

# CATALOG

2005-2007



## CORBAN COLLEGE

*Dedicating Heart and Mind to God*

**CORBAN COLLEGE**

5000 DEER PARK DRIVE SE  
SALEM, OREGON 97301-9330  
503.375.7005 | 800.845.3005  
[www.corban.edu](http://www.corban.edu)

# ACADEMIC CALENDAR

## FALL SEMESTER

Residence halls open for new students  
 New student and family orientation  
 New student registration/testing  
 Residence halls open for returning students  
 Continuing student registration  
 Instruction begins  
 Close of registration  
 Last day to add courses to any class schedule  
 Last day to drop courses without a fee  
**Mid-Semester study day (no classes)**  
 Last day to drop any course w/o grade penalty  
**Thanksgiving vacation (no classes)**  
 Classes resume  
 Early registration for Spring Semester  
 Last day of instruction  
*Christmas Concert performances*  
 Final exams

## SPRING SEMESTER

Residence halls open for all students  
 Registration for all students  
 Orientation for new students  
 Instruction begins  
 Close of registration  
 Last day to add courses to any class schedule  
 Last day to drop courses without a fee  
**President's Day (no classes)**  
 Last day to drop any course w/o grade penalty  
 Graduation Applications for next year due  
**before spring break** (current juniors)  
**Spring break**  
 Classes resume  
**Easter (no classes for travel day)**  
 Classes resume  
 Early registration for Fall Semester  
 Registration for summer courses  
 Last day of instruction  
 Final exams  
**Commencement**

## SUMMER SESSION

Summer Session begins  
 Close of registration for Summer Session  
 Last day to drop summer course  
     w/o financial penalty  
 Summer Session ends

## 2005-2006

August 27 (Sat)  
 August 27-28  
 August 29-30  
 August 29 (M)  
 August 30 (Tu)  
 August 31 (W)  
 September 9 (F)  
 September 9  
 September 9  
**October 7** (F)  
 November 4 (F)  
**November 23-27**  
 November 28 (M)  
 Nov 12 - Dec 16  
 December 9 (F)  
 December 2-3 (F, Sat)  
 December 12-16

January 9 (M)  
 January 10 (Tu)  
 January 10 (Tu)  
 January 11 (W)  
 January 20 (F)  
 January 20  
 January 20  
**February 20** (M)  
 March 17 (F)

**March 27-31** (M-F)  
 April 3 (M)  
**April 17** (M)  
 April 18 (Tu)  
 April 10 - May 5  
 April 10 - May 5  
 April 28 (F)  
 May 1 - 5  
**May 6** (Sat)

May 8 (M)  
 May 12 (F)  
  
 May 31 (W)  
 August 11 (F)

## 2006-2007

August 26 (Sat)  
 August 26-27  
 August 28-29  
 August 28 (M)  
 August 29 (Tu)  
 August 30 (W)  
 September 8 (F)  
 September 8  
 September 8  
**October 6** (F)  
 November 10 (F)  
**November 22-26**  
 November 27 (M)  
 Nov 13-Dec 15  
 Dec 1 (F)  
 December 1-2 (F, Sat)  
 December 11-15

January 8 (M)  
 January 9 (T)  
 January 9 (T)  
 January 10 (W)  
 January 19 (F)  
 January 19  
 January 19  
**February 19** (M)  
 March 23 (F)

**March 26-30** (M-F)  
 April 2 (M)  
 April 9 (M)  
 April 10 (Tu)  
 April 10 - May 4  
 April 10 - May 4  
 April 27 (F)  
 April 30 - May 4  
**May 5** (Sat)

May 14 (M)  
 May 18 (F)  
  
 May 31 (Th)  
 August 24 (F)

# THE CORBAN DIFFERENCE

Our purpose as a college is to educate Christians who will make a positive difference in the world for Jesus Christ, based upon Matthew 28:19-20. On this precept, all our academic and other programs are designed to train students for some form of Christian service. We want all of our students to consider their lives as a ministry no matter what their profession. In order to reach this goal, our academic program requires all students to average one Bible or theology course each semester. This helps them integrate biblical concepts into all the various courses required of liberal arts and professional majors.



Another very important aspect of biblical training is the correct interpretation of the Scriptures. Our students come from various churches and have different levels of maturity. Some even come with wrong concepts about scriptural principles and need to be trained to correctly divide the Word of God. Sound teaching is essential to being effective for Jesus Christ. Our Bible and theology faculty are unified in their interpretation of the Bible. Many Christian colleges cannot make this claim. In fact, in the name of “academic excellence,” many have relegated the Bible and theology department as a minor player in their academic programs. The Bible is no longer their core. What they fail to realize is that true academic excellence combines the study of liberal arts, professional studies, the Bible and theology. God’s truth makes sense of all truth.

If you are considering attending a Christian college, it is imperative that you look into its Bible and theology department. If it doesn’t agree with your beliefs, find a college that does. Many well-meaning people have supported Christian work or sent their young people to a “Christian” college not knowing its true condition.

Check us out. I believe you will find we are a light on a hill that is teaching the true Word of God to students who want to make a positive difference in our world for Jesus Christ.

Making a Difference,

A handwritten signature in dark ink that reads "Reno Hoff". The signature is written in a cursive, flowing style.

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, the 45 accredited majors and programs of study include traditional programs, adult degree programs and a graduate studies program 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 back, or uphill, side of the “H” houses the Communications Office, faculty offices and classrooms.

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.

The uphill side of the “H” houses faculty member offices on all three floors. The Communications Office and IKON copy center are located on the third floor, and classrooms are found on the third and fourth floors.

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

**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 space, offices and dressing rooms.

There are five residence halls on the campus: **Aagard Hall (1)**, **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.

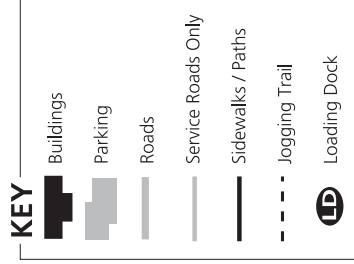
**28—The Psalm Performing Arts Center** seats 700. As a signature piece to the campus, it is the home for Chapel and music and theatre performances.

## CAMPUS OVERVIEW

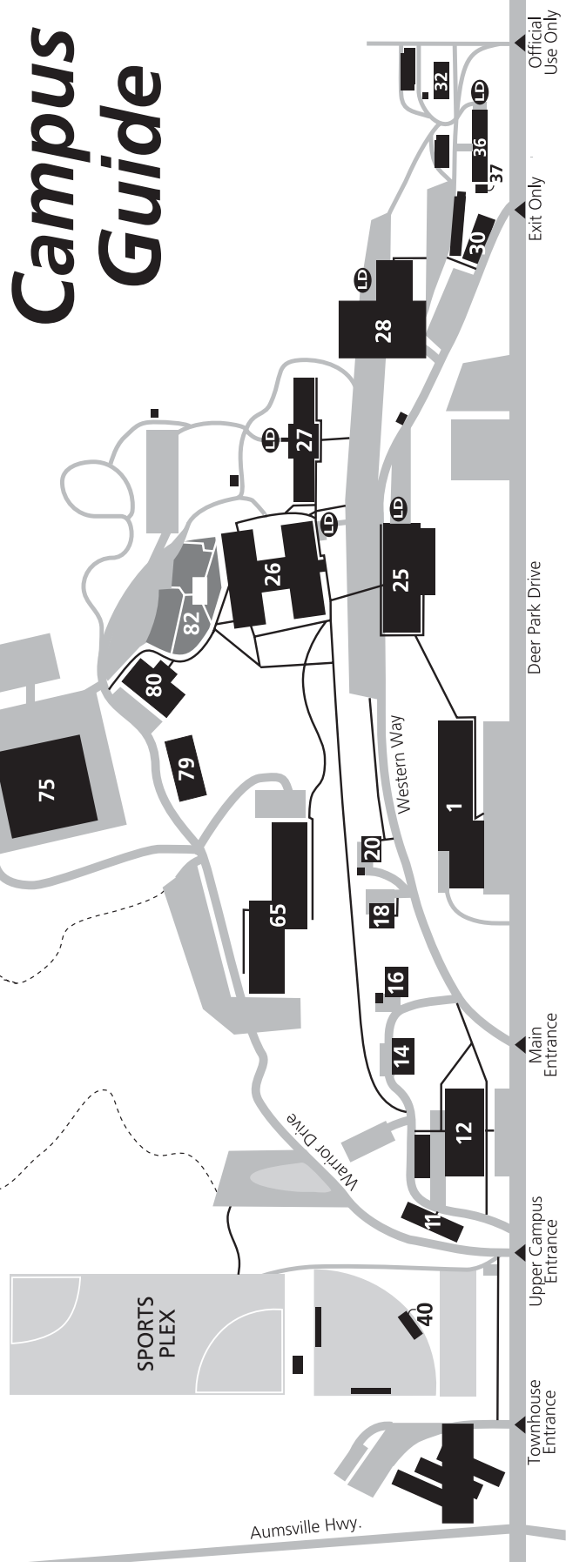
1 Aagard Residence Hall  
 26 Academic Center  
 18 Adult Studies Building  
 32 Auto Shop (CC)  
 82 Amphitheatre  
 36 Barn (CC)  
 40 Batting Cages  
 30 Boiler  
 30 Campus Care Office  
 37 Campus Security Office

