. understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
3. develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.
4. evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.
5. engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.
6. improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.
7. build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

Required Courses

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

Added Endorsement/License or Endorsement/License Only

Candidates are welcome to pursue an 'Endorsement Only' program, in which they complete all ESOL coursework and practicum or all of the Principal License Program coursework and internships. Candidates seeking to add a multiple subject or single subject area endorsement to a current Oregon teaching license will work with an advisor to design an individualized program that aligns with TSPC regulations and the Corban University mission, for a minimum of 5 credit hours, which will include 2 to 3 credits of practicum. For more information on adding a Principal License or adding an subject endorsement to an existing teaching license, please refer to the appropriate handbooks (PLP or GTL).

Course Descriptions

Master of Science in Education (M.S.Ed.) – Core

EDU503 (3) Exploring Issues in Education

Educators continually examine current practices in P-12 education in search of better solutions to increase student achievement and prepare students for the world in which they will live and work. In this course, participants will examine issues of learning, culture, society, politics and philosophies impacting students, teachers and schools today. The course will equip participants to use academic scholarship and research to develop their own reflective practice, collaborate with others and advocate for solutions that better educational experiences for P-12 students. The course will also provide a brief overview of the nature of Christian Higher Education and introduce the value of bringing a biblical worldview into educational practice and academic scholarship. Participants will have the opportunity to practice academic scholarship and writing in preparation for the culminating research project which will come at the end of their M.S.Ed. program. (Summer)

EDU511 (3) Biblical Worldview & Ethics in Education

This course examines how biblical belief structures influence the methods educators use to motivate people to learn. Each candidate will develop a personal statement of his/her biblical worldview and how that view affects his/her perspective on learning, teaching, and thinking on current issues in education.

EDU513 (3) Biblical Leadership in an Educational Environment

This course is designed to explore biblical leadership in the educational setting. Through the light of biblical ethical theory, students will examine and analyze on how organizational leaders respond to the situations they face and be asked to embrace the responsibility of leadership with a view to the positive difference both formal and informal leaders can make in any given educational environment. Students will have the chance to reflect on and apply their own values and ethical understanding to shed light on situations they often face as educational leaders. In addition, students will examine research that exists on traditional theories of leadership and investigate current issues in school leadership, with a view to articulating what each might do as an active leader in their own educational setting. (Fall)

EDU545 (3) Law, Policy and Politics in Education

This course identifies and analyzes major policy and political trends and issues impacting education on the national, state and local levels. Recent and historical legal issues and specific decisions will also be examined to add light on the policy, politics and practices in American schools. This course leads students to a familiarity with the perspective of a wide range of stakeholders in education, and the complex processes of making policy and determining practices.

EDU601 (3) Introduction to Educational Research and Analysis

This course will provide an overview of various research methodologies applied in the field of education, as well as instruction in finding, selecting and evaluating educational research. Students will be guided in the defining of the focus area for their thesis and developing a relevant annotated bibliography to take with them into the thesis writing. (Fall)

EDU602 (3) Thesis

Students will be guided in supplementing the thesis bibliography begun in EDU601, organizing the resources for thesis writing and work with the instructor/advisor to meet a series of writing and review

deadlines through the course of the semester. Significant attention will be provided also to the process of viewing academic literature and theses through the lens of a biblical worldview. *Candidates not finishing their Thesis by the end of the semester will be required to take one credit of Thesis work each semester until completed or withdrawing from the program.* (Spring)

Master of Science in Education (M.S.Ed.) – Curriculum and Instruction

EDU532 (3) Theories of Learning and Teaching

This course discusses principles of human learning and related practices for classroom teaching. The psychology of learning in a school setting includes both individual and group generalizations. The roles and functions of a classroom teacher or a school leader as a facilitator of learning, and a decision maker concerning pupil needs and achievement are explored. (Summer)

EDU534 (3) Teaching the Diverse Learner

This course will investigate the social and legal issues within the field of education regarding the concept of student diversity in the classroom. The topics for this class include social, economic, cultural, racial, and linguistic diversity, including the impact of Dyslexia on the learner. This course will emphasize how teachers and schools can respond to the issues that emerge as our society becomes more diverse. Additionally, the issues of diversity will be discussed from the Christian perspective. (Fall)

