

2009-2010

CATALOG



CORBAN
COLLEGE & GRADUATE SCHOOL

Dedicating Heart and Mind to God

5000 DEER PARK DRIVE SE
SALEM, OREGON 97317-9330
503.375.7005 | 800.845.3005
www.corban.edu

ACADEMIC CALENDAR

SUMMER TERM	2009	2010	2011
Summer Session begins	May 3 (M)	May 10 (M)	May 9 (M)
Close of registration for Summer Session	May 7 (F)	May 14 (F)	May 13 (F)
Last day to drop summer course w/o financial penalty	May 28 (F)	June 1 (Tu)	May 31 (Tu)
Summer Session ends	Aug. 20 (F)	Aug. 20 (F)	Aug. 19 (F)
FALL SEMESTER	2009	2010	2011
Residence halls open for new students	Aug. 28 (Fri)	Aug. 27 (Fri)	Aug. 26 (Fri)
New student and family orientation	Aug. 28-30	Aug. 27-29	Aug. 26-28
New student registration/testing	Aug.31-Sept 1	Aug. 30-31	Aug. 29-30
Residence halls open for returning students	Aug. 31 (M)	Aug. 30 (M)	Aug. 29 (Mon)
Continuing student registration	Sept. 1 (Tu)	Aug. 31 (Tu)	Aug. 30 (Tu)
Instruction begins	Sept. 2 (W)	Sept. 1 (W)	Aug. 31 (W)
Close of registration	Sept. 11 (F)	Sept. 10 (F)	Sept. 9 (F)
Last day to add courses to any class schedule	Sept. 11 (F)	Sept. 10 (F)	Sept. 9 (F)
Last day to drop courses without a fee	Sept. 11 (F)	Sept. 10 (F)	Sept. 9 (F)
Study Day (no classes)	Oct. 9 (F)	Oct. 8 (F)	Oct. 7 (F)
Last day to drop any course	Nov. 13 (F)	Nov. 12 (F)	Nov. 11 (F)
Thanksgiving vacation	Nov. 25-29	Nov. 24-28	Nov. 23-27
Classes resume	Nov. 30 (M)	Nov. 29 (M)	Nov. 28 (M)
Early registration for Spring Semester	Nov 16-Dec 18	Nov. 15-Dec 17	Nov. 14-Dec 16
Christmas Concert performances	Dec 4-5 (F-Sat)	Dec 3-4 (F-Sat)	Dec 2-3 (F-Sat)
Last day of instruction	Dec. 11 (F)	Dec. 10 (F)	Dec. 9 (F)
Final exams	Dec. 14-18	Dec. 13-17	Dec. 12-16
Residence Halls close at 2:00 p.m.	Dec. 18 (F)	Dec. 17 (F)	Dec. 16 (F)
SPRING SEMESTER	2010	2011	2012
Residence halls open for all students	Jan. 10 (S)	Jan. 9 (S)	Jan. 8 (S)
Registration for all students	Jan. 11 (M)	Jan. 10 (M)	Jan. 9 (M)
Orientation for new students	Jan. 11 (M)	Jan. 10 (M)	Jan. 9 (M)
Instruction begins	Jan. 12 (Tu)	Jan. 11 (Tu)	Jan. 10 (Tu)
Close of registration	Jan. 22 (F)	Jan. 21 (F)	Jan. 20 (F)
Last day to add courses to any class schedule	Jan. 22 (F)	Jan. 21 (F)	Jan. 20 (F)
Last day to drop courses without a fee	Jan. 22 (F)	Jan. 21 (F)	Jan. 20 (F)
President's Day (no classes)	Feb. 15 (M)	Feb. 21 (M)	Feb. 20 (M)
Last day to drop any course	March 19 (F)	March 18 (F)	March 16 (F)
<i>Graduation Applications for next year due before Spring Break (current juniors)</i>			
Spring break	Mar. 22-Mar. 26	Mar. 21-Mar. 25	Mar 19-23
Classes resume	Mar. 29 (M)	March 28 (M)	March 26 (M)
Easter (no classes for travel day)	April 5 (M)	April 25 (M)	April 9 (M)
Classes resume	April 6 (Tu)	April 26 (Tu)	April 10 (Tu)
Registration for summer courses	Apr. 12 -Apr. 23	Apr. 11 -Apr. 29	Apr. 10-Apr. 27
Early registration for Fall Semester	Apr. 12 -Apr. 30	Apr. 11 -May 6	Apr. 16-May 4
Last day of instruction	April 23 (F)	April 29 (F)	April 27 (F)
Final exams	April 26-30	May 2-6	Apr 30-May 4
Commencement	May 1 (Sat)	May 7 (Sat)	May 5 (Sat)
Residence halls closed for all students	May 1 (Sat)	May 7 (Sat)	May 5 (Sat)

THE CORBAN DIFFERENCE

Our vision for Corban College is to continue to aspire to be one of the greatest conservative academic institutions on the west coast. This means that we want all our graduates to leave here and be recognized by all as Corban men and women who have a heart and mind that is truly dedicated to God.

This is in keeping with the meaning of our name, “Corban” which means “A gift dedicated to God.” As stated in Romans 12:1, Corban graduates should be known as those whose lives are noted as living sacrifices or as a Corban to God:

“I urge you, brothers, in view of God’s mercy to offer your bodies as living sacrifices, holy and pleasing to God”

You may have heard the term she or he has the persona of a Harvard or Yale graduate because they are different. We also want our graduates to be noted as different because they have the persona of a Corban graduate. What does the persona of a Corban graduate look like?

First, their heart and mind is dedicated to God as stated in Mark 12:30:

“Love the Lord with all your heart and with all your soul and with all your mind and with all your strength.”

Second, their academic knowledge is thoroughly saturated with the word of God so that they are able to discern every issue in life from a biblical or Christian world view.

Third, they are academically prepared for their professional vocation.

Fourth, they consider their life a ministry in whatever profession they choose.

Fifth, they have a broad general education in all areas of life in order to be competent thinkers, involved citizens and effective communicators on all issues that mankind faces.

These five characteristics are based upon our mission to educate Christians who will make a difference in the world for Jesus Christ.

The college experience will have a major impact on a student’s life. Research indicates that normally students reflect the values of their college professors and tend to reflect these same values 25 years later. Since our faculty and staff live out these five characteristics, our graduates will truly have a different persona as Corban men and women. You will experience the “Corban Difference” when attending our college.

Making a Difference,



Reno Hoff
President



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COLLEGE PROFILE

OUR HISTORY

Corban College 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.

While Baptist in theology, Corban serves the greater evangelical community. In order 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 College’s mission.

Today, there are 45 accredited majors and programs of study including traditional programs, adult degree programs and graduate studies programs on campus and online.

OUR PURPOSE STATEMENT

To educate Christians who will make a difference in the world for Jesus Christ (Matthew 28:19-20).

OUR CORE VALUES

Christ-honoring
Bible-centered
People-oriented
Excellence-driven
Future-directed

OUR ENDEAVOR

To provide Bible-centered baccalaureate and graduate programs built on the foundation of our Judeo-Christian and Baptist heritage.

To educate maturing Christians to become competent thinkers, involved citizens and effective communicators.

To provide opportunities for students to apply their academic knowledge and exercise their ministry gifts and abilities through church, community service and internship programs.

To develop healthy, balanced lives through participation in extracurricular programs and intramural activities designed to enhance the mind, body and spirit.

OUR COMMITMENT TO GROWTH

We believe Christ has called all of us to a life of growth, and that if we are to be the kind of people God wants us to be, we must be prepared to take the risks that growth demands. We must not be afraid to reach beyond where we are.

Reaching out of our boundaries of self to other people is part of growth. Evangelism is central to this commitment; but reaching means, too, an availability, an accessibility of mind and heart to other people, a refusal to shelter within the walls of habit, inertia, prejudice, and fear.

Such a commitment, in some circumstances, may demand the risk even of life. And there is always a psychological risk in opening ourselves up to other people. Not least may be the risk of being misunderstood by our own friends. Further, we must recognize that in reaching it is possible to lose our balance and sustain genuine emotional, spiritual and intellectual injury.

But the risk must be accepted if our commitment to growth is genuine. As a college, we are committed to a scholarship, manifested by honesty, dispassion, accuracy, and breadth in our studies. As a Christian college, we are committed to a biblical, moral stance, and to Christ-like beauty of life-style. And as a contemporary college, we are committed to progress, effective involvement (rather than passive intellectualism), and to contemporary methods.

We are committed to neither ease nor safety. Reaching may be difficult—perhaps even dangerous. But the risk is unavoidable if we are to grow.

OUR ACCREDITATION

Regional Accreditation: Northwest Commission on Colleges and Universities

Regional accreditation is a process of recognizing educational institutions for performance, integrity, and quality which entitles them to the confidence of the educational community and the public. In the United States, this recognition is extended largely through nongovernmental, voluntary membership associations that establish accreditation criteria, evaluate institutions against that criteria, and approve institutions that meet the criteria.

When granted, accreditation by the Northwest Commission on Colleges and Universities is not partial. It applies to the entire institution in operation at the time of the most recent comprehensive evaluation. It indicates that the institution as a whole is substantially achieving its mission and that it meets the Commission's expectations for compliance with the accreditation criteria.

Specialized Accreditation:

Education Program: Association of Christian Schools International

OUR AFFILIATIONS AND ENDORSEMENTS

Memberships:

American Association of College Registrars and Admissions Officers
American Association of Higher Education
Association of Christian Schools International
Association of Christian Service Personnel
Association for Christians in Student Development
Council for Christian Colleges and Universities
College and University Personnel Association
Council for Adult and Experiential Learning
Learning Resources Network
National Association of Christian College Admissions Personnel
National Association of College and University Business Officers
National Association of College Admissions Counselors
National Association of Fund Raising Executives
National Association of Independent Colleges and Universities
National Institute of Independent Colleges and Universities
National Association of Intercollegiate Athletics
National Association of Student Personnel Administrators
National Association of Student Financial Aid Administrators
National Christian College Athletic Association
National College Placement Association
National Orientation Directors Association
Northwest Commission on Colleges and Universities
Northwest Placement Association
Oregon Association of College Registrars and Admission Officers
Oregon Association of Colleges of Teacher Education
Oregon Association of Student Financial Aid Administrators
Oregon High School College Relations Council
Oregon Independent College Association
Pacific Association of College Registrars and Admissions Officers
Salem Area Chamber of Commerce
Western Association of Student Financial Aid Administrators
Western Association of Student Employment Administrators
Western College Placement Association

Endorsements:

- Chartered by the State of Oregon as a degree-granting institution
- Approved by the Veterans Administration for education benefits for veterans and their dependents
- Approved by the United States Department of Justice for the training of foreign students
- Approved by the Teacher Standards and Practices Commission for the State of Oregon

OUR FACILITIES (SEE MAP NEXT PAGE)

25—Schimmel Hall, named for a long-time academic dean, is the principal administrative building at the College. The main floor has the offices of the President, Vice President for Academics, Registrar, Admissions, Business and Development and classrooms. Offices for Student Life, Financial Aid, Career and Academic Services, and the President Emeritus are located on the second floor. The Travis Memorial Dining Center and kitchen rest on the ground floor.

26—The Library/Academic Center is an H-shaped structure. The uphill side of the “H” houses faculty member offices on all three floors. Classrooms are located on the third and fourth floors. The faculty secretary office is found on the 5th floor.

On the downhill side of the “H,” the first floor contains the bookstore, student computer lab, media center, and the mailroom. The second floor and third floor house the library. A portion of the third floor also contains the Prewitt-Allen Archaeological Museum. The top floor houses the science laboratory.

The library has more than 85,000 volumes, including about 55,000 book titles. About 30 percent of the collection is in the field of religion—the core curriculum in Bible and theology. Schools and patrons in the mid-Willamette Valley increasingly seek assistance from Corban’s resources in this discipline.

The library operates under the principle that it is an extension of the classroom. As such, its goal is to provide adequate resources for term papers, reports, class discussion, research and personal growth. Its personnel desire to guide students in methods of library use and appropriation of these resources. Corban participates in the On-line Private Academic Library Link (OPALL), which allows students access to nearly one half million book titles. The library also offers a number of periodical full-text data bases to the student, staff, and faculty.

27—The Pavilion, across from the Academic Center, is the principal classroom building for the campus and houses the student center and the Common Grounds coffee and snack shop.

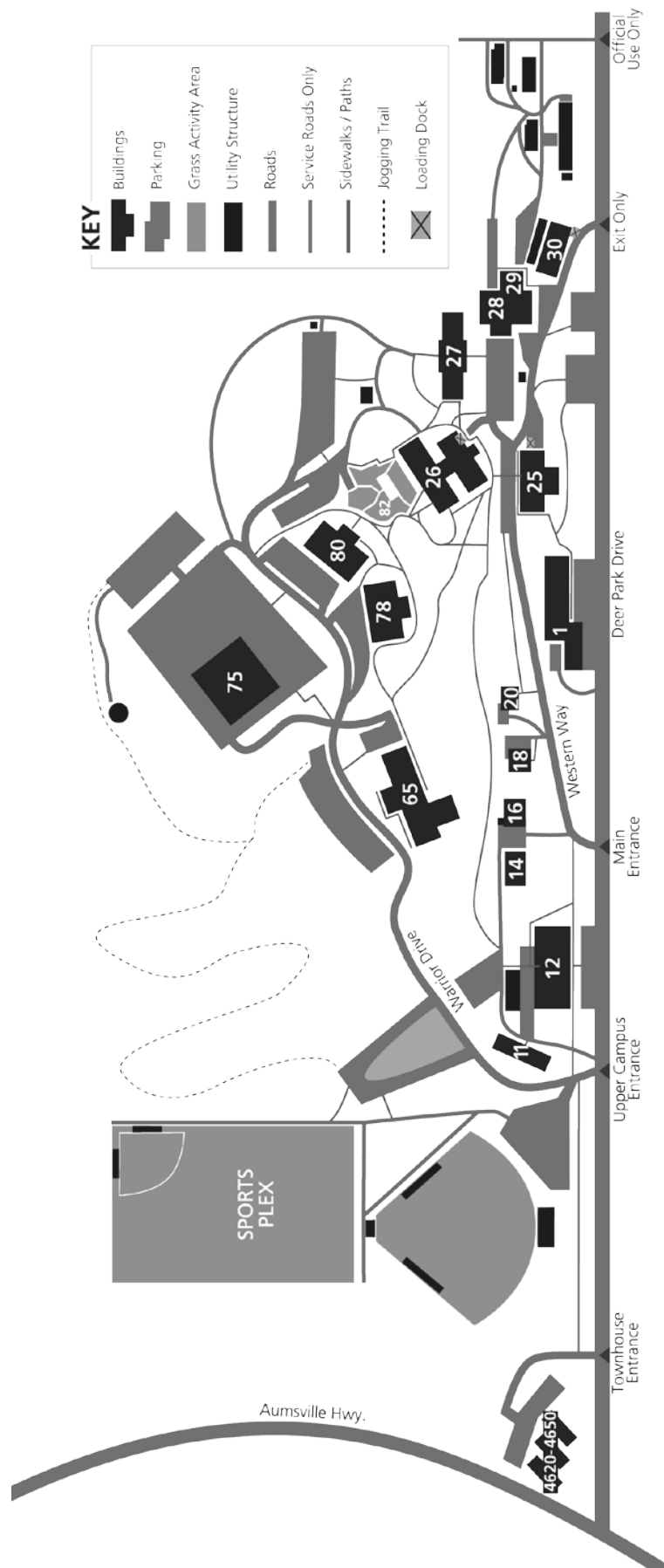
75—The C.E. Jeffers Sports Center is on the high spot of Corban’s campus. It was named in honor of alumnus Clarence E. Jeffers, a sports enthusiast and building contractor, who dedicated his life to aid churches in their building needs.

This multipurpose building provides space for intercollegiate sports, intramural sports, and physical education classes. It is also used for special events such as Commencement. The building presently seats 1,500, with space available for bleacher expansion. Its 27,000 square feet includes a basketball court and training center, offices and dressing rooms.

There are six residence halls on the campus: **Aagard Hall (1)**, **Balyo Hall (78)**, **Davidson Hall (80)**, **Farrar Hall (12)**, **Prewitt Hall (65)**, and **VanGilder Hall (65)**. In addition, the **College Park Townhouses (4620-4650)** are available for overflow housing, married students, or other students who may petition to live in an apartment off campus.

28—The Psalm Performing Arts Center seats 700. As a signature piece to the campus, it is the home for Chapel and music and theatre performances.

CAMPUS OVERVIEW



STATEMENT OF FAITH

The Scriptures

We believe the Bible is the inspired word of God and is inerrant in the original writings.

We believe that this divine inspiration extends equally to each word and to all parts of the sixty-six canonical books.

We believe that all the Scriptures center on the Lord Jesus Christ, both the Old and New Testament and that they are the believer's sole authority.

We believe that Scripture is to be taken in its natural and literal sense, recognizing the interpreter must not appeal to literary forms which cast doubt on the reliability or the morality of the divine author of Scripture.

We believe that all Scriptures were designed for our practical instruction.

2 Tim. 3:15-17; 2 Peter 1:20-21, 3:15-16; I Cor. 2:13; John 14:26, 16:13, 17:17; Heb. 1:1-2.

The True God

We believe there is only one living and true God existing as three persons, the Father, the Son, and the Holy Spirit.

We believe that the members of the Godhead have the same nature and attributes and are worthy of the same worship and honor.

We believe that the Father is the source of all things and the one who sent the Son as His gift into the world.

We believe that Jesus Christ is the Son of God, eternal and equal with the Father, born of the virgin Mary, and that He is both true God and true man.

We believe that Jesus Christ died for our sins according to the Scriptures as a voluntary and substitutionary sacrifice.

We believe that Jesus Christ rose physically from the dead and ascended to the right hand of the Father, where He is now ministering as our advocate and high priest.

We believe that Jesus Christ will receive us unto Himself at His coming and will return to establish His millennial kingdom on earth.

We believe the Holy Spirit is a divine person who is co-equal with the Father and Son and that He was active in

creation, convicts the world of sin, reveals Christ and baptizes all believers into the body of Christ at conversion along with His work of indwelling, sealing, regenerating, empowering and gifting.

We believe that the sign gifts of the Holy Spirit were given only to the early church for the primary purpose of authenticating its ministry.

John 4:24; Deut. 6:4; Gen. 1:1; Col. 2:9; Heb. 1:1-2; John 1:1, 14, 18; John 8:58; Phil. 2:5-8; I Peter 2:24, 3:18; Heb. 7:25; Matt. 28:19; 2 Cor. 13:14; Matt. 1:18-25; John 14:26, 16:7-14; Psa. 139:7-12; Acts 5:3,4; Rom 8:9; I Cor. 6:19, 12:8-10, 12:13; 2 Cor. 12:12.

Man/Sin

We believe that man is the product of the direct creative act of God, made in the image and likeness of God.

We believe in the sanctity of human life which begins at the point of conception.

We believe that all sexual relationships must pattern themselves after a faithful heterosexual relationship within marriage.

We believe that man fell through sin, and, as a consequence, became dead in trespasses and sins and became subject to the power of Satan.

We believe that sin has been transmitted to the entire human race so that every child of Adam is born into the world with a fallen nature devoid of spiritual life and no power to recover oneself from this condition.

Gen. 1:26-27; Rom. 3:1-24. 5:12-14.

Salvation

We believe that salvation is entirely of God, by grace, through personal faith in the blood of Christ, wholly apart from any human merit, works, or foreseen faith.

We believe that believers were chosen sovereignly by God before the foundation of the world for salvation and are enabled by the Spirit to believe.

We believe that the divine nature and divine life are communicated to believers by a supernatural work of the Spirit.

We believe that believers are justified before God in that their sins were imputed to Christ and His righteousness was reckoned to them.

We believe that all believers were sanctified at the point of salvation and the believer is progressively brought closer to conformity to the holiness of God, a process culminating at the return of Christ.

We believe that all who are truly born again will be kept by Christ and will persevere in faith unto the day of redemption.

Eph. 2:1-8; Titus 3:5-6; Acts 16:31; John 3:3-7; 2 Cor. 5:17; 1 Peter 1:23; 2 Peter 1:4; Eph. 1:4-11; 2 Thess. 2:13; Rom. 5:1; 1 Cor. 1:2; Phil. 1:6; Rom. 8:33-39; John 10:27-29.

The Church

We believe that all who are united to the risen and ascended Son of God are members of the church which began on Pentecost.

We believe the local church is a congregation of immersed believers, associated in the faith, stewardship of the gospel, and worship of God.

We believe that the local church has the absolute right of self government free from the interference of any hierarchy of individuals or organizations.

We believe that the ordinances of the church are baptism by immersion as the identifying symbol of one's belief in Christ's death and resurrection and communion which is a commemoration of Christ's death until He comes.

We believe the church has the responsibility to take the gospel message to all nations of the earth and to be a voice for justice and truth in the world.

We believe in separation from all sinful practices and all spiritual apostasy.
2 Cor. 6:14; Matt. 7:15-16; Eph. 1:22-23.

4:11-12; 1 Cor. 11:23-28; 1 John 2:15-16. 4:1-3; 2 Cor. 5:20; Matt. 18:15-17; Acts 2:41-42; Matt. 16:18.

Angels

We believe angels are spirit beings created to serve and worship God.

We believe Satan was created holy but rebelled against the Creator, involving numerous angels in his fall, and introducing sin to the human race by the temptation of our first parents.

We believe Satan was defeated in the death of Christ and will be tormented eternally in the lake of fire.

We believe Satan's control over Christians is limited to external influences which may be resisted by the believer.

Heb. 1:6; Rev. 5:11; Gen. 3:1-5; Matt. 4:1-11; Rev. 20:10

Future Events

We believe in the imminent coming of Jesus Christ for His church prior to the tribulation period at which time all church saints will be raised, glorified and rewarded.

We believe that Christ will return at the end of the tribulation to set up the millennial kingdom, to overthrow Satan, and to regather Israel to her promised land according to the Old Testament promises.

We believe in the physical resurrection of all the dead; the saved to life eternal, the unsaved to eternal judgment and separation from God in the lake of fire.

We believe the eternal state will begin following the judgment of the lost with believers of all time enjoying God forever.

1 Thess. 4:13-18; 1 Cor. 15:22-24; Rev. 1:5-7, 19:11-16. 20:1-7; John 5:22; Rom. 14:10-13; Rev. 21-22; John 14:1-3.

ADMINISTRATION AND FACULTY

OFFICE OF THE PRESIDENT

Reno R. Hoff, President, 1999, (formerly Provost, Executive Vice-President, Dean of Faculty, 1969); Professor of Business. B.S. Corban College; M.S. Oregon College of Education; LL.D. (Hon) Corban College; Certified Financial Planner; Accredited Tax Advisor.

Dorothy A. James, Executive Secretary to the President, 1989.

OFFICE OF ACADEMIC ADMINISTRATION

Matthew Lucas, Provost, 2008 (Associate Professor of Education, 2004-2006; Dean of Education, 2006-2008). B.S. Corban College; M.A. Idaho State University; D.A. Idaho State University. **Janine F. Allen**, Dean of Education, 2008. B.A. Loyola Marymount University; M.A. California State University; Ed.D. George Fox University.

Adrian H. Jeffers, Museum Curator, 1998. Th.B. Piedmont Bible College, 1953; B.D. Grace Theological Seminary, 1957; Th. M. and Th.D. Grace Theological Seminary.

Nancy L. Martyn, Dean of Adult Degree Programs, 1993; 1980-1989. B.S. Corban College; M.Ed. Boise State University.

Daren J. Millionis, Director of Career and Academic Services, 1989. B.S. Oregon State University.

Jonathan R. Meyers, Dean of Business, 2008. B.S. Corban College; M.B.A. and J.D. Willamette University; U.M. University of Washington.

Patricia J. Myers, Director of Graduate Counseling, 1994. B.A. Marycrest College; M.S. Western Oregon University; Doctoral studies in progress.

Brian D. Schmidt, Director of Information Systems, 1995. B.S. Corban College; M.M. Willamette University.

Garrett B. Trott, Librarian, 2006. B.S. Multnomah Bible College; M.T.S. Trinity Western University; M.L.S. Emporia State University.

Christopher W. Vetter, Registrar, 2009. M.A. Briercrest Biblical Seminary; Doctoral studies in progress.

Floyd M. Votaw, Director of Library Services, 1994. B.A. California State University; M.L.S. University of Southern California; American University, Beirut, Lebanon; Certificate of Bible Studies from Grace Theological Seminary.

OFFICE OF COLLEGE ENROLLMENT

Martin A. Ziesemer, Vice President for Enrollment Management, 1992. B.S. Corban College.

Heidi R. Stowman, Director of Admissions, 2001. B.S. Corban College.

Nathan S. Warthan, Director of Financial Aid, 1999. B.S. Corban College.

OFFICE OF COLLEGE RELATIONS

Michael Bates, Vice President for Advancement, 2005. M.Ed. and B.A. Seattle Pacific University.

J. Steven Hunt, Vice President for Marketing, 1993. B.S. Corban College. Instructor of Advertising Design, 1975-78.

Deleen Wills, Director of Alumni Services, 2006.

OFFICE OF FINANCIAL AFFAIRS

Chris D. Erickson, Vice-President for Business, 2001. B.A. Central Washington State University; Certified Management Accountant; Registered Investment Representative; Oregon State Registered Insurance Representative.

Brian R. Elliott, Assistant Controller, 1997. B.S. Corban College.

Wallace R. Vohland, Student Account Coordinator, 1998. A.A. Nazarene Bible College; B.S. and Th.B. Corban College.

OFFICE OF STUDENT LIFE

Nancy D. Hedberg, Vice-President for Student Life, 1990. B.S. Corban College; M.A. George Fox University; D.M. Western Seminary.

Stephanie Husk, Director of Counseling Services, 2005. B.A. Crown College; M.S.W. Portland State University.

Jimmy D'Agosta, Director of Residence Life, 2008. B.S. Corban College; M.A. Multnomah Biblical Seminary.

Kent A. Kersey, Campus Pastor, 2002. B.S. Western Oregon University; M.Div. Golden Gate Theological Seminary; Ph.D. Southwestern Baptist Theological Seminary.

Brenda Roth, Dean of Students, 2004. B.S. Corban College. M.A. Azusa Pacific University.

Lori Schilling, Director of Church and Community Service Program, 2005.

Janet E. Vohland, Director of Health Services, 1994. R.N. Los Angeles County Medical Center School of Nursing; B.S. Corban College.

FULL-TIME FACULTY

Timothy L. Anderson, Professor of Ministries, 1989. B.S. California State University at Hayward; M.Div. The Master's Seminary; Th.M. Grace Theological Seminary. Ph.D., Trinity Evangelical Divinity School.

Samuel E. Baker, Associate Professor of Ministry,

2006. B.A. Biola University; M.A.C.E. Talbot School of Theology; Ed.D. George Fox University.
- David B. Bale**, Professor of Human Performance and Education, 1998. B.S. Concordia College, Moorhead; M.S. Washington State University; Ed.D. Arizona State University.
- Elizabeth A. Bartruff**, Assistant Professor of Education. 2004. B.A. and M.A.T. Willamette University. Ed.D. George Fox University.
- John T. Bartsch, Jr.**, Assistant Professor of Music, 1991. Diploma, Grace College of the Bible; B.S. and M.M. University of Nebraska.
- John C. Bell**, Assistant Professor of Science, 1998. B.S. Muskigum College and Montana State University; M.S. Utah State University.
- Bryce A. Bernard**, Professor of Business, 1987. A.S. Judson Baptist College; B.S. Corban College; M.B.A. Oregon State University; Certified Public Accountant; Ph.D., Nova Southeastern University.
- Alan E. Bittel**, Family Studies Program Chair (Adult Studies), Assistant Professor of Psychology, 2002. B.A. California Baptist College; M.P.A. University of Southern California.
- Scot D. Bruce**, Assistant Professor of History, 2006. B.A. Taylor University; M.A. University of Colorado. Doctoral studies in progress.
- Roy L. Bunch**, Associate Professor of Education, 2005. Ed.D. Portland State University; M.Div. Emmanuel School of Religion; B.Th. Northwest Christian College.
- Clair W. Casterline**, Associate Professor of Education, 1998. B.A. Central Washington State College; M.A. Lewis and Clark College; M. Div. Western Conservative Baptist Seminary.
- Virginia A. Cross**, Professor of Music, 1996. B.M. Baylor University; M.C.M. Southwestern Baptist Theological Seminary; D.M.A. New Orleans Baptist Theological Seminary.
- Patrick J. Daniels**, Assistant Professor of Science, 2007. B.S. University of Missouri; M.S. University of Missouri; Ph.D. University of Missouri.
- Gary W. Derickson**, Professor of Ministries, 1991. B.S. and M.S. Texas A&M University; Th.M. Dallas Theological Seminary; Ph.D. Dallas Theological Seminary.
- James U. Dyer**, Assistant Professor, 2007. B.A. Wabash College; M.A. Ball State University; Ed.D. Ball State University.
- Sang-Eun K. Dyer**, Assistant Professor of Education, 2006. B.A. ChongJu National University of Education; M.A.E. Ball State University; Ph.D. Ball State University.
- Claudia A. Green**, Associate Professor of Education, 1990. B.S. Corban College; M.S. Western Oregon State College; Ed.D. George Fox University.
- James P. Hills**, Professor of English and Humanities, 1973. B.A. Los Angeles Baptist College; B.A. California State University at Los Angeles; M.A. California State University at Los Angeles. Litt.D. (Hon) Corban College.
- Jerry M. Johnson**, Assistant Professor of Science, Chair, 1988. B.S. Illinois State University; M.S. Illinois State University. Doctoral studies in progress.
- Paul E. Johnson**, Assistant Professor of Ministries, 2007. B.A. Simpson College; M.S. Dallas Theological Seminary; Doctoral studies in progress.
- Donald R. Leavitt**, Assistant Professor of Business, 2000. B.S. Biola College; M.B.A. University of Portland.
- Robert R. Mathisen**, Professor of History and Political Science, Chair, 1991. Diploma Grand Rapids School of the Bible and Music; B.A. Bryan College; M.A. University of Tennessee; M.A. Ball State University; D.A. Illinois State University.
- Tamara P. McGinnis**, Assistant Professor of English and Humanities, 1990. B.Ed. Corban College; B.S. Western Oregon State College, M.A. Portland State University.
- Bruce E. Merritt**, Program Chair for Business & Organizational Leadership (Degree Completion), Professor of Business, 1992. B.A. California State College/Fullerton; M.Ed. University of Portland. Ed.D. Nova Southeastern University.
- Richard W. Meyers**, Professor of Psychology, Chair, 1976. B.S. Corban College; B.A. California State University at Hayward; M.A. Trinity Evangelical Divinity School; M.A. Western Conservative Baptist Seminary; Psych D. George Fox College.
- Michael T. Miller**, Assistant Professor of Math, 1994. B.S. Corban College; M.S. Oregon State University.
- Angela J. Mooney**, Assistant Professor of Education, 2008. B.S. Hannibal-LaGrange College; M.A. Wheaton College.
- John B. Scott**, Assistant Professor of History, 2000. B.S. Warner Pacific College; M.A. University of Portland.
- Justin R. Sherwood**, Assistant Professor of Business, 2001. B.S. Corban College; M.B.A. George Fox University.
- Daniel E. Shuholm**, Assistant Professor of Music and Director of Bands, Chair, 2003. B.M.Ed. and M.M.E. University of Oregon; M.A.M. Western Conservative Baptist Seminary.
- Shannon M. Simmons**, Assistant Professor of Human Performance, 2007. B.A. Williamett University; M.S. California University of Pennsylvania; Doctoral studies in progress.
- Laurel A. Smith**, 2007. B.S. Corban College; M.S. Western Oregon University.
- James A. Sprow**, Associate Professor of Business, 2004. B.A. University of Washington; M.B.A. Stanford University.
- Matthew L. Strauser**, Director of Choral Activities and Associate Professor of Music, 1999. B.A. and B.M.E. University of Montana; M.A. Wheaton College Graduate School. D.M.A. University of Oregon.
- Eric M. Straw**, Associate Professor of Information Systems, 2002; B.S. Corban College; M.S. Nova Southeastern University. Doctoral studies in progress.

Colette G. Tennant, Professor of Humanities, 1995. B.A. Ohio State University; M.A. Longwood College; Ph.D. Ohio State University.

Martin G. Trammell, Professor of Humanities, Chair, 1982. B.S. Western Oregon State College; B.Ed. and Th.B. Corban College; M.A. Western Oregon State College; Ph.D. Walden University.

Gregory V. Trull, Professor of Ministries, Chair, 1991. B.A. Independent Baptist College; B.S. Dallas Baptist University; Th.M. Dallas Theological Seminary; M.A. Western Conservative Baptist Seminary. Ph.D. Dallas Theological Seminary.

John E. Wilson, Associate Professor of English, 2006. B.A. University of Oregon; M.A. University of Oregon; Ed.M. Oregon State University; Ph.D. University of Oregon.

Lee Ann Zanon, Assistant Professor of Ministry, 2005. B.A. University of Montana; M.A. Liberty University.

PART-TIME FACULTY

Richard L. Caulkins, Distinguished Professor of Humanities, 1953. B.A. Westmont College; B.A. University of California; M.A. Oregon State University, Litt.D.(Hon) Corban College; Ph.D. University of Oregon.

Beverly Farris, Assistant Professor of Education, 1996. B.S. Northwest Christian College; M.S. Western Oregon University.

Stephanie Husk, Psychology, 1999. B.A. Crown College; M.S.W. Portland State University.

Anne W. Jeffers, Assistant Professor of Ministries, 1997. Dean of Women, 1972. B.R.E. Piedmont Bible College; B.A. Grace College; M.Ed. University of Tennessee.

Kent A. Kersey, Associate Professor of Ministries, 2002. B.S. Western Oregon State University; M.Div. Golden Gate Theological Seminary; Ph.D. Southwestern Baptist Theological Seminary.

Robert W. Wright, Professor of Ministries, 1977. B.A. Providence-Barrington Bible College; M.S. Western Oregon State College; M.R.E. Grand Rapids Theological Seminary; D.D. (Hon) Corban College; Certified Instructor for American Church Growth; Ph.D. Trinity Seminary.

ADJUNCT FACULTY

Larry W. Allen, Criminal Justice, 2005. B.A. Biola University.

Alyson M. Baker, Education, 2006. B.S. Biola University; M.I.T. City University.

Sharon R. Bartsch, Music, 1991. B.S. Grace College of the Bible.

Patricia A. Beach, Business, 2005. B.S. Corban College; M.Ed. University of Portland.

Myra J. Brand, Voice, 2000. D.M.A. University of Oregon; M.M. University of Oregon; B.M. Willamette University.

Derek Brown, Music, 2008. B.A., M.A. Pacific University.

Jason M. Brownell, Education, 2007. B.S. Corban College.

Brett Butcher, Ministry, 2006. B.S. Corban College.

Roberto A. Casarez, Business, 2007. B.S. George Fox University; M.B.A. George Fox University.

Carl A. Chica, Psychology, 1994. B.S. Corban College; M.S. California State University, Hayward.

Lori Dahlberg, Education, 1998. B.A. Seattle Pacific University; M.A. Boise State University.

Peggy S. Dougherty, Music, 2006. B.A. Warner Pacific College; M.Mus. University of Portland.

Leslie B. Eck, Voice, 2003. B.A. Western Oregon University.

Jason J. Erickson, Voice, 2005. B.A. Northern Arizona University; M.Mus. Portland State University.

Beverly Farris, Assistant Professor of Education, 1996. B.S. Northwest Christian College; M.S. Western Oregon University.

Chelsey Franz, Human Performance, 2004. B.S. Western Oregon University; M.S. Oregon State University.

Kenneth Friesen, Education, 2008. M.A. Seattle Pacific University; Doctoral studies in progress.

John Galver, Human Performance, 2000. B.S. Oregon State University; California State University, University of California at Los Angeles.

Mel Galvin-Conrad, Business, 1998. B.A. and M.B.A. George Fox University.

Daniel G. Garland, Biblical Studies, 2004. B.S. California State University; M.Div. Western Seminary.

Ann Gibson, Psychology, 1994. B.S. Western Oregon State College; M.A. National University.

Matthew S. Godshall, Biblical Studies, 2007. B.A. Music and Theology, The Master's College; M.A. Talbot School of Theology; Th.M. Biblical Studies, Western Seminary.

Brian D. Griffiths, Music, 2003. B.Mus. University of Oregon.

Mary Guillen, Spanish, 2003. B.A. Willamette University.

Dean Harry, Psychology, 2001. B.S. Corban College; M.A. Multnomah Seminary; M.A. George Fox University.

Diane M. Hawkins, Music, 1992. B.S. Corban College; M.Mus. University of Oregon.

Ray Horn, Business, 2000. B.A. Washington State University; M.B.A. City University.

K. Ellen Jacobs, Assistant Professor of Ministries, 1993. A.A. and B.S. Corban College; M.A., M.F.C.C. Chapman University.

Bonnie F. Johnson, Voice, 2007. B.S. Oregon College of Education; M.Mus. Western Oregon State College.

Elizabeth A. Jones, Journalism, 2007. B.S. Corban College.

Brian P. Kauffman, Business, 2006. B.S. Corban

College; M.Ed Oregon State University.

Patty Marie Keeton, Music, 1996. B.S. Oregon College of Education; M.S. Western Oregon State College.

Ellen E. Kersey, English, 2006. B.A. California State University; M.Ed. Southern Oregon University.

Jennifer S. Krug, Human Performance, 1997. B.S. Corban College; M.S. Portland State University.

John Lipton, Percussion, 1997. B.M. Syracuse University; M.M. Temple University; M.Div. Southwestern Baptist Theological Seminary.

Gary Lowry, Music, 1993. B.S. Belmont University; M.M. Western Kentucky University.

Andrew T. Madaus, English, 2007. B.A. California State University; M.A. California State University.

Dan McAuley, Business, 1994. B.S. Portland State University; M.S. Oregon College of Education.

Jim Morris, Missionary in Residence, 2003. B.A. Tabor College.

Patricia L. Nicholson, Business, 2006. B.S. Corban College; M.B.A. George Fox University.

Richard W. Noland, Business, 1989. B.S. Corban College; M.A.T. Oregon College of Education; Ph.D. Oregon State University.

Gina Ochsner, English, 2008. B.A. George Fox University.

Dennis L. Olsen, Biblical Studies, 1998. Th.B. Multnomah School of the Bible; Th.M. Western Conservative Baptist Seminary. Doctoral studies in progress.

Michael L. Patterson, Psychology, 2001. B.S. Corban College; M.A. Liberty University.

Dawn-Semon Rudkin, Psychology, 1997. B.S. Corban College; M.A. Western Evangelical Seminary.

Brian D. Schmidt, Business, 1994. B.S. Corban College; M.M. Willamette University.

Chuck Schreiner, Business, 1999. B.S. Multnomah Bible College; M.S.M. Multnomah Seminary.

Richard E. Such, Music, 2007. B.M. University of Oregon; M.M. Western Michigan University.

Gary L. Taylor, Ministry, 2005. B.A. Grace College; M.Div. Western Seminary.

Perry Webb, Biblical Studies, 1995. B.A. Westmont College; Th.M. Dallas Theological Seminary.

James W. Weil, Education, 2001. B.S. Seattle Pacific University; M.S. Oregon State University; M.S. University of Oregon.

Paula C. Wenell, Art, 1990. B.S. Corban College; member of Capitol Calligraphers; M.A. Western Evangelical Seminary.

Rob Wiggins, Psychology, 1998. B.A. California State University, Northridge; M.Div. and Th.M. Western Conservative Baptist Seminary; Ph.D. Oregon State University.

Lora Wilson, Psychology, 2001. B.A. Willamette University; M.A. George Fox University.

David T. Wood, Psychology, 2000. B.S. Corban College; M.A.M.F.T. George Fox University.

CORBAN COLLEGE FOUNDATION

The Corban College Foundation was established in October 1986 by the Board of Trustees. Its main purpose is to create, encourage, and manage an endowment fund to insure the financial stability of Corban College.

The Foundation has the ability to act as trustee for individuals wishing to create special trusts for both personal and philanthropic reasons. Under its bylaws, it can also make grants to other similar organizations that may be named in various trusts.

Anyone interested in investing in the future of Corban is encouraged to contact:

Dr. Reno Hoff, Executive Director
Corban College & Graduate School
5000 Deer Park Drive, SE
Salem, OR 97317-9392
503-375-7000

BOARD OF TRUSTEES

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Robert Blankers, Everson, WA

ACADEMIC INFORMATION AND POLICIES

STUDENT RESPONSIBILITY

It is the responsibility of each student to be aware of and to meet the catalog requirements for graduation and to adhere to all other deadlines, policies, and regulations published in this catalog and The Student Handbook.

Students are governed by the catalog in effect when they enroll for the first time at Corban College. If a student finds it necessary to withdraw and seek readmission, the catalog at the time of readmission becomes the governing catalog.

Continuously enrolled students may meet the graduation requirements of any subsequent catalog published during their enrollment, particularly if a new program of study has been added since the initial enrollment. A particular catalog's requirements must be adopted in whole; that is, mixing of requirements between catalogs is not permitted.

While academic advisors or college officials assist students in interpreting policies and requirements and making plans, the final responsibility for meeting requirements and adhering to policies belongs to each student.

ACADEMIC ADVISING

Core Advisors and the New Student

Every student has an advisor who serves as a guide and mentor in the student's educational journey at Corban. Planning an efficient and useful education is a challenging task; therefore, consultation with and approval by the faculty advisor is required for a variety of academic program decisions that students make.

First-time freshmen students are assigned a core advisor for the first semester who is specially selected and trained to help the new student make the adjustments to college life. This advisor generally visits in the student's home sometime prior to the fall term and helps schedule classes. In addition, the advisor serves as instructor for a one-credit course called IDIO1 Freshman Seminar. Before the end of the first semester, first-time freshmen are assigned an academic advisor in the department in which they plan to complete a major.

Transfer students enrolling (transferring at least 30 semester hours) are referred immediately to an academic advisor for scheduling. An admissions counselor conducts an orientation session for all transfer students during the registration period.

Academic Advisors

Academic advisors are available to discuss student progress and are familiar with the academic programs. All students should meet with their advisors throughout the year when scheduling classes or when formulating plans for changes in educational goals.

Although the final responsibility for scheduling courses rests with the student, advisors assist students as they move toward their academic goals.

An academic advisor may advise a student to select another program if the requirements for the major have not been met. A change of program or advisor is not official until the Declaration or Change of Major form is completed by the student and on file in the office of the college registrar.

ACADEMIC APPEALS PROCESS

If students experience a conflict regarding an academic issue, students must initiate the appeals process.

- Meet with the professor or advisor and document in writing your efforts to resolve the conflict.
- If a resolution does not result, a written appeal must be presented within ten days to the program chair who will attempt to resolve the dispute.
- If the decision is appealed by any party, it is done by writing a petition.

This petition may be filed only after each of the above steps has been completed. The petition must be signed by the student, instructor or advisor, and submitted to the registrar.

If students request an exception to academic policy, such as waiving a graduation requirement or participating in commencement before all requirements are met, students must initiate the process. They will meet with their advisor and together write a petition to be considered by the Academic Council. The petition must be signed by the student and the advisor and submitted to the registrar. The decision and recommendations of the academic leadership will stand in all academic appeals and petitions.

ACADEMIC CREDITS

The unit of credit is the semester hour. Credit for all courses is indicated in semester hours. All student requirements and classifications are based on these units.

ACADEMIC HONESTY

Students' academic work is evaluated on the assumption that the work presented is their own. Faculty and students are expected to identify departures from academic honesty. Academic dishonesty includes but is not limited to the following:

- A. Cheating—intentional use or attempted use of deception, fraud, or misrepresentation in one's academic work;
- B. Fabrication—falsification or invention of any information or citation in any academic exercise;
- C. Facilitating dishonesty—helping or attempting to help another commit an act of academic dishonesty, including substituting for others in examinations or allowing one's own papers, reports or any other academic work to be claimed by another;
- D. Plagiarism—representing, without giving credit, the words, data, or ideas of another as one's own work in any academic exercise. This includes submitting, in whole or part, pre-written term papers or the research of another, including materials sold or distributed by commercial vendors.

Corban's goal is to nurture integrity and character development in students. Therefore, as part of the response to any of the above, the instructor and student will meet with the student's advisor to determine appropriate action. Penalties may include an "F" on an individual paper or exam, an "F" in a course, loss of campus position or employment, disciplinary probation, removal from extracurricular athletic activities, and suspension.

ACADEMIC HONORS

Students enrolled full-time and who have achieved a semester grade point average of 3.60 or higher are eligible to be placed on the Academic Dean's List. Transcripts bear the honor for that semester. Incomplete grades disqualify students from this honor.

ACADEMIC LOAD

A student's academic load will be determined in conference with the academic advisor. Sixteen hours each semester is considered a normal academic load, including any Corban Accelerated Online class. Students wanting to enroll for more than 19 hours in a given semester must petition for permission to do so. These forms are available in the office of the registrar. Note: Outstanding incomplete grades will be considered part of these 19 semester hours. (See Incomplete Grades)

The minimum full-time load is 12 semester hours. A student on academic probation may be limited to 12 hours or fewer.

Full-time enrollment (completing 12 units each semester) is required of the following students: Internationals, veterans receiving full benefits, and some students receiving financial aid.

Students are encouraged to find part-time employment. Full-time students are advised to limit their working to 20 hours weekly.

ACADEMIC PROBATION

Any student whose cumulative grade point average (GPA) falls below 2.00 is placed on academic probation. Students on academic probation are limited to an academic load of 12 or 13 hours a semester and may be required to limit extracurricular activities, obtain private tutoring services, or be asked to be tested for learning disabilities. The student must establish a minimum cumulative 2.00 GPA by the end of the second semester on probation. Students accepted provisionally have one academic year to establish a minimum cumulative 2.00 GPA. Failure to establish this minimum GPA may result in dismissal from the college. Students dismissed because of scholarship deficiency must apply for readmission and will not be considered for readmission until one full semester (summer session excluded) has intervened. It is highly recommended that students on academic probation take advantage of the services offered in the Academic Services Center.

ACADEMIC SERVICES

The Academic Services Center provides tutoring and assistance for students academically "at risk," assistance for students with disabilities, and career counseling.

Corban offers a variety of support services that facilitate access to educational opportunities for students with disabilities. Documentation of an existing disability, which includes recommendations for reasonable accommodations, is required. Students are encouraged to contact the Director of Career and Academic Services as soon as possible.

ACADEMIC SESSIONS

The traditional college year is divided into two semesters of 15 to 16 weeks each, including a five-day examination period.

The **traditional** class sessions are 50 or 75 minute class sessions.

Students who do not have the flexibility to attend classes offered in a traditional semester find success with the **Adult Degree Program** format. This format builds on relevant adult life learning experiences and requires a good deal of self-direction. Students move through the program as a member of a cohort and attend classes one night a week for four hours and occasionally on Saturdays, or in a completely online format. These non-standard semester dates are different from those published in the Academic Calendar and may be obtained online or from the Adult Degree Office.

Another format is Corban Accelerated Online. The Corban Accelerated Online program offers individual courses in an online or on-campus, Saturday-only format. These courses are offered primarily to assist our Adult Studies degree completion students to complete their graduation requirements. Students enrolled in the traditional program, with upper-division standing, may take courses in the Corban Accelerated Online with his or her academic advisor's approval, based on assessment of the student's potential for success for taking a course in this format. Schedules for Corban Accelerated Online are available in the Adult Studies Office.

ACADEMIC STANDARDS

Although a grade of "D" is accepted as a passing grade in a single course, it is not considered satisfactory and generally is not transferable to other institutions. A "D" grade in a course required for a major or minor will not count toward Corban graduation requirements. A minimum cumulative grade point average of 2.00 (C) is necessary to graduate; however, some programs may require a higher GPA for the major. See major for specific requirements.

ADDING OR DROPPING COURSES

Adding a Course

During the registration period, which is published in the academic calendar, students may add a course to their schedule by completing the course change form available in the office of the registrar. The form must be signed by the academic advisor and filed with the registrar.

Students are required to make up any course work missed due to late enrollment.

No course may be added after the end of the first calendar week without approval of the faculty member teaching the course.

Dropping a Course

During the registration period, which is published in the academic calendar, students may drop a course by completing the Course Change form, signed by the advisor, and filing this form with the registrar. This class will not appear on the student transcript and no fee is charged for the changes. If a student drops courses during this period and the class load is less than 12 semester hours, financial aid awards may be reduced. See the Financial Aid Office for more information.

Changes made after the close of registration will not receive a refund of tuition, the course change fee applies, and a "W" will appear on the transcript for that course. No course may be dropped after the 10th week of class. Students who drop any private instruction in music performance (voice, piano, flute, guitar, etc.) will not receive any refund after the fourth week.

Students who discontinue attendance without official withdrawal will receive an F grade for the course.

Course changes are not complete until the office of the registrar receives the completed add/drop form. The effective date of the course change is the date when the completed form is received in the office of the registrar.

ADMISSION TO A MAJOR

Admission to Corban does not imply automatic admission to a major. Application to the major may be made after the satisfactory completion of 45 semester hours. Admission procedures vary for each program.

All graduates must complete at least one major. Most majors will have at least 36 hours of course work from the related program area. All students must achieve a cumulative grade point average of at least 2.00 (C). This is also the minimum grade point average for the major course requirements.

A student may design, under the direction of an academic advisor, an individualized major, known as an *Interdisciplinary Studies* major, which integrates course work from two or more fields of study. See Programs of Special Interest for further direction and explanation.

ADVANCED PLACEMENT (AP)

At the time of admission, first-year students may submit scores from an Advanced Placement (AP) Examination, administered by the College Board. In order to be granted credit toward a bachelor's degree in comparable college courses a minimum score of 3 is required.

AUDITORS

Subject to instructor approval, students may audit courses from which they wish to derive benefit without fulfilling credit requirements. Auditing private lessons and applied music classes is not permitted. Class attendance standards must be met. This must be established with the registrar at time of registration. Students may not challenge or test out of a course that has been audited.