75 C.E. Jeffers Sports Center  
 11 Cottage 11  
 14 Cottage 14  
 80 Davidson Residence Hall  
 34 Dumpster (CC)  
 12 Farrar Residence Hall  
 38 Garage (CC)  
 75 Gymnasium  
 26 Library  
 20 Music Building

27 Pavilion  
 16 President's Home  
 65 Prewitt Residence Hall (PVG)  
 28 Psalm Performing Arts Center  
 35 Root Cellar (CC)  
 25 Schimmel Hall  
 27 Student Center/Coffee Shop  
 4620-4650 Student Townhouses  
 65 Van Gilder Residence Hall (PVG)  
 (CC) indicates Campus Care buildings  
 79 New Residence Hall



# Campus Guide



## 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; 1 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; 1 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; Psalms 139:7-12; Acts 5:3,4; Rom 8:9; 1 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

## COLLEGE PROFILE

### OFFICE OF THE PRESIDENT

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

**John G. Balyo**, President Emeritus, 2004. Chancellor, 1991. College President (1983-1991). Professor of Ministries. LL.B. Atlanta Law School; A.B. Goshen College; M.Div. Grace Theological Seminary; D.D. (Hon) Grand Rapids Baptist Theological Seminary.

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

### OFFICE OF ACADEMIC ADMINISTRATION

**Bryce A. Bernard**, Vice-President for Academics, 1999, Professor of Business, 1987. A.S. Judson Baptist College; B.S. Western Baptist College; M.B.A. Oregon State University; Certified Public Accountant; Ph.D., Nova Southeastern University.

**Vivian L. Bain**, Assistant to the Registrar, 1994. B.S. University of Montana.

**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 Studies, 1993; 1980-1989. B.S. Western Baptist College; M.Ed. Boise State University.

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

**Linda L. Samek**, Dean of Graduate Studies, Professor of Education, 2002; (Associate Professor of Math Education and Mathematics, 1980-1996); B.S. Oregon State University; M.S. Portland State University; Ed.D. Portland State University.

**Brian D. Schmidt**, Director of Information Services, 1995. B.S. Western Baptist College; M.M. Willamette University.

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

**Rita A. Wright**, Registrar, 1979. Diploma, Providence-Barrington Bible College; B.A. Western Baptist College.

### OFFICE OF COLLEGE ENROLLMENT

**Martin A. Ziesemer**, Dean of Enrollment Management, 1992. B.S. Western Baptist College.

**Heidi R. Stowman**, Director of Admissions, 2001. B.S. Western Baptist College.

**Nathan S. Warthan**, Director of Financial Aid, 1999. B.S. Western Baptist 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. Western Baptist College. Instructor of Advertising Design, 1975-78.

### 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. Western Baptist College.

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

### OFFICE OF STUDENT LIFE

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

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

**John M. Nelson**, Director of Athletics and Assistant Professor of Education, 1995. A.S. Judson Baptist College; B.S. Western Baptist College; M.S. Western Oregon State College.

**Brenda Roth**, Assistant Director of Resident Life, 2004. B.S. Western Baptist College.

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

**Terry L. Williams**, Director of Residence Life/Campus Services, 1997. A.S. Judson Baptist College; B.S. Western Baptist 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.

**David B. Bale**, Professor of Human Performance and Education, 1998. B.S. Concordia College, Moorhead; M.S. Washington State University, D. Ed. Arizona State University.

**John T. Bartsch, Jr.**, Assistant Professor of Music, 1991. Diploma, Grace College of the Bible; B.S. and M.M. University of Nebraska.



**Elizabeth A. Bartruff**, Instructor of Education, 2004. B.A. and M.A.T. Willamette University. Doctoral studies in progress.

**John C. Bell**, Assistant Professor of Science, 1998. B.S. Muskigum College and Montana State University; M.S. Utah State 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.

**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**, Associate Professor of Music, Chair, 1996. B.M. Baylor University; M.C.M. Southwestern Baptist Theological Seminary; D.M.A. New Orleans Baptist Theological Seminary.

**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.

**Michael D. Flores**, Associate Professor of Ministries, 2001. B.A. Shasta Bible College; M.Div. Northwest Baptist Seminary.

**Claudia A. Green**, Associate Professor of Education, 1990. B.S. Western Baptist College; M.S. Western Oregon State College. Doctoral Studies in progress.

**James P. Hills**, Professor of Humanities, 1973. B.A. Los Angeles Baptist College; B.A. California State University at Los Angeles; M.A. California State University at Los Angeles.

**Junggi Hong**, Assistant Professor of Human Performance, 2006. B.S. and M.S. Korean National Sports University; Ph. D. Oregon State University (in progress).

**Jerry M. Johnson**, Assistant Professor of Science, Chair, 1988. B.S. Illinois State University; M.S. Illinois State University.

**Donald R. Leavitt**, Assistant Professor of Business, Chair, 2000. B.S. Biola College; M.B.A. University of Portland.

**D. Matthew Lucas**, Assistant Professor of Education, 2004. B.S. Western Baptist College; M.A. Idaho State University; D.A. Idaho State University.

**Robert R. Mathisen**, Professor of History, 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 Humanities, 1990. B.Ed. Western Baptist College; B.S. Western Oregon State College, M.A. Portland State University.

**Bruce E. Merritt**, Program Chair for Management and Communication (Degree Completion), Associate 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. Western Baptist Bible 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. Western Baptist College; M.S. Oregon State University.

**Patricia J. Myers**, Assistant Professor of Psychology, 1994. B.A. Marycrest College; M.S. Western Oregon State College. Doctoral studies in progress.

**John M. Nelson**, Assistant Professor of Education, 1995. A.S. Judson Baptist College; B.S. Western Baptist College; M.S. Western Oregon State College.

**Linda L. Samek**, Dean of Graduate Studies, Professor of Education, 2002; (Associate Professor of Math Education and Mathematics, 1980-1996); B.S. Oregon State University; M.S. Portland State University; Ed.D. Portland State University.

**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. Western Baptist College; M.B.A. George Fox University.

**Daniel E. Shuholm**, Assistant Professor of Music and Director of Bands, 2003. B.M.Ed. and M.M.E. University of Oregon; M.A.M. Western Conservative Baptist Seminary.

**James A. Sproy**, 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. Doctoral studies in progress.

**Eric M. Straw**, Assistant Professor of Computer Science, 2002; B.S. Western Baptist 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.

**Grant M. Tipton, III**, Professor of Science, 1993. B.S. and Ed.M. Oregon State University; Ph.D. Iowa State University.

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

**Gregory V. Trull**, Associate Professor of Ministries, 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 Seminary.

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

## 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) Western Baptist 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.

**Lee Ann Zanon**, Ministry, 2005. B.A. University of Montana. Graduate studies in progress.

## ADJUNCT FACULTY

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

**Herbert E. Anderson**, Distinguished Professor of Ministries, 1987. B.A. Wheaton College; B.D. Princeton Theological Seminary; D.D. (Hon) Western Conservative Baptist Seminary, 1987.