EDU535 (3) Curriculum Development and Evaluation

This course will provide candidates with an intensive study of pedagogical approaches and materials for teaching in schools, including state curriculum documents, curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and recommendations of recent reform movements. (Summer)

EDU536 (3) Equity and Ethics in Education

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

EDU542 (3) Assessment for Learning

Topics explored in this course include minimum competency, norm-referenced, and criterion-referenced tests; classroom student assessment, including portfolios and open-ended problem solving with scoring rubrics; reliability; validity; interpreting scores; standardized tests; planning and constructing assessments; and evaluating assessment items. (Spring)

EDU545 Law, Policy, and Politics in Education (3)

This course identifies and analyzes major policy and political trends, and issues affecting education on the national, state, and local levels. Recent and historical legal issues, and specific decisions, will also be examined to shed light on the policy, politics, and practices in American schools. This course leads students to a familiarity with the perspective of a wide range of stakeholders in education, and the complex processes of making policy and determining practices. (Spring)

EDU550 Methods in Literacy (3)

This course is designed to introduce elementary education students to the major approaches and techniques for teaching reading and writing in the early childhood/elementary classroom. Students will examine the developmental, remedial, and corrective techniques in reading methodology and provide a focus on the use of children's literature in strong language arts instruction. Students will understand learners' literacy growth and development will vary based on cognitive, linguistic, physical, social, and emotional needs. Students will use understandings of diverse communities and cultures to provide inclusive instruction for all learners. Students will understand the purpose and interpretation of formative, summative and diagnostic assessments, and the use of data to drive instructional practice. Students will examine the use of multi-modal literacies and their use within a well-rounded literacy program that includes recognizing and accommodating for exceptionalities such as dyslexia. This course focuses on materials and strategies for developing literacy in the early childhood/elementary classroom focusing on writing, speaking, and listening using children's literature as a catalyst to show the reciprocal skills of reading and writing. Students will understand the major domains of writing as transcription, translation, the writing process, and the developmental stages of writing. Students will understand that researched based practices for spelling, punctuation, and syntax must be explicitly taught. Students will focus on skills and strategies of strong writing instruction that includes developmentally appropriate and on-going feedback. (Fall)

EDU556 Literacy 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 on strategies that facilitate the development of reading, writing, speaking, listening, and thinking skills within the specific disciplines in which students will be teaching. Today's educational climate requires every teacher to be a literacy teacher and this course will prepare student to know and communicate academic language effectively as well as train them in a variety of methods to improve and increase the vocabulary, language function, syntax, and discourse of students in their 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)

Master of Science in Education (M.S.Ed.) – ESOL

EDU611 / EDU711 (3) Introduction to Linguistics and Language Acquisition

This course examines the nature of language. Key linguistic terms are presented and applied to the ESOL classroom. The course also surveys the language backgrounds of Oregon's ELL population, identifies common language struggles of each group, and compares and contrasts the acquisition and development of listening, speaking, reading and writing in first and second languages. Candidates also determine professional goals as related to ESOL education. (Fall)

EDU614 / EDU714 (3) Intercultural Communication and Teaching

This course examines the issues of Culture in its relation to language learning and acquisition as well as exposes candidates to the historic precedents, legal issues, and best practices of Bilingual education. Candidates will survey the cultural background of Oregon's ELL student population and explore issues related to communicating with culturally diverse families. Candidates are also exposed to issues of acculturation and discuss issues of equity and civil rights. (Fall)

EDU615 / EDU715 (3) The ESOL Classroom: Methods, Materials & Issues

This course focuses on instructional strategies for developing social and academic English in ELL students. Candidates explore and learn about commonly used methods and materials and explore the English Language Development (ELD) standards and methods which are currently being implemented in Oregon. The course also focuses on models of collaborative teaching and building learning/teaching communities with colleagues. Prerequisite EDU311, EDU611 or EDU711. (Spring)