CAREER SERVICES

The Career and Academic Services Office offers students an opportunity to explore such topics as assessing personal interests and skills, developing a job search strategy, creating a resume and cover letter, and improving interview skills. The office endeavors to assist students in translating abilities, values, and aspirations into plans of action for sound career decisions and employment.

The office maintains a career library with job search information, company files for re-searching job opportunities, and graduate school catalogs.

Job opportunity information is available to both students and alumni on the college web site. Students also have access to a web-accessible database of job listings and student resumes.

CHALLENGING A COURSE

In addition to the Advanced Placement (AP) and the College Level Examination Program (CLEP), it may also be possible for students to challenge particular courses or requirements. If a student demonstrates to the instructor or division chair a good grasp of the course content, a written exemption from taking the course may be granted; however, no academic credit will be given.

CHURCH AND COMMUNITY SERVICE

Because service to others is a basic part of the Christian faith, all students are required to participate in church and community service. The emphasis of this requirement is ministry and personal development. No credit is earned.

Church and Community Service (CCS) is a graduation requirement. Two service opportunities are to be completed in a church ministry, one in community service, and three in service/learning or spiritual formation opportunities.

A two-year degree (A.A.) requires 3 credits.

A four-year degree (B.S.) requires 6 credits.

Note: the one-year Bible Certificate requires 2 credits.

The number of credits required for transfer students will be prorated as follows according to the number of credits transferred to Corban.

Less than 30 semester hours	6 CCS credits required
31-44 semester hours	5 CCS credits required
45-61 semester hours	4 CCS credits required
62-92 semester hours	3 CCS credits required
more than 93 semester hours	2 CCS credits required

The Church and Community Service requirement may be satisfied during summer vacations, but plans must be submitted and approved by the director prior to the activity. No more than two CCS credits may be earned in one semester or during the summer. Students are required to have all but one CCS credit complete before the end of the first semester of their senior year.

CLASS ATTENDANCE

Regular class attendance is expected of all students. Because each course is designed to help students achieve the course outcomes, classroom participation is important. Corban is committed to academic excellence, so the classes are conducted in a manner that will contribute to this goal as well as the growth of Christian character. Specific requirements for attendance and any effect that it might have upon grades rests with the class instructors, and will be described in the course syllabi. Punctuality, attention and thoughtfulness are expected and appreciated in the classroom. If the course instructor does not appear in class within ten minutes of the scheduled starting time, students may assume the class is canceled and leave.

Suspension: In some cases, a serious breach of college standards may result in a temporary suspension from the campus and classroom. During the suspension period, the student may not live in the campus housing, may not attend class, may not be on campus, and may not take advantage of campus facilities or activities. All absences from class during the suspension period will be unexcused. Acceptance of coursework and rescheduling of exams is at the discretion of the faculty.

CLASSIFICATION OF STUDENTS

Regular students are those who have met the requirements for admission, are enrolled in a degree program and are registered for 12 or more semester hours in that semester.

Unclassified students are those who are not enrolled in a degree program and have not applied for admission to the college.

Part-time students are those taking less than 12 semester hours in a given semester.

CLASS STANDING

A student's class standing is determined by the number of credits earned at the beginning of each semester. Students entering with AP and/or CLEP scores will be classified as Freshmen until sufficient college credit has been earned to change the class standing.

Freshman	fewer than 31 semester hours
Sophomore	31-61 semester hours
Junior	62-92 semester hours
Senior	93 semester hours
Unclassified	not a degree candidate

CLASSROOM CONDUCT

Classroom behavior should reflect the college Standard of Conduct. Punctuality, attention, and thoughtfulness are expected and appreciated. All electronic devices (cell phones, pagers, etc.) must be turned off in the classroom unless instructor approval has been given. Students should always seek instructor approval before planning to eat meals in the classroom. Instructors will inform students of additional expectations (dress, food, participation, etc.) for each class in the course syllabus. Expectations may vary from instructor to instructor, and students are expected to know and conform to the expectations of the instructors.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)

The Educational Testing Service of the College Board provides nationally recognized standardized testing through which college credit may be earned or course proficiency verified. This is the College Level Examination Program (CLEP).

Because Corban welcomes a variety of students of all ages and many students bring a depth of knowledge to specific subjects, the college recognizes such knowledge by accepting a full range of CLEP and Defense Activity for Non-traditional Education Support (DANTES) tests. These tests may be taken at any college before enrolling or at Corban after enrolling. By earning a credit-satisfying score students receive college credit as recommended by the American Council on Education (ACE), with the exception of college mathematics where a maximum of three credits are allowed. Credit will not be given for duplication of courses taken in college that covers the same course material. Up to six semester hours in a given area may be allowed with a maximum credit of 32 semester hours.

Testing through the CLEP General Examinations is designed to verify competency in general education. Testing through the CLEP Subject Examinations provides verification of competence in selected academic fields, such as foreign language, mathematics, etc, and assume competency has been gained in non-classroom settings. A complete list of the appropriate tests, test applications, and further information is available in the Career and Academic Services office or the Adult Degree Programs office where the tests are

administered by an assessment counselor, as authorized by the College Entrance Examination Board, which sponsors the examinations.

CORRESPONDENCE STUDY

Although correspondence study seldom can replace the experiences gained through the actual classroom instruction and discussion, it is recognized that occasional utilization of correspondence study is acceptable.

The total number of semester hours of correspondence study accepted toward completion of degree requirement shall not exceed 15. In order for correspondence study to be acceptable, prior permission must have been received for each course from the academic advisor and the registrar.

Credits received for correspondence study are treated in the same manner as transfer credits; therefore, they cannot count toward the residence requirements.

COURSE CHANGES

(See Adding or Dropping, pg. 22)

CROSS-REGISTRATION WITH MEMBER OICA COLLEGES

Students enrolled full-time may take one course in a semester at no additional tuition at one of the undergraduate member institutions in the Oregon Independent Colleges Association (OICA). *Only courses not available on the home campus may be selected unless there is a legitimate schedule conflict.* Grades earned during cross-registration are part of the student's GPA.

Cross-registered students are permitted as space is available. Cross-registration is initiated by application through the office of the registrar and must have the approval of the academic advisor before beginning the cross-registration process.

CREDIT BY EXAMINATION

When a student, who is enrolled full-time, presents evidence that his or her background provides proficiency in an academic course offered by Corban College, and the course is not available through CLEP, the course may be challenged one time only by an appropriate examination. These challenge examinations are prepared by the college department directly responsible for the instruction of the course. The student must meet with the appropriate division chair and faculty member and provide convincing evidence of proficiency. If approval is granted, the student may make arrangements to take the test with the college registrar. A non-refundable fee is charged for each examination attempted.

These written comprehensive tests cover all the basic information and skills required of students who complete the course successfully. For some courses a performance examination will be required.

Students may not test out of a course they have audited and may not test out of more than 20 semester hours.

The credit will appear on the transcript as CE (Credit by Exam) with the units earned; however, no grade will be recorded.

DISABILITIES POLICY

In compliance with and implementation of the Americans with Disabilities Act of 1990 (ADA) it is the policy of the college 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 making arrangements for necessary academic support services. Students are encouraged to schedule appointments as early as possible.

EQUAL OPPORTUNITY AND NON-HARASSMENT POLICY

It is the policy of Corban College to provide equal opportunity to all applicants, employees and students. The college 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 college 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 intimidatory, hostile or offensive working or academic environment.

Questions or complaints may be directed to: Director of Human Resource Services, Corban Business Office, 5000 Deer Park Drive SE, Salem, Oregon 97301-9330, 503-375-7030.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Corban College 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 Corban 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. Students are advised that the college considers the following information to be directory information: the student's name, photograph, campus and home addresses, class standing, telephone

number, date and place of birth, major field(s) of study, class schedule, academic honors, participation in college activities and sports, degrees and awards/honors received, previous schools attended, dates of attendance, denominational /religious preference, and parents' names and addresses. 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.

FINAL EXAMINATIONS

The last week of each semester is devoted to final examinations. Below is a sample final examination schedule. It implements a time schedule and placement of an examination based on the time the class meets during the semester. Locate the time of your class in the grid. The date of the exam is listed above and the time of the exam is listed to the left. For example, classes that meet from 8:00-8:50 MWF will have their examination from 8:00-10:00 a.m. on Wednesday. **In no case should a student plan to leave campus prior to the end of his/her last examination.** Students are required to take their final examinations at the scheduled times.

If any exam is rescheduled the exam will be monitored in the Career and Academic Services Center. If it is necessary to reschedule a final examination for any reason other than that mentioned above, a fee is charged to cover the costs of monitoring a rescheduled final.

Examination Day and Time	Monday	Tuesday	Wednesday	Thursday	Friday
8-10 a.m.	LS114 Amer. Thought & Culture (all sections)	7:30 or 8 a.m. MTWF or TR	8 a.m. MWF Ed Block (fall only)	10:30 a.m. R only	no exams
10:30-12:30	9 a.m. MWF	9 a.m. MTWF or TR or T only	11 a.m. MWF	10:30 a.m. TR or T only	no exams
1-3 p.m.	12 p.m. MWF	12 p.m. TR or T only	1 p.m. MWF or W only	1:30 TR	
3:30-5:30 p.m.	2 p.m. MWF or M or W only	2 p.m. R only	3 p.m. MWF or W only	3 p.m. TR or T or R only	
4 p.m.	4 p.m. MWF or M only	4 p.m. T	4 or 4:30 p.m. W	no exams	
6 p.m.	Monday evening classes	Tuesday evening classes	no exams	Thursday evening classes	

GRADES

The quality of student work is measured by the following scale, with grades and grade points used to determine grade point averages (GPA). The GPA is calculated by (1) multiplying the credits for each course by the grade points associated with the grade earned,

(2) totaling the points earned for all courses, and (3) dividing the total points by the total number of graded credits attempted as defined by the institution.

Grade	Quality	Value	Grade	Quality
A	Superior	4.0	I	Incomplete
A-		3.7	X	Work Continuing (<i>used for internships, practicums, and student teaching only</i>)
B+		3.3		
B		3.0	AU	Audit
B-	Above Average	2.7	CE	Credit By Exam
C+		2.3	CR	Credit
C		2.0	R	Course Repeated
C-		1.7	W	Withdrawal
D +	Below Average	1.3	WP	Withdraw Passing
D		1.0	WF	Withdraw Failing
F		0.0		
P				
	Pass			

P, I, X, AU, CE, CR, R, WP, and W grades for a course earned, or attempted, are not utilized in GPA computations. Practicums and internships are graded Pass/Fail only.

Students are allowed to re-enroll for a course to raise a previous grade of D or F. The transcript will reflect the grade as a repeated course. The GPA is based on the higher grade.

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 registrar's office.

Any incomplete grades outstanding at registration may result in a reduction of a student's academic load for the term (see Academic Load).

GRADE CHANGES

Students need to bring to the attention of the instructor any error in grades received within one semester following the issued grade. The instructor may submit the grade change to the registrar if there was an error in calculation. Grades may not be changed by completing additional work after the course has been completed and a grade issued.

GRADUATION REQUIREMENTS AND COMMENCEMENT

Students must apply for graduation by filing an application form and paying the non-refundable graduation fee in the Registrar's Office. Students are responsible to fulfill the requirements as published in the catalog of the year they first enrolled at Corban. Any

student who has withdrawn from the college and returned is expected to complete any new or revised requirements as published in the catalog in current use at the time of re-enrollment. This assures a graduation audit before a student's last year of enrollment. The application must be filed with the registrar during the second semester of the junior year. All official transcripts from other institutions must be received in the Registrar's office by April 1. Seniors enrolled in a spring quarter at a community college will have their graduation delayed until the following December.

The general requirements for graduation are as follows:

1. Completion of the minimum number of semester units of academic credit for the respective degree: 64 units for the A.A.; a minimum of 128 for most four-year B.S. or B.A. degrees (some majors may require more); and the additional units as specified for the five-year Th.B. degree. The hours must have the correct balance between upper and lower division courses as outlined in the particular program. The B.A. degree requires proficiency in a foreign language (second-year college level). All graduates must complete at least one major.
2. Maintenance of a minimum cumulative grade point average of 2.00 or as designated in a particular major. D grades in the major or minor will not count toward graduation requirements. Any grade in a required course less than C- must be repeated until a satisfactory grade is received. This GPA refers to courses completed at Corban since the college does not transfer a student's GPA.
3. Completion of a minimum of 30 semester hours taken at Corban. At least 20 of these semester hours must be in the senior year.
4. Approval of the graduation application by major/minor advisor(s) and the registrar.
5. Settlement of all financial obligations to the college.
6. Completion of the Church and Community Service requirements. Students are encouraged to have 5 of the 6 credits completed by the end of the first semester of the senior year. All CCS requirements must be completed by April 1st of the senior year.
7. Completion of all surveys, inventories and departmental or institutional assessments as requested.
8. Favorable vote of the faculty.

Commencement exercises take place once a year, in May. Diplomas are issued at commencement if all course work is complete and grades are posted; otherwise, the diplomas are mailed to the student. However, to accommodate students completing degree requirements at the close of any term, students may submit a written request to the registrar to have their diploma issued before commencement. *Note: all incomplete grades must be completed and grades must be filed with the registrar before the end of the term in which graduation is planned.*

Participation in Commencement

It is expected that all graduating students will be present at commencement except in cases of extreme emergency or circumstances beyond their control. Notice to graduate in absentia must be given to the registrar well in advance. In order to participate in commencement exercises, a student must have completed all degree requirements (including Church and Community Service).

Honors at Graduation

Members of the senior class may graduate with honors on the basis of their collegiate record at Corban College. In order to graduate with honors, the student must earn at

least 60 graded semester hours in residence. Pass/Fail courses do not meet residence requirements.

3.90 GPA	Summa cum laude
3.75 GPA	Magna cum laude
3.60 GPA	Cum laude

INDEPENDENT STUDIES

Any student desiring to enroll in any course of independent study during the fall and spring semesters will be charged an independent study fee. (This is in addition to tuition charges.) The student must submit an Independent Study Petition to the registrar's office. It is the student's responsibility, working collaboratively with the supervising faculty, to demonstrate that the proposed course of study is equivalent to a regular course. This petition must be initiated by the student and contain the signatures of the student, academic advisor, faculty supervising the study, and the department chair. The appropriate course syllabus for each independent study must be attached to the petition form and submitted to the registrar before the registration period closes.

Independent studies are offered under these two conditions:

A. Juniors and seniors with at least a 3.00 GPA may pursue a subject of particular interest that is not already treated extensively in a regular course. The proposal must be approved by the faculty member who will provide supervision and evaluation. Students must petition following established guidelines.

B. Students may petition to take a course on the semester schedule by independent study if:

1. Special scheduling of the course is necessary through no fault of the student.
2. The course is not scheduled and cannot be made available in individualized summer studies, Corban Accelerated Online, or on-line for the student's uninterrupted course of study.
3. The professor's schedule will allow the addition and he/she is willing.
4. Students have a minimum GPA of 2.75.

In all cases:

- No more than six hours per semester are to be taken.
- No more than 20 hours of independent study are taken over a four-year course of study.
- During the summer, a student meeting the other qualifications, may carry up to six hours of Independent Study.
- Independent studies are generally available to juniors and seniors who have satisfactorily completed at least 10 credits at Corban. Special topics course numbers will be 491-493.
- Independent study plans must make provision for the student to confer with the instructor at least once a week.

MILITARY EDUCATION

The college generally grants credit for military education experiences as recommended by the American Council on Education's *Guide to the Educational Experiences in the Armed*

Services. Students may request evaluation of credits earned through the Community College of the Air Force, Defense Language Institute, or military education. Students must submit official copies of college transcripts or a Certificate of Completion from the Defense Language Institute. An official copy of the student's DD214, DD295, or an AARTS transcript is required for military education and occupational credits.

MINORS

A minor usually consists of an approved group of courses that address related interests and competencies. It consists of no less than 18 semester hours, six of which must be upper-division.

REGISTRATION

All students are expected to register on the days designated on the college calendar and to begin classes on the first day. Tuition and fees are paid during the registration period. A fee will be charged for late registration. Specific registration instructions are distributed each semester with the Schedule of Classes. An early registration is conducted for persisting students.

Students are officially registered and eligible to attend classes only when all procedures have been completed, including financial arrangements in the Business Office. (See the Finances section of this catalog for information concerning costs and payment plans.)

Changes in course schedules may be made only through the add/drop process. (See Adding or Dropping Courses section of this catalog.)

Changes in a schedule caused by the cancellation of courses will not involve financial penalty.

RETAKING A COURSE

A student may retake a course to raise a grade only if a D or F grade was issued. Generally, credits for the same class may be earned only one time. Exceptions are included in the Course Descriptions. When a student repeats a course in which he/she has received a D or an F grade, only the second grade is counted when computing the cumulative grade point average.

SATISFACTORY ACADEMIC PROGRESS AND FINANCIAL AID

Financial Aid Satisfactory Academic Progress Policy (SAP)

Federal regulations require that all financial aid recipients progress at a reasonable rate toward achieving a certificate or degree. This is called Satisfactory Academic Progress or SAP. This requirement applies to all terms regardless of whether or not the student received financial aid. Progress is measured by the student's cumulative grade point average, credits earned in relation to those attempted, and the maximum time frame allowed to complete the academic program.

Cumulative Grade Point Average: A student must achieve a 2.00 cumulative GPA. Grade point average is monitored by the Registrar's Office. Refer to the Academic Standards and Academic Probation information in the Academic Policies section for information regarding the GPA requirement for continued enrollment.

Cumulative credits earned: Each student must complete 67% of attempted credits. Maximum time frame: The time frame for completion of a degree at Corban cannot exceed 150% of the published program length. A Bachelor's degree requires 128 credits. Therefore, students may only receive financial aid during that time prior to recording 192 credits transferred from other institutions and attempted at Corban. Likewise, a student will be given a maximum of 12 semesters of full-time attendance at Corban College. Exceptions may be made on a case-by-case basis when a particular program requires more than 128 credits to complete or when special circumstances apply. A 150% time frame is not established for students seeking an Associate's degrees, since many do so with the intent of continuing on for a Bachelor's degree.

OTHER ELEMENTS

Incomplete classes: Courses assigned an incomplete grade are included in the cumulative credits attempted. These cannot be used as credits earned until a satisfactory grade is assigned.

Withdrawals: Courses from which the student withdraws after the 100-percent refund period are included in the cumulative credits attempted.

Repeated classes: Repeated courses enable the student to achieve a higher cumulative grade point average. Credits attempted in repeated classes are included in the cumulative credits attempted. Credits earned in repeated classes included in the cumulative credits are earned only once.

Second undergraduate degree students: Students who already have a first baccalaureate degree are eligible for loans (not grants) if they are pursuing a teaching license or a second degree (for example, they have a B.A. and are now seeking a B.S.). These students have up to an additional 192 attempted hours before exceeding the maximum time frame.

Financial Aid Probation and Termination

Students who do not meet the above standards of satisfactory progress at the end of the academic year (spring term) will automatically be placed on financial aid probation for the following academic year. Financial aid may still be received during the probation period. At the end of the probation period the student must again be making satisfactory academic progress as outlined above or financial aid will be terminated. Students will be removed from financial aid probation if they are again making satisfactory academic progress. Students who are academically dismissed (and not reinstated on appeal) by the Office of the Registrar are immediately terminated from financial aid without a probation period.

Appeals

Students who fail to meet satisfactory academic progress standards and lose financial aid eligibility can appeal this decision. The appeal must be made in writing and should be accompanied by appropriate supporting documentation. Appeals should be submitted to the Financial Aid Office, and will be evaluated by the Financial Aid Committee. Acceptable reasons for appeal include injury or illness of the student, illness or death of an immediate relative of the student, or other extenuating circumstances beyond the student's control.

Reestablishing Financial Aid Eligibility

Students who have had their financial aid terminated due to lack of satisfactory academic progress may choose to enroll without benefit of financial aid. Such students may request a review of their academic record after any term in which they are enrolled without the receipt of financial aid to determine whether they have met the satisfactory academic progress standards. If the standards are met, financial aid eligibility is restored for subsequent terms of enrollment.

SATISFACTORY ACADEMIC PROGRESS FOR VETERANS

Students who are receiving benefits from the Veterans Administration are also subject to the College's Satisfactory Progress Standards. The Veterans Administration does not determine satisfactory progress standards.

1. To receive VA benefits students certified as:
 - Full-time must complete 12 units each term.
 - Three-quarter time must complete nine units each term.
 - One-half time must complete six units each term.
2. Students must complete certified units with a passing grade and a minimum term grade point average of 2.00 or be placed on academic probation. (No incomplete grades will be permitted if the student has not completed the units certified.) If the student's deficiency is not corrected after two consecutive terms, the college will notify the VA of the student's unsatisfactory progress.
3. Students must complete all course changes within the first 10 days of the term and withdrawal procedures within the first four weeks of each term. Students withdrawing after the start of the fifth week may be subject to the noncompliance provisions of the Satisfactory Progress Standards.

TRANSCRIPT REQUEST

Corban College only issues transcripts of courses taken at the College. Transcripts from other institutions cannot be copied. A fee is charged for all transcripts issued; a lesser fee is often made when transcripts are requested in a group.

Transcripts can be requested and paid for online at www.corban.edu/registrar

Students or alumni must request the transcript—no third party or telephone requests will be accepted.

If submitted in writing, a transcript request must bear the signature of the individual whose academic record is involved.

Transcripts will be released only after all financial obligations to the college are paid. This includes payments outstanding on any loans obtained through the college.

This policy is in compliance with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment).

TRANSFER OF CREDIT

Generally, upper division credit is not allowed for courses taken in a two-year college, and no more than 70 semester hours of lower division courses may be applied to a program of study. A maximum of 98 semester hours may be transferred from a four-year college. No course lower than a "C-" will transfer from another institution. An evaluation of transcripts to determine transfer credit is done only when an Application for Admission has been formally accepted. This evaluation will be based only on the official transcript submitted directly to the College. Students are responsible to submit either a college catalog or course syllabus should one be needed. Corban does not transfer grade point averages, only credits earned, except those grades earned as part of the cross-registration with OICA colleges.

Up to 40 professional-technical hours may be transferred from an accredited institution if these courses are described as transferrable in that institution's catalog or recognized in

the ACE Guide (American Council on Education). These courses usually are transferred as elective credit. The total combined number of professional-technical hours and portfolio hours cannot exceed 64 semester hours.

Transfer students coming from institutions which are not accredited by one of the six regional associations or by the Association of Biblical Higher Education may be given the opportunity to validate credits if the course work applies to Corban's curriculum requirements. After completing a successful year at Corban (30 semester hours), course work completed at institutions not accredited will be reviewed to determine what credit, if any, can be given.

USES OF SOCIAL SECURITY NUMBERS

Providing one's social security number is voluntary, though it does greatly aid the college in maintaining and accessing records. If students provide a social security number, it will be used as an identification number for keeping records, conducting research and reporting purposes. Students who choose not to provide their social security number will not be denied any rights as a student, but will not be eligible for any federal or state financial aid. Providing a social security number means that the student consents to its use as described here.

WEATHER POLICY

Student safety is of primary importance and since many of our students commute, it is important that students determine their ability to travel safely to the college when weather conditions create road hazards. Students who feel it is not safe to travel to classes should contact their instructors at the earliest possible time. Should the college decide not to hold classes and/or to close all functions of the college, appropriate announcements will be made over local radio stations.

Check *The Student Handbook* for information on school closures due to bad weather.

WITHDRAWING FROM COLLEGE

Students may voluntarily withdraw in good standing from Corban at any time. Notification of withdrawal must be done by completing an Application for Withdrawal form with the necessary signatures. This form is obtained from and returned to the registrar.

In situations of emergency (accident, prolonged illness, etc.) students may be permitted by the registrar to withdraw without grade penalty from the college at anytime. Written verification may be required.

Transcripts of students withdrawing from all courses through the 10th week of the semester will show a W for all courses; withdrawals after the 10th week (but before the week of final examinations) will show WP or WF, based on instructor appraisal of progress in class through the official date of withdrawal. A WF grade is computed in the grade point average.

Refund information is found in the Financial Information section of this catalog.

DEGREE PROGRAMS

ASSOCIATE OF ARTS OR SCIENCE

Biblical Studies

Business

Paraprofessional Educator

BACHELOR OF ARTS OR SCIENCE

Business Administration

Accounting/Finance

Management

Information Systems

Education

Bible Educator

Biology Education

Business Education

Elementary Education

Language Arts Education

Mathematics Education

Music Education

Physical Education

Social Studies Education

English

Communications

Creative Writing

English

Humanities

Journalism

Health Science

Human Performance

Exercise Science

Sports management

Interdisciplinary Studies

Mathematics

Ministry

Bible Translation

Biblical Studies

Intercultural Studies

Language Literacy

Pastoral Ministry

Student and Family Ministry

Theology

Women's Ministry

Music

General Music

Music Performance

Worship Arts

Psychology

General Psychology

Industrial/Organizational Psychology

Youth and Family Studies

Social Science

History

Pre-Law

Biblical Studies Minor

All Corban students who complete the general education requirement in Biblical Studies with grades C- or better receive a minor in Biblical Studies. Students who receive less than C- grades in this requirement can choose to retake the class for a higher grade, or forfeit receiving the minor.

Note: The Bachelor of Arts degree has a foreign language requirement.

Pre-Professional Programs

Dentistry

Law

Medicine

Occupational Therapy

Optometry

Pharmacy

Physical Therapy

Veterinary Science

ADULT DEGREE PROGRAMS

Business Administration:

Business & Organizational

Leadership (B.S.)

Psychology:

Family Studies (B.S.)

GRADUATE DEGREES

Master of Business Administration

Managing the Nonprofit Organization

Master of Counseling

Master of Education

Continuing Teaching License

Curriculum and Instruction

ESOL Endorsement

Reading Endorsement

GENERAL EDUCATION

The general education curriculum consists of 68 units of coursework in Bible, Humanities and Social Science, Human Performance, and Science. The goal of our general education curriculum is to educate growing Christians to become competent thinkers, effective communicators, and involved citizens.

Competent Thinkers *demonstrate the ability to find and evaluate information and then integrate knowledge into a consistent biblical worldview.*

- Students will apply quantitative reasoning to interpret information and solve problems.
- Students will acquire and evaluate relevant information, analyze arguments, synthesize facts and informations, and offer logical arguments leading to informed decision making from a biblical worldview.
- Students will demonstrate scientific reasoning skills.

Effective Communicators *impact individuals and groups through writing, speaking, and listening.*

- Students will write clear, well-organized papers, following consistent style using standard English, proper documentation, and reasoning skills.
- Students will make clear, well-organized oral and visual presentations, using appropriate resources.
- Students will employ active listening techniques, such as summarizing, paraphrasing, and questioning.

Involved Citizens *demonstrate Christian commitment through service in their church, community, nation and world.*

- Students will show the ability to function effectively as a member of various groups and teams and effectively use group process and problem-solving skills.
- Students will possess a sense of social, civic and environmental responsibility.
- Students will pursue opportunities for ministry in all of life's arenas.

Growing Christians *demonstrate a sense of responsibility for their spiritual and intellectual growth, and they effectively integrate a biblical worldview in all areas of life.*

- Students will sense a responsibility for their own spiritual, physical and mental growth and well-being.
- Students will apply a biblical value system as a framework for ethical decision-making.
- Students will demonstrate an ability to effectively share the Gospel in a variety of settings.

GENERAL EDUCATION REQUIREMENTS (68)

Biblical Education Requirements (24)				ID 214	World Thought/Culture**	4
BI 113	Survey Bible Literature I	3		ID 224	World Thought/Culture**	4
BI 123	Survey Bible Literature II	3		PS 203	General Psychology	3
BI 202	Bible Study Methods	2		Human Performance (2)		
BI 302	Teaching the Bible	2		HP 121HP	Fitness-Oriented Activity	1
IS 202	Global Perspectives	2		HP 131HP	Skill-Oriented Activity	1
TH 202	Baptist Heritage	2		Math and Science (9)		
TH 313	Christian Theology I	3		MA	Math elective	
TH 323	Christian Theology II	3		SC	Lab Science elective	
	Bible/Theology electives	4			Math or science elective	
Humanities and Social Sciences (27)				General Education Electives (6)		
ID 101	Freshman Seminar	1		These may be selected from any discipline.		
CO 102	Fund of Speech	2				
EN 123	College Writing I	3				
EN 132	College Writing II	2				
ID 114	American Thought/Culture*	4				
ID 124	American Thought/Culture*	4				

* Content in the ID114, 124 course sequence is approximately: 40% American history, 35% American literature, 10% philosophy, and 5% each geography, music, and art.

** Content in the ID214, 224 course sequence is approximately: 30% world history, 30% world literature, 10% each geography, philosophy, music, and art.

*** Computer application courses are not acceptable courses

Church and Community Service, Senior Career Seminar (this is integrated in all major curriculums), and Assessment Tests are requirements for all graduates. To earn a bachelor's degree students must complete a minimum of 128 semester hours. Some majors may require more.

To satisfy the Thought and Culture sequences, transfer students must complete at least one course in each of the following for a total of 16 semester hours: Fine Arts, Literature, American History and World History.

Programs Of Special Interest

COLLEGE HONORS PROGRAM

The Honors Program at Corban College was developed to provide highly motivated students with opportunities for academic enrichment. Our Honors Program is based on the principle that wisdom and knowledge are to be sought after with the whole heart (Proverbs 1-3). The Honors Program allows students to interact with distinguished scholars at special events, participate in three different Honors courses, and work with a faculty member on a senior honors project.

All entering freshmen with a 3.50 high school GPA and a SAT/ACT score that places them in the 90th percentile (combined SAT of 1200 or ACT composite of 32) may make application to the Honors Program during the fall semester of their freshman year. Freshmen are officially welcomed to the program during the second semester of their freshman year. Students who successfully complete the freshman year requirements are eligible to receive an Honors Scholarship. To remain active and successfully graduate from the Honors Program the student must:

1. Maintain a grade point average of at least 3.50.
2. Attend all Honors Committee sponsored events.

3. Successfully complete one course per year from the Honors Curriculum.
4. Successfully complete and defend a senior paper or project.

CROSS-CULTURAL FIELD WORK

Corban's Cross-cultural Field Work allows students to spend a summer overseas under the direction of a career missionary. This is more than a memorable summer; for some it is the introduction to a lifetime of missionary service. Academic and church and community service requirements may be satisfied.

ADULT DEGREE PROGRAMS

Corban offers working adults an opportunity to earn a college degree in convenient campus or online delivery formats.

PRIOR LEARNING CREDIT

Students are given the opportunity to earn college credit for prior learning by completing a personal portfolio. Students learn how to identify, document, and describe appropriate prior learning experiences. See Adult Degree Programs.

INTERDISCIPLINARY MAJOR

A student may design a special major, known as an Interdisciplinary Major to meet academic goals or objectives not met by the approved majors. This major must include courses from two or three academic areas with a minimum of 18 semester hours in each of which eight must be upper-division. A minimum of 20 upper-division semester hours are required in the major. The areas are to be selected with the approval of the academic advisors of each area. Students interested in designing an Interdisciplinary Major must write a rationale for their selection of areas that will show how the major meets reasonable academic and vocational objectives. The proposal must be approved by the division chair of each academic discipline and the Academic Council of the college.

INTERN PROGRAM

Corban offers students interested in any program of study the opportunity to gain experience and earn credit through an intern program. Internships are required in some majors. A student, under the guidance of an experienced and approved professional in the field of study can participate. Such an internship must be coordinated with the academic advisor. Grades are pass/fail only. Generally 45 clock hours are required for each credit earned.

OFF-CAMPUS STUDY AND STUDY ABROAD

AMBEX STUDY PROGRAM: BAVARIA, GERMANY

Corban's own study abroad program is conducted each semester in Amberg, Bavaria, Germany. The Semester Abroad program is the principal ministry of AmbEx, providing classroom and off-site academic instruction built upon a rigorous God-centered curriculum that integrates critical components of a comprehensive biblical worldview. The curriculum is thoughtfully designed to deepen the students' understanding of important theological truths toward a greater appreciation of the person and redemptive work of

God, His creation, and a greater assurance and ability to adequately defend and proclaim the Gospel in a post-Christian, post-modern culture.

Activities outside of the classroom provide opportunities for spiritual growth in the practical application of truth learned in the classroom. Students are encouraged to utilize their gifts in serving others during their semester abroad, to be vessels in the Lord's hand to reach the heart of our German, American, Slavic, and Moslem, neighbors. Activities for travel and relaxation are also available. Some of the activities include:

- German-American Partnership (i.e. KONTACT and the Amberg Student Network)
- School and Dorm Open House—Coffee, Tea, Cocoa, Cake & Cookies
- Academic Exchanges e.g. Book Club, Pen Pal, Music, Math, Chess, etc.
- Travel and Excursions (Recreational and Academic)
- Recreation—Volksmarching, Bicycling, Canoeing, Horseshoes, Hiking
- Sports and Athletics Exchange—Softball, Soccer, Swimming, Squash, Tennis, Ping Pong, etc.
- Games—Indoor and Outdoor

PROGRAMS WITH THE COUNCIL FOR CHRISTIAN COLLEGES & UNIVERSITIES

Because Corban College is a member of the Council for Christian Colleges and Universities (CCCCU), an association of more than 100 private liberal arts Christian colleges and universities, in the U.S. and Canada, committed to the integration of biblical faith, scholarship and service, a number of off-campus learning opportunities are available.

These off-campus, interdisciplinary, learning opportunities are available to upper-class students and offer 16 semester hours of credit. Consult with your academic advisor to learn how these credits may apply to your major. The college registrar will be able to give you additional information about these opportunities and direct you to the campus coordinator for a specific program.

All students must complete a preliminary on-campus application before submitting the application to CCCC programs. This is available in the Career and Academic Services Office. Early Admission applicants will usually be notified of action taken on a student's application before the regular deadline. Application deadlines: Fall Semester - March 1 (early admission) and March 15 (regular deadline); Spring Semester - September 1 (early admission) and October 15 (regular deadline).

SEMESTER PROGRAMS

Australia Studies Centre (ASC)

The ASC offers students a semester at the Wesley Institute, in Sydney, Australia, where they can explore their artistic talents through Wesley Institute's outstanding division of Ministry & the Arts. Faculty trained and working in the professional performing arts scene in Sydney will guide students in their thinking through the Christian's role in culture, whether classical or pop culture. The ASC utilizes a combination of classroom training at the Wesley Institute and experiential learning in the beautiful Australian context. Home stays, service learning and travel around Australia are important components of the ASC. Students will examine the many faces of Australia. They will observe its beautiful landscape, live in the cosmopolitan melting pot of Sydney, serve the poor of Sydney's multi-cultural ghettos, engage the political capital Canberra and its power players, and come to know the traditions of Aborigines. ASC students participate in the core experiential course and choose the remainder of their credits from Wesley Institute's arts and ministry courses. ASC students receive up to 16 hours of credit.

American Studies Program (ASP)

Founded in 1976, the American Studies Program has served hundreds of students as a “Washington, D.C. campus.” ASP uses Washington as a stimulating educational laboratory where collegians gain hands on experience with an internship in their chosen field. Internships are tailored to fit the student’s talents and aspirations and are available in a wide range of fields. Participants also explore pressing national and international issues in public policy seminars that are issue oriented, interdisciplinary and led by ASP faculty and Washington professionals. The ASP bridges classroom and marketplace, combining biblical reflection, policy analysis and real world experience. Students are exposed to on the job learning that helps them build for their future and gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ’s lordship in putting their beliefs into practice. The aim of the program is to help Council schools prepare their students to live faithfully in contemporary society as followers of Christ. Students earn 16 semester hours of credit.

China Studies Program (CSP)

The China Studies Program enables students to engage this ancient and intriguing country from the inside. While living in and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographic and economic realities of this strategic and populous nation. In addition to the study of standard Chinese language, students are given opportunities such as assisting Chinese students learning English or working in an orphanage, allowing for one on one interaction. The program introduces students to the diversity of China, including Hong Kong, Beijing, Shanghai, Xi’an and Xiamen. This interdisciplinary, cross cultural program enables students to deal with this increasingly important part of the world in an informed, Christ centered way. Students earn 15-17 semester hours of credit.

Contemporary Music Center (CMC)

The Contemporary Music Center provides students the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers two tracks: the Artist Track and the Executive Track. The Artist Track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers, producers and recording engineers. The Executive Track is designed for business, arts management, marketing, communications and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs. Both Artist and Executive track students receive instruction, experience and a uniquely Christian perspective on creativity and the marketplace, while working together to create and market a recording of original music. Both tracks include course work, labs, directed study and a practicum. Students earn 16 semester hours of credit.

Latin American Studies Program (LASP)

Students of CCCU colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San Jose, Costa Rica. The program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology and religion of the region. Living with a Costa Rican family, students experience and become a part of the day to day lives of typical Latin Americans. Students also take part in a service opportunity and travel for three weeks to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (limited to Spanish majors and offered both fall and spring terms); International Business and Management (offered only in fall terms); and Tropical Sciences (offered only during spring terms). Students in all concentrations earn 16-18 semester credits.

Los Angeles Film Studies Center (LAFSC)

The Los Angeles Film Studies Center is designed to train students of Council institutions to serve in various aspects of the film industry with both professional skill and Christian integrity. Students live, learn and work in the L.A. area near major studios. The curriculum consists of two required seminars focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose two elective courses from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands on experience. The combination of the internship and seminars allow students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit.

Middle East Studies Program (MESP)

This program, based in Cairo, Egypt, allows Council students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural and political traditions of Middle Eastern peoples. Students also study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Jordan, Syria and Turkey, students are exposed to the diversity and dynamism of the region. At a time of tension and change in the Middle East Region, MESP encourages and equips students to relate to the Muslim world in an informed, constructive and Christ centered manner. Students earn 16 semester hours of credit.

Russian Studies Program (RSP)

RSP students are exposed to the depth and diversity of the culture during a semester spent in Russia's three largest cities: Moscow, St. Petersburg and Nizhni Novgorod. In addition to three seminar courses entitled History and Sociology of Religion in Russia; Russian Peoples, Cultures and Literature; and Russia in Transition, students receive instruction in the Russian language, choosing either 4 or 6 semester hours of language coursework. For those choosing 4 hours of Russian, a seminar course, International Relations and Business in Russia, is available. RSP strives to give students as wide an experience as possible in this complex nation. Students spend time in Moscow, the heart of both medieval and modern Russia. Students also spend 12 weeks in Nizhni Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of their stay in this city. Students participate in a service opportunity in Nizhni Novgorod. The program also includes time in the complex and intriguing city of St. Petersburg, the Russian "window to the West." Students earn 16 semester hours of credit.

The Scholars' Semester In Oxford (SSO)

SSO is designed for students interested in doing intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. As Visiting Students of Oxford University and members of Wycliffe Hall, students have the privilege to study and learn in one of university's historic halls. SSO students enroll in a Primary and Secondary Tutorial, an Integrative Seminar and the course Christianity and Cultures. The SSO is designed for students interested in the fields of Classics, English & Literature, Theology & Religious Studies, Philosophy, and History, though all majors may apply. Applicants are generally honors and other very high-achieving students. Students earn 17 semester hours of credit.

Uganda Studies Program (USP)

Winston Churchill is credited with nicknaming Uganda the "Pearl of Africa," and many visitors since his time have come to agree with him. The USP offers students a very personal encounter with this African success story, which has become an economic and public health model in its region. Another success story, Uganda Christian University (UCU), serves as the base of study for students in the USP. Set on the outskirts of the capital city Kampala, this rapidly growing institution brings USP students together with the UCU Honours College. Courses taught by local faculty in the English tutorial tradi-

tion will immerse students in a uniquely African education. Topics such as Christianity and Islam in Contemporary Africa, African Literature and African History will present many insights into African life because of the guidance of faculty who live in and love Uganda and East Africa. Home stays, travel, service learning and daily interaction Honours College students form the backbone of the USP experience. In addition to the core experiential course, students will choose from an approved selection of courses from the UCU Honours College to earn up to 16 hours of credit.

SUMMER PROGRAMS

Oxford Summer Programme (OSP)

The Oxford Summer Programme (OSP) is a program of the Council for Christian Colleges & Universities and Wycliffe Hall, Oxford. The program is designed for students wishing to gain a more comprehensive understanding of the relationship between Christianity and the development of the West and who wish to do specialized work under expert Oxford academics in the areas of History, Religious Studies, Political Theory, Philosophy, English, and History of Science. The Programme is structured for rising college sophomores, juniors, and seniors, graduate and seminary students, non-traditional students, teachers, and those enrolled in continuing-education programs.

Summer Institute of Journalism (SIJ)

Council campuses are invited to choose two student journalists to apply for this four week, all expenses paid experience in Washington, D.C. Fifteen students are selected to participate in the Institute, which lasts from mid May to mid June. The Institute blends classroom experience with hands on work and provides excellent opportunity to learn through lectures and panels with leading journalists who share a strong Christian commitment. Students also participate in seminars taught by communications professors from Council member institutions, take part in field trips and complete workshop projects for hometown newspapers. SIJ provides valuable insight and training in gathering and writing news in the most important news market in the world. The Institute develops students as Christian journalists exhibiting both professionalism and legal/ethical integrity. Students earn 4 semester hours of credit.

OTHER ENDORSED PROGRAMS

Corban College & Graduate School and Universitas Pelita Harapan in Lippo Karawaci, (Jakarta) Indonesia have the same vision of glorifying God through their educational programs and processes. Based on this shared vision, we have agreed to implement long-term, collaborative programs that are mutually beneficial for both parties. As this agreement matures, areas of cooperation between the two institutions may include:

1. Student exchange
2. Faculty exchange
3. Development of joint research projects
4. Organization of joint academic and scientific activities, courses, conferences, symposia or lecturers and collaborative research
5. Exchange of educational materials and publications of common interest

We are pleased to have this opportunity to share Christ with the global community while preparing students who will make a difference in the world for Him.

The **Focus on the Family Institute** is an intensive one semester; fifteen credit program designed for college juniors and seniors from all academic majors who desire to be leaders of the family, church, and society. The institute addresses the most pressing issues facing the family from a Christian world view perspective. The courses are taught in a seminar fashion, which allows for in-depth investigation of current issues. The curriculum at the institute is multi disciplinary and focuses on topics not only related to psychology, sociology and family studies, but also leadership, social ethics, public policy, philosophy and theology.

The Focus on the Family Institute is located in Colorado Springs, Colorado. Application deadlines: Fall Semester - April 15; Spring Semester - November 1; and Summer Semester - March 15.

Focus on the Family Institute
8605 Explorer Drive | Colorado Springs, CO 80920 | 719.548.4560

The **Israel/Bible Extension Program (IBEX)** is another cooperative study program, established by The Master's College and Seminary in Santa Clarita, California, and it offers opportunities to study in Israel. This semester abroad is a quality educational opportunity in Israel for students who wish to enhance their knowledge of the Bible's historical, archaeological, and geographical background. Classroom lectures are integrated with extensive field trips; together, these expose the student to every corner of the land and to every period of history of the people of that land. Students' educational experiences, as well as their personal maturation, are significantly enhanced by the cross-cultural experience.

Study in Spain Program

Students may apply to study in Spain for one semester through a cooperative agreement with Trinity Christian College of Palos Heights, Illinois. The Study in Spain Program is designed for students who speak Spanish and want to study the language more in-depth. Students study in Seville, Spain, and live in local homes while attending classes with students from Trinity and other colleges. Additional information is available in the Registrar's Office or email spain@trnty.edu (website: www.trnty.edu/spain)

The college registrar will be able to give students additional information about these opportunities and direct them to the campus coordinator.

RESERVE OFFICER TRAINING CORPS (ROTC)

Air Force or Army ROTC-Military Science

Corban College cooperates with Oregon State University and Western Oregon University in offering Reserve Officer Training Corps instruction that prepares students for commissioning as officers in the U.S. Army or Air Force Reserve. The classes are taught at either of the two institutions.

The Military Science program is designed primarily for students interested in earning a commission in the active or reserve military forces of the U.S. while pursuing a degree in a selected major.

The ROTC program is specifically designed to give college students instruction and experience in the art of organizing, motivating, and leading others. It includes instruction in leadership to develop self-discipline, physical stamina, and professional bearing. Successful completion of the program usually leads to a commission in the Armed Forces. Terms and types of service vary according to the type of program chosen. Participation in the Basic course entails no obligation to seek a commission nor to serve in the Armed

Forces. It provides elective academic credit for graduation and an enhanced opportunity to compete for and win ROTC two and three year scholarships.

Undergraduate students having at least two academic years of study remaining in their program and enrolled full-time at Corban may enroll. ROTC students major in the curriculum area of their choice (except theology) and must fulfill the requirements of their major.

For further information, contact the Admissions Office at the College.

ADULT DEGREE PROGRAMS

OVERVIEW

The mission of the Adult Degree Programs is to assist adults in personal, professional and spiritual development, equipping them to impact their community.

Traditionally, college education has been available only to those who were able to spend several years away from work and usually away from home. Corban College offers both campus-based and online adult degree completion programs, Corban Accelerated Online, and testing services, all of which allow busy professionals to earn a bachelor's degree. College credit may also be awarded for learning-related life experience.

Corban's adult degree program majors are designed especially for working adults with a minimum of two years of college credit (60 semester hours). Class sizes are limited to accommodate the experiential learning techniques employed in the classroom. Course content is focused on practical application to the everyday life and occupation of the adult student and campus classes are conveniently scheduled one night a week. Both the campus and online formats are about 17 months in length.

Online classes in Business and Organizational Leadership, Healthcare Administration, and Family Studies utilize Corban's intranet course management system for weekly class discussions and small group interaction. The Online format follows the same calendar as the campus counterpart.

PROGRAM ADVISORS:



Alan E. Bittel



Nancy L. Martyn



Bruce E. Merritt

ADMISSION REQUIREMENTS FOR ADULT DEGREE PROGRAMS

1. Evidence of a personal faith in Jesus Christ and a consistent Christian life-style.
2. Sixty semester hours (90 quarter hours) transferable credit from accredited colleges or universities. Courses with minimum grades of C-, and course numbers over 100 are generally acceptable. An Associate of Arts degree from an accredited college may fulfill this requirement.
3. A writing sample that demonstrates the competency required to function in this program.
4. Personal and professional references.

Call to schedule an information session with an Admissions Counselor at 503.375.7590 or 800.764.1383.

GRADUATION REQUIREMENTS FOR ADULT DEGREE PROGRAMS

1. Completion of 128 semester hours (the core curriculum in the major must be completed at Corban College).
2. D grades in the major will not count toward the major.
3. A student must complete 50 semester hours of general education in specific areas. These general education requirements are earned through college courses, credit by exam, or portfolio.

The general education requirements for the Adult Degree Programs are as follows:

Biblical Education (6 semester hours)

(An additional 6 hours is included in the major)

General Education (44 semester hours)

(Must include fine arts, history, human performance, literature, math, psychology,* lab science, speech, and writing. Note: dramatic productions, performance, and private lessons will not meet the fine arts requirement.)

Elective Credits to complete 128 semester hours

*General Psychology is a prerequisite for students seeking a degree in Family Studies. This prerequisite must be met prior to semester II. A general psychology course is offered periodically during a Corban Accelerated Online session.

The total number of semester credits received through portfolio depends on the learning experiences of the student and the ability to write the life-learning papers to demonstrate and document college level learning. Up to 30 hours may be earned through portfolio. If the total number of credits from the portfolio, major curriculum, and transfer credit does not total 128 semester hours, additional work must be completed. This may be accomplished by the following:

1. Taking courses from Corban College, i.e. Corban Accelerated Online or during the traditional semester;
2. Taking courses from other accredited colleges or universities;
3. Testing: through the College Level Examination Program known as CLEP or DANTES. See the Academic Policies and Information section.

FURTHER INFORMATION

The academic calendar, tuition and fees, refund schedule, etc. for this non-traditional program are different from those published elsewhere in this catalog. Contact Adult Degree Programs for additional information 503.375.7590 or 800.764.1383. Also see www.corban.edu/adultdegree/.

ADULT DEGREE PROGRAM MAJORS

B.S. in Business Administration

Business and Organizational Leadership

B.S. in Psychology

Family Studies

**B.S. IN BUSINESS ADMINISTRATION:
ORGANIZATIONAL LEADERSHIP (41)****Semester I**

Convocation/Orientation		
PS414BL	Adult Dev and Life Plan	4
BA453BL	Organizations & Environ	3
BA332BL	Marketing Concepts	3

Semester II

CO413BL	Effective Interpersonal Rel & Communication	3
BA334BL	Managing Organizational Budgets	3
TH423BL	Christian Faith & the Modern World	3

Semester III

BA463BL	Stat Methods & Research	3
BA473BL	Human Resources Admin	3
BA373BL	Intro Strategic Management	3

Semester IV

BA434BL	Principles of Leadership & Supervision	4
TH434BL	Biblical & World Views	4
BA405BL	Independent Project Thesis	5

**Total Degree Requirements
for this Major** (128)

ONLINE ELECTIVE COURSES:**Leadership Tools**

BA362OP	Mgmt. of Organizational Performance	2
BA442OB	Group & Organizational Behavior	2
CA121	Spreadsheets	1

**B.S. IN PSYCHOLOGY:
FAMILY STUDIES (44)****Semester I**

Convocation/Orientation		
PS414FS	Adult Development Life Planning	4
PS303FS	Human Development I	3
PS313FS	Human Development II	3

Semester II

SO343FS	Soc Psy I: Marriage & Family	3
SO353FS	Soc Psy II: Parenting	3
SS303FS	Social Science Research Methodology	3

Semester III

PS383FS	Counseling I	3
SO403FS	Fam Facilitation Program	3
SO433FS	Family Theory	3
SO363FS	Social Psychology III: Ethnic/Soc Class/Family	3

Semester IV

TH423FS	Christian Faith & the Modern World	3
TH433FS	Biblical and World Views	3
SS413FS	Ethics and Policies: Family Studies	3
SS414FS	Internship: Family Studies	4

**Total Degree Requirements
for this Major** (128)

ONLINE ELECTIVE COURSES:**Mental Health**

PS353	Psychology of Addiction*	3
PS363	Group Dynamics	3
PS413	Abnormal Psychology	3

Children & Families

CJ413	Juvenile Delinquency	3
SO333CA	Child Abuse & Family Neglect	3
SO333FV	Family Violence & Dysfunction	3

* Prerequisite: General Psychology or Equivalent

BUSINESS ADMINISTRATION

OVERVIEW

The business program is designed for individuals who desire training and experience in the professional skills necessary to be successful leaders, managers, or workers in any enterprise, whether for-profit or not-for-profit. It emphasizes the application of a biblical world view to the decisions of economic commerce, management of people, and stewardship of resources. Students are supported in the expectation to strive to become effective decision makers, skilled verbal and written communicators, and spiritually mature leaders.