**Adrienne E. Bartosik**, English, 2004. B.A. Western Baptist College.

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

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

**Angel L. Carter**, Music, 1996. B.S. Western Oregon State College.

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

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

**Sherri Deck**, Business, 2004. B.A. Judson College; M.B.A. Indiana Wesleyan University.

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

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

**Paul K. Gale**, Assistant Professor of Education, 1997. B.S. and M.Ed. University of Idaho.

**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**, Adult Studies, 1994. B.S. Western Oregon State College; M.A. National University.

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

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

**Laureen E. Held**, Psychology, 1995. B.S. Western Baptist College; M.A. Western Conservative Baptist Seminary.

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

**Aaron J. Hughes**, Business, 2003. B.B.E. Western Bible College; M.S. Fort Hays State University.

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

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

**Thomas E. Knapp**, Criminal Justice, 2005. B.S. Oregon State University; S.J.D.. Willamette University.

**Jennifer S. Krug**, Human Performance, 1997. B.S. Western Baptist College; M.S. Portland State University.

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

**David L. Manitas**, Business/Psychology, 2003. B.S. Western Baptist College; M.Div. Western Seminary; M.A. George Fox University; Psy.D. George Fox 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.

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

**Gordon Ogo**, Music 2002. B.A. Eastern Washington University; M.A. Western Oregon State College.

**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. Western Baptist College; M.A. Liberty University.

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

**David Sanford**, Journalism, 1994. B.S. Multnomah Bible College.

**Brian D. Schmidt**, Business, 1994. B.S. Western Baptist College; M.M. Willamette University.

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

**Jennifer Sherwood**, Human Performance, 2004. B.S. Western Baptist College.

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

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

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

**Ron Whitehead**, Social Science, 2004. B.A. Faith Baptist Bible College; M.A. Chapman University.

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

**Rudy Williams**, Business, 2000. B.S. and M.S.I.T. Southern Illinois University.

**Karen L. Willoughby**, Communications, 2003. B.A. Journalism, Oklahoma Baptist University; M.A. Religious Education, Southwestern Baptist Theological Seminary.

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

**David T. Wood**, Psychology, 2000. B.S. Western Baptist 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 College is encouraged to contact

Dr. Reno Hoff, Executive Director  
Corban College  
5000 Deer Park Drive, SE  
Salem, OR 97301-9330  
503-375-7000

## BOARD OF TRUSTEES

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# 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 ID101 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 Weekend College 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 at the end of the next semester. 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 from the Adult Studies Office.

Another format is Weekend College. The Weekend College 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 Weekend College 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 Weekend College 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.

## INFORMATION

### 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 researching 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 1 credit.

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

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.

<b>Freshman</b>	fewer than 31 semester hours
<b>Sophomore</b>	31-61 semester hours
<b>Junior</b>	62-92 semester hours
<b>Senior</b>	93 semester hours
<b>Unclassified</b>	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). 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 Adult Studies 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.

**INFORMATION**

## **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 below. 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 & Time	Monday	Tuesday	Wednesday	Thursday	Friday
8 -10:00am	LS114 Amer Thought & Culture (all sections)	7:30 or 8:00 MTWF or TR	8:00 MWF Ed Block (fall only)	10:30 R only	no exams
10:30-12:30	9:00 MWF	9:00 MTWF or TR or T only	11:00 MWF	10:30 TR or T only	no exams
1:00-3:00	12:00 MWF	12:00 TR or T only	1:00 MWF or Wonly	1:30 TR	
3:30-5:30	2:00 MWF or M or W only	2:00 R only	3:00 MWF or Wonly	3:00 TR or T or R only	
4:00	4:00 MWF or M only	4:00 T	4:00 or 4:30 W	no exams	
6:00	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.

<u>Grade</u>	<u>Quality</u>	<u>Value</u>	<u>Grade</u>	<u>Quality</u>
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	AU	Audit
B	Above Average	3.0	CE	Credit By Exam
B-		2.7	CR	Credit
C+		2.3	R	Course Repeated
C	Good, Average	2.0	W	Withdrawal
C-		1.7	WP	Withdraw Passing
D +		1.3	WF	Withdraw Failing
D	Below Average	1.0		
F	Fail	0.0		
P	Pass			

## INFORMATION

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 nonrefundable 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, Weekend College, 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.

## **RETAKEING 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 Satisfactory Progress Standards as determined by the VA.

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.

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

A transcript request must bear the signature of the individual whose academic record is involved. If the name is typed or printed, the request cannot be honored. 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 Accrediting Association of Bible Colleges 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 College (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

## UNDERGRADUATE DEGREES AND MAJORS

### ASSOCIATE OF ARTS OR SCIENCE

Biblical Studies  
Business  
Paraprofessional Educator

### BACHELOR OF ARTS OR SCIENCE

#### Business Administration

Accounting/Finance  
Management

#### Computer Science

Computer Science  
Information Systems

#### English

Communications  
English  
Humanities  
Journalism

#### Health Science

#### Human Performance

Sports and Fitness Management

#### Interdisciplinary Studies

#### Mathematics

#### Ministry

Bible Translation  
Biblical Studies  
Intercultural Studies  
Language Literacy  
Pastoral Ministries  
Theology  
Women's Ministry  
Youth Ministry

#### Music

General Music  
Music Performance  
Vocal Performance  
Worship Arts

#### Psychology

General Psychology  
Industrial/Organizational Psychology  
Youth and Family Studies

#### Social Science

History  
Pre-Law

#### Teacher Education

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

*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

PROGRAMS

### BACHELOR OF THEOLOGY

### ADULT DEGREE PROGRAM

Psychology: Family Studies (B.S.)  
Business Administration: Management and Communication (B.S.)

## GRADUATE DEGREES

### MASTER OF SCIENCE IN EDUCATION

Curriculum and Instruction  
Leadership Development

## 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)

BI 113	Survey Bible Literature I	3
BI 123	Survey Bible Literature II	3
BI 202	Bible Study Methods	2
BI 302	Teaching the Bible	2
IS 202	Global Perspectives	2
TH 202	Baptist Heritage	2
TH 313	Christian Theology I	3
TH 323	Christian Theology II	3
	Bible/Theology electives	4

### Humanities and Social Sciences (27)

ID 101	Freshman Seminar	1
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
ID 214	World Thought/Culture**	4
ID 224	World Thought/Culture**	4
PS 203	General Psychology	3

### Human Performance (2)

HP 121HP	Fitness-Oriented Activity	1
HP 131HP	Skill-Oriented Activity	1

### Math and Science (9)

MA	Math elective	
SC	Lab Science elective	
	Math, Science or Computer Science***	

### General Education Electives (6)

These may be selected from any discipline.

\* 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 90<sup>th</sup> 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 PROGRAM

Corban offers working adults an opportunity to earn a college degree at a time convenient for employed persons.

### 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 Program.

### 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 aca-

ademic 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**

### **PROGRAMS WITH THE COUNCIL FOR CHRISTIAN COLLEGES AND UNIVERSITIES**

Because Corban College is a member of the Council for Christian Colleges and Universities (CCCU), 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 CCCU 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. Intern-

ships 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 tradition 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**

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 Italy**

Saints Equipped to Evangelize Bible Institute has developed a unique semester abroad study. Students will enjoy Italian culture and hospitality while studying Bible, history, archaeology, intercultural studies, and Italian. Students may earn 15-18 semester hours of credit. Students will be accommodated in the SEE Center in San Lorenz (one hour outside Venice in northern Italy) for a semester under the supervision of its staff. During the term, trips will be taken throughout the peninsula. [www.seeteams.com](http://www.seeteams.com).

### **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](mailto:spain@trnty.edu) (website: [www.trnty.edu/spain](http://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 PROGRAM

## OVERVIEW

The mission of the Adult Studies department 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, Weekend College, 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 on-campus classes are conveniently scheduled one night a week. Both the on-campus and online formats are about 17 months in length.

Online classes in Management and Communication 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 on-campus counterpart.

## ADMISSION REQUIREMENTS FOR DEGREE COMPLETION

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 DEGREE COMPLETION

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.