EDU616 / EDU716 (3) Content Area Instruction & Assessment -ESOL

This course centers on the ways in which all content areas may serve to strengthen ELL student fluency and language competency. This course will focus on sheltered and scaffolded instruction (including GLAD and SIOP), with specific emphases on developing ELL student comprehension, vocabulary enrichment, and developmental writing. Candidates will also develop fair and useful assessment tools to determine literacy and academic learning and practice the administration, scoring, and interpretation of formal and informal tests of language proficiency. Prerequisite EDU311, EDU611 or EDU711. (Spring)

EDU618 / EDU718 (2) ESOL/Bilingual Practicum

The practicum is a supervised teaching experience of 90 contact hours in two authorization levels and will be arranged individually for each candidate. The practicum is an opportunity to apply the learning from coursework. Candidates are to demonstrate competence in teaching both English and academic content to ELL students at a variety of English proficiency levels. In addition, candidates for the Bilingual Specialization must demonstrate proficiency in the classroom use of the designated foreign language. Prerequisite EDU611, EDU614, EDU615, EDU616. May be taken concurrently with EDU615, EDU616. Course Fee: \$125. (Fall or Spring).

Master of Science in Education (M.S.Ed.) – Principal License Program**EDU536 (3) Equity and Ethics in Education**

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

EDU545 Law, Policy, and Politics in Education (3)

This course identifies and analyzes major policy and political trends, and issues affecting education on the national, state, and local levels. Recent and historical legal issues, and specific decisions, will also be examined to shed light on the policy, politics, and practices in American schools. This course leads students to a familiarity with the perspective of a wide range of stakeholders in education, and the complex processes of making policy and determining practices. (Spring)

EDU 546 Leading People & Aligning Resources (3)

In this course, future principals will gain knowledge pertaining to nonacademic duties of the principal including supervision of facilitates and services. Course topics will include but are not limited to: budgeting, scheduling, human resource management, hiring, resource acquisition, technology, school safety, investigations, and governance processes. Candidates will learn and practice leadership skills to effectively manage and evaluate operational management, resource, and finance systems within an inclusive school equitably, effectively, and efficiently. Capacity building through recruitment and hiring

will be explored as well as exploring applicable laws, policies, and regulations as required to lead and manage school resources and systems.

EDU547 Continuous School Improvement (3)

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

EDU548 Instructional Leadership (3)

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

EDU568 Principal Internship I (3)

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

EDU568 Internship I – Candidates must complete 100+ hours in their supplemental placement.

EDU569 Principal Internship II (3)

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

online (asynchronous) and address current issues relevant to the ongoing leadership experiences. The purpose of seminar is to provide principal candidates with a forum to discuss their internship experiences, to work through expectations and portfolio items, to share information about licensing and employment, and to offer professional development opportunities and encouragement. Prerequisite: Passing of Internship Readiness Evaluation. Additional Course Fee required (see Course Fee list).

EDU569 Internship II – Candidates must complete 200+ hours in their primary placement.

Additional Electives

The following courses can be taken to fulfill elective requirements in the Curriculum and Instruction Track.

EDU533 (3) Technology in Education (by special arrangement, Summer)

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

EDU569 (1) Special Topics Seminar

EDU599 (3) Special Topics

EDU625 (3) Current Issues and Leadership in Literacy Instruction

This course is designed to develop students' familiarity with current issues in literacy instruction and recent trends in the administration and implementation of district, school and classroom reading programs. Students will also examine effective practices in literacy instruction and develop their expertise in communicating assessment and research data to stakeholders, organizing school-wide and individual reading programs, and aligning literacy programs with federal, state and local standards. (Spring)

HIS513 (3) Historical Perspectives: Reading and Analysis (by special arrangement, limited availability)

The student will be guided through the selection and reading of sources relevant to a specific era, series of events or geographically defined collection of historical documents, texts and other volumes. The course goal is to develop the student's familiarity with the historical events and issues and cultivate the student's analytical skills within the context of a biblical worldview. Conferences, reading responses and other assignments will be completed in a format that includes a combination of online, electronic and personal communication. *In addition to this Course Description, each course will have an articulated Course Purpose, more specifically identifying the selected study content.*

ENG513 (3) Literary Perspectives: Readings and Analysis (by special arrangement, limited availability)

The student will be guided through the selection and reading of sources relevant to a specific genre, era or geographically defined collection of literature. The course goal is to develop the student's familiarity with the literature and cultivate the student's literary analytical skills within the context of a biblical worldview. Conferences, reading responses and other assignments will be completed in a format that includes a combination of online, electronic, and personal communication. *In addition to this Course*

Description, each course will have an articulated Course Purpose, more specifically identifying the selected study content.