Corban's business program builds on the foundation of a solid general education program that uses studies in the Bible and liberal arts to train students in communication and personal relationship skills within the framework of a biblical world view. Broad training in organization leadership and management skills, course work in specific disciplines, and internship opportunities prepare the student for success in their future roles in both the business community and local church.

For a student desiring to pursue an advanced degree in a related field, the general education and program core and specific discipline courses provide a solid base for acceptance and success in a graduate program.

Students majoring in business can choose specific programs of study in Accounting/Finance, Management or Information Systems. The Management track allows students the flexibility to customize their degree program by completing a general core of business courses and selecting courses from a variety of business disciplines to complete the program. The business department also offers a Master of Business Administration degree. Information about the program can be found in the Graduate Programs section of the catalog.

MAJORS

Business, A.A.
Business Administration, B.S.

- Accounting/Finance
- Business Education (teaching)*
- Information Systems
- Management

**requirements for this major are listed under Education*

MINOR

Business Administration

PROGRAM ADVISORS:



Bryce A. Bernard



Donald R. Leavitt



Jonathan R. Meyers



Justin R. Sherwood



James A. Sproy



Eric M. Straw

A. A. IN BUSINESS (64)**Biblical Education Requirement (12)**

BI113	Survey Biblical Literature I	3
BI123	Survey Biblical Literature II	3
BI202	Bible Study Methods	2
IS202	Global Perspectives	2
TH202	Baptist Heritage	2

Humanities and Social Sciences (27)

CO102	Fund of Speech	2
EN123	College Writing I	3
EN132	College Writing II	2
ID101	Freshman Seminar	1
ID114	American Thought & Culture	4
ID124	American Thought & Culture	4
ID214	World Thought & Culture	4
ID224	World Thought & Culture	4
MA113	College Algebra	3

Human Performance (2)

HP121	Skill-oriented activity	1
HP131	Fitness-oriented activity	1

Specific Business Requirement (18)

AC213	Intro Financial Acctg	3
AC223	Intro Managerial Acctg	3
CA111	Word Processing	1
CA121	Spreadsheets	1
CA131	Databases	1
EC213	Macro Economics	3
EC223	Micro Economics	3
BA	Elective	3
	Electives from any discipline	(6)

Recommended elective:

PS203	General Psychology	
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Total A.A. Degree Requirements (64)**GENERAL BUSINESS REQUIREMENTS (37)**

AC213	Intro Financial Accounting	3
AC223	Intro Managerial Accounting	3
BA223	Applied Business Statistics*	3
BA313	Business Law	3
BA323	Management Principles	3
BA333	Marketing Strategy	3
BA333FM	Financial Management	3
BA403	Business Planning/Senior Thesis	3
CA121	Spreadsheets	1
CS363	Information Systems	3
EC213	Macro Economics	3
EC223	Micro Economics	3
MA113	College Algebra*	3

**B.S. IN BUSINESS:
ACCOUNTING/FINANCE (52)**

**Core Requirements for all
Business Majors (37)****Specific Requirements (21)**

AC313	Interm Accounting I	3
AC313T	Taxation	3
AC323	Interm Accounting II	3
AC413	Advanced Accounting	3
AC423	Cost Accounting	3
AC433	Auditing	3
BA403IP	Investment Principles	3

**Total Degree Requirements
for this Major (128)****B.S. IN BUSINESS
INFORMATION SYSTEMS (59)**

**Core Requirements for all
Business Majors (37)****Specific Requirements (22)**

CS301	Best Practices (repeat 4 times)	4
CS313	Operating Systems	3
CS333	Database Systems	3
CS4531	Development I	3
CS4532	Development II	3
CS4631	Administration of Systems I	3
CS4632	Administration of Systems II	3

**Total Degree Requirements
for this Major (128)****B.S. IN BUSINESS:
MANAGEMENT (49)**

**Core Requirements for all
Business Majors (37)****Specific Requirements (18)**

Choose 12 semester hours from the following area:

Computer Science (6 hr limit)
Accounting (6 hr limit)
Bus. Administration
BA Internship (6 hr limit)
Economics (6 hr limit)

**Choose 6 semester hours from the
following:**

AN303	Cultural Anthropology	3
CO213	Intro Mass Communication	3
CO333	Organizational Comm	3
CO403	Intercultural Communication	3
CO423	Persuasive Theory & Writing	3
CO433	Public Relations	3
CO443	Interpersonal Communications	3
EN343	Creative Nonfiction Writing	3
GE303	Geo-Cultural Studies	3
PH223	Logic	3
PS343	Industrial Org Psych	3
PS363	Group Dynamics	3
PS473	Dispute Resolution	3

**Total Degree Requirements
for this Major (128)****MINOR IN BUSINESS
MANAGEMENT (19)**

Minors must be taken in conjunction with a major to satisfy requirements for a bachelor's degree.

AC213	Intro Financial Accounting	3
AC223	Intro Managerial Accounting	3
CA121	Spreadsheets	1
EC213	Macro Economics	3
EC223	Micro Economics	3
	Electives	6
	Accounting or Business	

EDUCATION

OVERVIEW

The Education Program is designed to provide a foundation for leadership in educational service, both in public and Christian schools. Its courses are designed to give theoretical training, technical skills, and practical experience. The education faculty, serving as advisors to the students, are committed to help them achieve the competencies necessary for a successful teaching experience. The Master of Science in Education is described, beginning on page 161.

EDUCATION PROGRAM MISSION AND VISION

We aim to prepare educators who will serve in their school community, strive for professional excellence, think from a biblical worldview, and pursue a life that glorifies God.

Corban College students are challenged to become learners, not just students. Learning is a process that is an active, creative, lifelong adventure. We believe that Christian students/teachers' adventures need to be more than courses and competency requirements. A thorough foundation in God's Word, in order to integrate it into their lives, is imperative. Our graduates are prepared for their first teaching job, but more importantly they are prepared for living. Most graduates accept jobs right out of college, and others continue their formal education in graduate school. In either situation, our graduates celebrate the adventure of learning and teaching.

A FOUR-YEAR PROGRAM

Corban believes the ministry of the Christian teacher can and must find effective expression in both public schools and Christian schools. Moreover, in our mobile society, and with the changes that may come in one's personal situation, it may be necessary for the teacher to be able to make the transition from one sphere of teaching to the other. Thus it is our desire to prepare teachers who will be well equipped to serve in both the public and private sectors of education.

The Music Education major is a four and one-half year program.

Upon completion of all Teacher Education Program requirements, students receive a B.S. degree from Corban College, recommendation for an Initial Oregon Teaching License from Oregon's Teacher Standards and Practices Commission (TSPC), and an ACSI (Association of Christian Schools International) Teaching Certificate.

MAJORS

Paraprofessional Educator, A.A.
Education, B.S.

- Bible Educator
- Biology Education
- Business Education
- Elementary Education
- Language Arts Education
- Mathematics Education
- Music Education
- Physical Education
- Social Studies Education

MINOR

Math Education
(Basic Mathematics Endorsement)

PROGRAM ADVISORS:



Janine Allen



Beth Bartruff



Roy Bunch



Clair W. Casterline



Sang-Eun K. Dyer



Claudia A. Green

ADMISSION REQUIREMENTS TO THE TEACHER EDUCATION PROGRAM

Admission to the Education Program is a two-stage process. During the second semester of the sophomore year, each student will apply for "Permission to Proceed" to junior-level education courses. The student will submit or complete the following:

1. An application for admission to the education program.
2. Proof of a passing California Basic Education Skills Tests (CBEST), Pre-professional Skills Test (PPST) or Washington Education Skills Test-Basic (WEST-B).
3. Proof of a cumulative GPA of 2.6
4. A grade of C or better in Ed103 (ED 102 for Transfers) and ED222
5. Satisfactory completion of ED 111 requirements
6. Completion and passing score on the Discrimination and the Oregon Educator workshop and quiz.
7. Competence in communication (a grade of C in EN 123 and CO 102)
8. Submission of fingerprints

Upon satisfactory completion of the above requirements, the Corban Education Committee will approve the applications, and a letter will be sent to the student indicating that he/she will be allowed to take 300 and 400 level courses.

During the second semester of the junior year, each education major will be reviewed by the Corban Education faculty. At this point, each student must demonstrate that he/she has satisfactorily completed the majority of the content/professional education coursework and has met the following GPA requirements of the program:

1. Proof of a cumulative GPS of 2.75
2. Proof of a cumulative GPS of 3.00 in the student's major and in the professional education courses.

Upon a satisfactory review of the requirements by the education faculty, the student will be formally admitted to the Education Program and allowed to proceed to the final classes of the program, including student teaching.

Transfers

A student transferring into the CEP at the beginning of the junior year will have one (1) semester to meet the sophomore level requirements. The student will be allowed to take second-semester junior-level classes only if all requirements are met.

TITLE II REPORT CARD INFORMATION

The following information is provided in compliance with Title II of the Higher Education Act.

Total number of students enrolled during 2008-2009	161
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Total number of students in programs of supervised student teaching during academic year 2008-2009	56
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Number of supervising faculty who were:

Appointed full-time faculty in professional education	8
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Appointed part-time faculty in professional education, but full-time in the institution	1
Total number of supervising faculty during 2008-2009	16
Student/faculty ratio	3.5:1
The School of Education's teacher preparation program is currently accredited by the Teacher Standards and Practices Commission of the State of Oregon. The program is NOT under a designation of "low-performing" by the State of Oregon.	
Student Teaching Hours/week	40
Total Weeks	15
Total Student Teaching Hours Required	600

Test Pass Rates: Because passing of basic skills and subject matter tests is required for program completion in Oregon, the state pass rate is 100%. Those who do not pass the required tests are not considered to have completed the program and are therefore not eligible for Initial Teaching Licenses.

A.A. IN PARAPROFESSIONAL EDUCATOR (64)

With Corban College's biblical education core as its foundation, the Associate of Arts Degree in Education is designed to prepare candidates for a supporting role in the PreK-12 classroom. Specific education coursework has been chosen to meet federal requirements for highly qualified classroom assistants.

Biblical Education Requirements (12)	
BI113	Surv Bible Literature I 3
BI123	Surv Bible Literature II 3
BI202	Bible Study Methods 2
IS202	Global Perspectives 2
TH202	Baptist Heritage 2

Humanities and Social Science (16)	
CO102	Fundamentals of Speech 2
EN123	College Writing I 3
EN132	College Writing II 2
ID101	Freshman Seminar 1
ID114	American Thought & Culture 4
ID124	American Thought & Culture 4
ID214	World Thought & Culture (not required)
ID224	World Thought & Culture (not required)

Human Performance (2)	
HP121	Fitness-oriented Activity 1
HP131	Skill-oriented Activity 1

Specific Requirements (22)	
ED101	Educational Technology 1
ED102	Intro to Education 2
ED111	Field Exp I - OPE I 1
ED222	Child/Adolescent Development 2
ED232	Psychology of Education 2
ED302	Classroom Mgmt & Discipline 2
ED312	Teaching Exceptional Children 3
ED344	EC/EL Reading 2-4
	or
ED402	ML/HS Content Area Literacy
MA383	EC/EL Math I 3
MA393	EC/EL Math II 3
	Electives to Complete Requirements (6)

Suggested Electives	
ED231	Field Exp II - OPE II 1
ED330	Instructional Alignment I 3
ED410	Philosophy of Education 2
ED440CL	Children's Literature 2

B.S. IN EDUCATION: BIBLE EDUCATOR (61)

Content Courses (25)	
BI323	Romans 3
BI383	Life of Christ 3
BI	Book Study Elective 2
CM433	Spiritual Disciplines for Ministry 3
TH303	World Religions and Cults 3
TH333	Christian Ethics 3
TH402	Interpreting Scripture 2
TH403	Apologetics 3
TH413	Contemporary Theology 3

Content courses may also satisfy Bible/Theology elective requirements

Grades 7-12 Specific Courses (5)	
ED353B	Meth./Mat. in Bible 3
ED456	ML/HS Content Area Literacy 2

Professional Education Requirements (31)	
ED100	Student Education Association 0
ED101	Educational Technology 1
ED102	Intro to Education 2
ED111	Field Experience I - OPE I 1
ED222	Child & Adolescent Dev * 2
ED231	Field Experience II - OPE II 1
ED232	Psychology of Education 2
ED302S	Classroom Management/ Discipline 2
ED312	Teaching Exceptional Children 2
ED330	Instructional Alignment I 3
ED331	Instructional Alignment II 2
ED341	Field Exp. III - Meth. Practicum 1
ED410	Philosophy of Education 2
ED463	Student Teaching - First Authorization 10

**courses that also satisfy Interdisciplinary requirements*

Total Degree Requirements for this Major (128)	
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**B.S. IN EDUCATION:
BIOLOGY (74)**

Oregon Authorization Level Options =
Middle Level/High School

Content Courses (35)

MA113	College Algebra*	3
SC114	Biology I* w/lab	4
SC124	Biology II* w/lab	4
SC204	Zoology w/lab	4
SC214	General Chemistry I w/lab	4
SC224	General Chemistry II w/lab	4
SC254	Classical Botany w/lab	4
SC364	Environmental Ecology w/lab	4
SC374	Genetics w/lab	4

Middle Level/High School**Methods Courses (5)**

SC353	Meth./Mat. In ML/HS Biology	3
ED456	ML/HS Content Area Literacy	2

Professional Education Requirements (34)

ED100	Student Education Assoc.	0
ED101	Educational Technology	1
ED102	Intro to Education	2
ED111	Field Experience I - OPE I	1
ED222	Child & Adolescent Dev *	2
ED231	Field Experience II - OPE II	1
ED232	Psychology of Education	2
ED302S	Classroom Management/Discipline	2
ED312S	Teaching Exceptional Children	2
ED330	Instructional Alignment I	3
ED331	Instructional Alignment II	2
ED341	Field Exp. III - Methods Practicum	1
ED410	Philosophy of Education	2
ED461	Field Exp. IV - ML/HS	3
ED463	Student Teaching - First Authorization	10

**courses that also satisfy Interdisciplinary requirements*

**Total Degree Requirements
for this Major (128)**

**B.S. IN EDUCATION:
BUSINESS (68)**

Oregon Authorization Level Options =
Middle Level/High School

Content Courses (29)

AC213	Intro to Financial Accting	3
BA203	Personal and Family Finance	3
BA313	Business Law	3
CA121	Spreadsheets	1
CA131	Databases	1
EC213	Macro Economics	3
EC223	Micro Economics	3
MA223	Statistics and Probability*	3

**Choose 9 upper-division elective credits
from Accounting, Business or Computer
Science.**

Middle Level/High School**Methods Courses (5)**

BA353	Meth./Mat. In ML/HS Business	3
ED456	ML/HS Content Area Literacy	2

Professional Education**Requirements (34)**

ED100	Student Education Assoc.	0
ED101	Educational Technology	1
ED102	Intro to Education	2
ED111	Field Experience I - OPE I	1
ED222	Child & Adolescent Dev *	2
ED231	Field Experience II - OPE II	1
ED232	Psychology of Education	2
ED302S	Classroom Management/Discipline	2
ED312S	Teaching Exceptional Children	2
ED330	Instructional Alignment I	3
ED331	Instructional Alignment II	2
ED341	Field Exp. III - Meth. Practicum	1
ED410	Philosophy of Education	2
ED461	Field Exp. IV - Practicum	3
ED463	Student Teaching - First Authorization	10

**courses that also satisfy Interdisciplinary requirements*

**Total Degree Requirements
for this Major (128)**

**B.S. IN EDUCATION:
ELEMENTARY (78)**Oregon Authorization Level Options — Early
Childhood/ Elementary**Content/Methods Courses (41)**

ED440	EC/EL Integrated Teaching Methods Block	
440CL	Children's Literature	2
440FA	Fine Arts	2
440HE	Health	2
440LA	Language Arts	2
440PE	Physical Education	2
440SC	Science	2
440SS	Social Studies	2
ED435	EC/EL Reading	4
ID114	Am. Thought/Culture I*	4
ID124	Am. Thought/Culture II*	4
MA383	EC/EL Math I	3
MA393	EC/EL Math II	3
MA	Math elective/competency*	3
MU353	EC/EL Music	2
SC143	Science Inquiry: Life Science with lab	3
SC133	Science Inquiry: Physical Science with lab	3

Professional Education Requirements (37)

ED100	Student Education Assoc.	0
ED101	Educational Technology	1
ED102	Intro to Education	2
ED111	Field Experience I — OPE I	1
ED222	Child & Adolescent Dev*	2
ED231	Field Experience II — OPE II	1
ED232	Psychology of Education	2
ED302EE	Classroom Management/ Discipline	2
ED312	Teaching Exceptional Children	2
ED330	Instructional Alignment I	3
ED331	Instructional Alignment II	2
ED341	Field Exp III - Meth Practicum	1
ED410	Philosophy of Education	2
ED462	Field Exp. IV - Practicum	4
ED463	Student Teaching - First Authorization	10
ED464	Student Teaching - Second Authorization	2

**Courses that also satisfy Interdisciplinary
requirements***Total Degree Requirements
for this Major (128)****B.S. IN EDUCATION:
LANGUAGE ARTS (70)**Oregon Authorization Level Options — Middle
Level/High School**Content Courses (31)**

CO102	Fundamentals of Speech*	2
CO223	Oral Interpretation or	3
CO233	Dramatic Arts	
CO423	Persuasive Theory & Writing	3
EN123	College Writing I*	3
EN132	College Writing II*	2
EN373	Literary Criticism	3
EN383	Nature & Structure/ English Language	3
EN	American Literature elective	3
EN	English Literature elective	3
EN	World Literature elective	3

**Middle Level/High School Methods
Courses (5)**

EN353	Meth./Mat. in ML/HS LA	3
ED456	ML/HS Content Area Literacy	2

**Professional Education
Requirements (34)**

ED100	Student Education Assoc.	0
ED101	Educational Technology	1
ED102	Intro to Education	2
ED111	Field Experience I - OPE I	1
ED222	Child & Adolescent Dev*	2
ED231	Field Experience II - OPE II	1
ED232	Psychology of Education	2
ED302S	Classroom Management/Discipline	2
ED312S	Teaching Exceptional Children	2
ED330	Instructional Alignment I	3
ED331	Instructional Alignment II	2
ED341	Field Exp. III - Meth. Practicum	1
ED410	Philosophy of Education	2
ED461	Field Exp. IV - Practicum	3
ED463	Student Teaching - First Authorization	10

**courses that also satisfy Interdisciplinary
requirements***Total Degree Requirements
for this Major (128)**

B.S. IN EDUCATION: MATHEMATICS (70)

Oregon Authorization Level Options — Middle Level/High School

Content Courses (31)

MA233	Calculus I - Differential	3
MA243	Calculus II - Integral	3
MA253	Calculus III - Sequence, Series, Vector	3
MA262	Calculus IV - Multivariable	2
MA223	Statistics/Probability	3
MA312	Theory of Numbers	2
MA313	Higher Geometry	3
MA323	Linear Algebra	3
MA333	Abstract Algebra	3
MA363	Topics in Discrete Math	3
MA403	Math Analysis	3

Middle Level/High School Methods Courses (5)

MA353	Meth./Mat. in ML/HS Math	3
ED456	ML/HS Content Area Literacy	2

Professional Education Requirements (34)

ED100	Student Education Assoc.	0
ED101	Educational Technology	1
ED102	Intro to Education	2
ED111	Field Experience I - OPE I	1
ED222	Child & Adolescent Dev *	2
ED231	Field Experience II - OPE II	1
ED232	Psychology of Education	2
ED302S	Classroom Management/Discipline	2
ED312S	Teaching Exceptional Children	2
ED330	Instructional Alignment I	3
ED331	Instructional Alignment II	2
ED341	Field Exp. III -Meth. Practicum	1
ED410	Philosophy of Education	2
ED461	Field Exp. IV - Practicum	3
ED463	Student Teaching - First Authorization	10

**courses that also satisfy Interdisciplinary requirements*

Total Degree Requirements for this Major (128)

MINOR IN MATH EDUCATION (21)

To be taken in conjunction with another teaching major such as Elementary Education.

MA223	Statistics and Probability	3
MA113	College Algebra	3
MA233	Calculus I - Differential	3
MA243	Calculus II - Integral	3
MA313	Higher Geometry	3
MA383	EC/EL Math I	3
MA393	EC/EL Math II	3
	or	
MA 353	ML/HS Methods/Materials	

B.S. IN EDUCATION: MUSIC (82-85)

Oregon Authorization Level Options—Early Childhood/Elementary/Middle Level/High School
See also requirements for admission to all music programs.

Content Courses		(42)
MU111AS	Aural Skills I	1
MU113	Music Theory I	3
MU121AS	Aural Skills II	1
MU123	Music Theory II	3
MU211AS	Aural Skills III	1
MU213	Music Theory III	3
MU221AS	Aural Skills IV	1
MU223	Music Theory IV	3
MU	Technique Studies: 4 of 5 <i>Percussion, Woodwind, Brass Brass, String, Choral</i>	4
MU312	Orchestration	2
MU313	Music History I **	3
MU323	Music History II **	3
MU332	Conducting I	2
MU342	Conducting II	2
MP	Applied Music	4
MP	Music Ensembles*	6
	<i>At least two semesters of choral ensembles and two semesters of instrumental ensembles.</i>	
MU200	Concert Music* Seven semesters of concert attendance	0
MP250	Piano Proficiency Skills	0
MU300ME	Music Education Proficiency Activity	0
MU491	Final Project or Recital Credit is optional	(1)

Methods/Materials Courses (6-8)

ED456	ML/HS Content Area Literacy	2
MU352	Org./Admin. Music in Schools	2
M 353E	Methods/Materials in EC/EL Music	3

Professional Education Requirements (34)

ED100	Student Education Assoc.	0
ED101	Educational Technology	1
ED102	Intro to Education	2
ED111	Field Experience I - OPE I	1
ED222	Child & Adolescent Dev **	2
ED231	Field Experience II - OPE II	1
ED232	Psychology of Education	2
ED302	Classroom Management/Discipline	2
ED312	Teaching Exceptional Children	2
ED330	Instructional Alignment I	3
ED331	Instructional Alignment II	2
ED341	Field Exp. III - Meth. Practicum	1
ED410	Philosophy of Education	2
ED461	Field Exp. IV - Practicum	3
ED463	Student Teaching - First Authorization	10

*These courses may be repeated for credit

**courses that also satisfy Interdisciplinary requirements

Total Degree Requirements for this Major (141)

This bachelor's degree will require more than the traditional four years to complete.

B.S. IN EDUCATION: PHYSICAL EDUCATION (74)

Oregon Authorization Level Options– Early
Childhood/Elementary/Middle Level/High School

Content Courses		(33)
HP202	Intro to PE/Sport	2
HP231IS	Professional Development in Activity	1
HP231TS	Professional Development in Activity	1
HP243	Care/Prevention of Athletic Injuries	3
HP312	Motor Development	2
HP313	Motor Learning	3
HP321	Directing Experience in Exercise Activity	1
HP332	Sports Law	2
HP342	Kinesiology	2
HP352	Organization & Admin. of PE/Fitness	2
HP363	Exercise Prescription	3
HP423	Physiology of Exercise*	3
SC334	Human Anatomy/Phys. w/ lab	4
SC3342	Human Anatomy/Phys. w/ lab	4

Methods/Materials Courses		(7)
ED456	ML/HS Content Area Literacy	2
ED440PE	Teaching EC/EL PE/Health	2
HP353	Meth./Mat. in ML/HS Physical Education	3

Professional Education Requirements		(34)
ED100	Student Education Assoc.	0
ED101	Educational Technology	1
ED102	Intro to Education	2
ED111	Field Experience I - OPE I	1
ED222	Child & Adolescent Dev *	2
ED231	Field Experience II - OPE II	1
ED232	Psychology of Education	2
ED302	Classroom Management/Discipline	2
ED312	Teaching Exceptional Children	2
ED330	Instructional Alignment I	3
ED331	Instructional Alignment II	2
ED341	Field Exp. III - Meth. Practicum	1
ED410	Philosophy of Education	2
ED461	Field Exp. IV - Practicum	3
ED463	Student Teaching - First Authorization	10

**courses that also satisfy Interdisciplinary
requirements*

**Total Degree Requirements
for this Major (128)**

B.S. IN EDUCATION: SOCIAL STUDIES (84)

Oregon Authorization Level Options — Middle
Level/High School

Content Courses		(45)
EC213	Macro Economics	3
EC223	Micro Economics	3
HI303	History of the Middle East	3
HI363	Third World Development	3
HI373	History Modern Europe	3
HI403EA	Modern East Asian History	3
ID114	American Tho't and Culture*	4
ID124	American Tho't and Culture*	4
ID214	World Tho't and Culture*	4
ID224	World Tho't and Culture*	4
PO203	National Government	3
SO203	General Sociology	3
HI	Upper Division American History	5

Middle Level/High School Methods Courses		(5)
SS353	Meth./Mat. in Social Studies	3
ED456	ML/HS Content Area Literacy	2

Professional Education Requirements		(34)
ED100	Student Education Assoc.	0
ED101	Educational Technology	1
ED102	Intro to Education	2
ED111	Field Experience I - OPE I	1
ED222	Child & Adolescent Dev *	2
ED231	Field Experience II - OPE II	1
ED232	Psychology of Education	2
ED302S	Classroom Management/Discipline	2
ED312S	Teaching Exceptional Children	2
ED330	Instructional Alignment I	3
ED331	Instructional Alignment II	2
ED341	Field Exp. III - Meth. Practicum	1
ED410	Philosophy of Education	2
ED461	Field Exp. IV - Practicum	3
ED463	Student Teaching - First Authorization	10

**courses that also satisfy Interdisciplinary
requirements*

**Total Degree Requirements
for this Major (128)**

ENGLISH

OVERVIEW

The English program is designed to furnish students with the skills necessary to understand literature, to appreciate it as an aspect of God's redemptive voice, to write intelligently about it, and to pursue graduate studies.

Since effective written communication and oral communication are vital in all spheres of life, the College Writing and Fundamentals of Speech courses stand as the foundation of all programs.

The English major provides a progressive course of study, built on the general education requirements and lower division prerequisites, culminating in a Senior Seminar in which research is done in a fairly limited field. Upper division courses emphasize the study of literature, but include advanced writing courses.

The Communication, Creative Writing and Journalism tracks explore the connection between the "redeemed human voice" and other voices in what philosophers have called the "global village." Students utilize classroom instruction and internships to prepare for careers/ministries in journalism, radio, theater, videography, television, and corporate communications. Although this program does not train students for technical careers, training is available at local facilities.

The Humanities track is essentially a combination of English and Philosophy and is especially appropriate for pre-professional studies. Those who plan to go to law school, for example, will find this track provides the skills and background necessary for a solid foundation.

Since the study of literature increases one's skill at analyzing a text, and since the subject matter of literature is the record and study of human thought and behavior, the English minor may be of special interest to those taking programs in Bible, Psychology, and Social Science. Most importantly, the course of study can point the way to "an indispensable source of knowledge ... a knowledge of experience, felt in the emotions as well as apprehended by the mind" (Laurence Perrine).

The Creative Writing track allows students time to focus on their own development as writers. At the heart of the Creative Writing major is the writing workshop – small, intimate courses in which students read and critique each others' writing. This program emphasizes individual attention. The courses are taught by published faculty. The Creative Writing Track is designed to help students learn and develop their skills in their chosen genre and enhance success in various career paths.

PROGRAM ADVISORS:



Richard L. Caulkins



James P. Hills



Tamara P. McGinnis



Colette G. Tennant



Martin G. Trammell



John E. Wilson

MAJORS

English, B.S.

- Communication
- Creative Writing
- Humanities
- Journalism

Language Arts Education*

*requirements for this major are listed under Education

MINORS

Communication

English

Humanities

Journalism

CORE REQUIREMENTS FOR ALL ENGLISH MAJORS (18)

EN	Lower-division Lit	6
	This requirement is embedded in the Thought and Culture classes.	
EN373	Literary Criticism	3
EN383	Nature/Structure Eng Lang	3
EN413	Shakespeare	3
	or Survey of Literature course	
EN433	Senior Seminar	3

B.S. IN ENGLISH (42)

Core English Requirements (18)

Specific Requirements (24)

EN	Upper Division Electives	18
	At least one class each selected from English, American and World Literature	
EN	Writing Electives	6
	In addition to EN123, 132 College Writing	

Total Degree Requirements for this Major (128)

B.S. IN ENGLISH: COMMUNICATION (48)

Prerequisite: A minimum cumulative grade point average (GPA) of 2.50 and a minimum 3.0 in CO 102, EN 123, and EN 132

Core English Requirements (18)

Specific Requirements (30)

CO213	Intro Mass Communication	3
CO223	Oral Interpretation	
	or	3
CO233	Dramatic Arts	
CO263	Print Journalism I	3
CO333	Organizational Comm.	
	or	3
CO433	Public Relations	
CO343	Advanced Speech	3
CO403	Intercultural Communication	
	or	3
CO443	Interpersonal Communication	
CO423	Persuasive Theory & Writing	3
TH333	Christian Ethics	3

One of the following: 3

CO323	Journalism Lab
PH223	Logic
PH303	History of Philosophy

Total Degree Requirements for this Major (128)

B.S. IN ENGLISH: CREATIVE WRITING (42)

Core English Requirements (18 Hours)

Specific Requirements (24 Hours)

EN222	Creative Writing	3
EN308	American Lit-20th Century	3
EN3132	Play Writing	3
EN3131	Poetry Writing	3
EN3133	Short Story Writing	3
EN343	Creative Writing Nonfiction	3
	Literature Electives	6

B.S. IN ENGLISH: HUMANITIES (45)

Core English Requirements (18)

Specific Requirements (27)

PH223	Logic	3
PH303	History of Philosophy	3
TH333	Christian Ethics	3

Upper-division Literature or Philosophy Courses 18
(Students can substitute a special problems philosophy course for EN 433 Senior Seminar.)

Total Degree Requirements for this Major (128)

B.S. IN ENGLISH: JOURNALISM (45-48)

Prerequisite: A minimum cumulative grade point average (GPA) of 2.50 and a minimum 3.0 in CO102, EN123, and EN132

Core English Requirements (18)

Specific Requirements (27-30)

CO213	Intro Mass Communication	3
CO263	Print Journalism I	3
CO273	Print Journalism II	3
CO311	Critique for Publication	1
CO323	Journalism Lab	3
CO413	Journalism Internship	2-5
CO423	Persuasive Theory & Writing	3
CO433	Public Relations	
	or	3
BA333	Marketing Strategy	
EN343	Creative Writing Nonfiction	3
TH333	Christian Ethics	3

Total Degree Requirements for this Major (128)

MINOR IN ENGLISH (21)

Minors must be taken in conjunction with a major or another minor to satisfy requirements for a bachelor's degree.

Prerequisites: Six units of lower division literature (These are imbedded in the Thought and Culture classes.)

Minor Requirements

Some of these requirements may also be counted toward the appropriate General Education Requirements.

Minor Requirements (21)

EN222	Creative Writing	
	or	3
EN343	Creative Writing Nonfiction	
	or	
CO423	Persuasive Theory & Writing	3
EN307	American Lit 20th Century	3
EN373	Literary Criticism	3
EN	One British Literature	3
EN	One World Literature	3
EN413	Shakespeare	
	or	3
EN	Renaissance Literature	
EN443M	Minority Authors	3

MINOR IN COMMUNICATION (23-26)

Minors must be taken in conjunction with a major or another minor to satisfy requirements for a bachelor's degree.

Prerequisites: Six units of lower division literature. (These are embedded in the Thought and Culture classes.)

Minor Requirements (23-26)

Some of these also may be counted toward the appropriate General Education requirement.

CO213	Intro Mass Communications	3
CO233	Dramatic Arts	3
CO263	Print Journalism I	3
CO223	Oral Interpretation	
	or	3
CO343	Advanced Speech	
CO333	Organizational Comm.	
	or	3
CO433	Public Relations	
CO403	Intercultural Communication	3
CO413	Internship	1-3
CO423	Persuasive Theory & Writing	3

MINOR IN HUMANITIES (21-24)

Minors must be taken in conjunction with a major or another minor to satisfy requirements for a bachelor's degree.

Prerequisites: Six units of lower division literature. (These are embedded in the Thought and Culture classes.)

Minor Requirements (15-18)

Some of these also may be counted toward the appropriate General Education Requirements.

EN	Upper division Lit Electives	6
EN373	Literary Criticism	3
EN433	Senior Seminar (optional)	(3)
PH303	History of Philosophy	3
TH333	Christian Ethics	3

HEALTH SCIENCE

OVERVIEW

The Department of Science offers a major in Health Science. This major is a pre-professional study for students interested in pursuing careers in the health care professions. Graduates may seek entrance to professional schools in medicine, occupational therapy, physical therapy, physician assistant, optometry, veterinary medicine, dentistry, pharmacy, and medical informatics. Entrance requirements for these graduate programs vary; however, some basic courses are common to most. These common courses are the foundation of the Health Science Major. Electives in the major allow students to tailor their program of study to meet the specific entrance requirements of their chosen professional or graduate school. Students are encouraged to work closely with the program advisor of this major to plan a course of study to meet their educational objectives.

MAJOR

Health Science, B.S.

Biology Education, B.S.*

*requirements for this major are listed under Education

B.S. IN HEALTH SCIENCE (40)

Health Science Requirements		(40)
SC114	Biology I w/lab	4
SC124	Biology II w/lab	4
SC214	General Chemistry I w/lab	4
SC224	General Chemistry II w/lab	4
SC314	Organic Chemistry I	4
SC324	Organic Chemistry II	4
SC414	Physics I w/lab	4
SC424	Physics II w/lab	4

Science electives 8

Electives must include one of the following:

SC304	Medical Microbiology	4
SC374	Genetics w/lab	4
SC453	Cell and Molecular Biology	3

Total Degree Requirements for this Major (128)

MINOR IN HEALTH SCIENCE (24)

Minors must be taken in conjunction with a major to satisfy requirements for a bachelor's degree.

Health Science Minor Requirements (24)

Some of these requirements also may be counted toward the appropriate General Education Requirements.

SC114	Biology I with lab	4
SC124	Biology II with lab	4
SC214	General Chemistry I w/lab	4
SC224	General Chemistry II w/lab	4

Upper-Division chosen from the following: 8

SC304	Medical Microbiology w/lab	(4)
SC374	Genetics	(3)
SC374	Genetics Lab	(1)
SC453	Cell & Molecular Biology	(3)
SC3841	Human Anatomy & Physiology w/lab	(4)
SC3842	Human Anatomy & Physiology w/lab	(4)

PROGRAM ADVISORS:



John C. Bell



Patrick J. Daniels



James U. Dyer



Jerry M. Johnson

HUMAN PERFORMANCE

OVERVIEW

Our human body is the temple of the Holy Spirit and we are commanded to be good stewards of our body. Corban's Human Performance program believes that Christians are to understand and apply the principles of physical health in order to enhance both their mental and spiritual health.

The foundational basis of the program lies in its focus on biblical principles through which individual understanding and development prepare one for a life of service to others. A primary function of the program is to provide the student with activity-oriented knowledge and problem solving skills to meet the demands of a life of ministry in the human performance fields.

The human performance major may select one of three emphasis: Exercise Science, Sports Management or Physical Education. With the Exercise Science and Sports Management options, the student can select either a research or practicum track.

Career opportunities for Human Performance graduates may exist in leadership, supervision, planning and programming, teaching, administration and management. Graduates may seek professional opportunities within churches, camping ministries, municipal park and recreation departments, private and commercial recreation, industry, recreation and fitness clubs, missions, recreation in the armed services, national organizations (Red Cross, Boys and Girls Club, Boys and Girls Scouts, YMCA, etc.), various para-church organizations, such as Youth for Christ, Young Life and Athletes in Action and private and public educational settings.

MAJORS

Human Performance, B.S.

- Exercise Science
- Sports Management

Physical Education (teaching)*

Oregon Authorization levels options:
Early Childhood/Elementary, Middle
Level/High School

*requirements for this major are listed
under Education Business Prerequisites
required for this major (9 hours)

PROGRAM ADVISORS:



David B. Bale



Shannon M. Simmons

SPORTS MANAGEMENT- RESEARCH MAJOR (63)

Business Prerequisites required for this major (9 hours)

AC213	Financial Accounting	3
BA333	Marketing Strategy	3
EC213	Macro Economics	3
EC223	Micro Economics	3

Human Performance Core (18)

HP202	Intro to PE/Sport	2
HP332	Sports Law	2
HP363	Exercise Prescription	3
HP423	Physiology of Exercise	3
SC3841	Human Anat/Physiology with lab Sc3841L	4
SC3842	Human Anat/Physiology with lab Sc3842L	4

Sport Management (24)

BA333FB	Finance and Budgeting in Sport	3
BA333SP	Sports Marketing	3
HE401	First Aid and CPR	1
HP453	Facilities and Event Mgmt.	3
HP241	Sport Governance	1
HP352	Organizations & Admin of PE/Sport	2
HP422	Sports Ethics and Issues	2
HP4011	Senior Research I	1
HP4012	Senior Research II	2
MA/BA223	Stats and Probability/ Business Stats	3
SS303	Social Science Research Methods	3

Human Performance Electives (9 hours)

HP222	Coaching Theory	2
HP243	Care/Prevention/ Athletic Inquires	3
HP312	Motor Development	2
HP313	Motor Learning	3
HP321	Directing Experience in Exercise Activity	1
HP342	Kinesiology	2
HP403	Therapeutic Exercise	3
HP412	Nutrition	2
HP443	Biomechanics	3

Elective Hours (3)

Select a minimum of 3 hours from the following:
Business, Communication, Psychology and
Science.

Select a minimum of 12 hours from the following
areas: Business, Communication, Psychology and
Science

SPORTS MANAGEMENT- PRACTICUM MAJOR (60)

Business Prerequisites required for this major (9 hours)

AC213	Financial Accounting	3
BA333	Marketing Strategy	3
EC213	Macro Economics	3
EC223	Micro Economics	3

Human Performance Core (18 hours)

HP202	Intro to PE/Sport	2
HP332	Sports Law	2
HP363	Exercise Prescription	3
HP423	Physiology of Exercise	3
SC3841	Human Anat/Physiology w lab Sc3841L	4
SC3842	Human Anat/Physiology w lab Sc3842L	4

Sport Management (21 hours)

BA333FB	Finance and Budgeting in Sport	3
BA333SP	Sports Marketing	3
HE401	First Aid and CPR	1
HP453	Facilities and Event Management	3
HP241	Sport Governance	1
HP352	Organizations & Admin of PE	2
HP422	Sports Ethics and Issues	2
HP460	Internship	6

Human Performance Electives: (9 hours)

HP222	Coaching Theory	2
HP243	Care/Prevention/Athletic Injuries	3
HP312	Motor Development	2
HP313	Motor Learning	3
HP321	Directing Experience in Exercise Act.	1
HP342	Kinesiology	2
HP403	Therapeutic Exercise	3
HP412	Nutrition	2
HP443	Biomechanics	3

Elective Hours (3 hours)

Select a minimum of 3 hours from the following:
Business, Communication, Psychology and
Science

EXERCISE SCIENCE- RESEARCH MAJOR (60)

Major Requirements (63 semester hours)

(Some of these requirements also may be counted toward the appropriate General Education requirements. D grades in major courses not allowed.

Human Performance Core (18 hours)

HP202	Intro to PE/Sport	2
HP332	Sports Law	2
HP363	Exercise Prescription	3
HP423	Physiology of Exercise	3
SC3841	Human Anat/Physiology with lab Sc3841L	4
SC3842	Human Anat/Physiology with lab Sc3842L	4

Exercise Science Content Courses (24 hours)

HE401	First Aid and CPR	1
HP312	Motor Development	2
HP313	Motor Learning	3
HP321	Directing Experience in Exercise Activity	1
HP342	Kinesiology	2
HP403	Therapeutic Exercise	3
HP443	Biomechanics	3
HP4011	Senior Research I	1
HP4012	Senior Research II	2
MA223/		
BA223	Stats and Prob/Business Stats	3
SS303	Social Science Research Meth	3

Human Performance Electives (9 hours)

HP453	Facilities and Event Mgmt	3
HP222	Coaching Theory	2
HP241	Sport Governance	1
HP243	Care/Prevention/ Athletic Injuries	3
HP352	Organization/Admin in PE and Fitness	2
HP412	Nutrition	2
HP422	Sports Ethics and Issues	2

Elective Hours (12 hours)

Select a minimum of 12 hours from the following areas: Business, Communication, Psychology and Science.

EXERCISE SCIENCE - PRACTICUM MAJOR (60)

Some of these requirements also may be counted toward the appropriate General Education requirements. D grades in major courses not allowed.

Human Performance Core (18 hours)

HP202	Intro to PE/Sport	2
HP332	Sports Law	2
HP363	Exercise Prescription	3
HP423	Physiology of Exercise	3
SC3841	Human Anat/Physiology with lab Sc3841L	4
SC3842	Human Anat/Physiology with lab Sc3842L	4

Exercise Science Content Courses (21 hours)

HE401	First Aid and CPR	1
HP312	Motor Development	2
HP313	Motor Learning	3
HP321	Directing Experience in Exercise Activity	1
HP342	Kinesiology	2
HP403	Therapeutic Exercise	3
HP443	Biomechanics	3
HP460	Internship	6

Human Performance Electives: (9 hours)

HP453	Facilities & Event Management	3
HP222	Coaching Theory	2
HP241	Sport Governance	1
HP243	Care/Prevention/Athletic Injuries	3
HP352	Organization/Admin of PE/Sport	2
HP412	Nutrition	2
HP422	Sports Ethics and Issues	2

Elective Hours (12 hours)

Select a minimum of 12 hours from the following areas: Business, Communication, Psychology and Science.

MATHEMATICS

OVERVIEW

Because the physical and biological worlds were created by God, they exhibit orderliness that can be understood and studied through mathematics. The mathematics department views the study of mathematics as a means of understanding God's creation and using those findings in science and technology.

A degree in mathematics serves as preparation for careers in fields such as engineering, statistical research, computer science and education. Generally students with a mathematics degree will do graduate study in a specialized area before entering a career.

PROGRAM ADVISOR:



Michael T. Miller

MAJORS

Mathematics, B.S.

Mathematics Education*

*requirements for this major are listed under Education

MINOR

Mathematics

B.S. IN MATHEMATICS (42)

General Education Requirements (8)

SC414	Physics I w/lab	4
	or	
SC424	Physics II w/lab	
SC	Science with lab elective	4

Specific Math Requirements (37)

MA223	Statistics & Probability	3
MA233	Calculus I - Differential	3
MA243	Calculus II - Integral	3
MA253	Calculus III - Sequence, Series, Vector	3
MA262	Calculus IV - Multivariable	2
MA312	Theory of Numbers	2
MA313	Higher Geometry	3
MA323	Linear Algebra	3
MA333	Abstract Algebra	3
MA363	Topics in Discrete Math	3
MA403	Math Analysis	3
MA	Math electives	6

Total Degree Requirements for this Major (128)

MINOR IN MATHEMATICS (18)

Minors must be taken in conjunction with a major to satisfy requirements for a bachelor's degree.

Math Requirements (18)

MA223	Statistics and Probability	3
MA233	Calculus I: Differential	3
MA243	Calculus II: Integral	3
MA253	Calculus III: Sequence, Series, Vector	3
MA323	Linear Algebra	3
MA363	Discrete Mathematics	3

MINISTRY

OVERVIEW

The Department of Ministry provides students with the biblical and theological values, skills and knowledge necessary for starting a lifetime of personal growth and Christian service. This includes training ministry majors to begin an effective lifelong vocational ministry.

The ministry major builds on the foundation of our general education core. The values, skills and knowledge acquired in this core are deepened, enhanced and expanded to meet the needs of successful ministry today. The ministry major is a two-tier design. The first tier provides the common competencies required in any fruitful ministry. The second tier focuses on the abilities unique to particular ministry fields. For those students with specific ministry goals not addressed in the standard ministry majors, the division offers a specialized ministry program that allows students to develop an individualized major with the guidance and approval of an academic advisor.

The Biblical Studies track provides in-depth study and training in the academic fields of Bible and Theology.

The Intercultural Studies (Missions) track uses an interdisciplinary approach. That means you will get the best courses from several different departments. You will receive training on cultural sensitivity and understanding, cross-cultural adaptation and language learning, as well as intercultural communication theory and experience.

The Pastoral Ministries track is for students seeking full-time Christian service as a pastor or a member of a pastoral staff. The training in pastoral courses focuses on a philosophy of shepherding and care, meeting people's needs by discipling them in the Word, and communicating the truths of Scripture from the pulpit.

The Women's Ministries track is designed for students who will be serving in a paid or volunteer position in local churches, para-church organizations or community agencies. Courses provide biblically-based leadership training and practical experience in preparing women to be effective as they identify and use their gifts in serving.

The Student and Family Ministry track endeavors to present an informed view of the joys, challenges, and responsibilities associated with student and family ministry. Emphasis is placed on understanding American culture, developing the competencies expected of an excellent Minister, studying contemporary models of ministry, as well as investigating a Biblical theology of ministry, and developing one's own philosophy of ministry.

Several seminaries in the Northwest have granted advance standing to Corban students. These are Western Seminary in Portland, Golden Gate Seminary in Vancouver, WA, and Northwest Baptist Seminary in Tacoma. Students interested in pursuing this standing should communicate with any of the program advisors.

PROGRAM ADVISORS:



Timothy L. Anderson



Sam E. Baker



Gary W. Derickson



Anne W. Jeffers



Kent A. Kersey



Paul E. Johnson



Gregory V. Trull



Robert W. Wright



LeeAnn Zanon

MAJORS

Ministry, B.S.

- Biblical Studies (also A.A)
- Bible Translation
- Intercultural Studies (Missions)
- Pastoral Ministry
- Women's Ministry
- Student and Family Ministry

MINORS

Minors must be taken in conjunction with a major to satisfy requirements for a bachelor's degree.

Biblical Studies

All Corban students who complete the general education requirement in Biblical Studies with grades C- or better receive a minor in Biblical Studies. Students who receive less than C- grades in this requirement can choose to retake the class for a higher grade, or forfeit receiving the minor.

Intercultural Studies (Missions)

Women's Ministry

Student and Family Ministry

SPECIAL PROGRAM IN MINISTRY

One Year Bible Certificate

This one-year program is designed for students who desires to study primarily the Bible. Courses may be applied to the two-year Associate of Arts degree program or the four-year degree, Bachelor of Arts. A certificate is earned when the courses are completed.

Biblical Education Requirements (20)

BI113	Survey Biblical Lit I	3
BI123	Survey Biblical Lit II	3
BI202	Bible Study Methods	2
BI302	Teaching the Bible	2
IS202	Global Perspectives	2
TH202	Baptist Heritage	2
TH313	Christian Theology I	3
TH323	Christian Theology II	3

General Education Electives (12)

Electives must include communication (writing/speech), computation (math), and human relations (psychology) courses.

Total Bible Certificate Requirements (32)

A minimum grade point average of 2.00 is required.

Church and Community Service is a graduation requirement for all students. Your advisor is available to answer any questions you may have concerning this requirement.

A.A. BIBLICAL STUDIES (64)

Biblical Education Requirements (24)

BI113	Survey Biblical Lit I	3
BI123	Survey Biblical Lit II	3
BI202	Bible Study Methods	2
BI302	Teaching the Bible	2
IS202	Global Perspectives	2
TH202	Baptist Heritage	2
TH313	Christian Theology I	3
TH323	Christian Theology II	3
	Bible Book Study	2
	Bible/Theology elective	2

Humanities and Social Sciences (27)

CO102	Fundamentals of Speech	2
EN123	College Writing I	3
EN132	College Writing II	2
ID101	Freshman Seminar	1
ID114	American Tho't/Culture	4
ID124	American Tho't/Culture	4
ID214	World Tho't/Culture	4
ID224	World Tho't/Culture	4
MA	Math elective	3

Human Performance (2)

HP121	Fitness-Oriented Activity	1
HP131	Skill-Oriented Activity	1

Electives from any discipline (11)

Total A.A. Degree Requirements (64)

CORE REQUIREMENTS FOR ALL MINISTRY MAJORS (23-24)

CM102	Introduction to Ministry	1
CM201	Observation and Learning	1
CM301	Junior Practicum	1
CM401	Senior Practicum	1
One Philosophy of Ministry Course		2-3
CM222	Women in Ministry (2)	
CM303	Philosophy of Student & Family Ministry	(3)
CM404	Dynamics of Church Development	(3)

CM452	Homiletics I	
	or	3
CM312	Women's Message Preparation I	
CM412	Senior Ministry Seminar	2
CO403	Intercultural Communication	3
IS	Cross-cultural Connections	1
TH303	Religious Movements	3
TH403	Apologetics	3
TH463	Biblical Spiritual Formation	3

See program advisor for specific internship requirements.
Intercultural Studies internships must be cross-cultural.