## PROGRAM ADVISORS:



Alan E. Bittel



Nancy L. Martyn



Bruce E. Merritt

## PROGRAMS



The general education requirements for the degree completion program 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 Weekend College 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. Weekend College 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 Studies for additional information 503.375.7590 or 800.764.1383. Also see "Adult Degree Program" at [www.corban.edu](http://www.corban.edu).

## DEGREE COMPLETION MAJORS

B.S. in Business Administration: Management and Communication

B.S. in Psychology: Family Studies

## B.S. IN BUSINESS: MANAGEMENT AND COMMUNICATION (41)

### Semester I

Convocation

PS 414MC	Adult Dev and Life Plan	4
BA 453MC	Organizations & Environ	3
BA 443MC	Group and Org Behavior	3

### Semester II

CO 413MC	Effective Interpersonal Rel & Communication	3
CO 422MC	Business Communication and Technology	3
TH 423MC	Christian Faith & the Modern World	3

### Semester III

BA 463MC	Stat Methods & Research	3
BA 473MC	Human Resources Admin	3
BA 373MC	Intro Strategic Management	3

### Semester IV

BA 434MC	Principles of Leadership & Supervision	4
TH 434MC	Biblical & World Views	4
BA 405MC	Independent Project Thesis	5

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

### ONLINE ELECTIVE COURSES:

#### STRATEGIC MANAGEMENT

BA 332MC	Marketing Concepts	2
BA 362OP	Mgmt. of Organizational Performance	2
BA 382MC	Principles/Project Management	2
CA 121	Spreadsheets	1

## B.S. IN PSYCHOLOGY: FAMILY STUDIES (44)

### Semester I

Convocation

PS 414FS	Adult Development Life Planning	4
PS 303FS	Human Development I	3
PS 313FS	Human Development II	3

### Semester II

SO 343FS	Soc Psy I: Marriage & Family	3
SO 353FS	Soc Psy II: Parenting	3
SS 303FS	Social Science Research Methodology	3

### Semester III

PS 383FS	Counseling I	3
SO 403FS	Fam Facilitation Program	3
SO 433FS	Family Theory	3
SO 363FS	Social Psychology III: Ethnic/Soc Class/Family	3

### Semester IV

TH 423FS	Christian Faith & the Modern World	3
TH 433FS	Biblical and World Views	3
SS 413FS	Ethics and Policies: Family Studies	3
SS 414FS	Internship: Family Studies	4

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

### ONLINE ELECTIVE COURSES:

#### MENTAL HEALTH

PS 353	Psychology of Addiction*	3
PS 363	Group Dynamics	3
PS 413	Abnormal Psychology	3

\* Prerequisite: General Psychology or  
Equivalent

## PROGRAMS



# BUSINESS ADMINISTRATION

## PROGRAM

### 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 or Management. 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 disciplines to complete the program.

### PROGRAM ADVISORS:



Bryce A. Bernard



Donald R. Leavitt



Justin Sherwood



Jim Sprow

### PROGRAMS

#### MAJORS

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

- Accounting/Finance
- Business Education (teaching)\*
- Management
- Management and Communication (Adult Degree Program)

*\*requirements for this major are listed under Education*

#### MINOR

Business

## A.A. IN BUSINESS

Emphasizing Corban's biblical education core, the Associate of Arts degree in Business is a two-year program especially suitable for the student wanting some business training as a Christian lay-person for more effective life and service. It is also appropriate for the student desiring a strong biblical and academic foundation before continuing a program not offered at Corban College.

### A. A. IN BUSINESS (64)

#### Biblical Education Requirement (12)

BI 113 Survey Biblical Literature I	3
BI 123 Survey Biblical Literature II	3
BI 202 Bible Study Methods	2
IS 202 Global Perspectives	2
TH 202 Baptist Heritage	2

#### Humanities and Social Sciences (27)

CO 102 Fund of Speech	2
EN 123 College Writing I	3
EN 132 College Writing II	2
ID 101 Freshman Seminar	1
ID 114 American Thought & Culture	4
ID 124 American Thought & Culture	4
ID 214 World Thought & Culture	4
ID 224 World Thought & Culture	4
MA113 College Algebra	3

#### Human Performance (2)

HP 121 Skill-oriented activity	1
HP 131 Fitness-oriented activity	1

#### Specific Business Requirement (17)

AC 213 Intro Financial Acctg	3
AC 223 Intro Managerial Acctg	3
CA 111 Word Processing	1
CA 121 Spreadsheets	1
CA 131 Databases	1
EC 213 Macro Economics	3
EC 223 Micro Economics	3
BA Elective	2
Electives from any discipline	(6)

#### Recommended elective:

PS 203 General Psychology	
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#### Total A.A. Degree Requirements (64)

## CORE REQUIREMENTS FOR ALL BUSINESS MAJORS (31)

AC 213 Intro Financial Acctg	3
AC 223 Intro Managerial Acctg	3
BA 313 Business Law	3
BA 323 Management Principles	3
BA 333 Marketing Strategy	3
BA 333FM Financial Management	3
BA 403 Business Planning/Sr Thesis	3
CA 121 Spreadsheets	1
EC 213 Macro Economics	3
EC 223 Micro Economics	3
MA113 College Algebra*	(3)
MA223 Statistics & Probability	3

\*can be fulfilled in general ed core or  
competency is met with SAT Math 540 or greater

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

<b>Core Requirements for all Business Majors</b>	<b>(31)</b>
<b>Specific Requirements</b>	<b>(21)</b>
AC 313 Intern Accounting I	3
AC313T Taxation	3
AC 323 Intern Accounting II	3
AC 413 Advanced Accounting	3
AC 423 Cost Accounting	3
AC 433 Auditing	3
BA 403 Investment Principles	3
<b>Total Degree Requirements for this Major</b>	<b>(128)</b>

### B.S. IN BUSINESS: MANAGEMENT (49)

<b>Core Requirements for all Business Majors</b>	<b>(31)</b>
<b>Specific Requirements</b>	<b>(18)</b>
<i>Choose 6 semester hours (upper- division) from the following areas:</i>	
• Accounting	
• Business Administration	
• Economics	
• Finance	
<i>Choose 12 semester hours from the following courses:</i>	
CO 213 Intro to Mass Communication	3
CO 333 Organizational Communication	3
CO 403 Intercultural Communication	3
CO 423 Persuasive Theory & Writing	3
CO 433 Public Relations	3
CO 443 Interpersonal Comm.	3
EN 343 Advanced Composition	3
GE 303 Geo-Cultural Studies	3
IS 312 Intercultural Relations	2
PH 223 Logic	3
PS 343 Industrial Organizational Psychology	3
PS 363 Group Dynamics	3
PS 473 Dispute Resolution	3
SO 203 General Sociology	3
<b>Total Degree Requirements for this Major</b>	<b>(128)</b>

**B.S. IN BUSINESS: MANAGEMENT  
AND COMMUNICATION  
(ADULT DEGREE PROGRAM)**

This major is designed for the degree completion program and enrollment is limited to students admitted through the Adult Studies Department. The requirements for this major are found in the Degree Completion section of this catalog.

**MINOR IN BUSINESS (23)**

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

AC 213 Intro Financial Accounting	3
AC 223 Intro Managerial Accounting	3
CA 121 Spreadsheets	1
EC 213 Macro Economics	3
EC 223 Micro Economics	3
Electives	10
<i>Accounting or Business</i>	

# COMPUTER SCIENCE

## PROGRAM

### OVERVIEW

A degree in Computer Science (CS) or Information Systems (IS) opens the door to a vast array of occupations. According to the 2003 government survey ([www.bls.gov/oco/oco2003.htm](http://www.bls.gov/oco/oco2003.htm)) CS and IS jobs comprise five of the twenty fastest growing occupations and their pay is among the best for those having a Bachelor's degree.

With a CS or IS degree you can pick the industry and the type of work you would like to do. Would you like to program games, or administer an entire information system at a hospital? With a CS or IS degree you can do either. You can also do much more, like manage information systems, design applications and system software, administer networks and databases, support end-users, fight cyber crime, develop e-commerce, setup and install hardware and software, and much, much more.