ED901 Teachers as Brain Changers (1)

This course examines the development of the human brain from birth through young adulthood and how it is involved specifically with academics, counseling, learning, behavior, goals and overall success. Emphasis is given into educational settings with specific content, strategies, and pedagogical theories related to best practices in teaching, learning, and counseling. Includes brain development, behavioral connections, impact of nutrition/exercise, effects of drugs/alcohol, and curbing negative thoughts and behaviors.

ED902 Advanced Teachers as Brain Changers (1)

This course continues on the work from EDU901 with further emphasis on pedagogical practice and implementation in both the classroom and in educational counseling situations. Includes brain development, behavioral connections, prefrontal cortex, anterior cingulate gyrus, basal ganglia, limbic system, temporal lobes, parietal lobes, and other brain structures and how they are involved in classroom learning in areas of behavior modification, counseling, self-esteem building, character development, teaching, and overall success.

EDU903 Cooperating Teacher Training (1)

This course provides foundational preparation for classroom teachers moving into the role of Cooperating Teachers for Student Teachers (Teacher Candidates) in their classrooms and provides beneficial insights into developing professional relationships in any teacher mentoring role. Course instruction begins with participation in an online 10-Module presentation. Elements of course content include Effective Communication and Feedback, Collaborative Planning and Teaching, Building Professional Relationships, Clarifying Roles, and Co-Teaching Strategies. The course concludes with a reflective summary covering content from the modules. In aligning with Oregon law, all cooperating teachers must receive directed training in preparation to host a teacher candidate. The design of this course and assessment tasks are to build upon the training a cooperating teacher receives and to further reflect on best practices of teaching and learning, as well as mentoring pre-service teachers.

EDU910A Beginning Teacher Mentor Program: Year 1 (3)

This course is designed to increase the efficacy of teachers in their first years of the teaching profession. Through systematic and explicit support using the InTASC Professional Teaching Standards, beginning teachers will develop and refine their teaching practice.

EDU910B Beginning Teacher Mentor Program: Year 2 (3)

This course is designed to increase the efficacy of teachers in their first years of the teaching profession. Through systematic and explicit support using the InTASC Professional Teaching Standards, beginning teachers will develop and refine their teaching practice.

EDU911 Mentor Academy: Inquiry into Practice (6)

This course is designed to assist mentors in deepening their knowledge and use of tools to engage beginning teachers in collaborative cycles of inquiry in which they plan instruction and prepare assessments, teach and formatively assess students and reflect on teaching and learning.

EDU911B Mentor Academy: Inquiry into Practice Year 2 (6)

This course is designed to assist mentors in deepening their knowledge and use of tools to engage beginning teachers in collaborative cycles of inquiry in which they plan instruction and prepare assessments, teach and formatively assess students and reflect on teaching and learning. Year 2.

ED912 Beginning Counselor Mentor Program (3)

This course is designed to increase the efficacy of counselors in their first years of the profession.

EDU913 ENVOY Classroom Management Strategies (1)

This course is designed to increase the efficacy of teachers by increasing their use of non-verbal strategies to create a positive classroom environment.

Information for All Graduate Programs

2026-27 Tuition and Fees

Tuition per graduate semester hour: Education.....	\$750
Approximate tuition commitment: M.S.Ed.	\$22,500
Program application fee.....	\$50
Graduation fee: M.S.Ed.....	\$150
Education/MBA Program: Independent Study fee	\$300
*More information under 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 considered to be 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 or Master's degree program at an accredited institution with a minimum cumulative GPA of 3.00.
3. Possess a current teaching license, have demonstrated experience as a K-12 teacher, or have completed a teacher licensure preparation program.