B.S. IN MINISTRY: BIBLICAL STUDIES (41)

Core Requirements for Ministry Majors (13)

Specific Requirements (28)

BI	New Testament Book Studies	4
BI	Old Testament Book Studies	6
BI323	Romans	3
BI383	Life of Christ	3
BI402	Interpreting Scripture	2
BI482	Senior Thesis: Biblical Study	2
GR314	Elementary Greek I	4
GR324	Elementary Greek II	4

Total Degree Requirements for this Major (128)

B.S. IN MINISTRY: BIBLE TRANSLATION (50)

Core Requirements for Ministry Majors (13)

Specific Requirements (37)

AN303	Cultural Anthropology	3
BI393	Intro to Biblical Languages	3
CM412IS	Senior Missions Seminar	2
CO403	Intercultural Communication	3
IS413	Geo-Cultural Research	3
IS423	Cross-Cultural Field Work	1
PS383	Basic Counseling Skills	3
TH333	Christian Ethics	3

The following courses are taken at Canada Institute of Linguistics*, Trinity Western University

First Summer (8)

LING310	Articulatory Phonetics	
LING360	Grammatical Analysis	
LING470	Language and Culture Learning	

Second Summer (8)

LING330	Phonological Analysis	
LING481	Anthropological Linguistics: Ethnography	
LING460	Syntax and Semantics	

Total Degree Requirements for this Major (128)

*see <http://summer.canil.ca>

B.S. IN MINISTRY: INTERCULTURAL STUDIES (MISSIONS) (46-48)

Core Requirements For Ministry Majors (23-24)

Specific Requirements (23)	
AN303	Cultural Anthropology 3
CM404	Dynamics of Church Development or 3/2
CM402W	Discipleship Program Development
HU101LA	Foreign Language Acquisition 6
IS413	Geo-Cultural Research 3
IS482	Senior Thesis: Contextualization 2
PS383	Counseling I 3
TH333	Christian Ethics 3

Recommended electives:

IS362	Reading in Missiology 2
IS423	Cross-Cultural Field Work 1-3

Total Degree Requirements for this Major (128)

B.S. IN MINISTRY: PASTORAL (44)

Core Requirements For Ministry Majors (21)

See program advisor for specific internship requirements.

Specific Requirements (20)	
BI323	Romans 3
BI393	Intro to Biblical Languages 3
BI342	Pastoral Epistles 2
TH333	Christian Ethics 3
TH413	Contemporary Theology 3

Two of the following: (6)	
PS373	Marriage and Family 3
PS383	Counseling I 3
PS393	Counseling II 3
PS413	Abnormal Psychology 3
PS473	Dispute Resolution 3

Recommended:

GR314	Elementary Greek I 4
GR324	Elementary Greek II 4

Total Degree Requirements for this Major (128)

B.S. IN MINISTRY: STUDENT AND FAMILY (44)

Core Requirements for Ministry Majors (23-24)

Specific Requirements (22-23)	
BI393	Intro to Biblical Languages 3
CM202	Overview of Student/Family Ministry 2
CM303	Philosophy of Student/Family Ministry 3
CM333	Program Planning Dev. 3
CM404	Dynamics of Church Dev or 3/2
CM222	Women in Ministry
TH333	Christian Ethics 3
	First Aid/CPR card

Two of the following:

PS313	Human Development 3
PS373	Marriage & Family 3
PS383	Counseling I 3
PS393	Counseling II 3
PS413	Abnormal Psychology 3
PS473	Dispute Resolution 3

Total Degree Requirements for this Major (128)

B.S. IN MINISTRY: WOMEN'S (43)

Core Requirements for Ministry Majors (23 hours)

Specific Requirements (24 hours)	
BI393	Intro to Biblical Lang (Alt) 3
BI422RE	Book Study: Ruth/Esther (Alt) 2
CM212	Intro to Women's Ministry 2
CM242	Women of Faith 2
CM342	Women's Ministry Meth 2
CM352	Women and Leadership (Alt) 2
CM402W	Discipleship Program Devel 2
PS373	Marriage & Family 3
PS383	Counseling I 3
TH333	Christian Ethics 3

MINOR IN INTERCULTURAL STUDIES (19)

AN303	Cultural Anthropology	3
CO352	Language/Culture Acquisition	2
CO403	Intercultural Communication	3
IS362	Readings in Missiology	2
IS413	Geo-Cultural Research	3
TH303	Religious Movements	3
TH403	Apologetics	3

MINOR IN STUDENT AND FAMILY MINISTRY (18)

CM201	Ministry Learning/Observ.	1
CM202	Overview of Student and Family Ministry	2
CM301	Junior Ministry Practicum	1
CM303	Philosophy of Student and Family Ministry	3
CM333	Program Planning & Method	3
CM412	Senior Ministry Seminar	2
CM402W	Discipleship Program Development	2
TH463	Biblical Spiritual Formation	3
PS244	Youth & Adolescent Pathology	3

MINOR IN WOMEN'S MINISTRY (20)

BI422	Book Study: Ruth & Esther or	2
CM242	Women of Faith	2
CM212	Intro to Women's Ministry	2
CM222	Women in Ministry	2
CM201W	Learning and Observation	1
CM312	Women's Message Prep I	2
CM342	Women's Ministry Methodology	2
CM352	Women and Leadership	2
CM301W	Practicum	1
PS373	Marriage and the Family	3
PS383	Counseling I	3

MUSIC

OVERVIEW

The mission of the music faculty is to help Christian students develop the biblical values, musical skills, and professional knowledge they need to serve our world effectively, representing Christ in life, ministry, and service.

The music curriculum begins with a common core of courses for all music majors. The music education major prepares students for careers as classroom teachers in public or private schools, including Christian schools. The worship arts major equips students to lead music and worship in churches and other settings. The major in performance prepares students to work as professional performing musicians and private teachers or to enroll in graduate studies. The general music major offers students a flexible program of study built on a solid foundation of musicianship; graduates from this program typically work in music ministry, teaching, accompanying, missions, etc. A minor in music offers several different tracks. Practical experience opportunities are available to students through internships, classroom field experiences, and other projects.

The music department offers many opportunities for students in other majors to improve their musical skills. Our choirs, bands, and orchestra are open to students in any major. The praise and worship bands provide the core of worship leadership for chapel. Private and group lessons are available for singers and for many different instruments. Music theory and some other music classes are open to all students who meet the prerequisites.

PROGRAM ADVISORS:



John T. Bartsch, Jr.



Virginia A. Cross



Daniel E. Shuholm



Matthew L. Strauser

MAJORS

Music, B.S.

- General Music
- Music Performance
- Music Education*
- Worship Arts

* requirements for this major are listed under Education

MINOR

The music minor offers flexibility with several choices of emphasis. Minors must be taken in conjunction with a major to satisfy requirements for a bachelor's degree.

SPECIFIC DEPARTMENT REQUIREMENTS

Admission: Students who desire to study music as their major must apply and audition for admission to the music program. The application form is available in the admissions office and the faculty office. Application for a music scholarship may be made on the same form. If a student auditions for a music scholarship, the same audition may also be used for admission to the department. A student who wishes to major in music performance must have the approval of the music faculty.

Music Theory Placement Test: Entering music students, both freshmen and transfers, must take a music theory placement test. This test establishes a student's readiness to take MU 113 Music Theory I. Students with a weak grasp of music rudiments will take MU 102 Introduction to Music before taking MU 113 Music Theory I. A placement test will also be used to verify the skills of transfer students. The test is given online.

Ensembles: Music majors are required to participate in one or more performing ensembles. Performing in the concert band, jazz band, men's chorus, women's chorale, chamber choir, or string ensemble will satisfy this requirement. Participation in the praise and worship band is also required for worship arts majors.

Piano Proficiency: All music majors must pass a piano proficiency examination. This should be accomplished by the end of the second year as a music major and must be completed before taking some upper division courses. The requirements may be completed in increments. Students may prepare for this exam by taking private piano lessons or keyboard classes.

Performance Studies: Every music major needs a primary performance area such as voice, piano, guitar, or some other instrument. Each music degree plan requires private study and performance in this area. During each music major's development, s/he must pass a jury advancement examination to demonstrate mastery of basic competence in this primary performance area. Passing this advancement exam is required for the student to study at the upper division (300) level. Every music major must study his/her primary instrument at least two semesters at the 300 level in order to graduate with a music degree; performance majors must study at least four semesters at the 300 or 400 level.

Advanced Standing: Admission to advanced standing indicates that a music major has completed the foundational studies in music and is ready to move into upper division studies. Advanced standing is a prerequisite for some upper division courses but not all. To be admitted to advanced standing, the student must have:

1. Completed four semesters of music theory and aural skills with a grade of C- or better.
2. Passed the piano proficiency examination.
3. Passed the performance studies advancement examination, qualifying him/her to study the primary instrument at the 300 level.

Final Project: A final project is required for every music major. This project could be a recital, a teaching experience, a worship leadership experience, or some other activity demonstrating the student's mastery of the primary areas of musicianship studied during the preceding three years. The final project must be approved in advance by the music faculty. Performance majors will present both a junior and a senior recital. Worship arts majors will serve in a senior internship.

World Literature Survey course requirement (3-4): Music majors are not required to take World Thought and Culture. The material of those courses is replaced by Music History I & II plus one of the following world literature courses.

World Literature course options:

- EN305 English Literature of the Renaissance
- EN306 English Literature of the 19th and 20th Centuries
- EN309 Russian Literature
- EN310 Middle European Literature
- EN323 English Literature of the 17th-19th Centuries
- EN423 Masterpieces of Christian Literature I or II
- ID224 World Thought and Culture II

B.S. IN MUSIC: GENERAL MUSIC (52)**Core Requirements for Music Majors (31)**

MU111AS	Aural Skills I	1
MU113	Music Theory I	3
MU121AS	Aural Skills II	1
MU123	Music Theory II	3
MU211AS	Aural Skills III	1
MU213	Music Theory III	3
MU221AS	Aural Skills IV	1
MU223	Music Theory IV	3

Select two of the following five 2

MU231	Percussion Techniques	
MU241	Woodwind Techniques	
MU251	Brass Techniques	
MU261	String Techniques	
MU282	Choral Techniques	

MU312	Orchestration	2
MU313	Music History I	3
MU323	Music History II	3
MU332	Conducting I	2
MP250	Piano Proficiency	0

Must pass proficiency exams in piano.

Specific Requirements (24)

MU322	Form and Analysis	2
MU342	Conducting II	2
MU413	Pedagogy and Literature	2
MU491	Final Project	1
MP	Applied Music	8
MP	Music Ensembles*	8

At least 3 semester hours of choral ensembles and at least 1 semester hour of instrumental ensemble.

**these courses may be repeated*

Total Degree Requirements for this Major (129)**B.S. IN MUSIC: PERFORMANCE (65)****Core Requirements for Music Majors (31)**

MU111AS	Aural Skills I	1
MU113	Music Theory I	3
MU121	AS Aural Skills II	1
MU123	Music Theory II	3
MU211	AS Aural Skills III	1
MU213	Music Theory III	3
MU221	AS Aural Skills IV	1
MU223	Music Theory IV	3

Select two of the following five:

MU231	Percussion Techniques	
MU241	Woodwind Techniques	
MU251	Brass Techniques	
MU261	String Techniques	
MU282	Choral Techniques	

MU312	Orchestration	2
MU313	Music History I	3
MU323	Music History II	3
MU332	Conducting I	2
MP250	Piano Proficiency	0

Must pass proficiency exams in piano. These skills may be acquired by taking piano class or private lessons.

Specific Requirements

MU232	Lyric Diction (vocal only)	2
MU322	Form and Analysis	2
MU413	Pedagogy and Literature	3
MP371	Junior Recital	1
MP471	Senior Recital	1
MP	Cognate Applied Music	2
Must study a related Instrument		
MP	Applied Music	16
MP	Music Ensembles	8

Every performance major must participate in the ensemble related to the performing area for 8 semesters.

Total Degree Requirements for this Major (141)

B.S. IN MUSIC: WORSHIP ARTS (61-63)

Note: Core requirements have minor changes from other music majors.

Core Requirements		(34-36)
MU111AS	Aural Skills I	1
MU113	Music Theory I	3
MU121AS	Aural Skills II	1
MU123	Music Theory II	3
MU211AS	Aural Skills III	1
MU213	Music Theory III	3
MU313	Music History I	3
MU323	Music History II	3
MU332	Conducting I	2
MP	Applied Music (private lessons on major instrument)	6-8
MP	Music Ensembles (4 semester Praise Band; 2 Choir; 2 choir, band, or orchestra)	8
MP250	Piano & Voice Proficiency Must pass proficiency exams in piano.	0
Specific Requirements		(28)
MU132	Technology in Worship Ministry	2
MU202	Intro to Worship Studies	2
MU222	Music Charting	2
MU382	Worship Leadership Skills	2
MU392	Song in Worship	2
MU403	Worship Planning/ Administration	3
Practica and Internships		7
MU491	Final Project	1
TH312	Theology of Worship	2
Electives to be chosen from		6
CO233	Dramatic Arts I or	3
CO243	Dramatic Arts II	
MU221AS	Aural Skills IV	1
MU223	Music Theory IV	3
MU282	Choral Techniques	2
MU312	Orchestration	2
MU342	Conducting II	2
Recommended Electives:		
CO443	Interpersonal Comm.	3
CM	Christian Ministry electives	
PS383	Counseling I	3
Total Degree Requirements for this Major		(128)

MINOR IN MUSIC (21)

MP131	Keyboard Class I	1
MP141	Keyboard Class II	1
A student who has had some previous instruction in the piano may substitute MP231 or MP241 for MP131 and MP141. A student who demonstrates mastery of MU241 by passing the piano proficiency test may substitute any other course in music. Private piano lessons may also substitute for this requirement.		
MU111AS	Aural Skills I	1
MU113	Music Theory I	3
MU121AS	Aural Skills II	1
MU123	Music Theory II	3
MP	Applied Music	2
This requirement may be met by private lessons of any kind.		
MP	Ensembles*	2
This requirement may be met by Chamber Choir, Concert Choir, Concert Band, or Jazz Band.		
MU100	Concert Music for Minors	

Select option A, B, C, or D.

OPTION A:

MP171G	Guitar Class	1
MU282	Choral Techniques	2
MU332	Conducting I	2
MU442	Meth/Mat/ EC/EL	2

MU353E Methods and Materials for Early Childhood/Elementary Level Music may be substituted for ED 440 Early Childhood/Elementary Level Music by Elementary Education majors.

OPTION B:

MU202	Intro to Worship Studies	2
Select 2 of the following:		
TH312	Theology of Worship	2
MU382	Worship Leadership Skills	2
MU392	The Song in Worship	2

OPTION C:

MU211AS	Aural Skills III	1
MU213	Music Theory III	3
MP231	Keyboard Class III	1
MP	Ensemble*	1

OPTION D:

MU332	Conducting I	2
MP	Applied Music	2
MP	Ensembles*	2

**these courses may be repeated*

Total Hours: 20-21

PSYCHOLOGY

OVERVIEW

The Corban psychology program is built on a biblically based general education core of subjects. There are three emphases in the program: General Psychology (a pre-graduate school emphasis); Youth and Family Studies (for those interested in working in state, county, and private agencies which work with youth and families); Industrial Organizational Psychology (where human relations, research and management issues are the main focus). In addition, a degree completion program for working adults is offered in a non-traditional format with a major in Family Studies (see Adult Degree Programs).

The psychology program focuses on six themes: basic psychological theory, research, normal human development, abnormal psychology, counseling, and a biblical approach to psychology and counseling. Students are prepared in the same way that other colleges and universities present psychology but with the added values and views of Christian thinking.

All students participate in practicums and internships to assist a “real world” understanding of those things taught in the classroom. Students have an opportunity to obtain experience in various areas of psychology in local churches and state or private agencies. International experience may also be available.

For those who excel in our programs, invitations are offered to join Psi Chi, the National Honor Society for Psychology. Membership in this organization opens doors to graduate schools and other opportunities.

PROGRAM ADVISORS:



Richard W. Meyers



Patricia J. Myers



Laurel A. Smith

MAJORS

Psychology, B.S.

- Psychology
- Industrial/Organizational
- Youth and Family Studies

MINORS

Minors must be taken in conjunction with a major to satisfy requirements for a bachelor's degree.

Industrial/Organizational Psychology
Psychology
Youth and Family Studies

CORE REQUIREMENTS FOR ALL PSYCHOLOGY MAJORS (24)

PS203	General Psychology	(3)
	A general education requirement.	
PS223	Lifespan Deveopment	3
PS323	Psychology & Christianity	3
PS371	Prac: Couns Psych I	1
PS383	Counseling I	3
PS303	Social Psychology	3

PS431	Senior Seminar	1
PS473	Dispute Resolution	3
PS482	Internship (repeat for credit)	4
	or	
PS391-2	Prac III: Personnel Management	1,2
SS303	Social Science Research Methods	3

B.S. IN PSYCHOLOGY (39-40)**Psychology Core Requirements (24)****Specific Requirements (15-16)**

PS313	Personality Theory	3
PS244	Youth and Adolescent Pathology or	3
PS413	Abnormal Psychology	
PS	Psychology electives	9

Recommended Elective:

MA233	Statistics and Probability	(3)
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**Total Degree Requirements
for this Major (128)****B.S. IN PSYCHOLOGY: INDUSTRIAL /
ORGANIZATIONAL (39)****Psychology Core Requirements (24)****Specific Requirements (15)**

PS343	Industrial Organizational Psychology	3
PS363	Group Dynamics	
PS353	Psychology of Addiction	3
	Electives in Psychology	6

Recommended Electives:

CO443	Interpersonal Communication	(3)
MA233	Statistics and Probability	(3)
PS233	Lifespan Development	(3)

**Total Degree Requirements
for this Major (128)****B.S. IN PSYCHOLOGY: YOUTH AND
FAMILY STUDIES (39)****Psychology Core Requirements (24)****Specific Requirements (15)**

PS243	Community Agency Couns	3
PS244	Youth & Adolescent Pathology	3
PS353	Psychology of Addiction	3
PS373	Marriage and the Family	3
PS393	Counseling II	3

**Total Degree Requirements
for this Major 128)****MINOR IN PSYCHOLOGY (21)**

PS203	General Psychology general education req.	(3)
PS223	Lifespan Development	3
PS323	Psychology & Christianity	3
PS371	Prac: Couns Psych I	1
PS373	Marriage and Family	3
PS383	Counseling I	3
PS303	Social Psychology	3
PS442	Guided Research	2
PS473	Dispute Resolution	3

**MINOR IN INDUSTRIAL /
ORGANIZATIONAL
PSYCHOLOGY (18)**

PS203	General Psychology general education req.	(3)
PS343	Industrial/Organizational Psychology	3
PS473	Dispute Resolution	3
PS	Electives in Psychology	6
	Electives in Business or Communication	6

**MINOR IN YOUTH AND FAMILY
STUDIES (19)**

PS203	General Psychology general education req.	(3)
PS223	Lifespan Development	3
PS243	Community Agency Counseling	3
PS244	Youth & Adolescent Pathology	3
PS323	Psych & Christianity	3
PS363	Group Dynamics	3
PS371	Prac: Couns Psych I	1
PS413	Abnormal Psychology	3

SOCIAL SCIENCE

OVERVIEW

The purpose of the Social Science major is to provide a climate that expects excellence by stimulating intellectual curiosity, honoring academic scholarship, developing a personal biblical worldview in a historical-cultural context, nurturing individual maturity, encouraging learning for a life-time, and promoting service to the Church and community.

A major in this area is intended for the student who desires a broad perspective on the nature of mankind within society; an understanding of the implications of the history of humankind; an awareness of one's social and spiritual responsibility, and preliminary skills for one's chosen field. Students should be prepared for graduate study in a chosen field or for service in career opportunities of the major depending upon professional requirements.

Corban's pre-law program provides prospective law school students with a broad based general education. Classes in history, political science, logic, business, and speech help students to acquire the analytical and communication skills required by the legal profession. The pre-law program is essentially a social science major with the addition of certain courses specifically chosen for the pre-law student — Logic, Advanced Speech, Advanced Composition, Business Law, Taxation, Accounting, and Economics.

In addition, pre-law students are provided with opportunities to visit law schools and meet with legal professionals. The college's pre-law advisor also provides prospective law school students with help in preparing for the Law School Admission Test and in applying to law school.

For students who complete the pre-law curriculum but who choose not to attend law school there are a number of careers for which the pre-law curriculum is appropriate (i.e., government, journalism, business, foreign service, education).

MAJORS

Social Science, B.S.

- Criminal Justice
 - History
 - Pre-Law

Social Studies Education, B.S.*

* requirements for this major are listed under Education

MINORS

Minors must be taken in conjunction with a major to satisfy requirements for a bachelor's degree.

Criminal Justice

History

Political Science

Social Science

PROGRAM ADVISORS:



Scot D. Bruce



Robert R. Mathisen



John B. Scott

CORE REQUIREMENTS FOR ALL SOCIAL SCIENCE MAJORS (20)

Four hours of lower-division American History. These are embedded in the ID114, 124 American Thought & Culture courses, AND Four hours of lower-division World History. These are embedded in the ID214, 224 World Thought & Culture courses.

Select four courses (12 hours) from the following:

AN303	Cultural Anthropology	3
EC213	Macro Economics	3
EC223	Micro Economics	3
PO203	National Government	3
SO203	General Sociology	3
SS 303	Social Science Research Methods	3

B.S. IN SOCIAL SCIENCE: CRIMINAL JUSTICE (49)

Core Requirements for all Social Science Majors (20)

Specific Requirements (30)

CJ103	Admin of Justice	3
CJ213	Corrections	3
CJ313	Concepts of Crim Law	3
CJ323	Criminology	3
CJ333	Crisis Counseling	3
CJ343	Criminal Investigation	3
CJ413	Juvenile Delinquency	3
CJ423	Appl Reporting Techni for CJ	3
CJ433	Legal Aspects of Evidence	3
CJ443	Internship	3

Total Degree Requirements for this Major (128)

B.S. IN SOCIAL SCIENCE: HISTORY (49)

Core Requirements for all Social Science Majors (20)

Specific Requirements (29)

HI303	History of the Middle East	3
HI363	Developing Nations	3
HI373	History of Modern Europe	3
HI403EA	East Asian History	3
HI432	Senior Seminar in History	2

History electives (15)

Select at least 6 hours from Am History:

HI403FR	History of Am Foreign Rel	3
HI433	American Religious History	3
HI443	The American Civil War Era	3
HI453	Recent Am Hist and Politics	3

Select at least 6 hours from World History:

HI313	Renaissance & Reformation Europe	3
HI333	History of Judaism and Christianity	3
HI383	History of the British Isles	3
HI473	History of Russia	3
HI	Elective	3

Total Degree Requirements for this Major (128)

B.S. SOCIAL SCIENCE: PRE-LAW (49)

Core Requirements for all Social Science Majors (20)

Specific Requirements (28)

AC213	Intro Financial Accounting	3
AC223	Intro Managerial Accounting	3
AC313T	Taxation	3
BA313	Business Law	3
BA323	Management Principles	3
CO343	Advanced Speech	3
EN343	Creative Writing Nonfiction	3
PH223	Logic	3
PO402	Pre-Law Seminar	2
	Upper division elective: History, Philosophy, or Sociology	2/3

Total Degree Requirements for this Major (128)

MINOR IN CRIMINAL JUSTICE (18)

Minors must be taken in conjunction with a major to satisfy requirements for a bachelor's degree.

Specific Requirements (18)

CJ103	Administration of Justice	3
CJ213	Corrections	3
CJ313	Concepts of Criminal Law	3
CJ323	Criminology	3
CJ413	Juvenile Delinquency	3
CJ423	Applied Reporting Techniques: Criminal Justice	3

MINOR IN HISTORY (29)

Minors must be taken in conjunction with a major to satisfy requirements for a bachelor's degree.

Specific Requirements (21)

Prerequisite: Four hours of lower-division American History. These are embedded in the ID 114, 124 American Thought and Culture courses, AND four hours of lower-division World History. These are embedded in the ID214, 224 World Thought & Culture courses.

HI303	History/Ethnography of the Middle East	3
HI363	Developing Nations	3
HI373	History of Modern Europe	3
HI403EA	Modern East Asian History	3
HI	Upper-division Electives/History	(9)

MINOR IN POLITICAL SCIENCE (20)

Minors must be taken in conjunction with a major to satisfy requirements for a bachelor's degree.

Specific Requirements (11)

PO103	Introduction to Politics	3
PO203	National Government	3
PO223	State and Local Government	3
PO499	Legislative Internship	2

Political Science Electives (9)

Select from the following:

HI323	The American Presidency	3
HI453	Recent American History and Politics	3
HI463	American Constitutional Development	3
PO463	International Politics	3
PO473	Contemporary World Affairs	3
PO	Political Science Practicum	6

This practicum consists of one semester of study through the programs offered by the Council for Christian Colleges and Universities.

MINOR IN SOCIAL SCIENCE (22)

Minors must be taken in conjunction with a major to satisfy requirements for a bachelor's degree.

Specific Requirements (22)

Prerequisite: Four hours of lower-division American History. These are embedded in the ID114, 124 American Thought and Culture courses.

AN303	Cultural Anthropology	3
EC213	Macro Economics	3
HI	Upper-division Hist elective	2/3
PS	Upper-division Psych elective	3/4
SO203	General Sociology	3
SS303	Soc Sci Research Methods	3

COURSE DESCRIPTIONS

COURSE NUMBERING SYSTEM

Courses are designated by numbers that reveal their difficulty, sequence and credit value. The first number indicates whether the course is customarily reserved for freshmen, sophomores, juniors or seniors. A roman numeral after a course is used to indicate courses in sequence. Thus BI 123 Biblical Literature II stands for a course offered the freshman year, second in its sequence, worth three semester hours, and which is the sequel to BI 113 Biblical Literature I. There are a few exceptions to this designation.

Courses offered during the Corban Accelerated Online session will reflect a different number as the third digit will change because the credit value is usually different. In most cases, courses offered during Corban Accelerated Online will have a WC suffix. For example PS 203 would become PS 202WC.

Corban provides opportunities for students to pursue a study of special interest under the guidance of competent faculty members. These special studies are available to eligible junior and senior students. These courses are usually designated by numbers 391-393 or 491-493. Registration for these studies must be filed during regular registration periods.

Courses offered in the honors program will have an H suffix. For example, PH 399H would be Philosophy Honors.

Courses generally offered alternate years are indicated with (Alt).

ACCOUNTING

AC213 Introduction to Financial Accounting (3)

An introductory examination of how organizations measure performance from a financial perspective. Students learn the uses of financial statements, the significance of changes in financial position, and the basis upon which financial statements are derived and organized. (Fall)

AC223 Introduction to Managerial Accounting (3)

An introductory examination of how managers of organizations use and respond to financial performance measurements. Students learn how the measurements are derived and organized, how to measure and analyze the impact of change on the financial performance of an organization, and the application of quantitative measurement techniques to the operation of organizations. (Spring)

AC313, 323 Intermediate Accounting I, II (3, 3)

Accounting theory and practice, financial statements, disclosure requirements, and concepts of valuation are the subjects of Intermediate Accounting. Prerequisite: AC213 and 223. (Fall, Spring)

AC313T Taxation (3)

In Taxation students will gain an understanding of Federal Income Tax laws and how to prepare returns for individuals, sole enterprises, partnerships, and small corporations. (Alt) (Spring)

AC413 Advanced Accounting (3)

Advanced financial accounting techniques and reporting procedures regarding corporate acquisitions, mergers, and pooling of interest are considered. Prerequisite: AC313 and AC323. (Fall)

AC423 Cost Accounting (3)

Cost Accounting studies cost behavior, profit planning and budgeting, motivation and control, cost accounting systems, and standard costing. Prerequisite: AC223. (Alt) (Spring)

AC433 Auditing (3)

Auditing presents the environment and professional nature of auditing; concepts of testing, evidence, internal control; and analysis of client accounting systems. Prerequisite: AC313 and AC323. (Spring)

AC491-493 Special Topics in Accounting (1-3)

Focused studies on specific issues in accounting. Requires instructor and department approval.

AC494-499AS Advanced Accounting Seminar (4-9)

Designed to meet the requirements of, but not limited to, persons majoring in accounting who are interested in being candidates for the CPA examination. This course will cover material from the fields of auditing, accounting theory, business law and reporting. (Summer)

ANTHROPOLOGY**AN303 Cultural Anthropology (3)**

A survey of the science of mankind culturally, including race, pre-history and cultural growth, cultural patterns, and dynamics, representative primitive cultures, field methods in anthropology, and applied anthropology. (Spring) (Alt)

AN491-493 Special Topics in Anthropology (1-3)

Focused studies on specific issues in anthropology. Requires instructor and department approval.

ART**AT102WC Introduction to Art (2)**

This course examines the role of art in today's society. Art media, the analytical and descriptive study of visual art, both past and present are explored. Offered in Corban Accelerated Online only.

AT131 Introduction to Drawing I (1)

Provides individualized instruction in practical drawing skills designed for the beginner. Introduces fundamental gesture, contour, and value approaches to drawing, utilizing a variety of monochromatic

media. Covers lectures, demonstrations, and training in traditional methods of representing shape and space on a two-dimensional surface.

AT141 Introduction to Drawing II (1)

Covers basic drawing skills of observation, selection, representation, perception, and hand-eye-mind coordination. Emphasizes composition and the understanding of visual form, and introduces style as a means to personal expression. Prerequisite: AT131.

AT241 Intro to Photography (1)

This course will familiarize the student with basic photographic principles through the study of 35mm camera technology. The student will learn about color theory, film types, exposure technique and control, artistic composition, lighting, focus, depth-of field, shutter speed, aperture settings, lenses, filters, close-up photography, mounting and matting photographs, and the purpose and effect of basic photographic accessories. This introductory course approaches the medium of photography as an art form, as a unique means of human communication, and as a technical skill steeped in both math and science. Both technical and aesthetic content are emphasized to strengthen the visual communication of the photographs.

AT242 Photography (2)

A balanced examination of photographic techniques, addressing both technical and esthetic concerns through practical application. Offered in Corban Accelerated Online only.

AT251 Intro to Digital Photography (1)

This course will familiarize the student with basic digital photographic skills. Students will learn how to use digital photographic equipment including cameras, scanners, computers, editing and publishing software, etc. Specific editing skills will include cropping, orientation, contrast, levels, curves, color correction, restoration, layout, annotation, proofing and printing.

AT301-303 Practicum or Internship (1-3)

Individual student practicum or internship under the leadership of a qualified faculty member with approval of the Department of Humanities chair. Offered on demand.

AT491-493 Special Topics in Art (1-3)

Focused studies on specific issues in art. Requires instructor and department approval.

BUSINESS ADMINISTRATION

BA203 Personal and Family Finance (3)

This course examines: managing family finances; budgeting; use of credit; borrowing money; saving methods; purchase of life, health, property and auto insurance; buying and renting property; taxes; buying securities; will and estates. (Alt) (Fall)

BA223 Applied Business Statistics (3)

A hands-on course in the application of statistics and probability in business. Topics include data collection, descriptive measurement, uses of probability concepts, inference, estimation and decision support. Class sessions engage students in analysis of business data from realistic cases using Excel. Emphasis is placed on experiential learning. Prerequisite: College Algebra. (Spring) Course fee: \$15

BA303 Leadership (3)

An investigation of leadership; students will examine both traditional and contemporary leadership theories while developing an awareness of their own personal leadership capabilities. (Fall) (Alt)

BA313 Business Law (3)

The themes of Business Law include the nature and function of the law in our business society; obligations arising out of tort; and formation, performance and discharge of contracts. (Alt) (Fall)

BA323 Management Principles (3)

A study of the theories and practices of the management of people, projects, and organizations. The focus of this course is

on structure, processes, behavior, and ethics and includes discussion of non-profit organizations. Prerequisite: Financial and Managerial Accounting; Economics I-II. (Fall)

BA332BL Marketing Concepts (3)

This course explores the core concepts of marketing as well as the application of strategic planning in the development of competitive market-coverage. Students will generate original marketing plans that define a target market, market segment, positioning and a promotional mix that effectively presents the organizational value chain and delivery network. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

BA333 Marketing Strategy (3)

Integrative course designed to apply marketing concepts in a variety of business applications. Emphasis will be on marketing strategy in the major areas of marketing management including customer identification, product and communication strategies, distribution, pricing, and control. Prerequisite: Financial and Managerial Accounting; Economics I-II. (Spring)

BA333FB Finance and Budgeting in Sports (3)

This course provides an overview of the business of amateur and professional sports and the financial and accounting skills necessary for sports managers to succeed in the sports industry. This course aims to provide practical, hands-on experience to real-life financial and budgeting challenges. By the end of the course students should have a solid comprehension of the role of finance and budgeting in the sports industry and be able to apply that knowledge to financial and accounting issues faced by sports managers.

BA333SP Sports Marketing (3)

This course explores the concepts of sports marketing by studying the market and clarifying a sport's organizational needs and goals. Emphasis will be on the development and implementation of sport marketing strategies through sponsorships, licensing, pricing, promotions, advertising, broadcasting, and sales.

BA333FM Financial Management (3)

A study of the role of the financial system and its functioning. Analytical methods leading to more efficient decision processes involving the use of money and debt. Emphasis on efficient cash flow management, capital budgeting techniques and short and long term instruments of finance. (Fall)

BA334BL Managing Organizational Budgets (3)

Managing Organizational Budgets is designed to take non-finance students through the basics of forecasting, planning, building, presenting and tracking budgets as an integral part of accomplishing organizational goals. Operational success is ultimately ensured by the timely and adequate flow of supportive funding. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

BA341 Office Environment Practicum (1)

This course is designed to provide business education students with “hands on” experiences. As a practicum, this course allows students to master skills in an office environment, thus adding authenticity to the experience. Permission of the program advisor is required. Offered on demand.

BA343 Program Organization (3)

This course is designed to instruct business education students in the organization and implementation of a high school professional-technical program. The course addresses three main facets of such programs: the instructional component, the citizen advisory committee component, and the student organization component. Prerequisite: ED313. Offered on demand.

BA353 ML/HS Content Methods - Business (3)

Students will examine the content of business education programs at the middle and high school levels, as well as methodology and instructional materials. The course will involve lesson planning, the development of a work sample, and a teaching practicum. Prerequisites: currently enrolled in ED323 or consent of director. (Spring)

BA362OP Management: Organizational Performance (2)

Explore how leaders build strategies for achievement that provide for both personal and corporate effectiveness—and make sure they are aligned to compliment each other. Students will have the opportunity to design some of the integrated activities that are combined to develop a culture of performance, including objectifying and prioritizing results, measuring and assessing progress, exchanging feedback and reinforcing behaviors. Offered online through Corban Accelerated Online.

BA363 International Business (3)

An introduction to the theory and practice of business operations in international and multinational firms. Topics to be covered will include international trade theory, globalization, foreign investment, marketing, finance and human resource management. Prerequisites: BA333, AC213, Macroeconomics. (Spring)

BA373BL Introduction to Strategic Management (3)

An introductory course which examines the relationship in organizations between planning strategies and their impact on performance and goal attainment. Students will explore process models that provide structure for specific strategies and the analytical processes needed to identify and utilize them. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

BA393 Consumer Behavior (3)

This course examines consumer buying patterns, decision making, motivation and behavior. Behavioral science applied to the solution of marketing problem. Behavior research techniques. (Alt) (Fall)

BA403 Business Planning/Senior Thesis I (3)

A study of the decision making process of senior management within the context of organizations and organizational objectives. The focus of this course is on formulation and analysis of strategy and policy as regarding the formation and operation of an organization. Prerequisite: Senior class standing and BA413. (Spring)

BA403IP Investment Principles (3)

The analytical study of the principles of investments in stocks, banks and other security instruments. Includes the analysis of investment risks, investor's attitudes toward risk, and the choice of appropriate portfolios which incorporate this information. Also included is the study of information and market efficiency, term structure and the determination of market interest rates and security valuation. (Alt) (Fall)

BA405BL Independent Project Thesis (5)

This course emphasizes the value of research in business and management. It is also designed to improve skills in recognizing, stating, and solving problems objectively as well as to improve students' capacity to read and evaluate formal research. The project strives to improve evaluation skills in program proposal and development. The goal of the research project is to create a positive change in the community or organization in which students are associated. Students' completed written research projects are orally presented to the instructor and the learning group. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

BA422-430 Business Internship (2-10)

Job-related research projects and reports. Prerequisite: Approval of program advisor.

BA433 Entrepreneurship (3)

Principles of entrepreneurship and management of the small, closely-held enterprise, from idea conception, strategic planning, start-up, and financing growth, to building a management team and transfer of ownership. Uses the case method to expose students to a variety of industries and issues.

BA434BL Principles of Leadership and Supervision (4)

Students examine motivational theory and its application to individual and group functioning in work and home situations. Leadership styles related to particular circumstances are analyzed. Negotiation is covered through readings and class practice with an analysis of the effect on

productivity. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

BA443 Sports, Business and Marketing (3)

An examination of the fast-growing industry of sports business. The course will focus on the intersection of sports, business, and marketing. (Spring) (Alt)

BA443BL Group and Organizational Behavior (3)

A study of group behavior and how group functioning affects organizational effectiveness. Emphasis is placed on decision making and resolving conflict in groups. Students develop strategies for efficient and productive group management and determine which tasks are best handled by groups or individuals. Offered online through Corban Accelerated Online.

BA453 Special Methods in Content Area (3)

This course is designed to help students develop specific teaching skills related to their individual content areas of expertise. Students will develop a complete teacher work sample.

BA453BL Organizations and Environments (3)

This course focuses on organization structure and design. Primary emphasis is placed on understanding the organization as an open system. Students learn to utilize a systems approach in basic organizational diagnosis. Contingency theory provides a theoretical framework for understanding the impact of the environment on organizational effectiveness and design. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

BA463BL Statistical Methods and Research (3)

Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing, and evaluating a problem requiring a solution within their work or vocational environment. Specific statistical information covered in the course includes identifying and measuring objectives, collecting data, working with significance

levels, analyzing variance, and constructing questionnaires. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

BA473 or BA473BL Human Resources Administration (3)

Students explore the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices regarding recruitment, selection, training, development, and compensation of employees. Special attention is given to Equal Employment Opportunity and Occupational Safety and Health Administration legislation through a series of case studies and simulations. (Alt) (Spring) Adult Degree Programs: Fall and Spring

BA491-493 Special Topics in Business (1-3)

Focused studies on specific issues in business. Requires instructor and department approval.

BIBLICAL STUDIES

BI113, 123 Survey of Biblical Literature I,II (3)

This survey is an overview of the Old and New Testament books with an emphasis upon orienting the student to the general content, themes and style of each book and how they relate to the major people, places, and events of the Testaments. Integration into our contemporary scene and personal application are stressed. (Fall, Spring) Course fee: \$130

BI202 Bible Study Methods (2)

An introduction to the principles of the inductive method approach to studying the Bible, the development of techniques, utilization of tools, and the employment of various methods such as synthesis and analysis. The principles of interpreting Scripture are presented. (Fall and Spring)

BI223 The Pentateuch (3)

An introduction to the first five books of the Bible, involving a general analytical and expository study of these books as well as a brief examination of the documentary

hypothesis relating to the Mosaic authorship of the Pentateuch. Prerequisite: BI113, BI123, and BI202. (Alt)

BI292 Bible Lands Study Tour (3)

A study tour in the land that dramatically shaped many of the crucial events of the Bible. Guided field trips as well as teaching sessions introduce the students to the geographical regions, important sites, travel routes, and archaeological remains throughout the land of Israel. Biblical sites will include Jerusalem, Jericho, Hazor, Megiddo, and Capernaum. Students will have overnight stays on the shore of the Sea of Galilee and Dead Sea as well as in the old city of Jerusalem.

BI302 Teaching the Bible (2)

A study of the principles underlying successful contemporary Bible teaching. Methods of learning, teaching techniques, preparation of lesson plans, and application of lessons to various age groups are considered. Prerequisite: Biblical Literature sequence. Enrollment is limited. Prerequisite: BI113, BI123, and BI202. (Fall and Spring)

BI312 Acts (2)

An analytical and expository study of Acts as the origin and early development of Apostolic Christianity. Prerequisite: Biblical Literature sequence. Prerequisite: BI123 and BI202. (Alt) (Fall)

BI313 Daniel-Revelation (3)

An analytical and expository study of the critical problems, historical backgrounds, and prophetic significance of these books. Prerequisite: Biblical Literature sequence. Prerequisite: BI113, BI123, and BI202. (Alt) (Spring)

BI322 James (2)

An analytical and expository study of the Epistle of James emphasizing the practical outworking of faith. Prerequisite: BI123 and BI202. (Alt)

BI323 Romans (3)

This detailed study of Romans emphasizes the doctrines of sin, justification and sanctification. Attention is given to Israel's place in the divine program and to the believer's responsibilities to God and

mankind. Prerequisite: Biblical Literature sequence. Prerequisite: BI123 and BI202. (Fall and Spring)

BI333 Corinthian Epistles (3)

An analytical study of both epistles with an emphasis placed upon the doctrinal and practical problems in the Corinthian church and their contemporary applications. Prerequisite: BI123 and BI202. (Alt)

BI342 Pastoral Epistles (2)

The books I Timothy, II Timothy and Titus are approached with an appreciation of the specific concern Paul expresses for the pastor and the people of local churches. Attention is given to the application of the principles to the contemporary church. Prerequisite: BI 123 and BI202. (Alt)

BI352 Prison Epistles (2)

Ephesians, Philippians, Colossians and Philemon are studied in this course. Attention is given to the cultural background of the recipients, the conditions of the churches, and the implications of the content of the epistles in the contemporary church. Prerequisite: BI123 and BI202. (Alt)

BI353 Hebrews (3)

An analytical and expository study of the teaching of Hebrews, emphasizing the priestly ministry of Christ and the superiority of Christianity over Judaism. Prerequisite: BI123 and BI202. (Alt) (Spring)

BI362 Petrine Epistles (2)

An analysis and exposition of I and II Peter emphasizing the significant doctrinal and practical issues for the Christian Life. Prerequisite: BI123 and BI202. (Alt) (Spring)

BI372 Johannine Epistles (2)

An analytical and expository study of I, II, and III John. Prerequisite: BI123 and BI202. (Alt) (Spring)

BI382 Psalms (2)

A study of the background, theology, interpretation and literature of the book of Psalms. Besides providing an overview of the psalms collection, detailed consideration is given to key individual psalms. The role of psalms in ancient Israel's worship and their contemporary usage are discussed. Prerequisite: BI113 and BI202. (Alt) (Spring)

BI383 Life of Christ (3)

Life of Christ includes a harmony of the Gospels and a careful study of the incarnate life of Christ as recorded in the Gospels. The course also sets the historic and geographic stage for the advent of Christ and familiarizes students with the political and religious atmosphere in which He lived. Prerequisite: BI123 and BI202. (Fall)

BI393 Introduction to Biblical Languages (3)

An introduction to the basics of Greek and Hebrew, purposed to help students effectively utilize original language tools available for in-depth Bible study. Study will focus on grammar and use of the tools for guided translation.

BI402 Interpreting Scripture (2)

An inquiry into the history, principles and methods of biblical interpretation. It also considers the interpretation of types, prophecy and parables, as well as contemporary issues of interpretation such as the New Hermeneutic, etc. Prerequisite: BI113, 123, 202. (Alt) (Fall)

BI422 Old Testament Book Studies (2)

This is a study of a selected Old Testament book or group of books not regularly included in the curriculum. BI422 may be repeated for credit. Prerequisite: BI113 and BI202.

BI432 New Testament Book Studies (2)

This is a study of a selected New Testament book or group of books not regularly included in the curriculum. BI432 may be repeated for credit. Prerequisite: BI123 and BI202.

BI482 Senior Thesis (2)

The capstone course for the Bible major, this project provides the opportunity for individualized guided research. Students will choose a topic in consultation with a faculty advisor. That topic will be explored and the results presented in a formal research paper and in an oral presentation.

BI491-493 Special Topics in Biblical Studies (1-3)

Focused studies on specific issues in Biblical Studies. Requires instructor and department approval.

CHRISTIAN MINISTRY

CM101CC Cross-Cultural Connections (1)

This course is designed to prepare students for cross-cultural mission-oriented trips and internships. It explores the basic elements, values, practices and purposes that make short-term stay in another cultural both meaningful and life-changing. Practical topics are examined to prepare students to understand, appreciate and thrive in cross-cultural contexts.

CM102 Introduction to Ministry (1)

This course introduces students to the many facets of ministry. Students will be encouraged to explore various ministries and their own abilities as a means of discerning God's leading them into ministry. Students will also be introduced to all the ministry programs and be guided in the process of applying to the ministry major.

CM201, CM201W, or CM201IS Learning and Observation (1)

Involvement on a weekly basis in a local church. Exposure to church work and an expert's input will require observation, participation, and evaluation. (Fall and Spring)

CM202 Overview: Student and Family Ministry (2)

An overview of the multiple facets of local and worldwide youth ministry, with the objective to enable students to assess their role within youth ministry and to prepare for practicum experience. (Fall)

CM212 Intro to Women's Ministry (2)

This foundational class provides an overview of women's ministries in the local church with outreach to the community. This introductory course will give women an opportunity to explore the full spectrum of women's ministries. (Fall)

CM222 Women in Ministry (2)

An overview of women in ministry is explored from a variety of viewpoints, including biblical and cultural perspectives on gender identity and role. Students will form and articulate their personal philosophies of ministry, based upon biblical principles and related to practical realities. (Spring)

CM232 Camp Counseling (2)

Designed with an emphasis toward youth camps, this course examines the values, goals and objectives of the camping experience; provides guidelines for effectively dealing with and understanding camper needs and problems as well as staff responsibilities. Includes a week of practical experience in a counseling situation. (Spring)

CM242 Women of Faith (2)

An overview of the spiritual development, character and influence of women through the Bible, church history, and today. (Fall)

CM301 Junior Practicum (1)

This practicum is designed to allow students to begin to explore involvement in church ministry, whether pastoral, youth, or children's ministries. The objective of this practicum is to allow the student a more active leadership role in a local church. Prerequisite: CM201.

CM301IS Junior Practicum (1)

A practicum designed to allow students to explore involvement in intercultural ministry and to allow a more active leadership role in ministry. Prerequisite: CM201.

CM301W Junior Practicum (1)

A practicum designed to allow students to explore involvement in women's ministry and to allow a more active leadership role in a local church. Prerequisite: CM201.

CM301YW Junior Practicum (1)

A practicum designed to allow students to explore involvement in youth ministry and to allow a more active leadership role in ministry. Prerequisite: CM201.

CM303 Philosophy of Student and Family Ministry (3)

The philosophical development of youth

work in the local church or community is the focus of this course. Students are expected to be active in ministry while enrolled. Prerequisite: PS303, CM202 (Spring)

CM312,322 Women's Message Preparation I,II (2,2)

A study of message ideas, structure, and preparation for specific audiences. Students will be able to formulate ideas and outlines, arrange supporting material, and deliver messages for a variety of audiences and occasions. Prerequisite: BI202 (Fall, Spring)

CM333 Program Planning – Methods and Materials (3)

This course focuses on developing a model of ministry for students and families within a local church, community, para-church, cross-cultural, or Christian camping context. The student will design a ministry model, which includes strategic programs built around theological, philosophical, and methodological foundations.

CM342 Women's Ministry Methodology (2)

Building on a personal philosophy of ministry, students develop program and curriculum methodologies. It provides a framework to enable the student to utilize them in a variety of church and para-church organizations. Prerequisites CM212 and CM222. (Fall)

CM352 Women and Leadership (2)

Because every Christian woman provides leadership in her home and family, in the church and community, this course is designed to assist women in developing leadership skills in the light of Scripture, areas of giftedness, and personality strengths. Special emphasis will be placed upon the Christian and servant leadership. (Alt) (Spring)

CM401 Senior Practicum (1)

In this final practicum during the senior year the student should be well established in a church or community organization. This experience will provide an opportunity for the student to develop a specific area of interest in the form of a senior paper while involved in the practicum. Prerequisite: CM301.

CM401S Senior Practicum (1)

In this final practicum during the senior year the student should be well established in a church or community organization. This experience will provide an opportunity for the student to develop a specific area of interest in the form of a senior paper while involved in the practicum. Prerequisite: CM301.

CM401W Senior Practicum (1)

In this final practicum during the senior year the student should be well established in a church or community organization. This experience will provide an opportunity for the student to develop a specific area of interest in the form of a senior paper while involved in the practicum. Prerequisite: CM301W.

CM401YW Senior Practicum (1)

In this final practicum during the senior year the student should be well established in a church or community organization. This experience will provide an opportunity for the student to develop a specific area of interest in the form of a senior paper while involved in the practicum. Prerequisite: CM301YW.

CM402W Discipleship Program Development (2)

Students gain practical experience and training in designing, developing, promoting and implementing a training program in the local church. Prerequisite: BI202, (Spring)

CM404 Dynamics of Church Development (3)

A study of the dynamics of church health and growth with emphasis upon the biblical, sociological, cultural and missional factors that are crucial to the development of local churches. Students will seek to discover principles and develop practical and supracultural strategies that promote the planting, growth and reproduction of the church in all cultural contexts.

CM412 Senior Seminar (2)

This seminar includes the specialized ministries of church leadership - weddings, funerals, budgets, buildings, missions, counseling, staff relationships, etc. Open to men only. CM412W is for women. Spe-

cialists are utilized to provide a balanced emphasis. Prerequisite: CM301 & CM401 (Fall & Spring)

CM412IS Senior Missions Seminar (2)

A practical study of specific areas in preparation for the mission field, a mission agency, the culture and people, fellow missionaries, the national church, foreign government and supporting constituency.

CM412W Senior Seminar (2)

This seminar is designed to give experience in exercising leadership in women's programs, especially in the local church. Students will participate in a broad range of activities.

CM452 Homiletics I (2)

An examination of the structure of sermons, analysis of both written and spoken sermons, and preparation of sermon ideas and outlines. Prerequisite: BI113, 123, 202, CO102. (Fall)

CM462 Homiletics II (2)

The study of style, delivery, and the development of effective communication with an audience. Students will prepare sermons from different types of biblical literature to be used in varied situations. Some practices will be evaluated by the class and the professor. Prerequisite: CM452 (Spring)

CM491-493 Special Topics in Ministry (1-3)

Focused studies on specific issues in ministry. Requires instructor and department approval.