Both the CS and IS programs are technology focused programs where you will learn the key concepts in the science of computing. The CS degree focuses more on lower level concepts such as programming, architecture and algorithmic design. In addition, the CS program has a strong math component. The IS degree focuses more on higher level concepts centered on using technology to solve problems for businesses. These concepts include such things as the competitive advantage of information, electronic commerce models and decision support frameworks. The IS program has a strong business component.

For more information, visit the Computer Science and Information Systems web site at [cs.corban.edu](http://cs.corban.edu).

### PROGRAM ADVISORS:



Bryce A. Bernard



Eric M. Straw

### PROGRAMS





# B.S. IN COMPUTER SCIENCE (48)

## Computer Science Requirements (30)

CS 113 Intro to Computer Science	3
CS 123 Programming Fundamentals	3
CS 233 Data Structures & Algorithms	3
CS 333 Database Systems	3
CS 343 Net-Centric Computing	3
CS 353 Architecture & Operating Systems	3
CS 393 Information Assurance	3
CS 413 Senior Capstone Project	3
CS 442 Special Topics in Computing	2
CS 442 Special Topics in Computing	2
CS 442 Special Topics in Computing	2

## Math Requirements (15)

MA133 Pre-Calculus	3
MA223 Statistics	3
MA233 Calculus I: Differential	3
MA243 Calculus II: Integral	3
MA363 Topics in Discrete Mathematics	3

## Communications Requirements (3)

CO 443 Interpersonal Comm.	3
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Electives to Complete Requirements

*Recommended General Education Science Requirement*

SC 424 Physics II with lab	4
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**Total Degree Requirements for this Major (128)**

# B.S. IN COMPUTER SCIENCE: INFORMATION SYSTEMS (48)

## Computer Science Requirements (30)

CS 113 Intro to Computer Science	3
CS 123 Programming Fundamentals	3
CS 333 Database Systems	3
CS 343 Net-Centric Computing	3
CS 363 Information Systems	3
CS 373 E-Commerce	3
CS 393 Information Assurance	3
CS 413 Senior Capstone Project	3
CS 442 Special Topics in Computing	2
CS 442 Special Topics in Computing	2
CS 442 Special Topics in Computing	2

## Math Requirements (9)

MA113 College Algebra	3
MA223 Statistics	3
MA363 Topics in Discrete Mathematics	3

## Business Requirements (6)

EC 223 Micro Economics	3
BA 323 Management Principles	3

## Communications Requirements (3)

CO 443 Interpersonal Comm.	3
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Electives to Complete Requirements

*Recommended General Education Science Requirement*

SC 424 Physics II with lab	4
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**Total Degree Requirements for this Major (128)**

# MINOR IN COMPUTER SCIENCE (20)

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

## Computer Science Minor (20)

CS 113 Intro to Computer Science	3
CS 123 Programming Fundamentals	3
CS 233 Data Structures & Algorithms	3
CS 393 Information Assurance	3
CS 3xx Upper Division CS Course	3
CS 3xx Upper Division CS Course	3
CS 443 Special Topics in Computing	2



# ENGLISH

## PROGRAM

### 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 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).

### PROGRAM ADVISORS:



Richard L. Caulkins



James P. Hills



Tamara P. McGinnis



Colette G. Tennant



Martin G. Trammell

### PROGRAMS

#### MAJORS

English, B.S.  
Communication  
Humanities  
Journalism  
Language Arts Education\*  
*\*requirements for this major are listed under Education*

#### MINORS

Communication  
Humanities  
Journalism



## CORE REQUIREMENTS FOR ALL ENGLISH MAJORS (18)

EN	Lower-division Lit	6
	<i>This requirement is embedded in the Thought and Culture classes.</i>	
EN 373	Literary Criticism	3
EN 383	Nature/Structure Eng Lang	3
EN 413	Shakespeare	3
	or Survey of Literature course	
EN 433	Senior Seminar	3

### B.S. IN ENGLISH (42)

**Core English Requirements (18)**

**Specific Requirements (24)**

EN	Upper Division Electives	18
	<i>At least one class each selected from English, American and World literature</i>	
EN	Writing Electives	6
	<i>In addition to En123, 132 College Writing</i>	

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

### B.S. IN ENGLISH: HUMANITIES (45)

**Core English Requirements (18)**

**Specific Requirements (27)**

PH 223	Logic	3
PH 303	History of Philosophy	3
TH 333	Christian Ethics	3
	Upper-division Literature	18
	or Philosophy Courses	

*(Students can substitute a special problems philosophy course for EN 433 Senior Seminar.)*

**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)**

CO 213	Intro Mass Communication	3
CO 223	Oral Interpretation	3
	or	
CO 233	Dramatic Arts	3
CO 263	Print Journalism I	3
CO 333	Organizational Comm.	3
	or	
CO 433	Public Relations	3
CO 343	Advanced Speech	3
CO 403	Intercultural Communication	3
	or	
CO 413	Communication Internship	3
CO 423	Persuasive Theory & Writing	3
CO 443	Interpersonal Communication	3
TH 333	Christian Ethics	3

*One of the following:*

CO 323	Journalism Lab	3
PH 223	Logic	
PH 303	History of Philosophy	

**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 CO 102, EN 123, and EN 132*

### Core English Requirements (18)

### Specific Requirements (27-28)

CO 213 Intro Mass Communication	3
CO 263 Print Journalism I	3
CO 273 Print Journalism II	3
CO 311 Critique for Publication	1
CO 323 Journalism Lab	3
CO 413 Journalism Internship	2-5
CO 423 Persuasive Theory & Writing	3
CO 433 Public Relations	
or	3
BA 333 Marketing Strategy	
EN 343 Advanced Composition	3
TH 333 Christian Ethics	3

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

## 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.*

CO 213 Intro Mass Communications	3
CO 233 Dramatic Arts	3
CO 263 Print Journalism I	3
CO 223 Oral Interpretation	
or	3
CO 343 Advanced Speech	
CO 333 Organizational Comm.	
or	3
CO 433 Public Relations	
CO 403 Intercultural Communication	3
CO 412 Internship	2-5
CO 423 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 Literature	
Electives	6
EN 373 Literary Criticism	3
EN 433 Senior Seminar (optional)	(3)
PH 303 History of Philosophy	3
TH 333 Christian Ethics	3

# HEALTH SCIENCE

## PROGRAM

### 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.

### PROGRAM ADVISORS:



John C. Bell



Jerry M. Johnson



Grant M. Tipton, III

### PROGRAMS

### MAJOR

Health Science, B.S.

Biology Education, B.S.\*

*\*requirements for this major are listed under Education*

### B.S. IN HEALTH SCIENCE (40)

<b>Health Science Requirements</b>	<b>(40)</b>
SC 114 Biology I w/lab	4
SC 124 Biology II w/lab	4
SC 214 General Chemistry I w/lab	4
SC 224 General Chemistry II w/lab	4
SC 314 Organic Chemistry I	4
SC 324 Organic Chemistry II	4
SC 414 Physics I w/lab	4
SC 424 Physics II w/lab	4
Science electives	8

**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.*

SC 114 Biology I with lab	4
SC 124 Biology II with lab	4
SC 214 General Chemistry I w/lab	4
SC 224 General Chemistry II w/lab	4

#### Upper-Division chosen from the following: 8

SC 304 Medical Microbiology w/lab	(4)
SC 334 Human Anatomy w/lab	(4)
SC 344 Human Physiology w/lab	(4)
SC 374 Genetics	(3)
SC 374 Genetics Lab	(1)





# HUMAN PERFORMANCE

## PROGRAM

### 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.

Along with the human performance major, a coaching sports minor is designed for students majoring in other areas such as youth ministry, elementary or secondary education, missions or business. This minor supplements those students who desire specific training in an avenue that could enhance their ministry to youth.

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.

### PROGRAM ADVISORS:



David B. Bale



Junggi Hong



Jennifer Krug

### PROGRAMS

### MAJORS

Human Performance, B.S.