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.
5. Provide evidence of professional teaching experience, applicable experience and/or licensure by submitting a Professional Resume.

Admission Procedure of International Students

International students are subject to the admission policies of Corban University School of Education and to the regulations of the Immigration and Naturalization Service of the United States Department of Justice. An applicant who is not a citizen of the United States must meet the following requirements:

1. The applicant must submit all of the documents required of any new student, as listed under the Admissions Procedure. Transcripts of the student's academic record submitted in a language other than English must be accompanied by a certified translation into English by World Evaluation Services. (www.wes.org)
2. The applicant must demonstrate proficiency in reading, writing, and speaking English by attaining a minimum score of 637-673 (paper test) or 110-120 (Internet) on the Test of English as a Foreign Language (TOEFL). We would also accept an equivalent score on a similar, approved test. The TOEFL code number for Corban University is 4956. This number should be entered on examination answer sheets. To report scores of tests previously taken, enter the code number on TOEFL Request Forms. An alternative to the TOEFL exam is the International English Language Testing System (IELTS). Applicants must attain a minimum score of Band 8-9. Outside of the United States, information regarding the tests may be obtained from American embassies and consulate offices of the United States Information Service. Students who are accepted with minimal language ability may be required to take formal training in English as a Second Language (ESL).

3. The applicant must submit a written guarantee that transportation costs to and from the United States and expenses while in attendance at Corban University will be underwritten. Copies of bank account records, other financial instruments, or letters of certification may be submitted for this purpose.

International students must maintain a full schedule of studies, which is defined as a minimum of six units per semester. The United States government will not grant permission for part-time employment until a student has completed one year of studies and can prove that his or her financial situation has changed. In most cases, permission is granted only for work that is a practical application of the area of study being pursued by the student. In no case may other activities be allowed to interfere with a student's academic responsibilities.

The processing of an application usually takes several weeks. All application materials should be received by the Admissions Office by July 1 for the fall semester and by November 1 for the spring semester.

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.

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/Dean 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.

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.

- 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.
- Courses dropped before the Drop will not be reflected in the final transcript.
- Courses dropped after the Drop deadline will be included on the transcript with a W grade.
- 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 Dean 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 may be conducted in the 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.

Human Subjects Research Review Committee

The Human Subjects Research Review Committee (HSRRC) provides independent determinations on methods, risks, benefits and rights involved in research involving human subjects. The HSRRC is responsible for reviewing and approving projects, conducted by both faculty and students alike, involving human subjects research.

Applications to be reviewed by the Committee are due two weeks prior to the Committee's meeting date, the second Tuesday of every month.

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 traditional academic year (fall and spring semester) courses are taught in a 15-week semester format. In the summer, courses are offered from the first week of June through the second week of August in a compressed 10-week semester format.

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 purchase Microsoft Office at a discounted price.

M.S.Ed Program Information and Policies

Duration of Study Limits

Master of Science in Education requirements must be completed within six years from the beginning of admission to the M.S.Ed. program without loss of credit for completed classes. This does not apply to candidates who have completed the Graduate Teacher Licensure program. Those candidates have four years upon completion of licensure requirements to enter the M.S.Ed. program, at which time all GTL coursework that applies to the M.S.Ed. requirements will be accepted and the candidate has four years in which to complete the remaining M.S.Ed. requirements. All decisions will be made on an individual basis by the Director of Graduate Education and Dean of Education based on recency of coursework and relevant professional experience.

Principal License Program candidates have five years to complete all program requirements leading to the Principal License. If internship hours have not been fulfilled within the five years, additional coursework and internship may be required. Courses from this program that will be used in pursuit of the M.S.Ed. must fall in the timeframe stated in the paragraph above.

Graduate Teacher Licensure 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 or Principal License 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.

Graduation Requirements

To become eligible for the Master of Science in Education, the candidate must satisfactorily complete the following:

1. Program of Study. All coursework must be completed according to a program of study defined and on file with the academic advisor during orientation and the Christian Scholarship Seminar,

updated as needed with the advisor and consulted for degree audit purposes the semester before expected degree completion. All courses must be completed within the Duration of Study Limits policy articulated elsewhere in the Academic Bulletin.