COMMUNICATION

CO101 Productions (1)

Students assist in the preparation and/or presentation of the Christmas Showcase program, with a strong emphasis on the production aspects. (Fall)

CO102 Fundamentals of Speech (2)

Emphasizes the content, organization and delivery of informative and persuasive speeches. Students receive the instructor's input on each step in the process of writ-

ing and delivering four types of speeches. Biblical ethos is emphasized. Enrollment is limited. (Fall and Spring)

CO202 Visual Design Foundation (2)

This course is a one semester, project-based course that develops career and communication skills in print production and graphic design, using Adobe tools. Visual Design develops four key skill areas: Project management and collaboration; Design; Research and communication; Professional print production using graphic design tools.

CO213 Introduction to Mass Communication (3)

TV, radio, magazines, recordings, books, and digital mediums are studied both as media industries and agents of socialization. (Alt)

CO222 Videography (2)

This course acquaints students with the aesthetics of digital story telling, focusing on basic concepts and techniques of script writing, directing, filming, lighting, non-linear editing and audio production for the development of career and ministry-focused documentaries and short features. The course also helps students understand videography as a communication skill, the blending of visual art and journalism.

CO223 Oral Interpretation (3)

A study of the art of communicating a literary work (and the Bible) in its intellectual, emotional, and aesthetic entirety. To meet the oral reading requirements for state licensure, education majors will complete an education track. Enrollment is limited. (Alt)

CO233, CO243 Dramatic Arts I, II (3)

Examines the techniques and principles of acting. Students will perform a variety of in class scenes, will read and critique a variety of plays, and will attend and critique two live performances. Enrollment is limited.

CO263-273 Print Journalism I, II (3,3)

Provides a basic knowledge of print, internet, and broadcast news. Involves hands-on development of a monthly publication. Prerequisite: EN123, 132. (Fall, Spring)

CO301-303 Drama-Production (1-3)

The practical application of drama techniques in connection with the production of a play. Acting parts by audition only—other activities by consent of play director. May be repeated maximum credit allowance of six semester hours. (Fall and Spring) (Alt)

CO311 Critique for Publication (1)

This course is designed to provide students with the opportunity to take their writing beyond academic acceptability to their personal best and possible publication. The emphasis will be rewriting and marketing. Offered on demand.

CO321-323 Journalism Lab (1-3)

The student publications workshop—J-Lab— provides students with hands-on experience in interviewing, reporting, writing, editing, photography, graphic design, advertising sales, marketing and business management. Students participate in weekly, monthly, semester and annual publications. These “clips” are often a student’s first published work; the clips help students obtain internships, which lead to post-college employment. May be repeated maximum credit allowance of six semester hours. Prerequisite: CO263.

CO333 Organizational Communication (3)

A practical approach to help leaders increase the effectiveness of their organizations. Students will produce a communications audit which covers superior/subordinate relations, network disorders, feedback processes, meeting strategies, and organizational speaking and writing. (Alt)

CO343 Advanced Speech (3)

Provides a professional forum for students to experiment with advanced skills. Prerequisite: CO 102 Enrollment is limited. (Alt)

CO353 Debate and Oratory (3)

Instruction and practice in competitive communication with an emphasis on diction and application to both real-world and specific tournament conditions. Students receive individual assistance to prepare events for competition. General areas

of preparation include the interpretation of literature, after dinner speeches, public address and debate. Designed to improve a wide variety of speaking skills and to provide opportunity for students to participate in intercollegiate forensics competition.

CO403 Intercultural Communication (3)

Principles and processes of intercultural communication. Emphasis is given to perception, ways of thinking, verbal and non-verbal communication, social organization and translation problems. (Spring)

CO413 Communication Internship (3)

Internships in cooperation with Internet, radio, television, newspaper, magazine, consulting, and drama-related businesses are designed to give practical training, as well as to provide work experience. Requires departmental approval.

CO413BL Effective Interpersonal Relations and Communication (3)

Investigates communication and relationships in creating a productive work environment. Effectiveness in personal and social relationships also is covered through readings and exercises concerning non-verbal communication, constructive feedback, dealing with anger, and resolving conflict. Students develop a model for effective relationships. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

CO423 Persuasive Theory and Writing (3)

Concentrates on persuasive writing. Included are sections on argumentation, organization, and the ethics of persuasion. Enrollment is limited. Prerequisite: EN123, 132. (Spring)

CO433 Public Relations (3)

Provides students with an understanding of how to communicate corporate ideals and products to a particular market. Topics include crisis communications, advertising, market analysis, media relations, and the production of collateral literature. With an emphasis on the practical, students work in small groups to design and implement a corporate PR program. (Alt) (Spring)

CO443 Interpersonal Communication (3)

Consideration of the techniques for good interpersonal communications, accompanied by small group discussions. Prerequisite: PS203. (Alt) (Spring)

CO491-493 Special Topics in Communication (1-3)

Focused studies on specific issues in communication. Requires instructor and department approval.

COMPUTER APPLICATIONS

CA111 Word Processing (1)

A hands-on course designed to introduce students to the major word processing programs used in the workplace today. The class uses guided lab sessions to build skills in the basic and advanced functions of word processing applications on either the Apple Macintosh or the IBM PC. (Fall and Spring) Course fee: \$25

CA121 Spreadsheets (1)

A hands-on course designed to introduce students to major spreadsheet programs used in the workplace today. The class uses guided lab sessions to build skills in the basic and advanced functions of spreadsheet applications on either the Apple Macintosh or the IBM PC. Also offered online through Corban Accelerated Online. (Alt) (Spring) Course fee: \$25

CA131 Databases (1)

A hands-on course designed to introduce students to the major database programs used in the workplace today. The class uses guided lab sessions to build skills in the basic and advanced functions of database applications on the IBM PC using dBASE III+. (Fall and Spring) Course fee: \$25

COMPUTER SCIENCE

CS301 Best Practices (1)

This course is the study of best practices related to the use of information systems to solve business problems. Topics include team work, documentation, design, service quality, and goal based service. No prerequisites. (Fall, Spring)

CS313 Operating Systems (3)

This course is a study of the theory and function of operating systems. Topics include memory management, processor scheduling, kernel development, and the installation, configuration, and administration of client and server operating systems. No prerequisites. (Fall) Lab fee: \$25

CS333 Database Systems (3)

This course is a study of the design of databases. Topics include relational algebra, Structured Query Language (SQL), relational models, and normalization. Prerequisite: Operating Systems. (Spring) Lab fee: \$25

CS363 Information Systems (3)

This course is a study of information systems and their use in solving business problems. Topics include competing with information systems, data resource management, networking, e-commerce, security, and software development. No prerequisites. (Fall) Lab fee: \$25

CS4631, CS4632 Administration of Systems I-II (3)

This course is the study of the fundamentals of the administration of database systems. Topics include configuration of database systems, user management, backup and recovery, and security. Prerequisite: Database Systems. (Fall) Lab fee: \$25

CS453 Development I-II (3)

This course is a study of programming and the development of applications that use databases for back-end storage. Topics include basic optimization, debugging, Web browser programming, and security. Prerequisite: Development I. (Fall) Lab fee: \$25

CS441-3 Special Topic (2)

This course provides the flexibility to offer special topics of interest in Computer Science. Prerequisite: Approval of the instructor and adviser. (Fall and Spring) Lab fee: \$25

CRIMINAL JUSTICE

CJ103 Administration of Justice (3)

This course is one of the foundational

classes to prepare individuals for a career in police, probation, parole, corrections, and private investigations. There will be a biblical, social, and professional perspective of the criminal justice system.

CJ213 Corrections (3)

This course will expose the student to prisons, county jails, correctional facilities, and the qualifications needed to be employed as a correctional officer.

CJ313 Concepts of Criminal Law (3)

This course examines the philosophy and structures of criminal law. Emphasis will be given to specific crimes, related law, and codes.

CJ323 Criminology (3)

This course will provide insight into crime, criminals, causes of criminal behavior, and the various treatment modules being practiced.

CJ333 Crisis Counseling (3)

This course will cover basic information on twenty different types of crisis situations, how to provide limited immediate service; problem solving, confidentiality, limited exposure to the DSM-IV and referral sources that deal with trauma and crisis.

CJ343 Criminal Investigation (3)

This course will give the student the opportunity to explore the fundamentals involved in the investigation of crimes, the techniques to collect and preserve evidenced, interrogation of suspects, and the interviewing of witnesses.

CJ413 Juvenile Delinquency (3)

This course provides a study of juveniles and how they affect and are affected by the current juvenile justice system. The causes and treatment of delinquency will be reviewed, along with the procedures utilized at both the county and state level, as well as the issues of prevention and intervention. Employment opportunities in the field of juvenile corrections will also be discussed and explored. Also, offered online through Corban Accelerated Online.

CJ423 Applied Reporting Techniques for Criminal Justice (3)

This course provides a study of the tech-

niques of communicating facts, information, and ideas effectively in a simple, clear, and logical manner, including various types of criminal justice systems reports, letters, memoranda, directives, and administrative reports.

CJ433 Legal Aspects of Evidence (3)

This course will cover the key rules of evidence and the applicability of these rules in criminal matters and provide an understanding of the rationale behind these rules. The course will also provide information on the proper use of search and seizure laws, including the use of search warrants, and the admissibility of evidence in legal proceedings. This course will also provide the opportunity for students to tour crime lab facilities and to speak with professionals working in evidence related areas of the Criminal Justice System.

CJ443 Internship (3)

This course is designed to provide the criminal justice student with hands on experience. As an internship, this course allows the student to master skills in a professional environment, thus adding authenticity to the learning experience. Students will complete a 150-hour internship program in a criminal justice system agency.

ECONOMICS

EC213 Macro Economics (3)

A study of economy as a whole. The focus is on aggregates such as the private and the public sectors. Topics explored are inflation, unemployment, monetary and fiscal policy. (Fall)

EC223 Micro Economics (3)

A study of the individual units within the national economy. The focus is on topics dealing with firms and households. (Spring)

EC491-493 Special Topics in Economics (1-3)

Focused studies on specific issues in economics. Requires instructor and department approval.

EDUCATION

ED100 Student Education

Association (O)

Membership in the Student Education Association is required each semester, beginning the spring semester of the freshman year. A membership fee is assessed each term. Course fee: \$10

ED101 Educational Technology (1)

A teacher education program competency that extends the teacher education student beyond basic computer skills into the application of these skills as they relate to the teaching profession. Students will develop practical hands-on skills into advanced techniques of computer-assisted-instruction as well as personal professional presentations. (Fall and Spring)

ED102 Introduction to Education (2)

This course examines education in America and teaching as a profession from the Christian perspective. Emphasis is given to educational philosophies, historical perspectives, contemporary issues, governance, Oregon State licensure requirements, and other professional concerns. "Equity and the Oregon Educator" is taught as part of the course and meets an Oregon licensure requirement. It is a required initial teacher education course for all education majors, preferably taken during the fall semester of their freshman year. Class enrollment is limited. Prerequisite: Freshman or Sophomore class standing and/or being a transfer student. (Fall)

ED111 Field Experience I - OPE I (1)

During this course 30 hours of an observation/participation experience is required to introduce students to education from the teacher's perspective. Students will be placed in an appropriate age level classroom (EC, EL, ML, HS) and may choose either a Christian or a public school. This course is to be completed in the semester immediately following ED103. Prerequisite: ED103 or consent of director. (Fall and Spring)

ED222 Child and Adolescent Development (2)

The Child and Adolescent Development course is designed to cover a wide range of

topics pertaining to the stages and process of human growth. Students will examine theories about the developing life-span, practical applications of the family environment and its influence on the child's development. Students will become familiar with the social, emotional, physical, cultural and spiritual changes that occur from early childhood (age 3 - grade 4), elementary age (grade 3 - 8), middle childhood (grade 5 - 10), and high school (grade 7 - 12). Enrollment is limited. Prerequisite: ED103 or consent of the director. (Fall)

ED231 Field Experience II - OPE II (1)

Thirty hours of Observation/Participation Experience is required to gain further insight into education from the teacher's perspective. Prerequisite: ED111, ED222, or consent of director. (Spring)

ED232 Psychology of Education (2)

This course examines from the Christian perspective the important theories of human development, learning, and teaching which are practiced in classrooms today. Includes the stage theories of development, behavioral and cognitive learning theories and the information processing theory. Enrollment is limited. Prerequisite: ED102, ED222 or consent of director. (Spring)

ED302 Classroom Management and Discipline (2)

An examination of the strategies and theories of classroom management. This includes the physical environment, the psycho-social environment, management of daily routines, giving directions, records management, and various approaches to classroom discipline. The focus is on management and discipline in the early childhood and elementary classroom. Two sections of the course are offered in order to address the differences between developmental age levels: EC/EL and ML/HS. Enrollment is limited. Prerequisite: ED232, junior standing or consent of director. (Fall-EC/EL; Spring ML/HS)

ED312 Teaching Exceptional Children (2)

A course designed to introduce the student to the broad range of special needs

of children that will be encountered in the regular classroom. A variety of issues, legislation, and legal principles pertaining to exceptionalities will be discussed. The course will cover general information common to all exceptionalities. Attention will focus on specific characteristics, classroom management and teaching strategies that will promote successful learning for all students, including those who are culturally and linguistically diverse. Two sections of the course are offered in order to address the differences between developmental age levels: EC/EL and ML/HS. Enrollment is limited. Prerequisite: ED232, junior standing or consent of director. (Fall)

ED330 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 the four levels of Oregon licensure. These concepts will be applied in age-group breakout sessions focusing on effective and developmentally appropriate teaching strategies. Micro-teaching 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. Prerequisite: ED232, junior standing or consent of director. (Fall)

ED331 Instructional Alignment II (2)

This is part two of a two-semester course designed to model the process of instructional alignment through all stages of curriculum development. This course builds upon the concepts presented in Instructional Alignment I. Students will be introduced to a variety of techniques appropriate for evaluating and assessing at all levels of Oregon licensure. Additional emphasis is placed upon the effective integration of technology and other media into instruction. Concepts and skills learned in Instructional Alignment I and II will be applied in the culminating project of designing and assessing a ten-day work sample, which will be taught in Field Experience III. Prerequisite: ED313 or consent of director. (Spring)

ED341 Field Experience III

- Practicum (1)

This course is preferably taken concurrently with ED323 Instructional Alignment II and either a content methods course (for ML/HS authorization levels) or MA393 Math for Elementary Teachers III (for EC/EL authorization levels). Students will teach a unit of instruction in a public or private classroom at their chosen primary authorization level. Students will be observed by both the classroom teacher and a college supervisor. Prerequisite: ED302, currently enrolled in ED322 and a methods course, junior standing, or consent of director. (Spring) Course fee: \$40

ED349 Outdoor School (1)

This course requires students to prepare for and participate in a five-day outdoor school in conjunction with the Cascade School District. Students are assigned to a variety of responsibilities including the preparation and teaching of environmental study projects, campfire activities, and/or other recreational activities. Students also gain experience as camp counselors. Enrollment is limited. (Fall and Spring)

ED353B Methods and Materials in Bible Teaching (3)

Through coursework, research, and interviews, students will become acquainted with various teaching approaches and Bible curricula used in Christian schools. Students will explore teaching strategies and instructional materials that will enliven their Bible teaching. Stress will be placed on the discovery of biblical principles and their practical application to life situations. (Spring)

ED410 Philosophy of Education (2)

This course presents major philosophies and discusses their effect upon education. Each student writes a culminating philosophy of education paper from the Christian perspective. This includes the theological basis for education, educational goals, the role of the teacher, the nature of students, classroom discipline, curriculum and the teaching/learning process, and the relationship between the home, the church, and the school. Enrollment is limited. Prerequisite: senior standing or consent of director. (Fall and Spring)

ED422 Educational Evaluation and Assessment (2)

This course will further prepare the pre-service teacher in the knowledge, understanding and application of various methods of educational evaluation and assessment. Oregon state scoring guides, assessment for state benchmarks, along with accurately measuring classroom instruction will be emphasized. Prerequisites: ED322 or consent of the director. (Fall)

ED435 EC/EL Reading (4)

This course is designed to introduce elementary education students to the major approaches and techniques for teaching literacy, including reading, writing, speaking and listening in the early childhood and/or elementary classroom. It will examine the developmental, remedial, and corrective techniques in reading. Emphasis includes the assessment and diagnosis of pupil achievement and deficiencies in reading, designing appropriate instructional tasks and organizing the classroom to facilitate instruction. Attention will be given to mainstreamed and linguistically diverse students. Prerequisite: junior standing or consent of director. (Fall and Spring)

ED440CL Children's Literature (2)

This course is an introduction to and an overview of literature for early childhood and elementary age children. The emphasis is on reading the literature itself and learning the criteria for evaluating children's literature. Effective ways to use children's literature in the classroom is stressed. Prerequisite: senior standing and admittance to the Senior Block or consent of director. (Fall)

ED440HE Health (2)

A course designed to introduce students to the broad range of health and wellness concepts necessary for the early childhood and elementary child. The course will expose students to general fitness concepts, developmental levels for general wellness, curriculum and lesson planning tools, and general health content for teachers in the early childhood and elementary classroom. Prerequisite: senior standing and admitted to the Senior Block or consent of director. (Fall)

ED440LA Language Arts/Social Studies (2)

The course is divided into three areas: building a literate classroom, multiple intelligences as strategies for teaching social studies, and creating a thematic, integrated unit. Prerequisite: senior standing and admitted to the Senior Block or consent of director. (Fall)

ED440PE Physical Education (2)

A course designed to introduce students to the broad range of physical fitness and movement education concepts necessary for early childhood through the elementary child. The course will expose students to general fitness concepts, developmental levels for skill development, curriculum and lesson planning tools, and legal responsibilities of physical education teachers in the early childhood and elementary classroom. Prerequisite: senior standing and admitted to the Senior Block or consent of director. (Spring)

ED440SC Science (2)

This course prepares elementary education students to teach science in the classroom. The focus is on strategies that encourage students to become active participants in science, as well as to reinforce the content mastery of the elementary education student. Prerequisite: senior standing and admitted to the Senior Block or consent of director. (Fall)

ED440SS Social Science (2)

This course prepares elementary education students to teach social science in the classroom.

ED456 ML/HS Content Area Literacy (2)

This course examines the importance of every middle level and high school teacher in the development of reading, writing, speaking thinking skills within his/her specific content area. Topics include reading levels and text readability, study methods, vocabulary development, comprehension, mapping, questioning, and small group skills. (Fall)

ED461 Field Experience IV —ML/HS Practicum I (3)

This is a semester-long practicum for

students seeking to add a ML or HS authorization. The practicum consists of one credit hour of study culminating in a work sample. Students are required to spend a minimum of five hours a week in their assigned classroom. Prerequisite: ED322, Junior Methods practicum, or consent of director. (Fall and Spring) Course fee: \$100

ED462 Field Experience IV — EC/EL Practicum I (4)

This is a semester-long practicum paralleling ED440 Senior Block Courses. This student teaching experience includes the teaching of two credit hours culminating in two work samples. Students are required to spend a minimum of ten hours per week in their assigned classrooms. This student teaching experience can complete the requirements for the student's second level of authorization. Prerequisite: ED322, Junior Methods practicum, or consent of director. (Fall) Course fee: \$100

ED463 Student Teaching - First Authorization (10)

This is a 15-week practicum consisting of both a student teaching experience and professional development seminars. The student teaching experience is completed in the student's primary authorization level. The Professional Development Seminars meet throughout the semester to reinforce, supplement, and build upon the student teacher's classroom experience and professional growth. Prerequisite: senior standing and consent of director and TEC. (Fall and Spring) Course fee: \$100

ED464 Student Teaching - Second Authorization (2)

This is a 4-6 week practicum designed to allow students to add an additional authorization level. Students will be in a classroom with full-time teacher hours, and will teach at least one unit of study culminating in a work sample. Prerequisite: ED322, senior standing, full Teacher Education Program (TEP) admit status, or consent of director. (Spring and Summer)

ED472 Teaching Unified Language Arts (2)

This course is designed to cover the foundational basis of English language: spell-

ing, penmanship, beginning composition, logical thinking, and reading. The scope of application to spelling (the backbone of the program) expands from the kindergarten student to freshman level in college. (Summer)

ED491-493 Special Topics in Education (1-3)

Focused studies on specific issues in education. Requires instructor and department approval.

ED536 The Classroom Teacher-Counselor (2)

The course focuses on the classroom teacher's obligations and opportunities for guiding and counseling students in academic and personal areas. It acquaints the teacher with the varied needs and characteristics of children and adolescents, basic concepts and techniques of group and individual counseling and guidance, and means of incorporating these factors in a practical, functional classroom program. The course also addresses the interrelationships of the teacher with staff associates, parents and other specialized resource personnel.

ENGLISH

EN102 Introduction to Literature (2)

This study of the literary types (genres) provides students with the basic tools needed for understanding and evaluating literature. The analytic techniques of discussing and writing about literature taught in this are basic to understanding literature. Offered only in Corban Accelerated Online.

EN123, 132 College Writing I, II (3, 2)

College writing is a year-long required course designed to prepare students to think and write clearly, and to perform undergraduate level research. EN123 is a prerequisite for EN132 and must be taken in sequence. Enrollment is limited. Several sections are offered each year. (Fall, Spring)

EN304 English Literature of the Middle Ages (3)

This course is an in-depth study of English

literature from the times of Beowulf to Chaucer, emphasizing the ability of great literature to reflect the age and the people that produced it and to cause modern readers to grapple with a highly different culture and language. Some of the Middle English will be read in the original, the rest in translation. (Alt) (Spring)

EN305 English Literature of the Renaissance (3)

This course is a profound study of the great flowering of English literature during the Renaissance, from the Tudor period to the Restoration, but including the works of John Milton. Using both dramatic and non-dramatic works, this course will emphasize the literary technique and the new ways of thinking manifested by many of England's finest authors. (Alt) (Spring)

EN306 English Literature of the 19th and 20th Centuries (3)

This is a detailed study of the rise of Romanticism, the Victorian Age, and the sharp changes as England moved into the present. The course will stress both literary technique and the ideas that shook the world, as reflected in the literature. (Alt) (Spring)

EN307 19th Century American Literature (3)

Addresses the key ideas and major American writers of the nineteenth century. The boundaries of the study will be marked by the careers of Washington Irving, whose *The Sketchbook* was published in 1819, and Mark Twain. (Alt) (Fall)

EN308 20th Century American Literature (3)

Examines 20th century American literature as a means of understanding 20th century America. Students will read literature in a chronological sequence beginning with "The Outcasts of Poker Flat" by Bret Harte and ending with *The Bluest Eye* by Toni Morrison. Students will study local color, regionalism, naturalism, and other major literary movements of 20th century America, including those involving ethnicity and gender. Students will read short stories, poetry, and at least four novels. (Alt) (Fall)

EN309 Russian Literature (3)

Surveys the great Russian novelists and playwrights of the last 150 years. Authors include Turgenev, Gogol, Dostoevsky, Tolstoy, Chekhov, Gorki, Pasternak, and Solzhenitsyn. (Alt) (Spring)

EN310 Middle European Literature (3)

Surveys the major modern fiction and drama of France and Germany beginning with the realists and naturalists of nineteenth century France to the French and German writers of our time. (Alt)

EN3131 Poetry Writing (3)

In a workshop format, this course will help students improve their poetry writing skills. Students will read and analyze published poems. Students will be coached on imagery and symbolism, voice, tone, format, and editing. Students will write various kinds of poetry. The course will guide students in market research and publication. The course will also include guest lectures from area poets.

EN3132 Play Writing (3)

Play Writing will coach students in the production of drama scripts. This workshop-formatted course will include instruction in dialogue, setting, the arc of conflict, character development and revelation, and stage direction. The course will culminate in the presentation of scripts during an evening of readers' theater.

EN3133 Short Story Writing (3)

Short story writing offers instruction in the production of short fiction. Students will be coached in such elements of fiction as setting, character, dialogue, action, and plot. In addition, students will learn professional skills in marketing short fiction, including market research, submission formatting and etiquette, and working with editors.

EN323 English Literature of the 17th - 19th Century (3)

Covering English literature from the Restoration to the Romantics (1660-1832); this course traces the development of the novel, the rising middle class, the Age of Enlightenment, and the Age of Sensibility. Both dramatic and non-dramatic literature are

covered, including works by Behn, Austen, Sterne, Fielding, Defoe, Pope, Dryden, Swift, Blake, Shelley, Wordsworth, and Keats.

EN333 Modern Drama (3)

This is an overview of major American and European drama from 1884 to the present, emphasizing methods and influence. Offered on demand.

EN343 Creative Nonfiction (3)

Creative Nonfiction builds on skills developed and reinforced in EN123. In this course students produce narrative and reflective essays that grow out of personal experience. Course enrollment is limited to allow time for multiple drafts to be presented to the class for editing and discussion.

EN353 ML/HS Content Methods — Language Arts and Social Studies (3)

Examines the content of middle and high school language arts/social studies programs. Students explore current theory, methodology, and instructional materials for each field. The course involves collaboration, reading and sharing, and the development of a work sample and a teaching practicum. Prerequisite: currently enrolled in ED323 Instructional Alignment II or consent of director. (Spring)

EN363 Canadian Literature (3)

Introduces students to the Canadian literary tradition—major authors of poetry, short stories and prose—primarily from the English-Canadian authors. The themes and questions considered in the course will include the Canadian identity and world view, the Canadian attitude toward nature, isolation and alienation (including a brief study of the geography), women in Canadian literature, the Gothic element, and view of Native peoples in Canadian literature.

EN373 Literary Criticism (3)

This course examines the writings of major literary critics from the ancient Greeks to the moderns. The major “schools” of criticism such as New Criticism, Reader-Response, Structuralism, Feminism, Psychoanalytic Criticism, Deconstruction, Marxism and New Historicism are also

studied. Recommended for upper-division students. (Fall)

EN383 Nature and Structure of the English Language (3)

This course examines the origins and development of English from medieval to modern times. Studies of syntactic, morphological, and semantic changes in the word stock. Development of British and American English. (Spring)

EN399H Honors Course (3)

Each academic year a course on a selected topic is offered to students of the Honors Program. Previous course topics have included Christ and Caesar, America Between World Wars, Slavery’s Legacy, The Christian and Environment, The Holocaust, The Christian and War, etc. (Spring)

EN412 Shakespeare (2)

A study of values in the art and thought of England’s greatest poet, the course concentrates on the major tragedies of Shakespeare. Offered in Corban Accelerated Online only.

EN413 Shakespeare (3)

This course studies both Shakespeare’s plays and his poems. The primary focus is to examine each for literary elements and to explore meaning from an historical and modern perspective. (Fall) (Alt)

EN423MI Masterpieces of Christian Literature I: Beginnings to 18th Century. (3)

Masterpieces of Christian Literature I focuses on the major Christian literary artists and themes beginning with the Bible and extending through authors of the late 18th Century. Particular emphasis will be given to such influential Christian writers as Augustine, Dante, Milton, Bunyan, and the devotional poets of the 17th century. Also included in this survey will be shorter selections drawn from essays, devotional material, fiction, and poetry.

EN423M2 Masterpieces of Christian Literature II (3)

This course examines literature by major Christian writers as well as significant Christian themes beginning in the 18th Century and extending through the

present day. In addition to various lesser works, significant reading and authors would include William Blake, Alfred Lord Tennyson, Christina Rossetti, Gerald Manley Hopkins, T. S. Eliot, Graham Greene, Dostoevsky, Tolstoy, Flannery O'Connor, George Macdonald, and C.S. Lewis and the Inklings, as well as various contemporary writers from throughout the world.

EN433 Senior Seminar (3)

A class which provides an opportunity for a small group to investigate in depth the work of a particular author. Students will prepare both short papers and a significant long paper as part of the course (Fall and Spring).

EN433DP Devotional Poets (3)

This course combines literature with the Christian faith, studying selections from the religious poetry of John Donne and George Herbert (17th century) and Christina Rossetti and Gerard Manley Hopkins (19th century). Students will learn how Christian doctrine and personal Christian experience blend with literary experience, as well as the place of devotional poetry within the context of both religious and secular poetry. (Fall)

EN443 Specific Studies (2,3)

An intensive study of a single important literary figure or genre. (Fall and Spring)

EN443AW	Literature of the American West
EN443BK	Barbara Kingsolver
EN443CL	Courtly Love
EN443CS	C. S. Lewis
EN443H	Hemingway
EN443LL	Literature of Love
EN443M	Milton
EN443MA	Minority Authors
EN443TH	Thurber
EN443JT	J.R. Tolkien
EN443WM	Western Mythology

EN453 Special Methods in Content Area (3)

This course is designed to help students develop specific teaching skills related to their individual content areas of expertise. Students will develop a complete teacher work sample.

EN491-493 Special Topics in English (1-3)

Focused studies on specific issues in English or literature. Requires instructor and department approval.

GEOGRAPHY

GE202 World/Cultural Geography (2)

A survey of world geographic regions with special emphasis on understanding the world as the home of the human species and the cultural patterns governing the use of resources and its impact on the environment. Offered only in Corban Accelerated Online.

GE212 Geography of the Pacific Northwest (2)

This course is designed to acquaint students with the physical, demographic, and political geography of the Pacific Northwest. The major focus will be in Oregon and its relation to the world. Offered only in Corban Accelerated Online.

GE303 Geo-Cultural Research (3)

This is a directed research project where students choose a country and will be introduced to the geographical, historical, political, economic and cultural aspects of the land. Prerequisite: upper division standing and the consent of the instructor and program advisor.

GE491-493 Special Topics in Geography (1-3)

Focused studies on specific issues in geography. Requires instructor and department approval.

GREEK LANGUAGE

GR314, 324 Greek I, II (4,4)

An introductory course designed to instruct students in the fundamentals of grammar and the basic vocabulary essential for reading the New Testament in Greek. (Alt) (Fall, Spring) Course fee: \$100

GR403, 413 Intermediate Greek I, II (3, 3)

Intermediate Greek provides a more com-

prehensive study of grammar and an introduction to more detailed and inductive study. Readings are selected from the New Testament. Drills for vocabulary expansion are used. Offered as an independent study only. (Prerequisite: GR3O4, 314)

GR491-493 Special Topics in Greek (1-3)

Focused studies on specific issues in the Greek language. Requires instructor and department approval.

HEALTH

HE212 Health Education (2)

A basic study of health principles and problems that confront the college student, family and community. Special consideration is given to implications for human sexuality and family; mental, emotional and spiritual health; and consumer education. (Alt)

HE401 First Aid and C.P.R. (1)

Instruction in basic emergency medical aid and safety procedures (American Red Cross certificate in First Aid and Cardio-Pulmonary Resuscitation). (Fall and Spring) Course fee: \$30

HE491-493 Special Topics in Health (1-3)

Focused studies on specific issues in health. Requires instructor and department approval.

HISTORY

HI102 History of Western Civilization (2)

Western Civilization provides a survey of the history and culture of the Western World from the earliest civilizations to the present. Offered only in Corban Accelerated Online.

HI202, 212 American History (2)

American History covers the era of discovery, through the Colonial and Revolutionary periods, the War of 1812, the century of expansion, the Madisonian "Era of Good Feelings," the outbreak of World War I to the present. Offered only in Corban Accelerated Online.

HI252 History Pacific Northwest (2)

A study of the political, religious, economic, and cultural life of the Pacific Northwest from the time of the First Nations (Indians) to the time of intensive industrialization during the World Wars of the middle 20th century. Offered only in Corban Accelerated Online.

HI253 History Pacific Northwest (3)

A study of the political, religious, economic, and cultural life of the Pacific Northwest from the time of the First Nation Indians and on to the 21st century issues that divide this region along the crest of the Cascades.

HI303 History of the Middle East (3)

This course examines the political, religious, and socio-economic developments occurring in the Middle East from ancient times to the present. More emphasis will be placed on events which correspond to the rise of Arab nationalism following World War I. The people groups, or ethnography, of the region will also be emphasized.

HI303HF History of Modern Africa (3)

A survey of the political, social, and intellectual trends that shaped the African continent from the late colonial period through the present. (Alt) (Spring)

HI313 Renaissance and Reformation Europe (3)

How Western men and women viewed themselves in relationship to God and to their fellows changed forever during the era of the Renaissance and Reformation. The course focuses on what changes took place in Europe from the 14th through the 16th centuries, how and why the changes came about, and who contributed most mightily to bring us into what became known as the Modern Era. (Alt)

HI323 The American Presidency (3)

A study of the history of the presidency, and the nature and problems of presidential leadership. Particular attention is given to the interaction between the presidency and congress, public opinion, interest groups, the media, and the party system. (Alt)

HI333 History of Judaism and Christianity (3)

The moral and metaphysical framework that gave rise to Western Civilization is more attributable to the influence of Judaism and Christianity than to any other forces. This course surveys the great ideas, events, and people that helped to shape these two related faiths as they, in turn, have helped to shape the world. (Alt)

HI363 Developing Nations (3)

In this course many cultural prisms are used to view the challenges and potential of newly industrialized and less developed nations. Religious, ecological, economic, and political issues confronting selected nations in Latin America, Africa, Middle East, and Asia are studied and discussed. Regional films, articles, and music are incorporated. (Alt)

HI373 History of Modern Europe (3)

This course is a study of Europe from the seventeenth century to the present. Special attention is given to the modern economic, social, religious, and political revolutions; national and imperial rivalries; World Wars I and II; and post-war adjustment. (Alt)

HI383 History of the British Isles (3)

This study ties together the history of England, Scotland, Wales, and Ireland by analyzing how these people groups have interacted with one another from Celtic times to the recent reestablishment of the devolved Scottish Parliament of 1999. From this small region have come notable people, ideas, and inventions which continue to impact our world. (Alt)

HI399H Honors Course (3)

Each academic year a course on a selected topic is offered to students of the Honors Program. Previous course topics have included Christ and Caesar, America Between World Wars, Slavery's Legacy, The Christian and Environment, The Holocaust, The Christian and War, etc. (Spring)

HI403EA Modern East Asian History (3)

A survey of Chinese history, culture, communism, and the Church in China from 1800 to present with an overview of the

dynasties prior to 1800 that prepared China for what she has become. Special notice will be given to the relation of China with the West and the western influence on its historical development. (Alt)

HI403FR History of American Foreign Relations (3)

This course provides an intensive study of the people and issues pertinent to a basic understanding of America's relationship to the rest of the world. This will introduce the student to the prevailing motivation for and behavior of the United States in its rising role as a significant member of the world community of nations. (Alt)

HI411-413 Special Topics in American History (1-3)

Focused studies on specific issues in American history. Requires instructor and department approval.

HI421-423 Special Topics in World History (1-3)

Focused studies on specific issues in world history. Requires instructor and department approval.

HI432 Senior Seminar in History (2)

The seminar is a study of the practice of history by past and current historians and includes historiography, research methods, and the integration of Christian faith and history. The final outcome of the course is a research project.

HI433 American Religious History (3)

A study of the historical development of various religious movements in the United States, including Puritanism, revivalism, the social gospel, Catholicism, Judaism, and variant forms of Protestantism. Special attention is given to the reciprocal relationship between American religion and the larger American culture.

HI443 The American Civil War Era (3)

A study of the people and issues pertinent to this important period in the history of the United States. The course is designed to introduce the student to the principal factors that led to the Civil War, as well as

the significant results of the internecine struggle. (Alt)

HI453 Recent American History and Politics (3)

A study of the major political, economic, diplomatic, and cultural developments in the United States since 1900. Special attention is given to the changing role of government at home, and the rise of the United States to prominence in the world. (Alt)

HI463 American Constitutional Development (3)

An examination of the Constitution through practice and important court decisions throughout the history of the nation. Special attention is given to judicial review, federalism, separation of powers, interstate commerce, the due process clause, and civil liberties. (Alt)

HI473 History of Russia (3)

This course studies the political, economic, religious, and cultural history of Russia from the rise of Kiev in the 9th century to the fall of the Soviet Union in 1991. Emphasis will be placed on the leading figures of the Rurik and Romanov Dynasties as well as the policies and major events that shaped Russia during these centuries. (Alt)

HI4831 American Military History 1607-1898 (3)

A survey of the political, social, and institutional trends that gradually shaped American military policy from the colonial era through the post-Civil War campaigns in the West.

HI4832 American Military History Since 1898 (3)

A survey of the political, social, and institutional trends that shaped American military policy from the Spanish-American-Filipino War through the post-9/11 era.

HUMAN PERFORMANCE

HP121 Fitness-Oriented Activities (1)

A variety of fitness-oriented activities taught for student's physiological, educa-

tional, social, and recreational values. Daily physical activity is performed and exercise physiology concepts are taught. This fulfills the fitness-oriented activity credit for graduation. Not all courses are offered every semester or every year. Courses may be repeated for credit. (Fall and Spring)
Course fee: \$15

HP121BPWT	Backpacking
HP121B	Bicycling
HP121CT	Circuit Training for Women
HP121FC	Fitness and Conditioning
HP121AF	Advanced Fitness
HP121GC	Group Cardio
HP121LS	Lap Swim
HP121R	Running
HP121RB	Rollerblading
HP121SD	Self Defense for Life
HP121ST	Strength Training
HP121WJ	Walking and Jogging

HP131 Skill-Oriented Activities (1)

A variety of skill-oriented activities taught for physiological, educational, social, and recreational value. Daily physical activity is required which will include skill development and game situations. The conceptual understanding of the game will include rules, strategies, terminology, and history. One of the following courses fulfills the skill-oriented activity required for graduation. Not all courses are offered every semester or every year. Courses may be repeated for credit. (Fall and Spring)

HP131BA	Advanced Baseball
HP131AB	Advanced Basketball
HP131AR	Archery (course fee: \$55)
HP131BPWT	Backpacking
HP131B	Badminton
HP131BK	Basketball
HP131BW	Bowling (course fee: \$85)
HP131FF	Fly Casting (course fee: \$25)
HP131G	Golf (course fee: \$80)
HP131ID	Individual Sports*
HP131MA	Martial Arts
HP131MT	Mountaineering (course fee: \$80)
HP131P	Pickle Ball
HP131RC	Rock Climbing (course fee: \$110)
HP131RH	Roller Hockey
HP131SD	Self Defense
HP131S	Soccer
HP131AS	Advanced Soccer
HP131SB	Softball

HP131TC	Tai Chi
HP131TS	Team Sports*
HP131T	Tennis (course fee: \$35)
HP131V	Volleyball
HP131AV	Advanced Volleyball

HP201 Varsity Sports (1)

This activity does not fulfill the general education requirements for the HP activity course; however, a student may earn up to four elective credits in varsity sports to fulfill total graduation requirements. (Fall and Spring)

HP202 Introduction to Physical Education and Sport(2)

An introductory course with a professional orientation, exploring historical, philosophical value development, and career options within the fields of physical education, sports, fitness and recreation management. Attention is given to opportunities available and qualifications necessary for a profession in the related fields. Students are given opportunities for experiential involvement and observation to aid them in philosophical development and career choices. Should be taken concurrently with HP221. (Spring)

HP211 Psychology of Sport (1)

This is a course for students who desire to learn about psychological factors that influence athletes and exercise participants before, during and after physical activity. Defined as the science of the behavior of athletes, areas studied will include management of anxiety, increasing self esteem, reducing self defeating thoughts and enhancing performance. Learning how to apply principles of psychology to assist the athlete in their participation is a key component of the course. Students will experience first hand some of the skills used to assist athletes in areas such as relaxation, concentration, imagery, goal setting, positive thinking and team building. (Spring)

HP222 Coaching Sports: Theory and Practice (2)

An introductory course on coaching children, adolescents, and adults. Examines the role and responsibility of the coach, psychological and physiological factors affecting sports participation, conditioning

and training, coaching styles and teaching methods. It includes the American Sport Education Program (ASEP) requirement for certification. (Spring, odd year)

HP231TS or IS Professional Development in Activity (1)

This course is set up to challenge the Human Performance major to develop skills in an activity that is new to them. The student will learn the various skills of the activity and must meet a minimum proficiency. Knowledge of the activity, such as rules, strategies, and terminology are emphasized. The student will participate in drills and games. Prerequisite: ED44OPE will be combined with HP131.

HP241 Sport Governance (1)

This course provides students with an overview of the role of governance structures in sport. The primary aim is to familiarize students with a basic understanding of organizational structures used in the management and governance of sport. Topics and issues discussed will involve organizational theory, behavior, and structure used primarily in amateur sport organizations.

HP243 Care and Prevention of Athletic Injuries (3)

Theoretical and practical approaches to sports training and conditioning, prevention, care and rehabilitation of activity related injuries. Prerequisite: SC334 (Spring, odd year) Course fee: \$35

HP312 Motor Development (2)

A study of the human development relating to the acquisition of motor skills, patterns, and control throughout the life span. The content of the course is mainly based on reviewing historical and current research to establish normal sequence of development necessary for acquiring functional and specialized movements. The course also addresses factors impeding or facilitating normal motor development through the life span. (Fall, even year)

HP313 Motor Learning (3)

A study of the process involved in learning movement in various activities and sports throughout the life span. Practical application of motor learning principles

will include experiential activities in basic body management, body control, and fundamental motor skills. Analysis of movements based on perceptual concepts, mechanical principles, critical elements, and sequential progressions will be applied to foundational, advance, and rhythmic movement patterns. Emphasis of the lab will be on teaching, observing, and assessing the process of motor learning. (Spring, odd year)

HP321 Directing Experience in Exercise Activity (1)

This is a course for the student to put into practice the theory they learned in the HP361 course. The student will assist an instructor with a fitness oriented activity course. Some of the duties will be to evaluate, teach exercises and concepts, monitor student progress, adjust programs, fitness test, develop forms for such tests, create a fitness test, and provide assistance where necessary to safe guard the clients. Prerequisite: HP423.

HP332 Sports Law (2)

A study of the practitioner's role in the relationship between physical activity and legal issues. Research and discussion of court cases, and development of legal documents are a primary emphasis. Analysis of the legal aspects of sports, athletics, and other physical activity in contemporary society. Particular emphasis is given tort liability and risk management in coaching sport and teaching physical education. (Fall, even year)

HP333 Program Planning, Methods and Material (3)

An in-depth study of the process of developing teaching strategies and programs in physical education, sports, fitness and recreational services and management. Emphasis is given to theories, principles and methods of planning programs, development of objectives and preparation, and use of materials and resources. (Fall)

HP342 Kinesiology (2)

A scientific study of human movement, emphasizing the structure and mechanical function of the skeletal and muscular systems as they relate to movement skills. Prerequisite: SC3841 and SC3842. (Fall)

HP352 Organization and Administration in Physical Education and Fitness (2)

A study of policies, procedures and current trends in organizing and administering physical education, fitness, and recreation programs. Aspects include legal provisions, finance, public relations and communication, personal and government regulations, departmental organization and administrative practices. Prerequisite: HP202. (Fall, odd year)

HP353 ML/HS Content Methods - Physical Education (3)

This course is designed to aid students in understanding, developing, and implementing the process of curriculum design, teaching procedures, strategies, and program development in middle and high school level physical education departments. Emphasis is given to the principles and methods in planning, development of goals, objectives, preparation and use of materials and procedures in the class setting. Prerequisite: current enrollment in ED322 Instructional Alignment II or consent of director. (Spring)

HP363 Exercise Prescription (3)

This course is the study of the theory and principles behind the development of exercise programs. Students will learn how to accurately evaluate and develop individual exercise prescriptions based upon sound scientific research. Exercise prescriptions will be developed in accordance with the guidelines set forth by the National Strength and Conditioning Association and the American College of Sports Medicine. Prerequisite: SC3841, SC3842, HP423. (Spring)

HP381 Coaching Athletics and Sports (1)

Emphasis on analysis of fundamental skill development and team play, player selection, strategy, rules, planning and conducting practice sessions, coaching methods, conditioning, game preparation and team management. Attendance at appropriate sport clinics and instructor approval is required. Prerequisite: Upper division standing and related HP activity course or consent of instructor. (Fall and Spring)

HP381BK	Coaching Basketball (1)
HP381BB	Coaching Baseball (1)
HP381FB	Coaching Football (1)
HP381SO	Coaching Soccer (1)
HP381SB	Coaching Softball (1)
HP381SW	Coaching Swimming (1)
HP381TR	Coaching Track (1)
HP381VB	Coaching Volleyball (1)
HP381W	Coaching Wrestling (1)

HP4011 Senior Research I (1)

This class is a writing-intensive experience that includes an in-depth review of literature, a research proposal, an application for approval from the Institutional Review Board, and a grant proposal. The student surveys the literature, gaining critical reading skills, and organizes existing knowledge into a written review. Writing technique is critiqued through both faculty and peer review. The research proposal is to be used as a springboard for research conducted in HP402, Research II. Prerequisite: SS303, MA223 (Fall)

HP4012 Senior Research II (1)

Experimental research is performed under the guidance and in the area of expertise of a faculty member that may include specialized topics in kinesiology/biomechanics, exercise physiology, nutrition, sport finance/budgeting, and physical activity. Students must have a pre-approved written proposal from Research I along with an accepted Institutional Review Board document, carry out the research, write the thesis, and orally defend it at a research symposium. Application details can be obtained from the Junior Research Seminar instructor, faculty research advisor, or department chair. Prerequisites: SS303, MA223, HP401. (Spring)

HP403 Therapeutic Exercise (3)

Methods, theories, and techniques in the rehabilitation of injuries to athletes and others engaged in physical activity. The evaluation of injuries relative to rehabilitation. Clinical experiences under the direct supervision of NATABOC Certified Athletic Trainers. The course includes basic components of a comprehensive rehabilitation program and theory and principles associated with the use of special evaluation/therapeutic exercise techniques. Laboratory experiences include practical use of manual testing techniques, goni-

ometry, and the application of selected types of manual exercises. Prerequisites: SC3841, SC3842, HP423 (Fall)

HP404 Internship: Coaching (4)

The course is designed to provide practical professional experience within the coaching field, designed to give students on the job training while working under the supervision of professionals in public and/or private athletic organizations. The internship is expected to provide students with experience in a variety of situations, planning, leadership, supervision administration, evaluation, etc.

HP422 Sport Issues and Ethics (2)

A seminar examining current research, issues, reform movements, trends and ethical dilemmas in the sport management field. Topics will include issues in intercollegiate athletics, the Olympic Movement, high school sport and private sector. Reading current texts and articles, discussion, reaction papers and evaluation of the opinions of experts in the field will be used as the foundation for the course. Prerequisites: Junior/Senior status Sports Management major. (Fall)

HP423 Physiology of Exercise (3)

Practical application of physiological principles relating to physical activity in exercise, conditioning and sport performance. (Spring, even year)

HP443 Biomechanics (3)

Biomechanics is an introduction to mechanical, neuromuscular, and anatomical bases of human movement. The purpose of the course is to provide meaningful information concerning the biomechanical aspects of human performance in order to aid the instructor, exercise scientist, coach or therapist in evaluation and teaching of motor skills. The course provides an interdisciplinary approach to the quantitative and qualitative study of human motion as it relates to basic loco motor and advanced physical movements or skills. This course also provides a scientific basis for evaluating the safety of movement-related activities. The expected outcome of this course is that the student will be able to understand and utilize the course content to become a reflective practitioner. (Fall, odd year)

HP453 Facilities and Event Management (3)

This course provides students with an understanding of the complexities involved in sport facility and event management. Sport facility management includes a variety of activities such as planning and designing a sports facility, staff management, facility marketing, developing revenue streams, and facility scheduling and operating. Sport event management consists of identifying goals of the event, detailing the check list of activities to be done, and coordinating people in the organizations involved to achieve those goals with the resources available. (Spring)

HP460 Internship/Field Experience (6)

Offered on demand after fall term of junior year. Practical professional experience within the sports and fitness management field, designed to give students on the job training while working under the supervision of professionals in public and/or private organizations. The internship is expected to provide students with experience in a wide variety of situations, planning, leadership, supervision, administration, evaluation, etc. Prerequisite: Junior standing and consent of instructor and program advisor. May be repeated for credit.

HP491-493 Special Topics in Human Performance (1-3)

Focused studies on specific issues in human performance. Requires instructor and department approval.

HUMANITIES

HU212 Fine Arts Appreciation (2)

A survey of painting, sculpture, architecture, and music throughout history; drama, dance, and literature will also be mentioned. The aesthetic qualities of significant works of art will be discussed from a Christian perspective. The prerequisite is a course in world history.

INTERCULTURAL STUDIES (MISSIONS)

IS202 Global Perspectives (2)

A survey of the biblical basis for missions. Special emphasis is given to cultural barriers in the communication process. Lessons are taken from the history of missions to develop contemporary strategies of present-day missions. Enrollment is limited. (Fall and Spring)

IS312 Intercultural Relationships (2)

A study is made of the challenges faced by missionaries and others working cross-culturally. Culture shock, family adjustments, peer relationships and counseling strategies will be discussed. (Alt) (Fall)

IS322-328 Cross-Cultural Internship (2-8)

Students have opportunities to apply principles learned in the classroom to a variety of cross-cultural work, such as ethnic church ministries, international student ministry, or tutoring English as a Second Language. Permission of the program advisor is required. Units of credit will be determined jointly between student and advisor. (May be repeated for credit.)

IS332 Intercultural Prefield Seminar (2)

A pre-field seminar emphasizing cross-culture learning knowledge and skills. Orientation regarding the field experience will seek to prepare students for profitable learning experiences.

IS342 Cross-Cultural Postfield Seminar (2)

An opportunity for interaction and reflection on the field work in order that it be a more profitable learning experience.

IS344 Cross-Cultural Field Work (4)

A guided cross-cultural experience of discovery and ministry in another culture to assist in developing an approach to learning a culture.

IS362 Readings in Missiology (2)

A course designed to enable students to pursue a structured reading program in historical, biographical and contemporary mission literature, to expose the future

missionary to the available resources, and to be familiar with divergent views in mission thinking. (Fall)

IS413 Geo-Cultural Research (3)

This is a directed research course of the country of the student's choice in which he/she will be introduced to the geographical, historical, political, economic and cultural aspects of the country, with special attention given to the ecclesiastical components involving the missionary history and contemporary situation. (Fall)

IS421-423 Cross-Cultural Field Work (1-3)

Academic credit is available for participation in a number of summer ministry programs. The program advisor will direct students in the course requirements. Application to the department must be made in the fall or winter quarter prior to the summer ministry. Students are responsible to meet any mission agency requirements and raise financial support. Registration for academic credit must be completed no later than the second semester following the cross-cultural experience.