- Sports and Fitness: Business
- Sports and Fitness: Communication
- Sports and Fitness: Psychology
- Sports and Fitness: Science

Physical Education (teaching)\*

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

*\*requirements for this major are listed under Teacher Education*

### MINOR

Coaching Sports



## CORE REQUIREMENTS FOR ALL HUMAN PERFORMANCE MAJORS (42)

HP 202 Intro to Physical Education	2
HP 243 Care/Prevention/Athletic Injuries	3
HP 312 Motor Development	2
HP 313 Motor Learning	3
HP 321 Directing Exp. in Exercise Activity	1
HP 332 Sports Law	2
HP 342 Kinesiology	2
HP 352 Organization/Adm in PE and Fitness	2
HP 361 Fitness and Conditioning	1
HP362AQ Teaching Aquatics	2
HP 423 Physiology of Exercise	3
SC 334 Human Anatomy with lab	4
Sports and Fitness Professional Requirements	
HE 401 First Aid/	1
HP 221 Sports/Fitness OPE	1
HP 460 Internship	13

## PROGRAMS

### B.S. IN HUMAN PERFORMANCE: BUSINESS (64)

#### Core Requirements for all Human Performance Majors (42)

#### Specific Business Requirements (15)

(The following nine hours are required)

AC 213 Intro Financial Accounting	3
BA 333 Marketing Strategy	3
BA 323 Management Principles	3

(Select at least two courses from the following to complete the 15 hour business requirement)

BA 313 Business Law	3
BA 473 Human Resources Administration	3
CO 433 Public Relations	3

#### Electives: (7)

Select seven hours from Human Performance, Psychology, Business, Communications or Science.

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

### B.S. IN HUMAN PERFORMANCE: COMMUNICATION (64)

#### Core Requirements for all Human Performance Majors (42)

#### Specific Communication Requirements (15)

Select a minimum of 15 hours from the following:

CO 213 Intro to Mass Commun.	3
CO 263 Print Journalism	3
CO 333 Organizational Communications	3
CO 343 Advanced Speech	3
CO 403 Intercultural Communication	3
CO 423 Persuasive Theory & Writing	3
CO 433 Public Relations	3
CO 443 Interpersonal Comm.	3
EN 343 Advanced Composition	3
SS 303 Social Science Research Method	3

#### Electives: (7)

Select seven hours from Human Performance, Psychology, Business, Communications or Science.

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

**B.S. IN HUMAN PERFORMANCE:  
PSYCHOLOGY (64)****Core Requirements for all  
Human Performance Majors (42)****Specific Psychology Requirements (15)**

Select a minimum of 15 hours from the following:

PS 213 Personality Theory	3
PS 244 Youth & Adolescent Pathology	3
PS 303 Human Development I or	3
PS 313 Human Development II	3
PS 323 Psychology and Christianity	3
PS 353 Psychology of Addiction	3
PS 363 Group Dynamics	3
PS 383 Counseling I	3
PS 403 Social Psychology	3
PS 473 Dispute Resolution	3

**Electives: (7)**

Select seven hours from Human Performance, Psychology, Business, Communications or Science.

**Total Degree Requirements  
for this Major (128)****B.S. IN HUMAN PERFORMANCE:  
SCIENCE (64)****Core Requirements for all  
Human Performance Majors (42)****Specific Science Requirements (12)**

Select a minimum of 12 hours from the following:

SC 114 Biology I with Lab	4
SC 124 Biology II with Lab	4
SC 214 General Chemistry I w/ Lab	4
SC 224 General Chemistry II w/ Lab	4
SC 344 Human Physiology (highly recommended)	4
SC 414 Physics I with Lab	4
SC 424 Physics II with Lab	4

**Electives: (10)**

Select ten hours from Human Performance, Psychology, Business, Communications or Science.

**Total Degree Requirements  
for this Major (128)****MINOR IN SPORTS COACHING  
(19)**

Minors must be taken in conjunction with a major to satisfy requirements for a bachelor's degree. This minor fulfills the requirement for certification in the American Sport Education Program (ASEP). The coaching minor constitutes a statement of competence to coach and administer selected sports in the schools, communities, as well as public and private agencies.

**Professional Core (10/11 sem. hours)**

HE 401 First Aid/CPR (American Red Cross)	1
HP 211 Behavioral Perspective: Comp Athletics	1
HP 222 Coaching Sports: Theory & Practice or	2/1
HP 231 Coaching Sports	
HP 243 Care/Prevention/Athletic Injuries	3
HP 404 Internship/Coaching	4

**MINOR REQUIREMENTS CONT.****Teaching Courses (6 semester hours)**

Choose three from the following:

HP 362AQ Teaching Aquatics	2
HP 362FC Teaching Fitness/Condg/Mech	2
HP 362FM Teaching Fundamental Movements	2
HP 362IS Teaching Individual Sports	2
HP 362TS Teaching Team Sports	2

**Coaching Classes (2 semester hours)**

Choose two from the following:

HP 381BB Coaching Baseball	1
HP 381BK Coaching Basketball	1
HP 381FB Coaching Football	1
HP 381SO Coaching Soccer	1
HP 381SB Coaching Softball	1
HP 381VB Coaching Volleyball	1
HP 381WR Coaching Wrestling	1

# MATHEMATICS

## PROGRAM

## PROGRAM ADVISOR:



Michael T. Miller

## 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.

## PROGRAMS

### MAJORS

Mathematics, B.S.  
Mathematics Education\*  
*\* requirements for this major are listed under Education*

### MINOR

Mathematics

### B.S. IN MATHEMATICS (45)

<b>General Education Requirements</b>	<b>(8)</b>
SC 414 Physics I w/lab	
or	4
SC 424 Physics II w/lab	
SC Science with lab elective	
<b>Specific Math Requirements</b>	<b>(37)</b>
CS 113 Computer Science I	3
MA233 Calculus I	3
MA243 Calculus II	3
MA253 Calculus III	3
MA262 Calculus IV	2
MA223 Statistics & Probability	3
MA312 Theory of Numbers	2
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.

<b>Math Requirements</b>	<b>(18)</b>
MA223 Statistics and Probability	3
MA233 Calculus I: Differential	3
MA243 Calculus II: Integral Calculus	3
MA253 Calculus III: Sequence, Series, Vector	3
MA323 Linear Algebra	3
MA363 Discrete Mathematics	3



## MINISTRY

### PROGRAM

### 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. This may be taken in either the B.S. or the Th.B., but not in both degrees.

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



Gary W. Derickson



Michael Flores



Anne W. Jeffers



Kent Kersey



Gregory V. Trull



Robert W. Wright



LeeAnn Zanon

### PROGRAMS



## MAJORS

- Ministry, B.S. and Th.B.
- Biblical Studies (also A.A)
  - Bible Translation
  - Language Literacy
  - Intercultural Studies (Missions)
  - Pastoral Ministry
  - Theology
  - Women's Ministry
  - Youth Ministry

## MINORS

Minors must be taken in conjunction with a major to satisfy requirements for a bachelor's degree. They may be taken in either the B.S. or Th.B. programs but not in both.