2. Presentation of Thesis. The penultimate step to graduation is the formal presentation of the research thesis to the education faculty. Though this will be incorporated into EDU602 requirements, it is meant to be an academic community event, so other education students may be in attendance. Local students will be expected to come to campus at a designated day and time for the presentations, and distance students will arrange a telephone or video conference call with at least two faculty who have read and evaluated the thesis.
3. A minimum grade point average of 3.00 for the total graduate program, with no more than six hours of grade below "B-". Any course in which a grade lower than "C" is earned must be retaken.
4. Formal application for graduation. Candidates who expect to complete all degree requirements must apply for graduation. The form is available online and must be turned in during the prior semester to the semester in which the candidate expects to graduate. A \$160 graduation fee must accompany the application. To participate in commencement ceremonies, all requirements must be completed no later than the last full week before the commencement.

Online Courses

The M.S.Ed. program can be completed entirely online. A course schedule is available to current students describing when all courses will be offered.

Readmission of Candidates

Candidates absent from the Principal License or M.S.Ed. 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 – though any coursework completed within six years of original admission can be included as fulfillment of M.S.Ed. requirements.
- 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.

Thesis Requirement (M.S.Ed.)

Definition of a Thesis: A position or proposition that a person advances as a candidate for scholastic honors and offers to maintain by argument.

All candidates for the Master of Science in Education degree at Corban University will write a Thesis Paper addressing an educational issue relevant to their professional goals. Foundations for the Thesis

will begin as students consider topics of interest to them while they are taking M.S.Ed. coursework. They will then identify a specific focus area and probable guiding questions during the first course in the research sequence. The Thesis Paper will include an extended literature review of relevant research and other academic or professional literature, a synthesis of the research, a discussion of the biblical worldview impact on the topic and a concluding proposition or recommendation (thesis). Study and writing for the Thesis Paper will be included in the research sequence, EDU601 and EDU602. *Candidates not finishing their Thesis by the end of the semester will be required to take one credit of Thesis work each semester until completed or withdrawing from the program.*

There are several different options for final assessments in a Master's program, but there is no one specific requirement by any accrediting body or board that says this is what you have to do to get your Masters. There is also a difference on the requirements for people getting their MAT versus their M.S.Ed. Some schools make students take comprehensive exams; some schools make students write a thesis (such as Corban). Some schools make students do their own empirical study in the form of action research. And, some schools make their students do an entire qualitative, quantitative or mixed methods studies. Some schools may have students complete multiple items, such as comprehensive exams and write a thesis.

Corban's School of Education has selected the thesis in the form of a synthesis work because of our belief that the students coming through this program must be consumers of research before they are creators of research. There is a desire that students truly master a topic or issue. While having students do their own research might benefit those planning on pursuing their doctorate, most current Corban students are in the program for teaching purposes, not the pursuit of academic research. Therefore, we thought it was wiser to have students learn how to use research for bettering their educational practices then focusing on creating their own study.

Transfer of Credit

Graduate work completed at other regionally-accredited institutions may be accepted in partial fulfillment of the requirements for the Principal License or the Master of Science in Education at Corban subject to the following conditions:

1. Transfer credit will not be allowed for any course in which the grade received was lower than a B-.
2. Candidates are permitted to transfer a total of six semester hours of graduate work from another institution to replace core coursework requirements. Additionally, they may transfer in a total of six semester hours of graduate work to fulfill elective or track requirements.
3. Graduate credit completed in another institution's licensure program cannot be used to satisfy elective credit in the Master of Education program.
4. Each request for transfer of credit will be considered on an individual basis. The value of the course content in relationship to the applicant's program will be considered in the decision.

Waiver of Required Courses

Courses required for completion of the Principal License Program or M.S.Ed. may have been waived based on similar graduate or undergraduate courses taken at Corban or another higher education institution. Undergraduate courses applied to GTL requirements in this way will NOT be counted as graduate credit toward the M.S.Ed.