IS482 Senior Thesis: Contextualization (2)

Students are provided with an introductory overview of contextualization and the need to proclaim the gospel in a way which will make the most impact on a given culture. The course intends to define in theory and practice an indigenous missionary philosophy which results in a contextualized gospel. Major attention will be given to the definition, development and theory of the term. Finally, the absolute necessity of national, indigenous participation in the implementation of gospel contextualization will be shown. Case studies will be used to illustrate the issues involved in contextualization.

IS491-493 Special Topics in Intercultural Studies (1-3)

Focused studies on specific issues in human performance. Requires instructor and department approval.

INTERDISCIPLINARY STUDIES

ID101 Freshman Seminar (1)

Freshman Seminar is an activity-oriented course designed to expose students to strategies, techniques, and skills recommended by students and professionals. The course will encourage students to make academic, social, and spiritual adjustments that contribute to success in college. (Fall and Spring)

ID114, 124 American Thought and Culture I, II (4, 4)

An introductory study of significant developments in American history, literature, religion, philosophy, art, and music. Special attention is given to important people and movements that both shaped and were shaped by intellectual and cultural forces in America's past. The first semester will cover events up to the Civil War era (1875); the second semester from post-Civil War to the present. Content in the ID114, 124 course sequence is approximately: 40% American history (worth 3.20 semester credits), 35% American Literature (2.80 credits), 10% philosophy (0.80), and 5% (0.40) each geography, music, and art. (Fall, Spring)

ID201 Practicum: Teaching Assistant (1)

This practicum allows students to participate as peer counselors in the Freshman Seminar. This includes involvement in orientation, class and tutoring. Leadership experience is provided in small group dynamics and an opportunity for strong individual support academically, socially, and spiritually. Prerequisite: selection by faculty and core advisors. (Fall and Spring)

ID202 Personal Development and Life Planning (2)

Leadership at its core is not about possessing a specific set of skills or having a particular personality but is about intimacy with God, honesty regarding self, and passion to serve. This highly participative course equips students to learn more about their own uniqueness and enables them to better understand and accept others. The course also offers an opportunity to develop a mission statement and a personal

growth plan, two critical tools for planning one's future. (Fall)

ID21100WWT Birds of Western Oregon

This course is an introduction to identifying the birds of Western Oregon. It teaches the student to recognize birds of Western Oregon. It teaches the student to recognize birds by sight and by sound. It focuses on bird species found on the Corban campus as well as three local wildlife refuges. Enhancing a Christian philosophy of sound environmental stewardship is also an important emphasis within this course.

ID212 Leadership Dynamics (2)

The focus of this class is to help students identify and integrate biblical principles of leadership. These principles, or "laws," of leadership can be seen in the leaders of Scripture as well as throughout history. Through this course, students will be able to study various leadership models and techniques to apply to their own leadership experiences, as well as create their own leadership philosophy. (Spring)

ID214, 224 World Thought and Culture I, II (4, 4)

This comprehensive, year-long course provides a framework for understanding Western civilization, its intellectual and cultural lineage, weaknesses as well as strengths. Its roots are broader than often supposed including ancient Hebrew and Egyptian civilizations, influenced by African and Eastern thought. Such an understanding will then enable students to explore other cultures, especially those of the 20th century. The first semester will cover events from the beginnings to the Renaissance; the second semester from the Renaissance to the present. Content in the ID214, 224 course sequence is approximately: 30% world history (worth 2.40 semester credits), 30% world literature (2.40 credits), 10% (0.80) each geography, philosophy, music, and art. (Fall, Spring)

ID403 The Western Intellectual Tradition (3)

A study of selected philosophers and philosophies that have shaped the Western cultural traditions from the Greco-Roman

period through the Post-modern era. (Alt) (Spring)

MATHEMATICS

MA103 Contemporary Math (3)

An introductory mathematics course designed to bring the variety and usefulness of mathematics to the nonspecialist. The goal is to help students apply mathematics in problem solving and decision making for life, as well as to see God's power in nature through mathematics. Enrollment is limited. (Fall and Spring)

MA113 College Algebra (3)

An algebra course with emphasis on practical applications. However, to get to these applications, certain branches of algebraic theory must first be conquered. These areas include properties of the real numbers, linear equations and their solutions, functions and graphs, polynomial and exponential functions, and conic sections. Enrollment is limited. Prerequisite: MA103 or Algebra II in high school. (Fall and Spring)

MA133 Pre-Calculus (3)

This course provides a stepping stone to the Calculus sequence. It covers topics in and beyond College Algebra. A quick review of algebraic topics is surveyed, and then logarithmic, exponential and especially trigonometric functions are studied in detail. Prerequisite: MA113 or high school equivalent. (Spring)

MA223 Statistics and Probability (3)

An introductory statistics course designed for students of average mathematical ability. Some programs require the course, but some take it as a mathematics elective. The collection of data and its representation are studied through sampling techniques and graphs, while the analysis of the data is done through measures of central tendency, measures of variability, correlation, and hypothesis testing. Enrollment is limited. Prerequisite: MA103 or high school equivalent (Spring)

MA233 Calculus I: Differential (3)

Differential Calculus is the study of concepts first discovered by Leibniz and Newton in the late 1600s. These areas

concentrate on properties of functions, beginning with a short review of College Algebra, then on to limits, slopes of tangent lines, known as derivatives, and applications of the derivative. Enrollment is limited. Prerequisite: MA113 or consent of instructor. (Fall)

MA243 Calculus II: Integral (3)

This course is the second in the calculus sequence and begins with a study into finding areas under curves and the applications of such a process. The course also covers topics such as logarithmic, exponential, and inverse trigonometric functions. Enrollment is limited. (Spring)

MA253 Calculus III: Sequence, Series and Vector (3)

The second year of calculus begins with a study of infinite series and sequences. Green's theorem and Stokes' theorem are discussed as well. Once these have been mastered, the course focuses its attention on conic sections, vectors, and vector valued functions. Enrollment is limited. Prerequisite: MA243. (Fall)

MA262 Calculus IV: Multivariable (2)

This course completes the calculus sequence. The math student will learn about multivariable calculus. These things include partial derivatives, multiple integration, and differential equations. Enrollment is limited. Prerequisite: MA253. (Spring)

MA312 Theory of Numbers (2)

In this course, the mathematical properties of integers and the people who discovered them are discussed at length. These include Euclid's proof of the infinitude of primes, perfect numbers and their relation to Mersenne numbers, the Euler phi function, and Fermat's last theorem. Enrollment is limited. Prerequisite: MA233 (Alt) (Spring)

MA313 Higher Geometry (3)

A survey of various geometric topics and proofs. These include transformational geometry, topology, Euclidean and non-Euclidean geometry, integer geometry, and historical geometry proofs by the likes of Hippocrates and Archimedes. Enrollment is limited. Prerequisite: MA233 (Alt) (Fall)

MA323 Linear Algebra (3)

This course deals with systems of linear equations and their relationship to vectors. It covers topics such as matrix algebra, determinants, vector spaces, eigenvalues and eigenvectors, and orthogonality. Enrollment is limited. Prerequisite: MA233 (Alt) (Spring)

MA333 Abstract Algebra (3)

Abstract Algebra begins with an introductory look at inductive proof and then leads to an in-depth study of algebraic systems including groups, rings, and fields. The applications of this course range from transformational geometry to cryptography. Enrollment is limited. Prerequisite: MA243 (Alt) (Fall)

MA353 ML/HS Content Methods-Mathematics (3)

The course focuses on "hands-on," activity based mathematics and learning. A combination of classroom lecture, group activities, as well as the development and implementation of a 10-day work sample will provide students with a variety of experiences in preparation for teaching in a middle or high school classroom. Content will focus on the NCTM Standards' Prerequisite: currently enrolled in ED323 or consent of director. (Spring)

MA363 Topics in Discrete Mathematics (3)

This course is designed for mathematics and computer science majors and deals with a wide variety of mathematical topics. These include logic, proofs, set theory, algorithms, combinatorics, graph theory, and Boolean algebras. Enrollment is limited. Prerequisite: MA223. (Alt) (Spring)

MA383 EC/EL Math I (3)

This course presents a balance of content (what math should be taught) and methods/materials (how it should be taught) for teaching mathematics at the early childhood and elementary school level. Hands-on manipulatives are emphasized. This course does not fulfill the college general education math requirement. (Fall)

MA393 EC/EL Math II (3)

This course is a continuation of MA383, and continues to present both content and

methodology for mathematics instruction at the early childhood and elementary school level. The emphasis is a hands-on approach. Students prepare and teach a ten-day math unit in either a public or private elementary or middle school (in conjunction with ED323 and ED341). This course does not fulfill the college general education math requirement. (Spring)

MA403 Math Analysis (3)

The ideas of Calculus and proofs are examined in greater detail in this course. These ideas include limits, sequences and series, convergence, differentiation, integration, and continuity. Enrollment is limited. Prerequisite: MA262. (Alt) (Spring)

MA453 Special Methods in Content Area (3)

This course is designed to help students develop specific teaching skills related to their individual content areas of expertise. Students will develop a complete teacher work sample.

MA461-463 Special Topics in Mathematics (1-3)

Focused studies on specific issues in mathematics. Previous courses offered have included Engineering and Math, Fibonacci Numbers, Math in Nature, etc. Requires instructor and department approval.

MILITARY SCIENCE

Courses are taken at either Oregon State University or Western Oregon University cross-registration. See Special Programs section of the catalog.

MUSIC PERFORMANCE

MP Applied Music (private lessons) (1-2)

Lessons in voice, piano, guitar, violin, and some other instruments are offered on campus. Organ lessons are taught by a member of the Corban faculty at a church building off campus. Other types of lessons may be taken off campus from a teacher selected and approved by the faculty. Students will begin studying at the 100 level. After several semesters of private study,

the student may take a jury advancement examination to determine mastery of basic competence on the instrument (or voice). Passing this advancement exam allows the student to study at the upper division (300) level. Classes may be repeated for credit at each level. One credit is awarded for successful completion of a 25 minute lesson every week and a jury examination at the end of the semester. Two credits may be earned for a 50 minute lesson weekly and a jury exam. (Fall and Spring) Course fee: 1 credit hour = \$305; 2 credit hours = \$610

MP131 Keyboard Class I (1)

This class is an introduction to the piano keyboard designed to develop basic piano facility. The course may include instruction in notating music on paper. The class is limited to 6 students per section. There is no prerequisite for this course (no prior instruction in piano is expected). (Fall and Spring)

MP141 Keyboard Class II (1)

This course offers technical studies and basic piano instruction, designed to develop general piano facility. Prerequisite: MP131 or consent of instructor. (Fall and Spring)

MP151V1 Voice Class I (1)

Students in this class will receive instruction in basic vocal techniques; recommended as preparation for private lessons or for basic information about using the voice. There is no prerequisite for this course. (Fall)

MP151V2 Voice Class II (1)

Further instruction in vocal production is offered in this class. Music of various styles will be sung in class. Prerequisite: MP151V1. (Offered when needed)

MP171G1 Guitar Class I (1)

This class offers basic instruction in playing the guitar and reading music. No previous experience is required. Students must provide their own instruments. (Fall and Spring)

MP171G2 Guitar Class II (1)

This course provides further instruction in playing the guitar. Prerequisite: MP171G1 or consent of instructor. (Fall and Spring)

MP231 Keyboard Class III (1)

This course provides instruction in technical studies and basic piano literature with an introduction to playing hymns and praise songs. Prerequisite: MP141 or consent of instructor. (Fall and Spring)

MP241 Keyboard Class IV (1)

Students will receive continued instruction in elementary piano literature, technical studies, and playing hymns and praise songs in this class. The successful completion of this course equips the student to pass the piano proficiency requirements. Prerequisite: MP231 or consent of instructor. (Fall and Spring)

MP250P Piano Proficiency (0)

This is not a course offered for credit, but a skill requirement. The student will demonstrate competence in playing technical studies including scales, arpeggios, and cadences, hymns, praise songs notated on lead sheets, accompaniments, and representative piano repertoire, as well as to transpose a hymn. Piano proficiency is required for every music degree. (Fall and Spring)

MP271G3 Guitar Class III (1)

This course offers further instruction in playing elementary guitar literature, praise songs, and technical studies. Prerequisite: MP171G2 or consent of instructor. (Offered when needed)

MP271G4 Guitar Class IV (1)

Students receive continued instruction in playing elementary guitar literature, praise songs, and technical studies. Prerequisite: MP271G3 or consent of instructor. (Offered when needed)

MP271S String Ensemble (1)

Players of violin, viola, cello, double bass, and harp form the string ensemble. It plays standard string repertoire and pedagogical compositions as well as arrangements of hymns and praise songs. From time to time, the string ensemble may play with the concert band and may also accompany vocalists. May be repeated for credit. (Fall and Spring)

MP281 Praise and Worship Band (1)

Students who sing and play appropriate

instruments meet weekly to study worship leadership and to prepare worship music for chapel services. These students may lead worship in chapel by invitation of the Chapel Music Director. May be repeated for credit. (Fall and Spring)

MP311C-312C Private Conducting (1-2)

These private lessons in conducting are available to students who have completed MU342. (Fall and Spring)

MP351VE Vocal Ensemble (1)

Select small ensembles may be formed by audition. (Offered when needed)

MP351CC Chamber Choir (1)

The chamber choir is a group of experienced singers who work together for a year to prepare and perform historically significant choral literature. The ensemble is designed to expand students' choral skills and repertoire. Admission by audition only. May be repeated for credit. (Fall and Spring)

MP351CN Concert Choir (1)

A choral ensemble drawing its repertoire from a wide range of traditional and contemporary sacred literature. Performances may be scheduled in the community, in other cities, and at various school functions during late fall and spring terms. May be repeated for credit. (Fall and Spring)

MP351MC Men's Chorus (1)

Tenors and basses in the Men's Chorus perform standard choral repertoire and Christian music, both contemporary and classic. The Men's Chorus frequently performs with the Women's Chorale as the Concert Choir. No audition is necessary. May be repeated for credit. (Fall and Spring)

MP351WC Women's Chorale (1)

Sopranos and altos in the Women's Chorale perform standard choral repertoire and Christian music, both contemporary and classic. The Men's Chorus frequently performs with the Women's Chorale as the Concert Choir. No audition is necessary. May be repeated for credit. (Fall and Spring)

MP371B Concert Band (1)

The concert band is an ensemble of brass, woodwind, and percussion players which performs standard band literature, hymn tune arrangements, and worship music. No audition is necessary; the band is open to music majors and non-majors. May be repeated for credit. (Fall and Spring)

MP371G Guitar Ensemble (1)

This ensemble is made up of guitarists of various levels of experience. Prerequisite: MP171G2 or permission of instructor. (Fall and Spring)

MP371J Jazz Band (1)

The jazz band consists of brass, reed, and rhythm section players who perform jazz band literature as well as arrangements of hymns and praise songs. May be repeated for credit. (Fall and Spring)

MP371OR Chamber Orchestra (1)

The chamber orchestra is a small ensemble of string players (violin, viola, cello, and bass) supplemented by other instruments as needed. They perform standard orchestral repertoire and other literature as selected by the director. This group may collaborate with the band or choirs for some performances. May be repeated for credit. (Fall and Spring)

MP381 Junior Recital (1)

A junior recital of approximately one-half hour may be given after two to three years of private study, based upon the approval of the music faculty. The student must be studying the instrument (or voice) in private lessons at the 300 or 400 level in the semester during which the recital is presented. (Fall and Spring)

MP481 Senior Recital (1)

A senior recital may be given by a performance major, following approval by the music faculty, after studying the instrument at the 400 level for one or more semesters and after presenting a junior recital. The program will last approximately one hour and will include music from at least four different style periods. A singer will include songs in at least two languages other than English. The student must have studied privately in the performance area every semester and be enrolled for private

lessons in the term of the recital. (Fall and Spring)

MP491 Off-Campus Ensembles (1)

Students may be given credit for participation in certain off-campus ensembles that do not duplicate or approximate ensemble opportunities on campus. Music faculty approval required.

MP491PY	Portland Youth Philharmonic
MP491SB	Salem Concert Band
MP491SC	Salem Chamber Orchestra
MP491SY	Salem Youth Symphony
MP491WM	Willamette Master Chorus

MUSIC

MU102 Introduction to Music (2)

This course offers instructions in basic aspects of music including rhythm, pitch, notation, aural discrimination, sight reading, and keyboard orientation. No previous knowledge of music is required. (Fall)

MU111AS Aural Skills I (1)

Students will build skills in sight singing and ear training at the beginning level. Emphasis is on the recognition and reproduction of intervals, scales, and triads, along with rhythmic exercises. Solfege and hand signs will be used. There is no prerequisite for this course. (Fall)

MU113 Music Theory I (3)

This course provides study of the basic harmonic elements of music, with emphasis on notation, scales, intervals, triads, key signatures, and beginning 4-part voice leading. Includes experience in the use of the computer for notating music. The student must be concurrently enrolled in MP131 or have demonstrated equivalent piano skills in an audition. The student must also be concurrently enrolled in MU111AS or have demonstrated mastery in a placement test. (Fall)

MU121AS Aural Skills II (1)

Students will receive further training in sight singing and ear training, utilizing intervals, scales, and triads in melodies. Rhythmic and melodic dictation will be included. Prerequisites: MU111AS and MP131 or consent of instructor. (Spring)

MU122 Music Appreciation (2)

This class is a study of the elements of music as found in classical music literature of all historic periods. Includes listening to recorded music. (Alt)

MU123 Music Theory II (3)

This course explores elementary harmony, including the nature of triads, cadences, harmonic progressions, and non-harmonic tones as well as further study of voice leading. The student must be concurrently enrolled in MP141 and MU121AS or have demonstrated equivalent skills. Prerequisites: MU113, MU111AS, and MP131. (Spring)

MU132 Technology in Worship Ministries (2)

This course explores the role of technology in corporate worship services. Students will become familiar with sound systems, video systems, recording, MIDI, etc. (Fall or Spring)

MU160WA Worship Arts Practicum (O)

The student will participate weekly in a local church ministry for a minimum of 2 hours per week. May be taken up to 4 times. (Fall and Spring)

MU202 Introduction to Worship Studies (2)

This is a study of biblical, historical and cultural aspects of worship, enabling students to develop a broader understanding of worship. Field trips will be taken to explore different church worship traditions and philosophies and how they have developed historically. (Fall)

MU211AS Aural Skills III (1)

This is a continuing study of ear training and sight singing, including altered tones and melodic and harmonic dictation. Prerequisites: MU121AS and MP141 or consent of instructor. (Fall)

MU213 Music Theory III (3)

Students will continue to study harmony, including non-dominant seventh chords, altered non-harmonic tones and secondary dominants, modulations to closely related keys, and borrowed chords. The student must be concurrently enrolled in MP231

and MU211AS or have demonstrated equivalent skills. Prerequisite: MU123, MU121AS, and MP141. (Fall)

MU221AS Aural Skills IV (1)

This course provides advanced study of ear training and sight singing with melodic and harmonic dictation and keyboard harmony. Prerequisites: MU211AS and MP231. (Spring)

MU222 Music Charting (2)

This is an examination of the variety of music notation used in the church today, including writing for choirs, orchestra, piano/keyboards and rhythm section. The student will develop skills in the use of Finale or another faculty-approved notation program. Instruction in basic arranging techniques will be included. Prerequisite: MU213. (Spring)

MU223 Music Theory IV (3)

This is an advanced study of harmony, including modulation, borrowed chords, augmented 6th and Neapolitan 6th chords, 3rd relationships in harmony, and 9th, 11th, and 13th chords. The skills used in choral arranging will be discussed. The student must be concurrently enrolled in MP241 and MU221AS or have demonstrated equivalent skills. Prerequisites: MU213, MU211AS, and MP231. (Spring)

MU232 Lyric Diction (2)

Students will be introduced to correct diction for singing in English, Italian, Latin, German, and French, based on the use of the International Phonetic Alphabet. Prerequisite: MP111VOCA. (Offered when needed)

MU Techniques Studies

Each techniques study focuses on preparation for teaching instrumental music at the elementary and secondary levels. Attention is given to the fundamentals of each instrument family, addressing common problems inherent in playing and teaching at a basic level. Each of these labs meets two hours each week of the semester. Prerequisite: MU113 Music Theory I or permission of the instructor. (Alt)

MU231 Percussion Techniques (1)

MU241 Woodwind Techniques (1)

MU251 Brass Techniques (1)
MU261 String Techniques (1)

MU282 Choral Techniques (2)

This class prepares the student to teach choral music at the middle and secondary levels by developing strategies for effective choral rehearsals, integrating the national standards of the National Association for Music Education, acquiring useful tools, and designing and teaching lessons. Prerequisite: MU332 or permission of the instructor. Corequisite: MP351CC/MC/WC. (Alt)

MU300ME Music Education Proficiency Activity (O)

Music education professional activity engages music education majors in professional organizations and activities. MU300 students are able to become involved in their future peer organizations, attend professional conferences and developmental seminars, and to build connections with music education professionals. Membership fee is assessed each term.

MU312 Orchestration (2)

Students will examine the range, timbre and function of the instruments of the orchestra and smaller ensembles, and the challenges of writing and arranging for these instruments. Prerequisite: advanced standing as a music major. (Alt)(Fall)

MU313 Music History I (3)

This course is a study of the development of music from Old Testament times through the 18th century. The emergence of notation, polyphony, tonality, meter, harmony, and homophony will be examined. The ascendancy of the major forms used in Western music will also be discussed. Prerequisite: MU123. (Fall)

MU322 Form and Analysis (2)

Students will examine and analyze the structural forms of music. Prerequisite: advanced standing as a music major. (Alt)(Fall)

MU323 Music History II (3)

Students will survey music in the 19th, 20th, and 21st centuries. Emphasis will be given to European and American composers and their works. Students will listen to

recorded and live performances of significant music from these eras. Prerequisite: MU123. (Spring)

MU332 Conducting I (2)

This course provides an introduction to the basic patterns and skills of conducting, both choral and instrumental. Prerequisite: MU123. (Alt)(Fall)

MU342 Conducting II (2)

This class offers further study of the techniques and skills of choral and instrumental conducting. Prerequisite: MU332. (Alt)(Spring)

MU352 Organization and Administration of School Music (2)

Students will survey the historical, philosophical, psychological, sociological, and political factors and functions of music in schools as they relate to current principles and practices in education today. Attention will be given to administrative operation of music education programs, curriculum design and implementation, management of music materials, human relations in teaching music, and aspects of the music educator's professional development. Prerequisite: MU123 and any Techniques course. (Fall)

MU361-363WA Worship Arts Internship (1,3)

The student will participate weekly in a local church ministry for a minimum of 3 hours per week for one credit (MU361) or 9 hours per week for 3 credits (MU363). The intern must submit a written proposal signed by the local church supervisor to the Worship Arts director before beginning the internship. MU361WA may be taken three times. (Fall and Spring)

MU382 Worship Leadership Skills (2)

This class will examine techniques used in leading corporate worship and rehearsals as they apply to the rhythm section, orchestra, choir, vocal ensemble, drama and technical support personnel. The spiritual aspects of leading a ministry will be addressed, exploring the relationships within church leadership and the worship ministry. Prerequisite: TH312. (Alt)(Fall)

MU392 Song in Worship (2)

This course will explore the developing use of songs in corporate worship, including psalms, hymns, and contemporary songs. Students will survey the history of worship song from ancient times to the present. Resources for congregational songs will also be examined. Prerequisite: MU313 or consent of instructor. (Alt)(Spring)

MU403 Worship Planning and Administration (3)

Students in this class will explore and design worship services that incorporate various ways of worshiping together, including drama, music, preaching, video, testimony, prayer, and scripture reading. Issues that affect corporate worship will be examined. In addition, the class will study the administration of worship ministry: recruiting, managing people, budgets, paid staff, working on a pastoral staff, use of computers to manage the program, etc. Prerequisites: TH312 and MU382. (Alt)(Fall)

MU412 Choral Composition and Arranging (2)

Students will explore basic principles of writing choral music, arranging and adapting existing music for all vocal combinations from the solo to eight-part unaccompanied choir. (Alt)(Spring)

MU413 Pedagogy and Literature (3)

This course provides an introduction to the principles of teaching music privately and administering a private studio. Instruction includes a survey of curricula, teaching repertoire, and standard performance literature. Observation of off-campus teachers may be required. Prerequisite: advanced standing as a music major, including completion of four or more semesters of private lessons in the area of concentration. (Offered when needed)

MU413GT	Guitar Pedagogy and Literature
MU413OB	Oboe Pedagogy and Literature
MU413ST	String Pedagogy
MU413SX	Saxophone Pedagogy and Literature
MU413VO	Voice Pedagogy and Literature

etc.

MU422P Piano Literature (2)

Students will survey the repertoire of the piano and associated keyboard instruments. Consideration will also be given to the historical development of keyboard instruments. Prerequisite: advanced standing as a music major, including at least four semesters of private instruction in piano. (Alt) (Fall)

MU431 Teaching Practicum (1)

Students will teach beginners and elementary-level students under the supervision of the instructor. (Offered when needed)

MU431GT	Guitar Teaching Practicum
MU431OB	Oboe Teaching Practicum
MU431PI	Piano Teaching Practicum
MU431SX	Saxophone Teaching Practicum
MU431VO	Voice Teaching Practicum

MU432P Piano Pedagogy (2)

Students will be introduced to the principles of teaching music privately and administering a private studio. They will survey piano curricula and teaching repertoire. Observation of off-campus teachers may be required. Each student will teach a beginner under the guidance of the instructor. Prerequisite: advanced standing as a music major, including completion of four or more semesters of private piano study. (Alt)(Spring)

MU453E Methods and Materials for Early Childhood and Elementary Level Music (2)

Students will survey music education methods and materials for the purpose of teaching music classes and the resulting aesthetic implications for teaching music from age three through grade eight. Students will survey the Oregon Department of Education's goals, state-adopted music curriculum, budget planning, vocal and instrumental program planning, writing and teaching lessons, planning units of instruction, and research in music education. Field work may be required. Prerequisite: MU352. (Spring)

MU453MH Methods and Materials for Middle Level and High School Music (2)

This course provides a study of methods and materials for teaching music in grades five through twelve. Students will be trained to teach choral and instrumental music at the beginning through more advanced levels. Students will survey the Oregon Department of Education's goals, state-adopted music curriculum, budget planning, vocal and instrumental program planning, writing and teaching lessons, planning units of instruction, and research in music education. Field work may be required. Prerequisite: MU352. (Spring)

MU461 Composition I (1)

This is an opportunity for individualized instruction in composing and/or arranging music. Prerequisite: advanced standing as a music major. (Offered when needed)

MU471 Composition II (1)

This course offers continued instruction in composing and/or arranging music. Prerequisite: MU461. (Offered when needed)

MU491-493 Final Project

A student doing a final project should present a proposal to the advisor, describing the scope of the study or project and the method to be employed. After the advisor approves the proposal, the student will begin working on the project and will meet regularly for guidance and evaluation. At the end of the project, the student will write a reflection recording what was experienced and what was learned during the project. Prerequisite: advanced standing as a music major. (Fall and Spring)

PHILOSOPHY

PH223 Logic (3)

Logic provides a critical examination of the processes of reasoning, with special attention to common faults. The emphasis is on traditional logic with a brief survey of symbolic logic. (Alt)

PH303 History of Philosophy (3)

A survey of the history of philosophy from the Pre-Socratics to the present. The main

emphasis will be understanding the story of important thinkers, especially the nature of their philosophy—the “attempt to discover what life is best worth living and what ideals are most worth pursuing.” Students will participate in the direct reading of philosophical classics. (Fall) (Alt)

PH399H Honors Course (2-3)

Each academic year a course on a selected topic is offered to students of the Honors Program. Previous course topics have included Christ and Caesar, America Between World Wars, Slavery's Legacy, The Christian and Environment, The Holocaust, The Christian and War, etc. (Spring)

PH481 Senior Thesis (1)

One of the capstone courses for the Theology major, this project provides the opportunity for individualized guided research. Students will choose a topic in consultation with a faculty advisor. That topic will be explored and the results presented in a formal research paper and in an oral presentation.

PH491-493 Special Topics in Philosophy (1-3)

Focused studies on specific issues in philosophy. Requires instructor and department approval.

POLITICAL SCIENCE

PO103 Introduction to Politics (3)

This course considers the nature, goals and processes of politics in theory and practice. It also surveys the major forms of government and explored key issues of world politics. (Alt)

PO203 National Government (3)

An introduction to the study of the American national government and of the constitutional principles upon which it is based. (Alt) (Fall)

PO223 State and Local Government (3)

A survey of the practical operation, contemporary issues and problems relative to government at the state and local level, especially related to Oregon. (Alt)

PO402 Pre-Law Seminar (2)

Individual and small group projects acquaint students with various law schools, assist in choice of law schools, assist in law school application, and meet with attorneys and legal professionals to discuss aspects of a legal career. (Fall)

PO463 International Politics (3)

A course which examines the development of the international system of nation-states, concepts such as power, balance of power, and sovereignty, and issues such as foreign policy decision making, causes of war, and nuclear arms control. (Alt)

PO473 Contemporary World Affairs (3)

This course studies current world developments and relations among nations. Special attention is given to the problems of war and poverty, availability and utilization of resources, and how these issues impact the contemporary world. (Alt)

PO491-493 Special Topics in Political Science (1-3)

Focused studies on specific issues in political science. Requires instructor and department approval.

PO499 Legislative Internship (1-3)

The legislative internship provides students with opportunities to observe the daily functioning and processes of state government, allows students to interact with elected officials and their staff, and prepares students to become more effective citizens in society.

PSYCHOLOGY**PS203 General Psychology (3)**

An introduction to the important topics in the field, such as behavior, motivation, attitudes, problems of motivation, intelligence and its measurement, learning and remembering, and personality. (Fall and Spring)

PS223 Lifespan Development (3)

This course offers students a life-span approach to the physical, cognitive, psycho-emotional and spiritual/moral development of humans at various ages.

This course begins with conception and continues with a theoretical and practical approach to the stages and challenges of the periods of growth during infancy, early childhood, middle/late childhood and adolescence through early, middle and late adulthood, and death and dying concerns. Attention is given to the barriers and resolutions of conflicts at the various stages of the adult's life. Attention is given to the hereditary, cultural, and environmental contexts that affect human development. Major developmental theories are examined in the light of a biblical perspective for human growth.

PS243 Community Agency Counseling (3)

Introducing students to the field of social work, this course focuses specifically on the helping relationship as a resource for clinicians and clients. The course explores a general approach to practice that applies to enhancing human system functioning at any level, including individual, couple, family, group, organization, community, and society. It describes generalist processes and actuates a social work, value-centered approach that respects human dignity, advocates social justice, and explores the dual challenge of enhancing human functioning and creating responsive environments. (Spring)

PS244 Youth and Adolescent Pathology (3)

A study of behavior and/or illness that is out of cultural, societal and developmental norms. Family system, values, beliefs, communication styles and traditions are studied with a focus on the societal, cultural and environmental impact and conflicts upon the youth and adolescent. (Fall)

PS301 Practicum: Student Personnel Counseling (1)

Supervision of personnel and practical experience in group dynamics within a residential setting. Prerequisite: Appointment as a Resident Assistant. May be repeated once. (Fall and Spring)

PS303 Social Psychology (3)

Social interaction as it conditions the development of personal group behavior, studies of human motivation and attitudes,

social norms and roles, crowd behavior, public behavior, and propaganda. Small group patterns and processes in the development of self are studied. Prerequisite: PS203. (Fall)

PS303FS Human Development I (3)

Human Development classes offer students a life-span approach to the physical, cognitive, psycho-emotional and spiritual-moral development of humans at various ages. This course begins with conception and continues with a theoretical and practical approach to the stages and challenges of the periods of growth during infancy, early childhood, middle/late childhood and adolescence. Attention is given to the hereditary, cultural, and environmental contexts that affect human development. Students in the degree completion program have a different class format. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

PS313 Personality Theory (3)

Primary theoretical systems: Freudian, neo-Freudian, humanists, contemporary learning systems. Prerequisite: PS203 (Alt) (Fall)

PS313FS Human Development II (3)

This course is a continuation of the historical and theoretical perspectives on growth and human development from the period of adolescence through early adulthood, middle adulthood, late adulthood and death and dying concerns. Attention is given to the barriers and resolutions of conflicts at the various stages of the adult's life. Issues around aging and illness are of special concern. Major developmental theories are examined in the light of a biblical perspective for human growth. Students in the degree completion program have a different class format. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

PS323 Psychology and Christianity (3)

A consideration of the presuppositions of psychology and Christianity and a discussion of such topics as faith healing, conversion, the cause of abnormality, glossolalia, etc. The course will be team-taught

by three faculty members, one each from Humanities, Social Sciences and Biblical Studies. Prerequisite: PS203 (Spring)

PS343 Industrial Organizational Psychology (3)

This course is designed to develop students' awareness of the application of psychology in organizations and industries. Prerequisite: PS203 (Alt) (Spring)

PS353 Psychology of Addiction (3)

Examines the causes, process and treatment of addiction and the impact that addiction has on the individual, family, and social systems. Attention is given to the background and history of drug use and behavior with an emphasis on identification of the key components of addiction, its process, and treatment. A variety of treatment philosophies will be examined as well as types of resources available to families and the individual. Also offered online through Corban Accelerated Online. Prerequisite: PS203 (Fall)

PS363 Group Dynamics (3)

This course begins with an examination of various aspects of groups, including stages of group formation, group structure, roles and leadership styles. Theories of group process are presented. Some assessments for personal group style are presented and implemented. The purpose of the course is to increase students' information about group dynamics, and to enhance students' skills in a group setting. Also offered online through Corban Accelerated Online. (Alt) (Spring)

PS371 Practicum I: Counseling Psychology (1)

The purpose of the practicum experience is to build advanced interpersonal skills and counseling knowledge. Students will have the opportunity to practice counseling/interviewing experiences and have those experiences critiqued by peers and instructors. Students are expected to integrate knowledge of counseling theory and techniques with scriptural understanding. Prerequisite: PS383 (Fall and Spring)

PS373 Marriage and the Family (3)

Marriage and the Family studies courtship, engagement, marriage, marital relationships and adjustments. (Spring)

PS383 Counseling I (3)

A study and appraisal of theory and techniques of counseling. Topics include counseling theories and familiarization with basic counseling skills. Introduces students to theory and skills essential to effective interpersonal relations. For the Family Studies major the emphasis is placed on interviewing strategies for the analysis and assessment of family life issues for the purpose of appropriate educational recommendations. Prerequisite: PS203 (Fall) Adult Degree Programs will include suffix FS: Fall and Spring

PS391-392 Practicum III: Personnel Management (1, 2)

Leadership management that includes planning, selecting, training, and supervising people who function in an institutional setting such as churches, residential treatment centers for the handicapped, penal and health care facilities. May be repeated for credit. (Alt) (Spring)

PS393 Counseling II (3)

This course is a survey of issues and techniques in individual, group, and family counseling. Active participation in class utilizes role play and group dynamics. Advanced counseling skills will be introduced and practiced. Prerequisite: PS383 (Alt) (Spring)

PS401-402 Practicum IV: Development Psychology (1-2)

Observation of a particular age group in clinical or non-clinical settings with particular reference to developmental phenomena of growth and behavior-application of basic diagnostic and therapeutic methods. Units of credit to be determined by instructor. (Fall and Spring)

PS413 Abnormal Psychology (3)

Introduces students to the theoretical and practical aspects of abnormal behavior. Students will become familiar with the vocabulary, major classifications, major theoretical frameworks, differential diagnosis, and practical aspects of mental illness. The overview course is designed to prepare students for advanced study in this area. Also offered online through Corban Accelerated Online. Prerequisite: PS203. (Spring)

PS414BL or PS414FS Adult Development and Life Planning (4)

The emphasis is on the experiential nature of nontraditional education and adult development theory. Students will be familiar with various theories and instruments that will provide a cognitive basis for personal analysis and understanding. The objective is personal discovery and affirmation through examination of one's strengths and the subsequent adjustments that may assist areas of personal growth. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

PS423 History and Systems of Psychology (3)

An advanced study of the philosophical and historical foundations, presenting the people and movements that have made psychology the science what it is today. (Alt)

PS431 Senior Seminar (1)

A seminar which offers students opportunities to focus their knowledge and skills in a way that helps them transition to a vocation or preparation for graduate school. Students will develop a portfolio, take a practice Graduate Record Exam (GRE), develop a Christian view of the work place, establish personal goals, etc. (Fall)

PS441-442 Guided Research (1-2)

Individual student projects related to a problem or situation involving the application of psychology principles in the area of understanding human behavior or counseling. Prerequisites: PS383 and PS393. (Fall and Spring)

PS453 Psychology of Learning (3)

Course reviews the fundamental principles of learning to include memory, cognition and the learning process. Learning theory is applied to human behavior in educational and therapeutic settings, special problems patterning to learn, such as learning disabilities and styles are examined. (Alt)

PS462 Psychology of Women (2)

This class will study research concerning the psychology of women, and will discuss psychological issues of importance to women. Students will analyze social, cultural, historical, and spiritual influences on individual psychology.

PS473 Dispute Resolution (3)

Dispute Resolution offers an overview of conflict management theory and practice. Dispute resolution procedures such as basic problem solving, preventative negotiations, mediation and arbitration are reviewed and practiced in the classroom. Prerequisite: PS203. (Spring)

PS481-486 Internship (1-6)

Students or faculty will develop various types of college, church and community services for the purpose of applying principles learned in the psychology program. Permission of instructor required. Units of credit to be determined by instructor. (Fall and Spring)

PS491-493 Special Topics in Psychology (1-3)

Focused studies on specific issues in psychology. Requires instructor and department approval.

SCIENCE

SC114 Biology I (3)

Biology I is a survey of principles of molecular and cellular biology. The following topics are covered in this course: the process of scientific research, chemistry of life, metabolism, cellular structure and function, the cell cycle, meiosis, and genetics. Concurrent enrollment in SC114L is required. (Fall)

SC114L Biology I Lab (1)

This laboratory course involves “hands-on” opportunities to investigate principles related to cell structure, the cell cycle, meiosis, transmission genetics, molecular genetics, and biotechnology. Concurrent enrollment in SC114 is required. (Fall)

SC124 Biology II (3)

Biology II is a survey of principles of organismal and ecological biology. The following topics are covered during this course: prokaryotes, protists, fungi, plants, animals, animal nutrition, circulation, respiration, defenses of the body, regulation of the internal environment, chemical signals, animal reproduction and origins. Concurrent enrollment in SC124L is required. Prerequisite: SC114 (Spring)

SC124L Biology II Lab (1)

This laboratory course involves “hands-on” opportunities to investigate biological principles related to various taxonomic groups and human anatomy and physiology. Concurrent enrollment in SC124 is required. (Spring) Lab fee: \$35

SC133 Scientific Inquiry: Physical Sciences (3)

This course focuses on the nature and practices of science. The course also presents the history and context for the development of understanding of astronomy, physics, and chemistry through studies of selected topics. Energy is a unifying theme of these topics. Through the study of God’s creation, the student will also be challenged to better understand their Creator. Specific subject knowledge will be developed and applied. Concurrent enrollment in SC133L is required. (Fall and Spring)

SC133L Scientific Inquiry: Physical Sciences Lab (0)

Students will complete 13 laboratory experiments investigating the physical sciences. The experiments will emphasize the application of the scientific method. Concurrent enrollment in SC133 is required. Lab fee: \$35

SC143 Scientific Inquiry: Life Sciences (3)

Scientific Inquiry: Life Sciences students will apply scientific methodology and problem solving in the study of biological concepts. The course examines the origin of life and the cosmos, ecology and the environment, the classification of life, the characteristics of life, cellular processes, transmission genetics, and the omnipotence of God, the Creator. Concurrent enrollment in SC143L is required. (Fall and Spring)

SC143L Scientific Inquiry: Life Sciences Lab (0)

Students will conduct laboratory investigations and activities utilizing scientific methodology. Concurrent enrollment in SC143 is required. Lab fee: \$35

SC204 Zoology (3)

This course is an examination of the

morphology, anatomy, physiology, and ecological characteristics of the various taxa of animals. Concurrent enrollment in SC204L is required. Prerequisite: SC114 and SC124 (Fall, alternate years)

SC204L Zoology Lab (1)

This laboratory course will emphasize an investigation of the morphological and anatomical features of the various taxa of animals. Concurrent enrollment in SC204 is required. Lab fee \$35

SC214 General Chemistry I (3)

Chemistry is the study of the structure of matter. This survey course covers principles, concepts, and methods which are basic to the study of chemistry. Topics include atomic structure; stoichiometry; gases, liquids, and solids; reaction processes, chemical energy, and bonding theories and concepts. Concurrent enrollment in SC214L is required. (Fall)

SC214L General Chemistry I Lab (1)

Laboratory experiments are used to demonstrate chemical principles. Activities will investigate reaction processes, apply atomic theories and energy concepts, and utilize stoichiometry. Concurrent enrollment in SC214 is required. Lab fee: \$35

SC224 General Chemistry II (3)

Chemistry is the study of the structure of matter. This survey course will investigate evidence for the atomic theory of matter and will seek to interpret and apply atomic theories. Topics of study include kinetics; equilibrium, acids, bases, and buffers; electrochemistry; nuclear chemistry; organic and biochemistry; and characteristics of element groups. Concurrent enrollment in SC224L is required. Prerequisite: SC214 (Fall)

SC224L General Chemistry II Lab (1)

Laboratory experiments demonstrate and investigate chemical principles. The activities will investigate reaction processes, apply atomic theories and energy concepts, and utilize stoichiometry. Concurrent enrollment in SC224 is required. Lab fee: \$35

SC252 Human Genetics (2)

This course is an examination of the basic

principles of human genetics including the following topics: cell cycle, mitosis, meiosis, Mendel's Laws, Non-mendelian genetics, sex determination and sex-linkage, molecular genetics, and various genetic technologies. A laboratory component is involved. Available in Weekend College only.

SC254 Botany (3)

Classical Botany provides an overview of the physiological and metabolic processes of plants. The course will survey photosynthesis and plant metabolism, mineral nutrition and ion uptake, water relations, transport processes, regulation of plant growth and development, bio-metrics, and a special emphasis on whole plant physiology. Concurrent enrollment in SC254L is required. Prerequisite SC124. (Alt) (Spring)

SC254L Botany Lab (1)

Classical Botany Lab investigates plant physiology. Concurrent enrollment in SC254 is required. Lab fee: \$35

SC304 Medical Microbiology (3)

This course involves an examination of functional anatomy of bacteria, viruses, fungi, protozoans, and helminths. Topics such as pathogenicity, microbial control, epidemiology, immunology are covered. The infectious diseases of the various body systems are also covered. Concurrent enrollment in SC304L is required. Prerequisite SC124. (Alt) (Fall)

SC304L Medical Microbiology Lab (1)

This laboratory course involves an examination of various microorganisms, methods of staining, culturing and isolating bacteria and an examination of the medical applications of various laboratory techniques. Concurrent enrollment in SC304 is required. Lab fee: \$35

SC314 Organic Chemistry I (3)

Organic Chemistry provides an examination of the basic principles of organic chemistry. The emphasis is on molecular structure, reactions of functional groups, and mechanisms of reactions. Concurrent enrollment in SC314L is required. Prerequisite: SC224 (Fall alternate years)

SC314L Organic Chemistry I Lab (1)

Organic Chemistry Lab provides experiences in techniques used in the study of organic chemistry and in organic reactions through the analysis and synthesis of organic compounds. Laboratory experiments will be conducted on both micro and macro scales. Concurrent enrollment in SC314 is required. Lab fee: \$35

SC324 Organic Chemistry II (3)

Organic Chemistry provides an examination of the basic principles of organic chemistry. The emphasis is on molecular structure, reactions of functional groups, and mechanisms of reactions. Concurrent enrollment in SC324L is required. Prerequisite: SC314 (Spring alternate years)

SC324L Organic Chemistry II Lab (1)

Organic Chemistry Lab provides experiences in techniques used in the study of organic chemistry and in organic reactions through the analysis and synthesis of organic compounds. Laboratory experiments will be conducted on both micro and macro scales. Concurrent enrollment in SC324 is required. Lab fee: \$35

SC353 ML/HS Content Methods (3)

ML/HS content methods focuses on “hands-on” activity based science learning. Students will develop and implement a 10 day work sample and participate in other exercises in preparation for teaching biology in a middle or high school classroom.

SC364 General Ecology (3)

This course builds an understanding of general ecology through real world applications. Topics include the interactions between organisms and biotic/abiotic environments, the integration of interactions within a technological world, environmental issues and ethics, and interrelationships of humanity with the world and its natural resources. Concurrent enrollment in SC364L is required. Prerequisite: SC124 (Spring alternate years)

SC364L General Ecology Lab (1)

This lab provides students with practical investigations of ecological principles. Concurrent enrollment in SC364 is required. Lab fee: \$35

SC374 Genetics (3)

This course exams Mendelian genetics, the chromosomal basis of inheritance, non-Mendelian genetics, genetic mapping, mutations and DNA repair, DNA, gene expression, gene regulation, and biotechnology. Concurrent enrollment in SC374L is required. Prerequisite: SC114, SC124, SC314. Corequisite: SC324. (Alt) (Spring)

SC374L Genetics Lab (1)

The laboratory course involves experimentation and analysis of genetic principles in the areas transmission genetics and molecular genetics. Concurrent enrollment in SC374 is required. Lab fee: \$35

SC3841 and SC3842 Human Anatomy and Physiology Lab (3)

Human Anatomy and Physiology I is an examination of chemical principles, cells, tissues, and the following systems: integumentary, skeletal, nervous, and endocrine systems. Human Anatomy and Physiology II is an examination of the following systems: cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system, and the reproductive system. Additionally, human development and inheritance, and fluid, electrolyte, and acid-base balance will be examined. Concurrent enrollment in SC3841L and SC3842L is required. Lab fee: \$35

SC4031 Biochemistry (3)

Chemistry of biological systems: amino acids, proteins, enzymes and catalysis; carbohydrates, lipids and membranes; metabolism and its regulation; gene structure, replication and expression.

SC414 Physics I (3)

Physics I focuses on the study of energy within mechanics, heat, kinetic theory, and sound. The course requires an understanding of algebra and trigonometry. Concurrent enrollment in SC414L is required. Prerequisite: MA113. (Alt) (Fall)

SC414L Physics I Lab (1)

Physics I Lab provides the student with hands on investigation of moving objects, thermodynamics, and sound. Students will complete formal investigations and lab reports. Concurrent enrollment in SC424 is required. Lab fee: \$35

SC424 Physics II (3)

Physics II focuses on the study of energy related to electricity, magnetism, optics, and modern physics. Requires an understanding of algebra and trigonometry. Concurrent enrollment in SC424L is required. Prerequisite: MA113. (Alt) (Spring)

SC424 Physics II Lab (1)

Physics II Lab provides the student with hands-on investigation and applications of electricity, magnetism, optics, and radioactive materials. Students will complete formal investigations and lab reports. Concurrent enrollment in SC424 is required. Lab fee: \$35

SC453 Cell and Molecular Biology (3)

This course examines life at cellular and molecular levels of organization. Particular emphasis is placed on clinical applications of the structure and function of cells in health and disease. The course will examine how cells interact with their environment, and the processes of intracellular signaling, and cellular reproduction. This course will also focus on the cellular and molecular events related to the immune response and cancer. Prerequisites: SC114, SC124, SC214, SC224.

SC491– 493 Special Topics in Science (1–3)

Special topics in science provide focused studies on specific issues of interest to science majors. Enrollment in this course requires approval of the instructor and department.

SOCIOLOGY**SO203 General Sociology (3)**

Introduction to basic sociological concepts concerning the individual, culture, and group life. (Fall)

SO333CA Child Abuse and Neglect (3)

This course is an examination of the nature and consequences of violence that occurs within the family setting, specifically to children birth through 17. Issues to be studied include child physical abuse, sexual abuse, emotional abuse and neglect as well

as prevention and treatment for offenders and victims. The issues of abuse and neglect will be studied using theory and research, and case studies will be analyzed and discussed within the context of current developments. Offered online through Corban Accelerated Online.

SO333FV Family Violence and Dysfunction (3)

This course is an examination of the nature and consequences of violence that occurs within the family and community setting. Issues to be studied include spousal abuse, intimate partner violence, dating violence, and elder abuse as well as prevention and treatment for offenders and victims. This social phenomenon will be studied using theory and existing research, and case studies will be analyzed and discussed within the context of current developments. Offered online through Corban Accelerated Online.

SO343FS Social Psychology I: Marriage and the Family (3)

The course addresses human relationships and the dynamics of marital and family relationships using secular and Biblical principles. Students learn to analyze personal interactions and the characteristics of strong families. Singleness as an alternative to marriage is evaluated. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

SO353FS Social Psychology II: Parenting (3)

The course has been designed to assist the family life professional in establishing a foundation for understanding the dynamics of parent-child relationships. Parenting is presented as a process that changes over time. Both child and parent develop across the life span. Topics covered are areas of concern to parents and to professionals working with parents. These include definitions, changing conceptions of parenthood, communication, discipline, guidance, self-esteem, child abuse, day care, single parenting, and step-parenting. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

SO363FS Social Psychology III: Ethnicity, Social Class and the Family (3)

This course focuses on the effect of cultural and ethnic diversity in human development and family issues. Students examine cultural and ethnic diversity in the definition of family and family patterns. The main goal is the development of sensitivity and awareness so that students can identify ethnicity and family patterns. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

SO433FS Family Theory (3)

This course assists students in developing a biblical based theory of the family. The major contemporary theories are analyzed in the context of biblical principles. Students, as potential family life professionals, are helped to develop a basis for family education and wellness activities. It also analyzes human relationships, developmental perspectives, and current issues affecting the family. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

SO463 Generational Differences (3)

An examination of the social characteristics of Baby Boomers, Busters, Xers, etc. A comparison and contrast of the different generations—their distinct worldviews, factors that influenced them, and areas of intergenerational conflict with the goal of using this information to provide insights on how to work with various age groups.