Biblical Studies  
Intercultural Studies (Missions)  
Theological Studies  
Women's Ministry  
Youth 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)

BI 113 Survey Biblical Lit I	3
BI 123 Survey Biblical Lit II	3
BI 202 Bible Study Methods	2
BI 302 Teaching the Bible	2
IS 202 Global Perspectives	2
TH 202 Baptist Heritage	2
TH 313 Christian Theology I	3
TH 323 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)

BI 113 Survey Biblical Lit I	3
BI 123 Survey Biblical Lit II	3
BI 202 Bible Study Methods	2
BI 302 Teaching the Bible	2
IS 202 Global Perspectives	2
TH 202 Baptist Heritage	2
TH 313 Christian Theology I	3
TH 323 Christian Theology II	3
Bible/Theology electives	4

### Humanities and Social Sciences (27)

CO 102 Fundamentals of Speech	2
EN 123 College Writing I	3
EN 132 College Writing II	2
ID 101 Freshman Seminar	1
ID 114 American Tho't/Culture	4
ID 124 American Tho't/Culture	4
ID 214 World Tho't/Culture	4
ID 224 World Tho't/Culture	4
MA Math elective	3

### Human Performance (2)

HP 121 Fitness-Oriented Activity	1
HP 131 Skill-Oriented Activity	1

### Electives from any discipline (11)

### Total A.A. Degree Requirements (64)

## CORE REQUIREMENTS FOR ALL MINISTRY MAJORS (13)

CM452 Homiletics I	
or	2
CM312 Women's Message Prep I	
CM462 Homiletics II	
or	2
CM322 Women's Message Prep II	
CM433 Spiritual Disciplines for Ministry	3
TH 303 World Religions and Cults	3
TH 403 Apologetics	3

## PROGRAMS

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

**Core Requirements  
for Ministry Majors (13)**  
See program advisor for specific  
internship requirements

**Specific Requirements (28)**  
BI New Testament Book Studies 4  
BI Old Testament Book Studies 6  
BI 323 Romans 3  
BI 383 Life of Christ 3  
BI 402 Interpreting Scripture 2  
BI 482 Senior Thesis: Biblical Study 2  
GR 314 Elementary Greek I 4  
GR 324 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)**  
AN 303 Cultural Anthropology 3  
BI 393 Intro to Biblical Languages 3  
CM412 Senior Ministry Seminar 2  
CO 403 Intercultural Communication 3  
IS 413 Geo-Cultural Research 3  
IS 423 Cross-Cultural Field Work 1  
PS 383 Basic Counseling Skills 3  
TH 333 Christian Ethics 3

*The following courses are taken at  
Oregon Summer Institute of  
Linguistics.*

**First Summer (8)**  
LING 411 Phonetics  
LING 351 Analytical Methods in  
Morphology and Syntax  
LING 442 Language and Culture  
Learning

**Second Summer (8)**  
LING 451 Syntax and Semantics I  
LING 452 Syntax and Semantics II  
LING 496 Principles of Translation

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

**B.S. IN MINISTRY:  
INDIGENOUS CULTURES  
LANGUAGE LITERACY (50)**

**Core Requirements  
for Ministry Majors (13)**

**Specific Requirements (37)**

AN 303	Cultural Anthropology	3
BI 393	Intro to Biblical Languages	3
CM412	Senior Ministry Seminar	2
CO 403	Intercultural Communication	3
IS 413	Geo-Cultural Research	3
IS 423	Cross-Cultural Field Work	1
PS 383	Basic Counseling Skills	3
TH 333	Christian Ethics	3

*The following courses are taken at  
Oregon Summer Institute of  
Linguistics.*

**First Summer (8)**

LING 411	Phonetics	
LING 351	Analytical Methods in Morphology and Syntax	
LING 442	Language and Culture Learning	

**Second Summer (8)**

LING 420	Principles of Literacy	
LING 422	Intro to the Preparation of Literacy Materials	
LING 418	Language Program Planning/Literature Use	

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

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

**Core Requirements  
for Ministry Majors (13)**

See program advisor for specific  
internship requirements. Internships  
must be cross-cultural.

**Specific Requirements (33-35)**

AN 303	Cultural Anthropology	3
CM201IS	Ministry Learning/ Observation	1
CM301IS	Junior Ministry Practicum or	1
CM301W	Women's Ministry Practicum	
CM401IS	Senior Ministry Intern or	1
CM401W	Women's Ministry Intern	
CM404	Dynamics of Church Development or	3
CM402W	Discipleship Program Development	
CM412/CM412W	Senior Ministry Seminar	2
CO 352	Language/Culture Acquisition*	2
CO 403	Intercultural Comm.	3
GR 314	Elementary Greek I (or foreign language)	4/3
GR 324	Elementary Greek II (or foreign language)	4/3
IS 413	Geo-Cultural Research	3
IS 482	Senior Thesis: Contextualization	2
PS 383	Basic Counseling Skills	3
TH 333	Christian Ethics	3

\*may be met with foreign language

**Recommended electives:**

IS 312	Intercultural Relations	2
IS 362	Reading in Missiology	2
IS 423	Cross-Cultural Field Work	1-3

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

**B.S. IN MINISTRY: PASTORAL (41)**
**Core Requirements  
for Ministry Majors (13)**

See program advisor for specific  
internship requirements.

**Specific Requirements (28)**

BI 323 Romans	3
BI 393 Intro to Biblical Languages	3
BI 342 Pastoral Epistles	2
CM201 Ministry Learning/Observ.	1
CM301 Junior Ministry Practicum	1
CM401 Senior Ministry Practicum	1
CM404 Dynamics of Church Development	3
CM412 Senior Ministry Seminar	2
PS 383 Counseling I	3
PS 393 Counseling II	3
TH 333 Christian Ethics	3
TH 413 Contemporary Theology	3

**Recommended:**

GR 314 Elementary Greek I	4
GR 324 Elementary Greek II	4

**Total Degree Requirements  
for this Major (128)**
**B.S. IN MINISTRY: WOMEN'S (43)**
**Core Requirements  
for Ministry Majors (13)**

See program advisor for specific  
internship requirements.

**Specific Requirements (30)**

BI 232 Women of Faith	2
BI 393 Intro to Bibl. Languages	3
BI422RE Book Study: Ruth & Esther	2
CM201W Ministry Learning/Observ.	1
CM212 Intro to Women's Min.	2
CM222 Women in Ministry	2
CM301W Women's Ministry Pract.	1
CM342 Women's Ministry Method.	2
CM352 Women and Leadership	2
CM401W Women's Ministry Intern	1
CM402W Discipleship Program Development	2
CM412W Senior Seminar	2
ED 222 Child and Adolescent Devel.	2
PS 383 Counseling I	3
TH 333 Christian Ethics	3

**Total Degree Requirements  
for this Major (128)**
**B.S. IN MINISTRY: THEOLOGY (36)**
**Core Requirements  
for Ministry Majors (13)**

See program advisor for specific  
internship requirements.

**Specific Requirements (23)**

BI 323 Romans	3
BI 402 Interpreting Scripture	2
PH 223 Logic	3
PH 303 History of Philosophy	3
PH 481 Senior Thesis: Philosophy	1
SC 352 Bioethics	2
TH 333 Christian Ethics	3
TH 342 Johannine Theology	2
TH 413 Contemporary Theology	3
TH 481 Senior Thesis: Theology	1

**Total Degree Requirements  
for this Major (128)**
**B.S. IN MINISTRY: YOUTH (44)**
**Core Requirements  
for Ministry Majors (13)**

See program advisor for specific  
internship requirements.

**Specific Requirements (31)**

BI 393 Intro to Biblical Languages	3
CM201 Ministry Learning/Observation	1
CM202 Intro to Youth Ministry	2
CM301 Junior Ministry Practicum or	1
CM301W Women's Ministry Practicum	3
CM303 Philosophy of Youth Work	3
CM401 Senior Ministry Practicum or	1
CM401W Women's Ministry Intern	3
CM404 Dynamics of Church Devel.	3
CM412 Senior Ministry Seminar or	2
CM402W Discipleship Program Development	0
HE 401 First Aid/CPR card	0
HP 333 Program Planning/Method./ Materials	3
PS 244 Youth & Adolescent Pathology	3
PS 383 Counseling I	3
PS 393 Counseling II	3
TH 333 Christian Ethics	3

**Recommended:**

GR 314 Elementary Greek I	4
GR 324 Elementary Greek II	4

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

**MINOR IN BIBLICAL STUDIES (18)**

BI 323 Romans	3
BI 383 Life of Christ	3
BI 402 Interpreting Scripture	2
BI upper-division Bible electives*	10

\* Note: General Education Biblical Studies courses (BI 302 Teaching the Bible, TH 313 Christian Theology I and TH 323 Christian Theology II) do not count toward these 10 upper-division Bible courses. These electives should be spread between Old and New Testament Book studies.