Appendix A: Graduate Education Course Schedule

The matrix below provides an overview of when and in what format all M.S.Ed. courses will be offered in a two-year cycle, and will allow students to actively participate in determining their own program plan. A number of important planning parameters are listed on the following page for students to note when designing or considering changes to their program plan. The following page of this document also provides a look at the course numbers and titles for required courses in all tracks in the M.S.Ed. Program. Some aspects of this plan are tentative due to adjunct and faculty schedules or changes.

COURSE MATRIX									
	2025-2026			2026-2027			2027-2028		
	<i>Fall</i>	<i>Spring</i>	<i>Summer</i>	<i>Fall</i>	<i>Spring</i>	<i>Summer</i>			
Core	513 601	511 602	503 511	513 601	511 602	503 511	513 601	511 602	503 511
C/I	534 536	535 542 545	532	534 536	542 545	532 535	534 536	542 545	532 535
Electives	550 556	538/539 (2) 551 (2) 58?	549 (2)	550 556	538/539 (2) 551 (2) 58?	549 (2)	550 556	538/539 (2) 551 (2) 58?	549 (2)
ESOL	611 614 618	615 616	618						
PLP	536 548	545 546	547	536 548	545 546	547	536 548	545 546	547

Appendix B: M.S.Ed. Planning Parameters

- 503 is required prior to taking 601 and 602. Other than that, Core courses do not need to be taken before track courses.
- 601 and 602 should be taken the last fall and spring in the program plan.
- ESOL Endorsement practica must be taken after all track courses are completed (or in the same semester of the last track course if that is spring semester).
- C/I candidates may take any ESOL, Principal License, or Reading courses to fulfill elective requirements.
- The C/I track can be completed entirely online, but ESOL and Principal License will require some synchronous events and in person practica.

M.S.Ed. Core (15 credits) EDU503 Exploring Educational Issues (3) EDU511 Biblical Worldview & Ethics in Education (3) EDU513 Biblical Leadership in Educational (3) EDU601 Introduction to Research in Education (3) EDU602 Thesis (3)
Curriculum and Instruction (15 credits) EDU532 Theories of Learning and Teaching (3) EDU534 Teaching the Diverse Learner (3) EDU535 Curriculum Development and Evaluation (3) EDU536 Equity & Ethics in Education (3) EDU542 Assessment for Learning (3) EDU545 Law, Policy and Politics in Education (3)
ESOL Endorsement (14 credits) EDU611/711 Intro to Linguistics and Language Acquisition (3) EDU614/714 Intercultural Communication and Teaching (3) EDU615/715 The ESOL Classroom: Methods, Materials & Issues (3) EDU616/716 Content Area Instruction & Assessment for ELL Students (3) EDU618/718 ESOL/Bilingual Practicum (2)
Principal License Program (21 credits) EDU536 Equity & Ethics in Education (3) EDU545 Law and Policy in Education (3) EDU546 Leading People and Aligning Resources (3) EDU547 Continuous School Improvement (3) EDU548 Instructional Leadership (3) EDU568 Principal Internship I (3) EDU569 Principal Internship II (3)

Appendix C: Graduate Education Academic Calendar

	2025-2026	2026-2027
Fall Semester	Fall 2025	Fall 2026
Open Registration Begins	July 15	July 14
1 st Day of Instruction	September 2	August 24
Add/Drop Date Deadline	September 9	September 25
Thanksgiving Break	November 26-28	November 25-27
Finals Week	December 8-12	December 7-11
Spring Semester	Spring 2026	Spring 2027
Open Registration Begins	November 15	October 20
1 st Day of Instruction	January 5	January 4
Add/Drop Date Deadline	January 12	February 5
Spring Break	March 23-27	March 22-26
Finals Week	April 27 – May 1	April 26-30
Commencement	May 2	May 1
Summer Semester	Summer 2026	Summer 2027
Open Registration Begins	April 15	April 6
Online Instruction Begins	June 8	June 1
Add/Drop Date Deadline	June 15	June 11
Final Week of Online Instruction	August 10-14	August 13

*Any course to be added to a student's schedule **after the first day of online instruction requires consultation with and approval of the Director of Graduate Education**, even if the course is F2F and has not yet met for the first time.*