SO491-493 Special Topics in Sociology (1-3)

Focused studies on specific issues in sociology. Requires instructor and department approval.

SOCIAL SCIENCE

SS303 Social Science Research Methodology (3)

Following a critical review of basic research techniques, an examination will be made of existing research. Basic techniques of statistics will be presented. One unit of credit is for individual research projects. For the Family Studies major, the research methods illustrate data gathered

through qualitative and quantitative study concerning health and behavior within the family infrastructure. Prerequisite: PS203. Adult Degree Programs will include suffix FS: Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

SS353 Methods and Materials/ Secondary Social Studies (3)

This is a special methods course for credential candidates in secondary school social studies. Students will examine the content of secondary social studies programs as well as methodology and instructional materials. The course involves lesson planning, the development of work samples, and a field experience of two-weeks. (Spring)

SS403FS Family Facilitation Programming (3)

Students will become acquainted with the essential principles for developing and delivering programs for families, with some emphasis on all groups. The focus will be how the special learning needs of family members translate into program design. Through class exercises students will gain some experience in all phases of program implementation. This will include actual development and demonstration of a family wellness program. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

SS413FS Ethics and Policies: Family Studies (3)

A seminar that helps family life professionals gain valuable insight into the science and practice of family life education and consultation. It introduces students to legal, ethical and professional concerns that shape family policy and well-being. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

SS414-416FS Internship: Family Studies (4-6)

The independent study project is individually designed for the interests and needs of each student. It is an integrative activity. It brings together family life education concepts and real life situations. Skills such as researching, interviewing, program design and evaluating programs will be de-

veloped. This experience allows students to practice the biblical understanding and principles that have guided the learning in previous modules. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

SS453 Special Methods in Content Area (3)

This course is designed to help students develop specific teaching skills related to their individual content areas of expertise. Students will develop a complete teacher work sample.

SPANISH LANGUAGE

SP113-123 First Year Spanish (3, 3)

Introduction to Spanish Language (including listening, speaking, reading and writing), facilitated by the study of vocabulary, grammar, short readings and guided conversation. Classes are to be taken sequentially. (Fall and Spring)

SP213, 223 Second Year Spanish (3, 3)

Extensive practice in all four language skills (reading, writing, speaking, and listening). Included are cultural and literary readings and an in-depth review and expansion of basic Spanish grammar and vocabulary. Classes are to be taken sequentially. Prerequisite: SP113 and 123 First Year Spanish. (Fall and Spring)

THEOLOGICAL STUDIES

TH202 Baptist Heritage (2)

A biblical and theological analysis of the principal positions and distinctives of Baptist Christians. The approach is based upon the historical emergence of theological issues from New Testament beginnings present trends. (Fall and Spring)

TH262 Bioethics (2)

Bioethics examines issues of science and bioethics related to the beginning-of-life, the end-of-life, and genetic technologies. (Alt) (Spring)

TH303 Religious Movements (3)

A survey of the modern religious move-

ments throughout the world, including the major world religions and cults. The student will be involved in directed research of the religions in selected areas of the world, with particular focus on the cultural antisocial inter-relationships reflecting a people's world view. Methods of missionary encounter with these religions and cults will be presented to equip the student for more effective evangelism. (Fall)

TH312 Theology of Worship (2)

Examines the central themes of worship within Scripture to develop a personal definition of worship. The course also explores the differences between individual and corporate worship and discusses the theology of leadership as it applies to worship in the church. (Alt) (Spring)

TH313, 323 Christian Theology I, II (3,3)

An advanced study of Christian doctrine which gives students an overall system of theology. It is a study of bibliology, theology proper, Christology, pneumatology, anthropology, hamartiology, soteriology, angelology, ecclesiology, and eschatology. Prerequisite: BI202. (Fall, Spring)

TH333 Christian Ethics (3)

A study of various systems of ethics, methods of forming Christian ethical guidelines and judgments and their biblical foundations; the Christian responsibility in relation to issues in personal ethics, bioethics, sexual ethics, and social ethics. Prerequisite: BI202. (Spring)

TH342 Johannine Theology (2)

A study of the themes or motifs in the Apostle John's gospel and epistles. Prerequisite: BI123, BI202, TH313, TH323 (Alt)

TH403 Apologetics (3)

A study of the relationships between faith and reason, the course includes a study of the evidences, internal and external to the Word of God, which support Christian truth. Prerequisite: TH313, TH323. Enrollment is limited. (Alt) (Fall)

TH413 Contemporary Theology (3)

A study of the major theological developments since the turn of the century such as liberalism, neo-orthodoxy, fundamental-

ism, evangelicalism, process theology, liberation theology, etc. Prerequisite: TH313, TH323 (Alt) (Fall)

TH423BL or FS Christian Faith and the Modern World (3)

This course nurtures an appreciation for the rich resources of the Scriptures—for creative personal faith and life in the modern world. It is designed to integrate faith, learning and living. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

TH433FS Biblical and World Views (3)

Students will formulate a philosophy of life, providing a Christian base for personal, social and professional decisions and actions. Ethical theories and personal values are examined through readings, classroom discussion and special projects. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

TH434BL Biblical and World Views (4)

A capstone course in which students formulate a philosophy of life, providing the base for such concerns as ethics in business, accountability in government, respect for human rights, and a responsible life style in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussions. Enrollment is limited to students in the Adult Degree Programs. (Fall and Spring)

TH463 Biblical Spiritual Formation (3)

This course is designed to give an overview of the dynamics involved in the formation of mature character in the life of a Christian. Students will develop a biblical theology of Christian spiritual formation and develop an appreciation for the traditions and rich heritage of faith found within Christian spirituality through the ages.

TH481 Senior Thesis (1)

One of the capstone courses for the Theology major, this project provides the opportunity for individualized guided research. Students will choose a topic in consultation with a faculty advisor. That topic will be explored and the results presented in a formal research paper and in an oral presentation.

TH491-493 Special Topics in Theology (1-3)

Focused studies on specific issues in theology. Requires instructor and department approval.

STUDENT LIFE

The Office of Student Life serves the Corban community by providing services, training, programs, and environments which nurture spiritual, mental, emotional, social, and physical development in and out of the classroom.

One of the most valuable considerations in choosing a college is the school's instructors. Some of the most important instructors are not salaried; they are fellow students. The high character of the students at a Christian college is, therefore, one of its strongest assets. Students will study not only history, literature and philosophy, but also a way of life.

Corban students are cooperating, vital members of the Body of Christ. While students come from different perspectives, they respect, care, work with, and pray for one another.

NURTURING THE SPIRIT

Corban attempts to enhance the Christian life of its students in a variety of ways:

Required courses in Bible: Every major at the college requires that the student enroll in Bible and theology courses to satisfy degree requirements.

Chapel Services: chapel services are held three days a week for worship, for sharing, for learning, and for empowering students to impact their world for Christ.

The Church and Community Service program (CCS) provides opportunities for students to explore servant leadership through volunteer opportunities and to enhance spiritual growth through spiritual formation activities. Because service to others is a basic part of the Christian faith, and spiritual growth is a biblical mandate, all students are required to participate in Corban's CCS program. Students may work independently or in groups to fulfill this requirement. This is a requirement for graduation and is recorded as P/F on student transcripts.

Church Attendance: all students are expected to attend regularly and participate actively in the services and life of a local evangelical church.

STANDARD OF CONDUCT

Because a major purpose of the college is to promote personal growth, Corban College seeks to provide the instruction and atmosphere essential to the development of spiritual maturity.

The motivating force of all actions should be the love of God, rather than the desire to please people, or the fear of punishment. Christians who are thus motivated should express the highest standards of conduct in all their relationships. Their love for truth will lead them to avoid all forms of lying, deceitfulness and cheating. They will respect law and authority in general as well as the government and its officials. They will obey them when consistent with Scripture, and will perform the duties of good citizens. They will manifest allegiance to the Body of Christ on earth by faithful attendance at the services of the local church and by participation in its ministries. Their respect for the property of others will restrain them from stealing, and from careless or reckless use of others' possessions. A sense of dignity of human life will prevent them not only from willfully or carelessly causing the death of another, but also from destroying the reputation of

another through malicious gossip. They will observe the Scriptural injunctions of love, obedience, and fidelity within their homes. They will show proper respect for their bodies, which are the temples of the Holy Spirit, by abstaining from immorality and practices harmful to the body. This respect should extend to their attitude toward and treatment of other persons.

In questions of doubtful activities, certain broad scriptural principles are useful for guiding conduct. First of all, Christians should consider that the rights of others are more important than their own; they should realize that inner righteousness surpasses any external law or constraint and that their scale of values should emphasize the positive good rather than a mere abstinence from evil; and they should govern their actions by things which make for peace, edify one another and glorify God (Rom. 14:19).

In light of Scriptural principles, Corban expects its faculty, staff and student body to refrain from certain practices in contemporary culture which are offensive to the weak Christian conscience. The college also expects that in matters of entertainment its faculty, staff and students will exercise discretion and restraint in all choices.

STUDENT CLUBS AND FELLOWSHIPS

Associated Student Body

All students who have paid the student activity fee are considered members of the Associated Student Body (ASB). The purpose of ASB is to provide a student government that develops unity and mutual understanding among campus organizations, promotes and upholds Christian principles, and fosters vital cooperative student-faculty relations in every area of campus life. ASB officers are elected each spring and include president, vice president, treasurer, communications coordinator, student ministries coordinator, student activities coordinator and student organizations coordinator.

Student Organizations

Anyone wanting to initiate a student organization may obtain forms in the ASB office. Student organizations may be formed around special interests and must abide by the guidelines established for recognition by the ASB. Student organizations may petition for funds at the beginning of each semester and are responsible for the distribution of those funds.

STUDENT ACTIVITIES

Activities and special social events include the following:

Beach Party, Concerts, Music Ensembles, Barn Party, Senior Banquet, Lumber Jack Games, Intramural Sports, Thanksgiving Turkey Trot, Richard L. Caulkins Lecture Series, Missionary Conference.

In addition to the activities listed above, students may be asked to serve on various committees. Students also find numerous opportunities for recreation and enrichment in the surrounding area, including the Oregon Symphony Orchestra, skiing in the Cascade mountains, museums and art galleries, professional sports, Salem area amateur and church sport leagues, observation of the state legislature, backpacking, or simply exploring the beautiful Oregon coast.

ATHLETICS AND INTRAMURAL SPORTS

Corban offers intercollegiate competition in men's and women's basketball, men's and

women's soccer, baseball, softball, men's and women's cross-country, men's and women's track, volleyball, and men's and women's golf. Corban is a member of the National Association of Intercollegiate Athletics (NAIA) and competes in the Cascade Conference.

In addition, every student may participate in a well-organized intramural sports program including competition in team, dual and individual sports, personal fitness contests and recreational games.

STUDENT HOUSING

All students under the age of 21 are required to live on campus, unless they have junior or senior status, are turning 21 during the academic year, or have lived on campus for four (4) semesters. Studies show that living on campus enhances the likelihood that students will be satisfied with their undergraduate experience, will achieve in extracurricular activities, and will graduate.

All rooms in the residence halls are equipped with telephone lines and computer hook-ups.

Each residence hall has a capable staff available for advice and guidance. The staff works together to develop and maintain a warm, loyal, and positive community.

Housing arrangements are made by the Student Life Office. Every effort is made to assign new students compatible roommates. Complete information concerning residence hall policies is found in the *Student Handbook*.

Housing options for off-campus and married students are posted on a bulletin board in the Student Life Office.

PHYSICAL AND MENTAL HEALTH

The Student Health Office provides preventive medicine, care of minor illnesses and injuries, and health counseling. A school nurse maintains posted hours on campus. Local physicians are available and willing to assist in meeting the medical needs of the student body.

STUDENT SAFETY

Corban is a residential college, and the college will strive to assure a safe and secure environment. We have a trained campus security force on duty 24 hours a day, seven days per week. The College subscribes to a campus wide notification system that allows emergency information to be sent to all students, faculty and staff.

STUDENT APPEALS

Informal and formal procedures have been designed to assist students in resolving personal conflicts. The formal student concerns appeals process is described in the *Student Handbook*. For further information contact the Student Life Office.

ADMISSIONS

Corban welcomes Christian students who value a Christian liberal arts education and meet the college admissions criteria.

The college seeks students who are able to present strong academic records and a clear testimony of faith in Jesus Christ. The Admissions Committee also evaluates each applicant's ability to succeed in college and are in agreement with the Statement of Faith and lifestyle policy of the college.

Corban College reserves the right to deny admission to any applicant. The college does not discriminate on the basis of age, race, sex, color, national origin or disability in its education programs or activities.

ADMISSION PROCEDURE FOR FRESHMEN

A freshman is defined as one who has graduated from high school and has never been enrolled in a post secondary institution after the date of high school graduation. Some freshmen may take advanced placement courses or complete college level classes during high school and before high school graduation.

It is recommended that applicants complete four years of English, three years of Math and Social Studies, and two years of science and a foreign language. In some cases, applicants whose records or test scores do not meet the standard for admission may be admitted with a provisional acceptance. To assist students through the enrollment process, each student is assigned an Admissions Counselor. If your questions are not answered in this catalog, you can e-mail admissions@corban.edu or call 503.375.7005 or 800.845.3005.

1. Complete and return an application form with the required non-refundable fee before August 1. The Application for Admission includes a brief autobiographical essay and statement regarding the applicant's relationship to Jesus Christ.
2. Request a copy of your high school transcript to be sent to Corban. Students who are applying to the college before they have graduated from high school may send a transcript showing work completed to date; **however a final transcript will be required after graduation which will contain dates of graduation, grade point average, and class standing.** A cumulative 2.70 grade point average is required.
3. Have the Scholastic Aptitude Test (SAT) or American College Test (ACT) scores sent to the college. Corban College recommends a 900 score on the SAT critical readings and math or a 19 on the ACT. At this time, the college does not require the writing section of the SAT or ACT for acceptance decisions. The college does ask that the writing sample be submitted for statistical purposes only.

Information regarding test dates and locations is available from your local high school guidance counselor. An applicant who has graduated from high school ten years or more may be exempt from submitting these test scores.

4. Submit a personal reference or an educational reference, and a reference from your pastor. Reference forms are included with the application.
5. Once the applicant has been admitted and deposits are paid, the college will send packets of information, along with forms to be completed and returned regarding housing, health insurance, as well as a medical questionnaire. These must be completed prior to enrolling.

ADVANCED PLACEMENT (AP)

College credit may be granted in several subject areas to students who complete college-level courses in high school and receive a score of three or better through the AP program. The AP examinations are administered nationally once a year, in May, primarily at participating high schools. They are the culminating exercise for high school students who complete honors or advanced courses that parallel standard college-level courses.

Students expecting advanced placement credit should request, at the time the test is taken, that scores be sent to Corban College. Upon receipt of the official AP report, and enrollment of the student at the college, the acceptable credits will be transcribed and may count toward the total hours required for graduation.

Advanced placement credit will be withdrawn if work later is duplicated in a college-level course. These credits will not be given in conjunction with College Level Examination Program (CLEP) or transfer college credit.

HOME SCHOOLED STUDENTS

Corban welcomes applications from students who have been home schooled. The admission procedure and requirements are the same as for those who have graduated from a traditional high school. Students who cannot submit official transcripts must substitute a list of all course work completed during high school. Admission will be based upon courses taken, SAT or ACT results, and the academic reference. The academic reference may be completed by the parent if he or she is the primary teacher.

INTERNATIONAL BACCALAUREATE

Corban recognizes the International Baccalaureate (IB) high school program. Four semester hours of lower division credit are granted for each Higher Level exam passed with a score of 5, 6, or 7. The college will also grant four semester hours of elective lower division credit for the Theory of Knowledge if the student has received the IB diploma. A maximum of twenty-four semester hours may be granted. Students can, therefore, earn nearly one year of college credit for IB work.

ADMISSION PROCEDURE FOR TRANSFER STUDENTS

A transfer student is defined as one who has attempted to complete any transferable course work at a regionally accredited college after high school graduation.

Transfer students must apply for admission and follow the same procedure as presented for freshman applicants. In addition, an official transcript from any and all colleges and universities attended is required, whether or not credit was given.

Transfer students with fewer than 31 semester hours or 47 quarter hours of college work must qualify for admission on the basis of SAT or ACT scores and academic records from both high school and college.

To facilitate the transition between colleges, each transfer student is assigned an academic advisor with whom she or he will meet prior to registration. The advisor will discuss and help arrange the student's program of study, taking into account previous college work, future goals, and the general education core requirements of Corban.

To help in the transition to Corban and to meet other new transfer students, all transfer students are required to attend a new student orientation. Information about this orientation will be mailed to transfer students before registration.

TRANSFER EVALUATION CRITERIA

A minimum grade point average of 2.00 (exclusive of developmental or other nontransferable course work) is required for transfer admission consideration.

Generally, upper division credit is not allowed for courses taken in a community college and no more than 70 hours of lower division courses may be transferred. Only courses with a grade of "C-" or better will transfer from another institution. Credit conversion from quarter hours to semester hour credits is calculated by multiplying the number of quarter credits by two-thirds.

An official evaluation of transcripts to determine transfer credit is done only when an Application for Admission has been accepted. This evaluation will be sent to each transfer applicant following notification of acceptance. All matriculating transfer applicants are required to send final and official college transcripts to the Admissions Office before registering at the college.

After enrolling and completing a semester at Corban, the transfer student assumes a new cumulative grade point average that is subject to academic policies established by the college.

Up to 40 professional-technical hours may be transferred from an accredited institution if these courses are described as transferrable in that institution's catalog or recognized in the ACE Guide (American Council on Education). These courses usually are transferred as elective credit only. The total combined number of professional-technical hours and portfolio hours cannot exceed 64 semester hours.

A maximum of 12 College Work Experience (CWE) hours (must be 100 level or more) will be accepted as transfer elective credit.

Transfer students coming from institutions which are not accredited or recognized may be given the opportunity to validate credits. After completing a successful year at Corban College, work earned at institutions not accredited will be reviewed to determine what credit, if any, can be given.

ADMISSION PROCEDURE FOR INTERNATIONAL STUDENTS

International students are welcome at Corban. They must apply for admission and receive formal admission before enrolling at the college. As a general rule, the student is expected to furnish either an official Test of English as a Foreign Language (TOEFL) score of 61 new TOEFL – 1 BT; or a score of 173 Computer Test – EBT; or a score of 500 old TOEFL – PBT. The student must also furnish official transcripts of all college-level and/or secondary work. These should be submitted with the Application for Admission. Request an International Student Application form from the Admissions Office.

International students with college credits to transfer are admitted as entering freshmen. Any advanced standing will be determined after matriculation.

Students from abroad are expected to guarantee financial responsibility. The student must supply information attesting to the ability to provide United States dollars in the

minimum amount required to support the costs of tuition and room and board, in excess of the cost of a round trip fare from his or her native country. Before an I-20 will be issued, a full year's tuition deposit in US dollars must be received in the Business Office of the college by June 1. Form I-20 is an official document of the United States government which grants a foreign student permission to apply for a student visa at the nearest U.S. Consulate.

Foreign students admitted to the United States on a student visa are required by law to be registered as full-time students, carrying a minimum of 12 credit units of academic work. International students are not permitted to work off-campus without written permission from the United States Immigration authorities.

ADMISSION PROCEDURE FOR THE ADULT DEGREE PROGRAM

Corban's adult degree completion majors are designed especially for working adults with approximately two years of college credit (60 semester hours) or an accredited A.A. degree. Class sizes are limited to accommodate the experiential learning techniques employed in the classroom. Course content is focused on practical application to the everyday life and occupation of the adult student. Programs are offered online or on campus.

1. Evidence of a personal faith in Jesus Christ and a consistent Christian life-style.
2. Sixty semester hours (90 quarter hours) transferable credit from accredited colleges or universities. Courses with minimum grades of C-, and course numbers over 100 are generally acceptable. An Associate of Arts degree from an accredited college may fulfill this requirement.
3. A writing sample that demonstrates the competency required to function in this program.
4. Personal and professional references.

Call to schedule an information session with an Admissions Counselor. Phone: 503.375.7590 or 800.764.1383.

EARLY HIGH SCHOOL ADMISSION

An early admissions program is available to qualified high school students. This permits study at Corban College while a student completes a high school program.

Eligibility Requirements

An applicant must have completed the junior year of high school. An applicant who has completed the senior year of high school is not eligible. Early admission students must earn grades of "C" or better in the courses taken at the college to remain in the program.

Application Procedures for Early Admission

1. Contact the Admissions Office for admission form.
2. Complete the Application for Admission and return it to the Admissions Office with the application fee and indicate your choice of courses.
3. Submit an academic transcript for all courses taken in high school from the ninth grade to the present.
4. Have the recommendation forms completed and sent to the Admissions Office.

High school students may enroll in no more than seven semester hours during any regular semester. Early admission students in good standing are automatically admitted to

Corban upon graduation from high school. All additional credentials must be received before college enrollment.

Cost and credit

Early admission students may take a maximum of 14 semester hours with a tuition charge of \$65 per credit hour. Credit earned during early admission may be applied to degree programs at Corban College without additional charge.

Credit earned during early admission may be transferred to other colleges or universities upon payment of regular tuition and fees at Corban in effect at the time the course was taken.

After the completion of 60 semester hours (two years) taken at Corban College, a student may transfer without paying additional tuition.

READMISSION OF FORMER STUDENTS

Any student who has left Corban for any reason will be required to file an Application for Readmission. Students who are dismissed may be required to fulfill other criteria. Official transcripts from any schools attended during the interval should be sent to the Admissions Office of the college. A current pastoral reference is also required. A student returning after an absence is also expected to complete any new or revised graduation requirements as published in the catalog in current use at the time of re-enrollment.

STUDENTS WITH DISABILITIES

Corban offers a variety of supportive services that facilitate access to educational opportunities for students with a disability. Documentation of an existing disability is required. Students are encouraged to contact the Director of Career Services as early as possible to request services.

UNCLASSIFIED STUDENTS

Any interested person may take courses as an unclassified student. Courses are available either days or evenings. Unclassified students do not need to complete a regular application form and may enroll for a maximum of six credit hours in a semester.

Unclassified students cannot receive a degree from Corban College. If at a later date an unclassified student decides to work toward a degree at Corban, the student must apply through the Admissions Office for admission as a degree-seeking student.

Financial aid is not available for unclassified students.

VETERANS

Veterans or dependents of veterans who plan to enroll at Corban College are urged to apply for the benefits through the Veterans Administration well in advance of registration so that the necessary paperwork will be completed. The college registrar may be able to provide the necessary forms and answer any questions. A late decision to attend may delay payments.

APPLICANTS WITH CRIMINAL RECORDS

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. Also, convictions for crimes involving moral turpitude as listed in ORS 342.143 and ORS 161.405 will be grounds for denial of admission to the College or grounds for dismissal from the College.

FINANCIAL INFORMATION

Corban attempts to keep the expense of securing a Christian education as affordable as possible. The actual cost of instruction is greater than what the student pays. The college receives support from individuals, churches, and foundations who share in providing this quality education. Student costs are subject to change by action of the Board of Trustees or Administrative Team.

2009-10 TUITION AND FEES

	Semester	Per Year
Tuition - full-time	\$ 11,475	\$ 22,950
(Less than 11 credit hours)	\$ 956 per credit	
(More than 17 credit hours)	\$ 200 per credit	
Residence Fee	\$ 4,034*	\$ 8,068*
Student Activity Fee	\$ 135	\$ 270
Total Cost - Resident	\$ 15,194*	\$ 30,388*
Total Cost - Commuter	\$ 11,160	\$ 22,320

*Maximum meal plan; several meal plans are available. Call the college Business Office for additional information.

ADDITIONAL FEES AND COSTS

Application Fee	\$ 35
Course Change Fee	\$ 10
Graduation Fee (non-refundable)	\$100*
Housing Deposit	\$100
Human Performance fees	variable
Independent Study Fee	\$ 150
Late Registration Fee	\$ 25
Medical Insurance	variable
Private Music Lessons (per credit hour)	\$305
Readmission Fee	\$ 10
Rescheduling Final Exam (per exam)	\$ 10
Science Lab Fee	\$ 35
Student Teaching Fee	\$ 275
Textbooks (estimated cost)	\$600
Transcript Fee	\$ 5
Tuition Deposit	\$200

*\$200 if submitted after the due date

SENIOR CITIZENS TUITION WAIVER

Any person 62 years of age or older may enroll in one course per semester, for credit or audit, without a tuition charge. This rate does not apply to courses within the degree completion program, online courses, private lessons, independent study courses, or Corban Accelerated Online. Enrollment is on a space available basis, which is determined by the registrar. Students are responsible for the cost of books, materials and fees related to the course.

Enrollment is limited to seniors with a clear testimony of faith in Jesus Christ and are in

agreement with the statement of faith and lifestyle policy of the college. An application for this tuition waiver and information on courses is available in the registrar's office.

RESIDENCE FEE

All resident students are required to be on a meal plan and may choose from several options. Campus Dining offers hot meals each day during designated hours between 7:00 a.m. and 7:00 p.m. These hours may vary. Special dietary needs can be accommodated by contacting the Director of Dining Services. Sandwiches, cereal and other snack foods are available at the students' convenience throughout the day. Campus Dining also operates an espresso and snack bar in the Student Center throughout the day and evening.

PAYMENT POLICY

All charges are due at the beginning of the semester. If you receive financial aid you must make all necessary arrangements well in advance of registration. One half of the academic year's financial aid awards (PELL, SEOG, Perkins, Stafford, scholarships), except college work study, are credited at the beginning of each semester.

Please come prepared to pay the balance at registration. Registration is not complete until satisfactory arrangements are made with the Business Office of the college.

If you need a monthly payment plan, Tuition Management Services (TMS) offers such a plan to spread your payments over 10 to 12 months. There is an annual participation fee. No interest or other fees are required. Please call the Business Office to request specific information. This plan requires advance planning and payments begin several months prior to registration.

Your account must be kept current and paid in full by the end of each semester. Finance charges are assessed at the rate of 1% per month (12% annually). No transcripts or diplomas will be issued if you have a balance owing.

HEALTH INSURANCE

The college is not responsible for injuries through the use of its facilities or athletic equipment, or for injury occurring in classes, during school activities, or while taking part in internship programs, church and community service assignments, intramural or intercollegiate athletic programs. All students are required to sign a liability release at the time of registration.

All students must be covered by health and accident insurance. During registration students are asked to provide proof of such coverage with an identification card from their insurance company. The company name and policy will be kept on file in the Student Health Office. If not covered by any medical plan, they will be required to apply for such coverage at the time of registration.

A policy is available to provide medical and accident coverage at a reasonable rate while students are enrolled. For additional information contact the college nurse.

REFUND POLICY FOR COURSE CHANGES

No tuition refunds will be granted for individual classes dropped after the close of registration or for private music lessons dropped after the fourth full week of the semester.

However, courses changed or canceled by the college that affect tuition and course-related fees will be fully refunded.

REFUND POLICY FOR WITHDRAWAL

Students who find it necessary to withdraw from college after registration may be entitled to a tuition refund. A withdrawal card is available in the Office of the Registrar. Students are responsible to initiate the withdrawal, obtain the necessary signatures on their withdrawal card, and return it to the registrar. The date it is returned is the effective date of withdrawal.

Refund of tuition (including summer) is prorated up to 60%. A refund schedule is available to anyone requesting it in the business and financial aid offices of the college.

Exceptions to the refund schedule may be petitioned to the Administrative Team. Petition forms are available in the Business Office. Complete the form, including the reason for requesting an exception and send the completed form to the Chief Business Officer in the Business Office who will submit it to the Administrative Team.

Residential fees are based on a semester contract and refunds are prorated until the published mid-semester date. There are no refunds after mid-semester. Financial aid awards will be refunded to the programs according to the schedule published in the Consumer Information Handbook. Copies of the handbook are available in the Financial Aid Office.

Note 1: A class day is counted as any day classes are scheduled according to the academic schedule.

Note 2: Fee schedules and costs for the degree completion program offered in the Department of Adult Studies are different.

RESIDENCE HALL CONTRACT AND HOUSING DEPOSIT

Students living in campus housing will sign a housing contract at the time of check-in.

Students who plan to live on campus pay a \$100 housing deposit which must be submitted to the Admissions Office by May 1. If an applicant is accepted for admission after May 1, he or she has four weeks to submit the housing deposit. The deposit is refundable prior to the May 1 deadline.

Students should fill out a housing preference form and turn it in with the housing deposit.

The housing deposit reserves a space in campus housing. Every effort is made to grant housing requests made by returning students and those new students who submit housing deposit fees prior to May 1. Those who make payments after May 1 will be accommodated as space allows. The college generally is able to house all students who wish to live on campus, but may not be able to fulfill all specific room requests.

Before leaving on-campus housing, students must be officially checked out by a Resident Assistant and approved by the Resident Director. Failure to get this approval will result in a check-out fine.

Housing deposit fees are refundable through May 1 for fall semester enrollment, or through December 1 for spring semester. Students who choose not to enroll at Corban College and fail to notify the Admissions Office prior to these deadlines will forfeit the fees paid.

Fees paid for one semester's attendance may not be applied to another semester's enrollment or transferred to another applicant.

TRANSCRIPTS

Requests for academic transcripts must be made in writing and are obtained in the Registrar's Office. Academic transcripts or diplomas of graduation will not be issued until all student accounts are paid in full.

TUITION DEPOSIT

All applicants for admission and readmission must submit a \$200 tuition deposit. This deposit must be submitted to the Admissions Office by May 1. In the event that you are accepted after May 1, the deposit must be received within four weeks of your acceptance to the college. Please note that the deposit is only refundable up until the May 1 deadline.

Upon enrollment the deposit is credited towards the first semester's tuition. The tuition deposit reserves a place in the student body and helps the college plan to provide adequate academic services for all students.

Deposits are refundable through May 1 for fall semester enrollment, or through December 1 for spring semester. Students who choose not to enroll at Corban and fail to notify the Admissions Office prior to these deadlines will forfeit the deposit. A student's deposit for one semester's attendance may not be applied to another semester's enrollment or transferred to another applicant.

PURPOSE OF FINANCIAL AID

Financial aid at Corban College is provided to help bridge the gap between what students and their families can reasonably afford and the actual cost of a college education. Most financial aid is based on need as determined through the completed Free Application for Federal Student Aid (FAFSA).

Students must submit a FAFSA each year they desire financial aid. This form is available in high school guidance offices, public libraries, and Corban's Financial Aid Office. You can also complete the FAFSA on the Web at www.fafsa.ed.gov. There are certain types of aid that are distributed on a first come first serve basis. Therefore, a completed FAFSA must be received by February 15 to receive priority consideration for aid.

An Offer of Financial Aid is mailed to applicants as soon after April 1 as possible. This offer will inform students of aid for which they are eligible. Students must then indicate acceptance of the offer by signing and returning a Response Form to the Financial Aid Office.

Students are required to maintain Satisfactory Academic Progress (SAP) in order to receive financial aid. A copy of the SAP policy of the College is included in this catalog. Failure to maintain SAP could result in a termination of aid.

Additional information concerning the purpose or offers of financial aid may be obtained by calling the Financial Aid Office.

SCHOLARSHIPS, LOANS, AND GRANTS

Corban participates in a number of federal and state financial aid programs. The application process for each begins with the Free Application for Federal Student Aid (FAFSA), which should be completed by February 15 prior to the academic year for which aid is desired. Any FAFSA submitted after this date will be considered but will not receive first priority in the awarding of aid.

Students completing a FAFSA will be considered for the following federal and state aid programs: Federal PELL Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Perkins Loan, Federal Stafford and Unsubsidized Stafford Loan, Federal PLUS Loan, Federal Work-Study, and Oregon Opportunity Grant. Due to Oregon State regulations, students majoring in ministry or religious studies may not be eligible for the Oregon Opportunity Grant.

The college also provides a significant number of scholarships and grants from its own funds. Interested students should complete an institutional scholarship application by February 15 prior to the academic year in which they wish consideration. Institutional aid includes academic, departmental, valedictorian, and Western scholarships.

Prospective students will not be awarded aid by the college until they have submitted an Application for Admission.

More detailed information on each type of aid, loan interest rates and repayment, application procedures and satisfactory academic progress requirements is available from the Financial Aid Office at 503.375.7006.

EMPLOYMENT ON CAMPUS

A number of students are employed by the College through Federal Work-Study. All on-campus employment is coordinated by the Career Services Office.

EMPLOYMENT IN THE SALEM AREA

In addition to on-campus employment, both part-time and full-time employment opportunities exist in the Salem area. Off-campus job openings are posted regularly on the Career Services web site.

MASTER OF BUSINESS ADMINISTRATION

PROGRAM OVERVIEW

Corban’s Master of Business Administration is designed for Christians, emphasizing the application of a biblical worldview to the decisions of economic commerce, management of people, and stewardship of resources. Integrity is a theme that will run through the entire degree. The Corban MBA utilizes a case study methodology, challenging students to develop practical problem solving skills.

MISSION

To develop Christian business leaders who exemplify professional excellence and integrate a biblical worldview into their personal and professional 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.

THE CORBAN MBA: MANAGEMENT EMPHASIS

The Corban MBA, with an emphasis in Management, entails a common core of coursework. It also provides an opportunity to select from a variety of electives to meet educational and professional goals. These electives include areas such as Human Resources, Finance, Marketing, Entrepreneurship and more.

REQUIRED COURSES: MANAGEMENT EMPHASIS

THE CORBAN MBA COMMON CORE (27)	ELECTIVES (9)
Biblical Leadership and Ethics (3)	Elective course (3)
Economic Analysis and Policy (3)	Elective course (3)
Financial Management (3)	Elective course (3)
Marketing Management (3)	
Managing Information Technology (3)	
Managing the Global Business (3)	
Accounting for Managers (3)	
Organizational Behavior (3)	
Strategic Management (3)	

THE CORBAN MBA: NON-PROFIT MANAGEMENT EMPHASIS

The Corban MBA, with an emphasis in Non-Profit Management, is intended to train outstanding professionals committed to the success of non-profit agencies, governmental units, church organizations, and para-church organizations. The Non-Profit Management emphasis combines the common core coursework of The Corban MBA, as well as two specific Non-Profit elective classes and one additional elective of choice.

REQUIRED COURSES: NON-PROFIT MANAGEMENT EMPHASIS

THE CORBAN MBA COMMON CORE (27)	NON-PROFIT MANAGEMENT EMPHASIS (9)
	Managing the Non-Profit Organization (3) Stewardship Issues for Non-Profit Organizations (3)
Biblical Leadership and Ethics (3) Economic Analysis and Policy (3) Financial Management (3) Marketing Management (3) Managing Information Technology (3) Managing the Global Business (3) Accounting for Managers (3) Organizational Behavior (3) Strategic Management (3)	Elective course (3)

GRADUATE ACADEMIC CALENDAR

(Dates Subject to Change)

FALL	FALL 2009	FALL 2010
New Student Orientation	September 2-4	September 1-3
Session 1	September 7-October 9 Drop Date: September 11	September 6-October 8 Drop Date: September 11
Session 2	October 12-November 13 Drop Date: October 16	October 11-November 12 Drop Date: October 15
Session 3	November 16-December 18 Drop Date: November 20	November 15-December 17 Drop Date: November 19
Spring Registration	November 30-January 4	November 29-January 3
Spring Graduation Applications Due	January 4, 2010	January 3, 2011

SPRING	SPRING 2010	SPRING 2011
New Student Orientation	January 6-8	January 5-7
Session 1	January 11-February 12 Drop Date: January 15	January 10-February 11 Drop Date: January 14
Session 2	February 15-March 19 Drop date: February 19	February 14-March 18 Drop Date: February 18
Session 3	March 29-April 30 Drop Date: April 2	March 28-April 29 Drop Date: April 1
Summer Registration	March 29-May 3	March 28-May 9
Summer Graduation Applications Due	May 3	May 9

SUMMER	SUMMER 2010
New Student Orientation	May 5-7
Session 1	May 10-June 11 Drop Date: May 14
Session 2	June 14-July 16 Drop Date: June 18
Session 3	July 19-August 20 Drop Date: July 23
Fall Registration	July 26-August 30
Fall Graduation Applications Due	August 30

ADMISSIONS

Admission Requirements

The successful candidate will:

1. Profess faith in Jesus Christ and live a consistent Christian lifestyle.
2. Have completed a Bachelors or Masters degree at an accredited institution with a minimum cumulative GPA of 3.00 or approval from the Dean of Business.
3. Have a minimum of four years full-time professional experience with a progression in responsibility. If the candidate lacks professional experience he/she may take the GMAT to compensate for this requirement (see note below).

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 \$40 as a nonrefundable application fee.
3. Submit Recommendation Forms listed below. Evaluators who complete the form should send it to the Office of Graduate & Adult Degree Admissions.
 - a. Professional
 - b. Christian Character
4. Send official transcripts from the final undergraduate institution to the Office of Graduate & Adult Degree Admissions. In addition, transcripts for any graduate courses believed to be transferable to The Corban MBA should be sent.
5. Provide evidence of professional experience in the form of a progression in responsibility by submitting a professional resume.
6. Complete the Graduate Management Admissions Test (GMAT).

Note: An applicant with at least a 3.0 cumulative undergraduate GPA and a minimum of four years full-time professional experience that shows a progression in responsibility, or a graduate studies degree, will not be required to take the GMAT.

Admission Essays

The following short essays are included in the Application for Admission. Essay response provides insight into the degree to which the candidate meets admission requirements as outlined above.

1. Explain how you came to know Jesus Christ as your Savior, including the Scriptural basis for your salvation and what in your life indicates that you are walking with the Lord.
2. What do you believe are the characteristics of an effective Christian business leader?
3. What do you expect to gain from participation in The Corban MBA?

FINANCES

Tuition and Fees:

Tuition per graduate semester hour	\$485
Program application fee	\$40
Registration fee	\$50
Late Registration fee	\$50
Graduation fee	\$100
Independent Study fee (see page 16)	\$150

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.

Tuition and fees are subject to change.

No refunds will be granted following the fifth day of each 5-week course.

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/MBA/financialaid.html>.

Financial Aid Phone: (503) 375-7006

ACADEMIC POLICIES

Advisors

Each student admitted to The Corban MBA will be assigned an academic advisor from the Graduate Business Department. Students are urged to contact their advisor regularly with questions they have about their progress in The Corban MBA.

Appeals

Students who have challenges or conflicts regarding 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:

1. Document in writing explaining the appeal.
2. Appeal submitted to the Graduate Business Committee via the Dean of Business.
3. The Graduate Business Committee decisions may be appealed to the Academic Council of the college.
4. The decision and recommendations of the Academic Council will stand in all academic appeals and petitions.

Auditors

Subject to the Dean's approval, current students may audit courses from which they wish to derive benefit without fulfilling credit requirements. This must be established with the registrar at time of registration and a \$50 auditing transcription fee must be paid. Students may not challenge or test out of a course that has been audited. The general public is not permitted to audit graduate courses.

Course Changes

Adding a Course

Courses may be added up to 7 days before the start of each five-week session.

Dropping a Course

Students may drop a course the first week of class without financial penalty. This class will not appear on the transcript. No course may be dropped after the fifth day of class. See the Academic Calendar for drop dates for each session.

Enrollment Status

Students who are registered for at least six credits at the graduate level are considered full-time in The Corban MBA. Students registered for three credits are considered to be half-time for financial aid purposes.

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)

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.

Graduate Business Committee

This committee meets monthly to discuss and approve all appeals.

Appeals to be reviewed by the Committee are due two weeks prior to the Committee's meeting date, the second Tuesday of every month. Please submit appeals to the Dean of Business.

Graduation Requirements

To become eligible for the Master of Business Administration, the student must satisfactorily complete the following:

1. All required courses in The Corban MBA
2. A minimum grade point average of 3.00 for the total graduate degree, with no more than six hours of grade "C+" or lower included (credits earned with a grade of "D+" or lower will not be applicable to the degree).
3. Formal application for graduation

Students who expect to complete all degree requirements must apply for graduation. Students are expected to apply for graduation during the semester prior to their anticipated finish of coursework (see deadlines in Academic Calendar). A \$100 graduation fee must accompany the application. If the student wishes to participate in commencement ceremonies in May, additional fees may be necessary. To participate in commencement ceremonies, all requirements must be completed no later than the last full week before graduation. Please note that commencement ceremonies are only held in May, although degrees are awarded at the end of each semester.

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.

Independent Study

Upon approval of the Dean of Business, students enrolled in The Corban MBA may propose an Independent study course. Approval will generally be granted only when such course is not regularly offered as part of The Corban MBA curriculum.

Non-Degree Applicant

A Non-Degree applicant is allowed to take up to six credits without formally entering

The Corban MBA. 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).

Readmission of Students

To apply for readmission after an absence of one year or more, a student must complete a new application for admission.

Time Limit

All degree requirements must be completed within six years from the beginning of admission to the graduate program at Corban College in order to avoid loss of credit.

Transfer of Credit

Graduate work completed at other regionally-accredited institutions may be accepted in partial fulfillment of the requirements for The Corban MBA at Corban College & Graduate School and are 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. Students are permitted to transfer a total of nine semester hours of graduate work from another institution. Each request for transfer of credit will be considered on an individual basis.
3. The value of the course content in relationship to the applicant's degree program will be considered in the decision.

COURSE LISTINGS AND DESCRIPTIONS

THE CORBAN MBA COMMON CORE COURSES

BA513 - Biblical Leadership and Ethics (3)

This course is designed to explore Biblical leadership in the Business setting. Through the light of Biblical ethical theory, candidates examine how organizational leaders respond to the situations they face. Candidates also reflect on and apply their own values and ethical understanding to shed light on situations they often face as managers.

BA523 - Economic Analysis and Policy (3)

An analysis of the impact of macroeconomic influences. Determinants of trade balances, inflation, employment rates and monetary/fiscal policy in economic growth are assessed. Attention is given to descriptive and normative aspects of industry structure and growth within the context of bi-national and multi-national agreements.

BA533 - Financial Management (3)

This course is designed to explore the foundational concepts of business finance, including the time value of money, security pricing, valuation, portfolio risk and return and derivative securities.

BA543 - Marketing Management (3)

This course is designed to help students make strategic marketing decisions in an increasingly complex business environment. The foundational principles of marketing will be addressed, and special attention will be given to the rapid changes occurring in the marketplace.

BA553 - Managing Information Technology (3)

Issues of strategic planning and control related to information technology and e-commerce are discussed based on contemporary case studies.

BA563 - Managing the Global Business (3)

An exploration of key business functions in an increasingly global environment.

BA573 - Accounting for Managers (3)

A comprehensive overview of financial information systems with a focus on the use of financial reports in management. A basic understanding of accounting is presumed, and at least three hours of undergraduate accounting is strongly recommended.

BA583 - Organizational Behavior (3)

The study of human behavior in organizations. Emphasizes theoretical concepts and practical methods for understanding, analyzing, and predicting individual, group, and organizational behavior.

BA593 - Strategic Management (3)

Capstone course in the program, taken in the final term. Students will identify a problem within their current work situation and focus on taking an integrated approach (using all the functional areas of business) to research and present a solution.

ELECTIVE COURSES

BA613 - Managing the Non-Profit Organization (3)

Issues facing managers in the non-profit sector will be discussed and include program planning, selecting and managing boards, fund raising, financial and budgeting challenges, and developing strategies. *Required for Non-Profit Management Emphasis.*

BA623 - Stewardship Issues for Non-Profit Organizations (3)

This course investigates the range of fund-raising elements in the non-profit organization, including fundraising strategies, grant writing, program management, and methods and approaches to fundraising. *Required for Non-Profit Management Emphasis.*

BA653 - Human Resource Management (3)

Theories, concepts, and procedures involved in managing human resources. Examination of the correspondence between organizational strategies and human resources needed to carry out those

strategies. Topics include job analysis, compensation and benefits, performance management, succession planning, career development issues, legal considerations, and international issues

BA663 - Financial Planning (3)

This course examines personal financial planning concepts, including budgeting, credit, borrowing, insurance, investing and estate planning.

BA673 - Entrepreneurship (3)

This course provides an introduction to entrepreneurship, with an emphasis on identifying, evaluating and developing new venture opportunities. Topics include opportunity identification and evaluation, startup strategies, business valuation, business plan development, attracting stakeholders, financing the venture, managing the growing business and exit strategies.

BA683 - Managing Change (3)

Utilizing current books, articles, Scripture, facilitated discussion and case study analyses, Managing Change looks at the Biblical aspects of leading in the midst of change.

GRADUATE FACULTY

Meyers, Jonathan R., Dean of Business, 2008. LL.M. University of Washington, J.D. Willamette University, M.B.A. Willamette University, B.S. Corban College.

Bernard, Bryce A., Professor of Business, 1987. Ph.D. Nova Southeastern University, M.B.A. Oregon State University, B.S. Corban College. Certified Public Accountant.

Leavitt, Donald R., Assistant Professor of Business, 2000. M.B.A. University of Portland, B.S. Biola University.

Merritt, Bruce E., Associate Professor of Business, 1992. Ed.D. Nova Southeastern University, M.Ed. University of Portland, B.A. California State University Fullerton.

Sherwood, Justin R., Assistant Professor of Business, 2001. M.B.A. George Fox University, B.S. Corban College.

Sprow, James A., Associate Professor of Business, 2004. M.B.A. Stanford University, B.A. University of Washington.

Straw, Eric M., Assistant Professor of Information Systems, 2002. M.S. Nova Southeastern University, B.S. Corban College.

MASTER OF ARTS IN COUNSELING

PROGRAM OVERVIEW

The Master of Counseling Program (MA) has been designed with a common core of coursework to meet the needs of students pursuing a counseling degree. The program is designed for Christians and emphasizes the application of a biblical worldview to the practice of counseling. Christian ethical principles and theological principles are a theme which will run through the entire program. The program will use interactive materials to engage students in each course, including on-site practical work hours and supervision in the field of counseling. This will challenge students to develop practical problem solving skills with a Christian lens throughout the program

This program has been designed with CACREP (Council for Accreditation for Counseling and Related Educational Programs) standards as the guideline. CACREP is an independent agency recognized by the Council for Higher Education Accreditation whose mission is to accredit master's degree programs in counseling related programs. CACREP assures that the content and quality of the education program has been evaluated and meets standards set by and for the profession. The student can be assured that appropriate knowledge and skills areas that are necessary for entry into the counseling field will be included in the program. CACREP Standards for Counseling programs require a 60 semester hours graduate degree program, including a 600 clock hour internship. Corban requires an additional 6 credits in theology.

The Master of Counseling degree program is approved by the Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT). This approval allows graduates of Corban's MA counseling degree program to gain Registered Intern status upon graduation without the required review of their degree program. This allows graduates to move quickly into the state mandated process of earning licensure as a Licensed Professional Counselor (LPC) in the state of Oregon.

The program is built on the cohort model. Students will be required to be on campus once a week throughout the program. Additional coursework will be completed online.

THE LICENSURE PROCESS

Individuals with an earned Master of Arts degree in Counseling may apply to the Oregon Board of Licensed Professional Counselors and Therapists to become licensed professional counselors (LPC). This licensure process includes submitting graduate transcripts and documentation of clinical experience, passage of the National Counselor Examination (NCE), and continued clinical supervision for the equivalent of about 2 years of full-time counseling experience. For more information, students may visit the Board's web site at www.oblpct.state.or.us. Students interested in pursuing an LPC should contact the Oregon Board of Licensed Professional Counselors and Therapists, 3218 Pringle Road SE #160, Salem, OR 97302, (503) 378-5499.

The process is handled entirely by the Oregon Board of Licensed Professional Counselors and Therapists. The Counseling Program, while maintain an interest in its graduates and desiring to be supportive of Program graduates working toward an LPC, has no other involvement in the licensure process other than to release documentation of clinical hours

earned during the Program to the board. In the course of the Program at Corban College & Graduate School, any information from the Board will be made available to students, and every effort will be made to assist students in making inquiries to the Board. Specific questions should be directed to the licensure Board.

Students interested in professional licensure in a state other than Oregon should consult the appropriate board responsible for licensure in that state.

MISSION

To train counselors who value personal and professional excellence guided by biblical principles to promote and encourage positive change in the clients they serve. Our instruction is Bible-centered and is communicated in a caring environment that encourages life-long scholarly learning drawing from counseling literature both theoretical and applied.

PROGRAM OBJECTIVES

Upon completion of the Master of Arts in Counseling Program, candidates will be able to:

1. Demonstrate and deliver supervised clinical skills to both individuals and groups.
2. Demonstrate an awareness of spiritual issues impacting clients and articulate a counseling and theological framework.
3. Articulate a theory of person including spiritual, physical, behavioral, and psychological aspects.
4. Demonstrate awareness of differences among people and seek to understand others from a diversity of backgrounds.
5. Articulate and demonstrate various psychotherapeutic theoretical orientations to establish an effective therapeutic relationship.
6. Articulate and demonstrate a primary theoretical orientation and counseling style.
7. Develop and exhibit a professional identity as a counselor including effective self-evaluation.
8. Model professional ethical and legal practices.
9. Be prepared to begin the licensure process to become a Licensed Professional
10. Counselor (LPC) and/or a National Certified Counselor (NCC)

GRADUATE ACADEMIC CALENDAR

FALL	2009-10	2010-11
Application Deadline	April 15	April 15
Admission Interview	As scheduled	As scheduled
New Student Orientation	August 27	August 26
Fall Classes Start	August 31	August 30
Last Day to Add	September 4	September 3
Last Day to Drop w/o fee	September 4	September 10
Last Day to Drop	September 4	September 3
Spring Registration	November 16	November 15
Spring Graduation Application	N/A	December 3
Last Day for Fall Classes	December 18	December 10
Spring Classes Start	January 4	January 12
Last Day to Drop w/o fee	January 15	January 21
Last Day to Drop	March 19	March 18
Summer Registration	April 19-April 30	April 4-April 29
Last Day for Spring Classes	April 30	April 29
Commencement	May 1	May 7
Summer Classes Start	May 3	May 9
Last Day to Drop w/o fee	May 15	January 21
Last Day to Drop	May 15	March 18
Fall Registration	April 12-30	April 11-May 6
Last Day for Summer Classes	August 20	August 19

ADMISSIONS

Master of Arts in Counseling Requirements

The potential student must:

1. Profess faith in Jesus Christ and live a consistent Christian lifestyle.
2. Have a minimum cumulative GPA of 3.0 or approval from the Director of Graduate Counseling.
3. Complete the application form (online at www.corban.edu/graduate/apply).
4. Pay a \$40 nonrefundable application fee (can be paid after submitting online application).
5. Send official transcripts from your final undergraduate institution to the graduate admissions counselor. In addition, submit transcripts for any graduate courses believed to be transferable to the program. (At the time of application, prospective students may submit copies of unofficial transcripts of undergraduate work. However, a student will not be fully admitted into the program until official transcripts from all coursework are received and evaluated.)
6. Have Recommendation Forms (download from www.corban.edu/graduate) completed and sent to the Office of Graduate Admissions by evaluators.
 - a. Professional
 - b. Pastoral/Spiritual
7. Have evidence of professional experience:
 - a. Professional Resume (postal mail or email) documenting education and experi-

- ence in psychology, mental health, or related fields
 - b. A personal interview with the Admissions Committee
8. Complete the appropriate admissions essays.

Admissions Essays

Please answer the following with short essays (approximately 500 words each).

1. Explain how you came to know Jesus as your Savior, including the Scriptural basis for your salvation and what in your life indicates that you are walking with the Lord.
2. What do you believe are the characteristics of an effective Christian Counselor?
3. How will the Corban Counseling Program help you accomplish your professional and personal goals?
4. Applicants must submit a criminal background check prior to acceptance to the Program. A packet of forms is available from the Graduate Admissions Office.

General Guidelines and Conditions for Admission into the Counseling Program

The Counselor Program faculty has adopted the following specific principles and conditions for admission and retention in the program:

- a. Applicants are sought from a variety of groups and cultures within society. Admissions policies and procedures are designed to foster the identification and selection of all prospective students who possess the potential for Master level work in counseling—to the extent of looking beyond the more traditional criteria when advisable and possible.
- b. Applicants are sought who have demonstrated a commitment to the profession of counseling and to the specific counseling areas emphasized at Corban through interest, preparation, and experience.
- c. The Counseling Faculty has the responsibility for the selection of Masters' Candidates and has established admission criteria consistent with and in excess of those of Corban College & Graduate School.
- d. Counseling students enrolled in the Master's Degree are required to participate as clients in an individual or group counseling experience. On-going student emotional and psychological well-being is paramount for continuation in the program.
- e. The faculty of the Counseling Program subscribe to the ethical standards of the American Counseling Association (ACA). Consistent with these standards, students may not independently offer mental health diagnosis, counseling, or consultation services, either gratis or for remuneration. If it should come to the attention of the faculty that a student is offering such services, a committee appointed for this purpose will conduct an investigation of the student's activities. The committee will present its findings and recommendations to the staff for decision on retention of the student in the program.

FINANCES

Tuition and Fees:

Tuition per graduate semester hour	\$485
Program application fee	\$40
Registration fee	\$50
Late Registration fee	\$50
Graduation fee	\$100

Financial Aid

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

POLICIES

Advisors

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

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:

1. Document in writing explaining the appeal.
2. Appeal submitted to the Graduate Counseling Committee via the Director of Graduate Counseling
3. The Graduate Counseling Committee decisions may be appealed to the Academic Council of the college.
4. The decision and recommendations of the Academic Council will stand in all academic appeals and petitions.

Auditors

Subject to the Graduate Counseling Committee approval, current students may audit courses from which they wish to derive benefit without fulfilling credit requirements. This must be established with the registrar at time of registration and a \$50 auditing transcription fee must be paid. Students may not challenge or test out of a course that has been audited. The general public is not permitted to audit graduate courses.

Counseling Requirement

Counseling students enrolled are expected to participate as clients in an individual experience during the time they are enrolled as graduate students. This requirement recognizes the value of such an experience in the continuing development of self-awareness and personal identity. It is also based on the belief that first hand experience as a client bridges the gap between intellectual and emotional understanding of the client experience. Students will participate in individual with a qualified counselor or mental health provider approved by the faculty advisor. This therapeutic experience should focus on personal growth and awareness rather than specific skills training.

Students are required to provide written verification of at least 5 sessions of individual counseling to their faculty advisor prior to completion of the master's degree. Written verification is defined as a statement by the individual counselor of consistent attendance. Specifics of the counseling relationship will be kept confidential between student/client and counselor in accordance with the ethical guidelines of the American Counseling Association (ACA).

Counseling faculty will work with each student to determine the best possible resources for counseling. Local private and public agencies will be utilized that will best serve individual student financial needs. Students may not consider any program faculty as resources to fulfill this requirement.

Course Changes

Adding a Course

During the first week of the semester (and published in the academic calendar), students may add a course to their schedule by notifying the Office of the Registrar.

Students are required to make up any course work missed due to late enrollment. No course may be added after the end of the first calendar week of the semester without approval of the Dean and instructor teaching the course.

Dropping a Course

Students may drop a course the first week of class without financial penalty. This class will not appear on the transcript. No course may be dropped after the fifth day of class. See the academic calendar for drop dates for each session.

Enrollment Status

Students who are registered for at least six credits at the graduate level are considered full-time in the program. Students registered for three credits are considered to be half-time for financial aid purposes.

Grading

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+	(2.5)	
C	(2.0)	Passing, but below graduation requirement
D	(1.0)	Unsatisfactory; credits not applicable to the degree
F	(0.00)	Failure
I		Incomplete
X		Coursework continuing into subsequent semester(s)
WP/WF		Indicates official withdrawal from the course (while passing or failing).

The student receives no credit for that course or for work that may have been completed while registered for the course.

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.

Graduate Counseling Program Committee

This committee meets monthly to discuss and approve all appeals.

Appeals to be reviewed by the Committee are due two weeks prior to the Committee's

meeting date, the second Tuesday of every month. Please submit appeals to the Director of Graduate Counseling.

Graduation Requirements

To become eligible for the Master Counseling Program, the student must satisfactorily complete the following:

1. All required courses in program of study.
2. A minimum grade point average of 3.00 for the total graduate program, with no more than six hours of grade "C" included.
3. Formal application for graduation
Students who expect to complete all degree requirements must apply for graduation. Students are expected to apply for graduation during the semester prior to their anticipated finish of coursework. (See deadlines in Academic Calendar) A \$100 graduation fee must accompany the application. If the student wishes to participate in commencement ceremonies in May, additional fees may be necessary. To participate in commencement ceremonies, all requirements must be completed no later than the last full week before graduation.
4. Completion of Personal Portfolio as outlined in the student handbook and requisite coursework.

Human Subjects Research Committee

The Human Subjects Research Committee (HSRC) provides independent determinations on methods, risks, benefits and rights involved in research involving human subjects. The HSRC 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.

Internship

After successful completion of COU 501 Counseling Theory and Skills I, COU 502 Counseling Theory and Skills II and COU512 Practicum sequences, students begin their internship. The internship sequence (COU561/562/563) is designed to reflect the work experience of a professional counselor. Students select potential internship sites in the community based on an area of interest and level of skill and experience, in consultation with the faculty advisor. Students will complete 600 clock hours including: 240 direct hours of service, 1 hour weekly of individual supervision (typically offered at internship site),

and 1.5 hours of group supervision. Interns have the opportunity to observe and participate in all aspects of a professional counselor's work. Experience may include time spent with clients, supervision, staff meetings or trainings, community relations, and record keeping. The internship is the culminating professional experience.

Non-Degree Applicant

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

Practicum

The practicum experience consists of numerous skill building experiences culminating in actual counseling experiences with clients. Students begin skill building with COU501 Counseling Theory & Skills I in the fall and COU502 Counseling Theory & Skills II in the

spring. A one credit hour component of these classes will focus on microskills development. Students will participate in role-plays in class and will progress to audio and videotaped role-plays with classmates. The last 5 weeks of class in Spring will

include agency job shadowing (4 hours weekly), class time and 1.5 hours of group supervision each week. In summer semester students will complete COU512 Practicum. The practicum student has a chance to gain experience, develop competencies, integrate learning, and realize personal and professional growth under the guidance of a clinical supervisor. The practicum student is expected to demonstrate an increase in designated skills as the experience progresses. In addition to the opportunity to put counseling skills into practice, practicum offers the unique opportunity for the integration of experience and theoretical knowledge. Students must complete 100 clock hours that include: 40 hours direct client service, 1 hour weekly individual supervision, and 1 ½ hours weekly group supervision.

Readmission of Students

To apply for readmission after an absence of one year or more, a student must complete an Application for Readmission and return it to the Office of Graduate Admissions.
Time Limit

All degree requirements must be completed within six years from the beginning of admission to the graduate program at Corban College & Graduate School without loss of credit for completed classes.

Transfer of Credit

Graduate work completed at other regionally-accredited institutions may be accepted in partial fulfillment of the requirements for the Master of Counseling Program at Corban College & Graduate School 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. Students are permitted to transfer a total of twelve semester hours of graduate work from another institution. Each request for transfer of credit will be considered on an individual basis.
3. The value of the course content in relationship to the applicant's program will be considered in the decision.

COURSE SEQUENCE

SEMESTER	COURSE	LOCATION	COURSE LENGTH
Fall 2009	CN501 Counseling Theory and Skills I (4)	On Campus	15 weeks
	CN531 Counseling Profession (3)	Online	8 weeks
	CN611 Theology of Salvation and Christian Growth (2)	Online	8weeks
	CN500 Graduate Seminar	On Campus	Hybrid
Spring 2010	CN502 Counseling Theory and Skills II (4)	On Campus	15 weeks
	CN601 Theology and Counseling (2)	Online	8 weeks
	CN524 Foundations (3)	Online	8 weeks
Summer 2010	CN512 Practicum (3)	On Campus	15 weeks
	CN532 Social & Cultural Found (3)	Online	8 weeks
	CN522 Counseling Across the Lifespan (3)	Online	8 weeks
	CN535 Psychopathology (3)	Hybrid	15 weeks
Fall 2010	CN561 Internship (3)	On Campus	15 weeks
	CN523 Group Counseling	Hybrid	8 weeks
Spring 2011	CN541 Research Methods	Online	8 weeks
	CN562 Internship (3)	On Campus	15 weeks
	CN536 Addiction Counseling (3)	Online	8 weeks
	CN612 Theology of Faith, Hope and Love (2)	Online	8 weeks
	CN521 Family Counseling	Hybrid	15 weeks
Summer 2011	CN563 Internship (3)	On Campus	15 weeks
	CN534 Appraisal (3)	On Campus (Hybrid)	15 weeks
	CN533 Career (3)	Online	8 weeks

COURSE DESCRIPTIONS AND LISTINGS

CN500 Graduate Seminar (1)

This course is an introduction to graduate study in the field of counseling. It orients students to the Counseling Program and provides them with the skills, knowledge, and understanding necessary to write graduate-level papers in APA manuscript style. Development of effective time management, good self-care, and spiritual growth throughout graduate study and a career in counseling will be emphasized.

CN501 Counseling Theory & Skills I (4)

This course introduces students to theories of counseling and psychotherapy from a historical-chronological perspective. As students are exposed to these models (including psychoanalytic therapy, Adler-

rian therapy, person-centered counseling, Gestalt therapy, humanistic-existential therapy, and a variety of cognitive-behavioral) they will be encouraged to incorporate their own values about the human change process and their faith with these theories and counseling processes in order to begin to define their own theoretical orientation to counseling. Students will begin microskills identification and practice.

CN502 Counseling Theory & Skills II (4)

This course provides continued development of the theories and techniques of counseling including identification of the counseling process. To facilitate counseling competencies students will participate in self-critique, peer critique and supervisor critique of videotaped interviews with peer clients.

CN512 Practicum (3)

This course is designed to continue the development of competencies in basic counseling processes and skills. Students will complete a supervised practicum experience including 5 weeks of job shadowing (4 hours weekly), and 10 weeks of a minimum of 100 clock hours (40 hours direct client service, 1 hour weekly individual supervision, and 1 ½ hours weekly group supervision) with actual clients in an agency setting.

CN521 Introduction to Family Counseling (3)

This course is an overview of major theoretical approaches to marriage and family counseling. Students are introduced to techniques and interventions in systems therapy approaches and will begin to develop competencies essential for assisting families in improving relationships.

CN522 Counseling Across the Life Span (3)

This course is a study of the relationship of human development to the counseling profession. Theories of human growth and development including affective, behavioral, cognitive, physical, and moral development, theories of personality and learning will be explored as each pertain to understanding the relationship of human development to counseling children and adults.

CN523 Group Counseling (3)

This course is an experiential and conceptual introduction to the therapeutic group experience including: group counseling approaches, models and theories, and group facilitation skills, and issues of leadership, power, and process, group counseling goals, composition, and phases.

CN524 Foundations in Community Counseling (3)

This course addresses the foundations of community counseling including: the historical, philosophical, societal, cultural, economic, political dimensions and current trends in the human service/mental health movement; the roles, functions, preparation standards, credentialing, licensure and professional identity of community counselors; and the employment issues relevant to community counseling.

CN531 The Counseling Profession (3)

This course is designed to introduce the student to the field of counseling; it's theoretical and philosophical bases, historical antecedents, current theories, ethical issues, professional identity and values, multicultural and diversity practice issues, social advocacy opportunities and provides an overview of current practice environments. Areas of practice include mental health settings, academic/career organizations, agencies, community centers, schools and private practice.

CN532 Social & Cultural Foundations (3)

This course addresses the social and cultural factors affecting the counseling process. Students will investigate attitudes and perspectives regarding gender, race, ethnicity, sexual orientation, age, and other cultural differences. Particular emphasis will be placed upon biblical, historical, and cultural perspectives and the impact current views have on the counseling relationship. Students will be encouraged to expand their points of view of diverse populations leading toward successful therapeutic relationships and an acceptance of all persons.

CN533 Career & Life Planning (3)

This course is designed to investigate the concept of career as a lifespan process. Students investigate theories of adult career development as well as strategies and methods to facilitate clients' career decisions. Emphasis is placed on the decision-making process and issues of career counseling with special populations.

CN534 Appraisal of the Individual (3)

This course provides for the development of a framework for understanding the individual. Since assessment has a role throughout the counseling process it is imperative to learn the principles of assessment including concepts of measurement, assessment methods and areas of client assessment, and the role that the application of assessment plays in the counseling process.

CN535 Psychopathology (3)

This course introduces the use of current diagnostic tools, including the Diagnostic and Statistical Manual (DSM), and its use

in treatment, planning and diagnosis in psychopathology. Students will explore principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans; and principles of diagnosis.

CN541 Research Methods (3)

This introductory course explains quantitative and qualitative research methodology in the social sciences. Introductory statistical concepts, such as measures of central tendency and variability, standard scores, and hypothesis testing are reviewed.

CN536 Addiction Counseling (3)

The course will explore the theory and techniques of addiction including assessment and counseling theory and interventions. The course is designed to introduce students to issues associated with addictions including substances, gambling, and eating disorders etc. and the resulting impact on client and community systems.

CN561/562/563 Internship I, II, III (3, 3, 3)

The internship is the culminating field experience of the program and requires completion of a supervised experience of 600 clock hours. This experience is designed to provide the student with on-site placement in a public or private mental health setting that creates the bridge between training and professionalism. Components of the learning experience include: direct client service, individual supervision, group supervision, peer learning, video/audio tape review and consultation.

CN 601 Theology & Counseling (2)

This course is an overview of topics that relate to developing controversies between counseling and Christianity. Biblical worldview and principles in counseling are explored and incorporated into a conceptual framework for counseling.

CN602 The Theology of Salvation and Christian Growth (2)

This course overviews the various Bible Doctrines such as: Theology Proper, A Trinitarian view of God, Hamartiology, Anthropology and Salvation as they contribute

to an understanding of personal formation and schools of Counseling. Students will become aware of the most significant traditions and teachings of the Christian Church and established schools of Counseling. The overall outcome of the course is to develop an integrative frame work that respects the authority of Scripture and the "state of a person's well-being". Students will enter into a conversation regarding the significance of knowing God, loving oneself, and loving one's neighbor. Included will be a reflective process on student's own Christian identity and an ethics based counseling identity.

CN603 The Theology of Faith, Hope & Love (2)

This course is a continuation of COU602 to include a familiarization with several other key Biblical Doctrines such as the Doctrine of Sanctification, Doctrine of Ecclesiology, and the Doctrine of Eschatology. Special consideration will be given to the specific application of these Doctrines to understanding the relationship between Faith, Love, and Hope as a foundation for spiritual, mental, and emotional health. A Trinitarian view of God will be reviewed as a model for understanding community life, marriage, and personal growth. Classic Christian literature will be reviewed and integrated into class content to assist students in the formation of their identity as a Counselor

GRADUATE COUNSELING FACULTY

Patricia J Myers, MS, NCC

Director of Graduate Counseling, 1994. B.A. Marycrest College; M.S. Western Oregon State College/Oregon State University; doctoral student, Oregon State University

Rich Meyers, Psy D

Chair of Undergraduate Psychology, 1977, B.S. Corban/Western Baptist College; B.A. California State University at Hayward; M.A. Trinity Evangelical Divinity School; M.A. Western Conservative Baptist Seminary; Psych.D., George Fox University

ADJUNCT FACULTY

Laurie Smith

Assistant Professor, 2007. B.S. Corban College; M.S. Western Oregon State College

MASTER OF SCIENCE IN EDUCATION

MISSION

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.

GOALS

1. The candidate develops and sharpens a biblical worldview that will inform and shape the candidate's educational philosophy and its enactment.
2. The candidate demonstrates educational leadership by serving as a mentor, participating in continued professional development and assuming leadership roles within schools.
3. The candidate conducts and uses research to determine instructional decisions and interpret assessment data.
4. The candidate designs and evaluates differentiated instructional opportunities that recognize individual differences in culture, language, learning ability, social background and experience.
5. The candidate conducts and evaluates culturally relevant formal and informal assessments that reveal students' knowledge, skills and abilities as they relate to district and state standards.
6. The candidate develops and fosters healthy learning communities that are educationally relevant and specific and include family participation.

"In everything set them an example by doing what is good. In your teaching show integrity, seriousness and soundness of speech that cannot be condemned..." (Titus 2:7-8).

Graduate Teacher Licensure Program (GTL)

OVERVIEW

This program is designed for candidates who have an accredited bachelor degree but have not completed a course of study in education. Upon completion of the program, the candidate will be eligible for an Initial Oregon Teaching License. The program consists of 28 credits for Early Childhood and Elementary Authorization, 28 credits for Elementary and Middle Level Authorization, and 26 credits for Middle Level and High School Authorization. The following is a list of endorsements we currently provide: Biology, Business, Language Arts, Mathematics, Music, Physical Education and Social Studies. A unique 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. GTL program course schedules by semester are listed in Appendix A.

Candidates enrolling in the Graduate Teacher Licensure program are required to complete most of the course requirements on campus. They are also required to come to campus for new student registration and orientation.

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. 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 2 credit-hour practicum that would be arranged for the candidate to successfully complete before student teaching.
4. Pass the California Basic Educational Skills Test (CBEST) or Praxis I (PPST). If the application is complete except for score reports indicating passing scores on the CBEST or PPST, the candidate may be considered for Provisional Acceptance.
5. Demonstrate competency in a subject area if seeking middle and/or high school level authorization. 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. 30 semester hours in content area.
6. 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

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 \$40.00 as a nonrefundable application fee.
3. Submit Recommendation Forms listed below. Evaluators who complete the form should send it to the Office of Graduate & Adult Degree Admissions.
 - a. Professional
 - b. Christian Character
4. Send official transcripts from the final undergraduate institution to the Office of Graduate & Adult Degree Admissions. In addition, transcripts for any graduate courses believed to be transferable to the program should also be sent.
5. Provide evidence of recent successful experience with K-12 students at the appropriate authorization age level as well as other professional experience by submitting a Professional Resume, with additional information provided in the required admissions essays.

REQUIRED COURSES

Oregon Initial Teaching License Program Common Core (21 credits) ED511 Biblical Worldview in Education (3) ED530/531 Instructional Alignment (4)* ED532 Theories of Learning and Teaching (3) ED534 Teaching the Diverse Learner (3) ED563 Field Experience I - First Authorization (5) ED564 Field Experience II - Second Authorization (2) ED568 Special Topics Seminar (1)		
Early childhood / Elementary Authorization** (7 credits) ED550 Methods in Literacy (3) ED551 Methods in Math (2) ED552 Methods in Social Studies/Science (2)	Elementary / Middle Authorization** (7 credits) ED550 Methods in Literacy (3) ED551 Methods in Math (2) ED552 Methods in Social Studies/Science (2)	Middle Level / High School Authorization** (5 credits) *ED556 Content Area Literacy (2) *ED553 Special Methods in Content Area (3)
Multiple Subjects Exam	Multiple Subjects Exam and Basic Content Area Praxis II	Multiple Subjects Exam and Praxis II

The following courses will carry over from the licensure program to the Master of Education program (Curriculum/Instruction Track):

Teaching the Diverse Learner	3
Biblical Worldview in Education	3
Theories of Learning and Teaching	3
Up to three credits from methods courses	3

ADDITIONAL REQUIREMENTS FOR LICENSURE

Examinations. In addition to the CBEST or Praxis I, candidates pursuing early childhood, elementary or middle school authorizations are required to pass the Multiple Subjects Exam (MSE), administered by ORELA. Middle School and High School candidates are required to pass all relevant content area Praxis II exams. All exams must be passed before student teaching.

Human Development Coursework. TSPC requires that all licensure candidates have taken a course in childhood or adolescent or lifespan development, relevant to the age of students designated by the desired authorization levels. This course may be completed at any accredited higher education institution and may be completed prior to admission to Corban's GTL program.

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.

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.

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 four tracks: Curriculum and Instruction, ESOL Endorsement, Reading Endorsement and Continuing Teaching License.

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.

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 \$40.00 as a nonrefundable application fee.
3. Submit Recommendation Forms listed below. Evaluators who complete the form should send it to the Office of Graduate & Adult Degree Admissions.
 - a. Professional
 - b. Christian Character
4. Send official transcripts from the final undergraduate institution to the Office of Graduate & Adult Degree 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.

REQUIRED COURSES

M.Ed. Common Core (19 credits) ED501 Planning Seminar (1) ED511 Biblical Worldview in Education (3) ED513 Biblical Leadership in an Educational Environment (3) ED532 Theories of Learning and Teaching (3) ED545 Law, Policy and Politics in Education (3) ED601 Introduction to Research in Education (3) ED602 Thesis (3)	
Curriculum and Instruction (15) ED535 Curriculum Devel and Evaluation (3) ED542 Assessment for Learning (3) ED534 Teaching the Diverse Learner (3) Content Area Electives (6)	Continuing Teaching License (14) ED535 Curriculum Development (3) ED542 Assessment for Learning (3) Content Electives (6) ED605 Portfolio (2)
Reading Specialist (14) ED621 Foundations of Literacy and Language Development (3) ED625 Current Issues & Leadership in Literacy Instruction (3) ED626 Advanced Literacy Assessment and Diagnosis (3) ED632 Advanced Methods in Reading & Writing Instruction (3) ED634/ED638 Reading Specialist Practicum – Elementary/Secondary (2)	ESOL Specialist (14) ED611 Intro to Linguistics and Language Acquisition (3) ED614 Intercultural Communication and Teaching (3) ED615 ESOL Methods and Materials (3) ED616 Content Area Instruction & Assessment for ELL Students (3) ED618 ESOL/Bilingual Practicum (2)

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.

English for Speakers of Other Languages/Bilingual Endorsement and Track

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 program. The endorsement sequence comprises 4 core courses in ESOL/Bilingual theory and practice, and a 2-credit practicum.

A candidate for the Bilingual endorsement must also furnish evidence of proficiency in the designated foreign language. This may be with a passing score on the ACTFL Proficiency Test, by passing another second language fluency exam approved by program leadership or by evidence of prior experience.

REQUIRED COURSES

ED611 Intro to Linguistics and Language Acquisition (3) ED614 Intercultural Communication and Teaching (3) ED615 ESOL Methods and Materials (3) ED616 Content Area Instruction & Assessment for ELL Students (3) ED618 ESOL/Bilingual Practicum (2)
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Upon completion of coursework and practicum, an ESOL endorsement candidate is required to pass the ESOL exam administered by Oregon Educator Licensure Assessments (ORELA). Corban College 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.

Reading Endorsement and Track

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 12 course credits in reading theory and practice and a 2-credit practicum. Below is a listing of the courses that lead to the endorsement.

REQUIRED COURSES

ED621 Foundations of Literacy and Language Development (3)
ED625 Current Issues & Leadership in Literacy Instruction (3)
ED626 Advanced Literacy Assessment and Diagnosis (3)
ED632 Advanced Methods in Reading & Writing Instruction (3)
ED634/ED638 Reading Specialist Practicum – Elementary/Secondary (2)

Upon completion of coursework and practicum, a Reading Endorsement candidate is required to pass the Praxis II Reading Specialist exam. Corban College 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. (If the candidate holds a Basic or Standard teaching license, he or she is eligible for the endorsement upon passing the exam and completing a practicum. The candidate applies directly to TSPC with no program recommendation required.)

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.

REQUIRED COURSES

ED535 Curriculum Development and Evaluation (3)
ED542 Assessment for Learning (2)
ED534 Teaching the Diverse Learner (2)
Content Area Electives (6)

Continuing Teaching License and Track

OVERVIEW

This program is for Oregon licensed educators. Candidates can either complete courses as a stand-alone program or as a track in the Master of Science in Education program. The endorsement sequence comprises six semester credits in curriculum development and assessment, six graduate semester credits of electives and the compilation of a portfolio for 1 credit.

REQUIRED COURSES

ED535 Curriculum Development (3) ED542 Assessment for Learning (3) Content Electives (6) ED605 Portfolio (2)

GRADUATE EDUCATION ACADEMIC CALENDAR

FALL SEMESTER	2009-2010	2010-2011
New Student Orientation	September 3	September 2
Open Registration Begins	July 13	July 12
Late Registration Begins	August 24	August 23
1st Day of Instruction	September 7 LaborDay	September 6 LaborDay
Add/Drop Date Deadline	September 11	September 10
Thanksgiving Break	November 25-27	November 24-26
Finals Week	December 14-18	December 13-17

SPRING SEMESTER		
New Student Orientation	January 7	January 6
Open Registration Begins	November 16, 2009	November 15, 2010
Late Registration Begins	January 4	January 3
1st Day of Instruction	January 11	January 10
Add/Drop Date Deadline	January 15	January 14
Graduation Applications Due	January 15	January 14
Presidents' Day Holiday	February 15	February 21
Spring Break	March 22-26	March 21-25
Finals Week	April 26-30	May 2-6
Commencement	May 1	May 7

SUMMER SEMESTER	SUMMER 2010	SUMMER 2011
New Student Orientation	May 26	June 2
Open Registration Begins	April 19	April 18
Late Registration Begins	May 24	May 31
Online Instruction Begins	May 31	June 6
Add/Drop Date Deadline	June 4	June 10
Intensive Session I (2 weeks, M-F, 6-9pm)	June 14-25	June 13-24
Intensive Session II (2 weeks, M-F, 6-9pm)	July 12-23	July 11-22
Intensive Session III (2 weeks, M-F, 6-9pm)	July 26 – Aug 6	August 1-12
Final Week of Online Instruction	August 2-6	August 8-12

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.

FINANCES

Tuition and Fees

Tuition and fees assessed are designed to cover the costs incurred by the college in providing a quality education at a reasonable price.

Tuition per graduate semester hour	\$485
Program application fee (one time)	\$40
Registration fee	\$50
Late Registration fee	\$100
Student teaching lab fee (licensure candidates only)	
First Authorization	\$275
Second Authorization	\$125
Graduation fee	\$100

Financial Aid

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

Enrollment Status

Candidates who are registered for at least six credits at the graduate level are considered full-time in the program. Candidates registered for three credits are considered half-time and qualify for financial aid.

COURSE DESCRIPTIONS

GRADUATE TEACHER LICENSURE PROGRAM (GTL) - CORE

ED511 (3) Biblical Worldview 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

ED532 (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.

GRADUATE TEACHER LICENSURE (GTL) – INSTRUCTIONAL METHODS

ED530 (2) Instructional Alignment I

This is part one of a two-semester course designed to model the process of instructional alignment through all stages of curriculum development, including development of goals, objectives, content and strategies as they relate to the four levels of Oregon licensure. These concepts will be applied in age-group breakout sessions focusing on effective and developmentally appropriate teaching strategies. Micro-teaching 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.

ED531 (2) Instructional Alignment II

This is part two of a two-semester course designed to model the process of instructional alignment through all stages of curriculum development. This course builds upon the concepts presented in Instructional Alignment I. Students will be introduced to a variety of techniques appropriate for evaluating and assessing at all levels of Oregon licensure. Additional emphasis is placed upon the effective integration of technology and other media into instruction.

ED555 (2) Early Childhood/ Elementary Music Methods

This course is designed to facilitate an increase in students' understanding of musical development in children and the breadth of music curriculum applications in elementary schools. Students will be guided toward the development of competencies necessary to teach music in the elementary schools; including planning, presentation, management and evaluation skills.

ED550 (3) Methods in Literacy

This course emphasizes how 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.

ED551 (2) Methods in Mathematics

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

ED552 (2) Methods in Social Studies/Science

Candidates will study, experience, and practice research-based social studies and science pedagogy appropriate to early childhood/elementary students in a self-contained classroom setting. Activities include writing and research and a demonstration of social studies and science teaching practice. Candidates will also develop and critique social studies and science curriculum.

ED553(BU/LA/PE/MA/MU/SC/SS) (3) Special Methods in Content Area

This course is designed to help secondary candidates develop specific teaching skills related to their individual content areas of expertise.

ED556 (2) Content Area Literacy

This course examines the importance of every middle level and high school teacher in the development of reading, writing, speaking and thinking skills within his/her specific content area. Topics include reading levels and text readability, study methods, vocabulary development, comprehension, mapping, questioning, and small group skills.

ED557 (3) K-12 Methods in Physical Education Instruction

This course provides foundational knowledge and application in effective teaching physical education instruction strategies for all authorization levels.

ED568 (1) Special Topics Seminar

In this series of four Saturday morning workshops, candidates will examine various approaches to classroom management and begin developing their own management philosophy and strategies. Early Childhood and Elementary candidates will also investigate strategies for integrating the Arts and PE in their classrooms, and Secondary candidates will examine issues relating to Middle School Models and Methods.

Special Topics Workshop Sequence (4 Saturdays)

Classroom Management	EC/EL	ML/HS
Classroom Management	EC/EL	ML/HS
Arts	EC/EL	
PE	EC/EL	
ML Methods		ML/HS
ML Methods		ML/HS

GRADUATE TEACHER LICENSURE PROGRAM (GTL) – PRACTICA

ED563 (5) Field Experience I – First Authorization

The candidate completes a 10-week full-time teaching experience at the first authorization level of his/her choice: early childhood, elementary, middle level, or high school. The experience includes the development and teaching of a work sample. (A \$275 fee is collected at registration for the costs of classroom teacher supervision and travel expenses for a college supervisor.)

ED564 (2) Field Experience II – Second Authorization

The candidate completes a 5-week full-time teaching experience at the 2nd authorization level of his/her choice: early childhood, elementary, middle level, or high school. The experience includes the development and teaching of a work sample. (A \$125 fee is collected at registration for the costs of classroom teacher supervision and travel expenses for a college supervisor.)

ED565 (2) Methods Practicum

This practicum is designed for post-baccalaureate teacher licensure candidates who enter the program with little or no classroom experience. Candidates are required to be in the classroom a minimum of 30 hours for observation and active participation. Prescribed experiences should include working with students in small groups on a number of occasions and whole class leadership for brief periods of time on 4-5 occasions. No official lesson plans or units of instruction are required, but a written reflection on the experience will be discussed and submitted to the candidate's academic advisor. A \$50 fee will be assessed in addition to tuition to compensate the cooperating teacher and meet mileage expenses for the supervising teacher.

ED566 (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 \$125 fee will be assessed in addition to tuition to compensate the cooperating teacher and meet mileage expenses for the supervising teacher.

ED567 (7) Field Experience III—Single Authorization

The candidate completes a 15-week full-time

teaching experience at the single authorization level of his/her choice: early childhood, elementary, middle level, or high school. The experience includes the development and teaching of TWO work samples. (A \$425 fee is collected at registration for the costs of classroom teacher supervision and travel expenses for a college supervisor.)

MASTER OF SCIENCE IN EDUCATION (M.ED.) – CORE

ED501 (1) Planning Seminar

During the first semester of the M. Ed. program, all candidates are required to complete the Planning Seminar. This seminar outlines the candidate's personal and professional learning goals, and lists the activities that will be pursued to meet these goals. The candidate and the graduate advisor work collaboratively to develop an individualized plan, including a projected timeline, for program completion.

ED511 (3) Biblical Worldview 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.

ED513 (3) Biblical Leadership in an Educational Environment

In this course students will examine the nature of biblical leadership, consider traditional theories and styles of leadership, and work to develop their own identity as leaders in an educational environment. They will study current issues in educational leadership and articulate the positive difference both formal and informal leaders can make in a given educational setting. Students will have the chance to reflect on and apply their own values and understanding to shed light on situations they are likely to face as educational leaders.

ED532 (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.

ED545 (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.

ED601 (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.

ED602 (3) Thesis

Students will be guided in supplementing the thesis bibliography begun in ED601, 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.

MASTER OF SCIENCE IN EDUCATION (M.ED.) – CURRICULUM AND INSTRUCTION

ED534 (3) Teaching the Diverse Learner

Candidates learn to select, modify, and evaluate curricular materials for individuals and groups of exceptional learners, taking into

account the learners' intelligences, cultural history, learning abilities and socioeconomic background. Candidates will work with case studies involving exceptional individuals and apply methods of instruction discussed in class.

ED535 (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.

ED542 (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.

MASTER OF SCIENCE IN EDUCATION (M.ED.) – READING ENDORSEMENT

ED621 (3) Foundations of Literacy and Language Development

This course focuses on theoretical foundations, current prevailing and competing theories, and the relationship of reading, writing, listening and speaking. It emphasizes psychological, cognitive and psycholinguistic principles that underlie the reading process. This course also addresses the stages of literacy and language development in children and adolescence. Candidates will look at the implications of various literacy theories and developmental issues as they impact literacy instruction.

ED625 (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.

ED626 (3) Advanced Literacy Assessment and Diagnosis

This course focuses on the knowledge and skills necessary to diagnose children's reading. Selection and use of formal/informal assessment tools, understanding of basic measurement concepts, and analysis of results toward instruction planning for individuals and schools will be explored.

ED632 (3) Advanced Reading/Writing Instruction Methods

This course focuses on building the teachers' understanding and repertoire of effective literacy instruction strategies of all K-12 students, from the development of emerging readers' decoding, fluency and comprehension skills to the development of basic and advanced literacy skills on the part of older elementary and adolescent learners. The main emphases will be learning strategies that cultivate students' joy in reading as well as teaching them how to read for meaning across genres and content areas so that they all become actively literate.

ED634 (2) Practicum – Elementary Reading Specialist

This practicum provides candidates with the opportunity to teach younger students in the private or public school settings under supervision. The practicum emphasizes the use of instructional materials, strategies and techniques learned and selected in light of extensive research and knowledge from coursework.

ED638 (2) Practicum – Secondary Reading Specialist

This practicum provides candidates with the opportunity to teach middle/high school students in the private or public school settings under supervision. The practicum emphasizes the use of instructional materials, strategies and techniques learned and

selected in light of extensive research and knowledge from coursework.

MASTER OF SCIENCE IN EDUCATION (M.ED.) – ESOL

ED611 (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.

ED614 (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.

ED615: (3) Methods and Materials – ESOL Instruction

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

ED616 (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.

ED618 (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 Endorsement must demonstrate proficiency in the classroom use of the designated foreign language.

MASTER OF SCIENCE IN EDUCATION (M.ED.) – CONTINUING TEACHING LICENSE (CTL)

ED535 (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.

ED542 (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.

ED605 (2) Portfolio

To be arranged with the Director of Graduate Education. This process is designed

to allow the Continuing Teaching License candidate to present and defend his/her evidence of competence at an advanced level.

ADDITIONAL ELECTIVES

ED533 (3) Technology in Education (offered every spring semester)

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.

HI513 Historical Perspectives: Reading and Analysis (by special arrangement, limited availability)

This course will be jointly defined by instructor and student, based on the student's professional experience, content expertise and professional goals. Primary objectives will include examination of professional literature in a given focus area, demonstration of content knowledge, analysis and critique of the literature and professional application.

FORMER GRADUATE EDUCATION PROGRAM COURSES

(No longer required in Graduate Education Program. Offered only by Director approval and faculty availability in unique circumstances, additional Independent Study Fee applied.)

ED510 (3) Philosophy of Education

This course presents major philosophies and discusses the effects of those philosophies on education. Each candidate develops a position paper outlining his/her own philosophy of education from a Christian perspective. This course is required for a teaching certificate from the Association of Christian Schools International.

ED521 (2) Introduction to Research and Analysis

Topics in this survey course include research paradigms; measurement and test characteristics; planning and evaluation; library resources; identifying research problems; planning research; types of research; and research designs.

ED522 (2) Quantitative Research in Education

This course helps beginning educational researchers balance the competing demands of formal experimental and survey design principles with the practical constraints of the real world, so that they can conduct sound quantitative research. Emphasis will be placed on formulating research questions, identifying relevant target populations, selecting respondents for study, refining definitions of the effects of interest, identifying relevant comparisons, selecting appropriate measures, determining how many subjects to study, and taking advantage of the results of previous research and pilot studies.

ED523 (2) Qualitative Research in Education

This course introduces the basic issues of theory and method in qualitative research. These skills include negotiating a research relationship with those studied, identifying and critiquing one's own assumptions about the people and issues studied, developing research questions, conducting observations and interviews, confronting ethical issues, analyzing qualitative data, and communicating the results of research.

ED524 (2) Classroom Action Research

Action research is one of the possible capstone projects for the M. Ed. Program. It involves the identification of an education problem in the candidate's work setting, researching the literature regarding the educational problem, designing a proposal to solve the problem, implementing the solution (after the proposal has been approved), and reporting the results.

ED525 (2) Mixed Methods Research

This course introduces the basic issues of theory and method in qualitative and quantitative research and shows how both methods can complement and enhance data collection strategies. Candidates will learn how to negotiate research relationships, identify personal bias, conduct interview, balance the competing demands of formal experimental and survey design principles with the practical constraints of the real world, use research instruments and identify relevant target populations. Candidates will also learn how to use the different methodologies to triangulate data.

ED536 (3) Classroom Teacher-Counselor

This course focuses on the classroom teacher's obligations and opportunities for guiding and counseling students in academic and personal areas. It acquaints the teacher with the varied needs and characteristics of children and adolescents, basic concepts and techniques of group and individual counseling and guidance, and means of incorporating these factors in a practical, functional classroom program. Particular emphasis is placed on the interrelationships of the classroom counselor with staff associates, parents and other specialized resource personnel (arranged upon request and contingent upon faculty availability).

Academic Policies

ADDING OR DROPPING COURSES

Adding Courses

For **fall and spring** semester students may add a course to their schedule up to the first day of class. Adding a course after the first day requires consultation and permission from the Director of Graduate Education. No courses may be added after the Add/Drop Date Deadline. (see Calendar) Candidates are required to make up any coursework missed due to late enrollment.

For **summer semester** students may add an online course only up to the first day of instruction. Adding an online course after the first day of instruction requires consultation and permission of the Director of Graduate Education. Students may add a face-to-face course to their schedule, if it meets later in the summer, up to the Add/Drop Date Deadline – which is typically the Friday of the first week of online course instruction.

Dropping Courses

For **fall and spring semesters**, students may drop a course up to the Add/Drop Deadline (see Calendar) This is done by the student via the Student Information System but it is strongly recommended that students consult their advisor before making changes in their schedule.

- Students may drop a course with no tuition penalty if done so by the Add/Drop Deadline.
- After the Add/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 Add/Drop will not be reflected in the final transcript.
- Courses dropped after the Add/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.

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.

Appeals

Candidates 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:

1. Document in writing explaining the appeal
2. Appeal submitted to the Director of Graduate Education
3. Director of Graduate Education decisions may be appealed to the Dean and then to the Academic Council of the college.
4. The decision and recommendations of the Academic Council will stand in all academic appeals and petitions

Auditing Courses

Subject to the approval of the Director of Graduate Education, current students may audit courses from which they wish to derive benefit without fulfilling credit requirements. This must be established with the registrar at time of registration and a \$50 auditing transcription fee must be paid. Candidates may not challenge or test out of a course that has been audited. The general public is not permitted to audit graduate courses.

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 & Adult Degree 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.

Registration

Graduate students register themselves using the online Student Information System, and they may register for courses beginning on the day of Open Registration according to the calendar in this bulletin. A LATE registration fee will be applied for any registration activity after the close of Open Registration. (see Calendar)

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 Dean 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.

Master of Science in Education requirements must be completed within six years from the beginning of admission to the M.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.Ed. program, at which time all GTL coursework that applies to the M.Ed. requirements will be accepted and the candidate has four years in which to complete the remaining M.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.

Grading

Grades in the graduate education program have the following meaning and are computed for GPA according to the following scale:

A	(4.00)	Superior
A-	(3.7)	
B+	(3.3)	
B	(3.0)	Good
B-	(2.7)	
C+	(2.5)	
C	(2.0)	Adequate
F	(0.00)	Failure
I		Incomplete
X		Coursework continuing into subsequent semester(s)
WP/WF		Indicates official withdrawal from the course (while passing or failing). The candidate receives no credit for that course or for work that may have been completed while registered for the course.

An incomplete grade (I) is a temporary grade given when candidates 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, candidates 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. Candidates 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.

Graduate Teacher Licensure Students Entering M.Ed. Program

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

- If seeking to enter the M.Ed. program *while still completing GTL requirements*, the candidate will be officially accepted to the M.Ed. program upon completion of an admissions application with no fee and no letters of recommendation.
- If seeking to enter the M.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.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.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.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.

Current or former GTL students will be required to enroll in ED501 Planning Seminar the first semester after official acceptance into the M.Ed. program.

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 Planning 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 ED602 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 "C" included. (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 by the first week of the semester in which the candidate expects to graduate. A \$100 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.

Independent Study

Any candidate desiring to take a course out of sequence as independent study will be charged an independent study fee of \$150 per credit. (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.

Non-Degree Applicant

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

Online Courses

The M.Ed. program can be completed entirely online, or students may choose to take some courses face-to-face (F2F). Many M.Ed. courses are offered in both formats, while most are offered only online. Candidates in the Graduate Teacher Licensure program

(GTL) are required to take a significant portion of courses F2F, but there are also online options for some courses in this program. A course matrix is available to current students describing when all courses will be offered and in what format.

Planning Seminar

Master of Science in Education candidates are required to take Planning Seminar (ED501) during the first semester of their program. Over the course of the semester the candidate will confer with a graduate advisor to discuss the policy and procedures of the program as well as plan the course of study to fit the specific needs of the candidate.

Readmission of Candidates

Candidates absent from the GTL or M.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 submitting an application for admission with no application fee and no letters of recommendation required.
- Returning within three years the candidate will be re-admitted upon submitting an application 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.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.

Student Teaching

The required student teaching experience for graduate teacher licensure candidates is a minimum of 15 weeks, full-time in the schools. This will most often be divided between two placements, referred to as 1st authorization and 2nd authorization. The 1st authorization placement will be approximately 10 weeks, and the 2nd authorization 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).

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

1. All coursework completed with a cumulative GPA of 3.00 and no more than 6 semester hours of a grade of C. 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 teacher education secretary 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. Passing score on CBEST (must pass before being admitted to program)
4. Passing score on the Multiple Subjects Exam and/or Praxis II content area test if required for licensure.
5. Documented classroom experience that satisfies this requirement.

Summer Schedule

During the academic year (fall and spring semester) courses are taught online or in the evening or on the weekend. This is done to facilitate candidates' busy work and teaching schedules. In the summer, courses are offered online or on campus from June through August. These courses are referred to as **two week intensives**. These courses meet 5 days a week for two weeks in evening hours. Precise dates for specific courses are posted early each spring semester.

Thesis Requirement

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 College 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.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, ED6O1 and ED6O2.

Transfer of Credit

Graduate work completed at other regionally-accredited institutions may be accepted in partial fulfillment of the requirements for the initial teaching 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 nine 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 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 will NOT be counted as graduate credit toward the M.Ed.

GRADUATE FACULTY

Janine Allen, Dean of Education, 2008. B.A. Loyola Marymount University; M.A. California State University; Ed.D. George Fox University.

Beth Bartruff, Assistant Professor of Education, 2002. B.A. Willamette University; M.A.T. Willamette University; Ed.D. George Fox University (Fall 2009)

Roy Bunch, Associate Professor of Education, 2005. B.Th. Northwest Christian College; M.Div. Emmanuel School of Religion; Ed.D. Portland State University.

Sang-Eun Dyer, Assistant Professor of Education, 2006. B.A. ChongJu National University of Education; M.A.E. Ball State University; Ph.D. Ball State University.

Claudia Green, Associate Professor of Education, 1994. B.S. Western Baptist College; M.S. Western Oregon State College; Ed.D. George Fox University.

Angela Mooney, Assistant Professor of Education, 2008. B.S. Hannibal-LaGrange College; M.A. Wheaton College.

APPENDIX A

GRADUATE TEACHER LICENSURE EARLY CHILDHOOD/ELEMENTARY

Fall Entry Schedule

FALL	SPRING	SUMMER	FALL
ED530 (2) Instruct. Align I	ED531 (2) Instruct. Align II	ED511 (3) Biblical Worldview	ED563 (5) Field Exp. 1 st Author.
ED550 (3) Methods in Literacy	ED551 (2) Methods in Math	ED552 (2) Methods in SS and Sc	ED564 (2) Field Exp. 2 nd Author.
ED534 (3) Teach. Diverse Learner Or ED532 (3) Theories of Learning	ED568 (1) Special Topics	ED534 (3) Teach. Diverse Learner Or ED532 (3) Theories of Learning	
Total 8 credits	Total 5 credits	Total 8 credits	Total 7 credits

Spring Entry Schedule

SPRING	SUMMER	FALL	SPRING
ED530 (2) Instruct. Align I	ED511 (3) Biblical Worldview	ED531 (2) Instruct. Align II	ED563 (5) Field Exp. 1 st Author.
ED551 (2) Methods in Math	ED552 (2) Methods in SS and Sc	ED550 (3) Methods in Literacy	ED564 (2) Field Exp. 2 nd Author.
ED568 (1) Special Topics	ED534 (3) Teach. Diverse Learner Or ED532 (3) Theories of Learning	ED534 (3) Teach. Diverse Learner Or ED532 (3) Theories of Learning	
Total 5 credits	Total 8 credits	Total 8 credits	Total 7 credits

Summer Entry Schedule

SUMMER	FALL	SPRING	FALL
ED532 (3) Theories of Learning or ED534 (3) Teach. Diverse Learner	ED530 (2) Instruct. Align I	ED531 (2) Instruct. Align II	ED563 (5) Field Exp. 1 st Author.
ED552 (2) Methods in SS and Sc	ED550 (3) Methods in Literacy	ED551 (2) Methods in Math	ED564 (2) Field Exp. 2 nd Author.
ED511 (3) Biblical Worldview	ED532 (3) Theories of Learning or ED534 (3) Teach. Diverse Learner	ED568 (1) Special Topics	
Total 8 credits	Total 8 credits	Total 5 credits	Total 7 credits

Notes: Candidates must have completed or plan to take a course in child development that addresses birth through early adolescence.

POST BACCALAUREATE - MIDDLE LEVEL/SECONDARY

Fall Entry Schedule

FALL	SPRING	SUMMER	FALL
ED530 (2) Instruct. Align I	ED531 (2) Instruct. Align II	ED511 (3) Biblical Worldview	ED563 (5) Field Exp. 1st Author.
ED556 (2) Content Area Lit	ED553 (3) Special Methods	ED532 (3) Theories of Learning or ED534 (3) Teach. Diverse Learner	ED564 (2) Field Exp. 2nd Author.
ED532 (3) Theories of Learning or ED534 (3) Teach. Diverse Learner	ED568 (1) Special Topics		
Total 7 credits	Total 6 credits	Total 6 credits	Total 7 credits

Spring Entry Schedule

SPRING	SUMMER	FALL	SPRING
ED530 (2) Instruct. Align I	ED511 (3) Biblical Worldview	ED531 (2) Instruct. Align II	ED563 (5) Field Exp. 1st Author.
ED553 (3) Special Methods	ED532 (3) Theories of Learning or ED534 (3) Teach. Diverse Learner	ED556 (2) Content Area Lit	ED564 (2) Field Exp. 2nd Author.
ED568 (1) Special Topics		ED532 (3) Theories of Learning or ED534 (3) Teach. Diverse Learner	
Total 6 credits	Total 6 credits	Total 7 credits	Total 7 credits

Summer Entry Schedule

SUMMER	FALL	SPRING	FALL
ED511 (3) Biblical Worldview	ED530 (2) Instruct. Align I	ED531 (2) Instruct. Align II	ED563 (5) Field Exp. 1st Author.
ED532 (3) Theories of Learning or ED534 (3) Teach. Diverse Learner	ED556 (2) Content Area Lit	ED553 (3) Special Methods	ED564 (2) Field Exp. 2nd Author.
	ED532 (3) Theories of Learning or ED534 (3) Teach. Diverse Learner	ED568 (1) Special Topics	
Total 6 credits	Total 7 credits	Total 6 credits	Total 7 credits

Notes: Candidates must have completed or plan to take a course in adolescent development.

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