**MINOR IN INTERCULTURAL STUDIES (19)**

AN 303 Cultural Anthropology	3
CO 352 Language/Culture Acquisition	2
CO 403 Intercultural Communication	3
IS 362 Readings in Missiology	2
IS 413 Geo-Cultural Research	3
TH 303 World Religions and Cults	3
TH 403 Apologetics	3

**MINOR IN THEOLOGICAL STUDIES (18)**

TH 333 Christian Ethics	3
TH 403 Apologetics	3
TH 413 Contemporary Theology	3
TH300-400 Theology electives	9

**MINOR IN WOMEN'S MINISTRY (20)**

BI 232 Women of Faith or	2
BI 422 Book Study: Ruth & Esther	
CM212 Intro to Women's Ministry	2
CM222 Women in Ministry	2
CM301W Women's Ministry Intern	1
CM312 Women's Message Prep I	2
CM342 Women's Ministry Methodology	2
CM352 Women and Leadership	2
CM401W Women's Ministry Intern.	1
PS 373 Marriage and the Family	3
PS 383 Counseling I	3

**MINOR IN YOUTH MINISTRY (18)**

CM201 Ministry Learning/Observ.	1
CM202 Intro to Youth Ministry	2
CM301 Junior Ministry Practicum	1
CM303 Philosophy of Youth Work	3
CM333 Program Planning & Method	3
CM412 Senior Ministry Seminar or	2
CM402W Discipleship Program Development	
CM433 Spiritual Disciplines for Ministry	3
PS 244 Youth & Adolescent Pathology	3

## SPECIAL MINISTRY PROGRAMS

### BACHELOR OF THEOLOGY

The Bachelor of Theology (Th.B.) is a program designed to give further biblical education after one has already earned a Bachelor's degree. An individualized course of study consisting of 32 upper division units majoring in Biblical Studies, Theology, Pastoral Ministry, Intercultural Studies, or Youth Work is available. A faculty advisor will work with each student to design a program best suited to the student's needs and goals. Students whose bachelor's degree did not include 24 semester hours of Bible and Theology courses are required to major in Biblical Studies or Theology. Church and Community Service is also required.

## PROGRAMS

### TH.B. IN MINISTRY: INTERCULTURAL STUDIES

In consideration of the variation in background and intended specialization plus the ever-widening areas and nature of intercultural ministry today, a good degree of flexibility is allowed in setting up the program for this fifth-year degree program.

Prerequisites and requirements for the Th.B. in Intercultural Studies are:

1. Completion of a B.S./B.A. degree.
2. Completion of the Intercultural Studies Major.
3. 32 units of additional academic work, by advisement.

*Courses which normally shall be included are:*

GR 314	Elementary Greek I	4
GR 324	Elementary Greek II	4
IS 423	Cross-Cultural Field Work	3
	Electives	22

4. One additional semester of Church and Community Service.

### ONE YEAR BIBLE CERTIFICATE

This one-year program is designed for the student 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 Science. A certificate is earned when the courses are completed.

Specific Requirements	(20)
BI 113 Survey Biblical Literature I	3
BI 123 Survey Biblical Literature II	3
BI 202 Bible Study Methods	2
BI 302 Teaching the Bible	2
IS 202 Global Perspectives	2
TH 202 Baptist Heritage	2
TH 313 Christian Theology I	3
TH 323 Christian Theology II	3
General Electives	12

*Electives must include communication, computation and human relations courses.*

**Total Requirements for this Certificate (32)**



# MUSIC

## PROGRAM

### 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 string ensembles 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



Matthew L. Strauser



Daniel Shuholm

### PROGRAMS

#### 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 typically given during registration.

**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.

## CORE REQUIREMENTS FOR ALL MUSIC MAJORS (28)

EN English or European Lit (3)  
*Music majors are not required to take World Thought and Culture.  
 The material of those courses is replaced by Music History and the  
 literature course.*

MU 111AS	Aural Skills I	1
MU 113	Music Theory I	3
MU 121AS	Aural Skills II	1
MU 123	Music Theory II	3
MU 211AS	Aural Skills III	1
MU 213	Music Theory III	3
MU 221AS	Aural Skills IV	1
MU 223	Music Theory IV	3

*Select two of the following five, none involving the primary  
 performance area.* 2

- MU 231 Percussion Techniques
- MU 241 Woodwind Techniques
- MU 251 Brass Techniques
- MU 261 String Techniques
- MU 282 Choral Techniques

MU 312	Orchestration	2
MU 313	Music History I	3
MU 323	Music History II	3
MU 332	Conducting I	2
MP 250	Piano and Voice Proficiency	0

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

MU 200 Concert Music\* 0

*(7 semesters of concert attendance)*

\*courses may be repeated

### B.S. IN MUSIC: GENERAL MUSIC (52)

**Core Requirements  
for Music Majors (28)**

<b>Specific Requirements (24)</b>	
MU322 Form and Analysis	2
MU342 Conducting II	2
MU413 Pedagogy	2
MU422 Special Study in Music Lit.	2
MU491 Final Project (credit opt.)	0
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 (128)**

### B.S. IN MUSIC: PERFORMANCE (60)

**Core Requirements  
for Music Majors (28)**

<b>Specific Requirements (32)</b>	
MU322 Form and Analysis	2
MU413 Pedagogy	2
MU422 Special Study in Music Lit	2
MP Cognate Applied Music	2
<i>Must study a related instrument.          (See Music Handbook.)</i>	
MP Applied Music	16
MP Music Ensembles*	8

*Must participate in an ensemble related  
 to the performing area for 8 semesters.*

*Piano majors must accompany a vocal  
 ensemble at least 2 semesters.*

MP 370 Junior Recital	0
MP 470 Senior Recital	0

\*these courses may be repeated

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

### B.S. IN MUSIC: VOCAL PERFORMANCE (61)

**Core Requirements for Music Majors  
requires only 1 technique study (27)**

<b>Specific Requirements</b>	<b>(34)</b>
MU232 Lyric Diction	2
MU322 Form and Analysis	2
MU413V Vocal Pedagogy	2
MU422V Special Study in Vocal Lit	2
MP Cognate Applied Music	2
<i>Must study an instrument. (See Music Handbook.)</i>	
MP Applied Music	16
MP Music Ensembles*	8
<i>Must sing in a choral ensemble for 8 semesters.</i>	
MP370 Junior Recital	0
MP470 Senior Recital	0
*these courses may be repeated	

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

### 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
MU200 Concert Music	0

*Required to complete 6  
semesters of concert  
attendance.*

MP Applied Music	6-8
<i>(private lessons on major instrument)</i>	
MP Music Ensembles	8
<i>(4 semester Praise Band; 2 Choir; 2 choir, band, or string ensemble)</i>	
MP250 Piano & Voice Proficiency	0
<i>Must pass proficiency exams in voice and piano. These skills may be acquired by taking voice or piano class or private lessons.</i>	

**Specific Requirements (27)**

MU132 Technology in Worship Ministry	2
MU202 Intro to Worship Studies	2
MU222 Music Charting	2
MU382 Worship Leadership Skills	2
MU392 The Song in Worship	2
MU403 Worship Planning/ Administration	3
Practica and Internships (6)	6
TH 312 Theology of Worship	2

**Electives to be chosen from 6**

CO 233 Dramatic Arts I	3
or	
CO 243 Dramatic Arts II	1
MU221AS Aural Skills IV	3
MU223 Music Theory IV	2
MU282 Choral Techniques	2
MU312 Orchestration	2
MU342 Conducting II	2

**Recommended Electives:**

CO 443 Interpersonal Comm.	3
CM Christian Ministry electives	
PS 383 Counseling I	3

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

## MINOR IN MUSIC (21)

MP 131 Keyboard Class I 1  
 MP 141 Keyboard Class II 1  
*A student who has had some previous instruction in the piano may substitute MP 231 or MP 241 for MP 131 and MP 141. A student who demonstrates mastery of MU 241 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, Men's Chorus, Women's Chorale, Concert Band, or Jazz Band.*  
 MU100 Concert Music for Minors

*Each music minor must complete 4 semesters of concert attendance (8 to 10 concerts per semester). One semester of MU 200 Concert Music for majors may be substituted for 2 semesters of MU 100 Concert Music for minors. (See Music Handbook )*

**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

*MU 442 Methods and Materials for Early Childhood/Elementary Level Music may be substituted for MU 372 Early Childhood/Elementary Level Music by Elementary Education majors.*

**OPTION B:**  
 MU202 Intro to Worship Studies 2  
*Select 2 of the following:*  
 TH 312 Theology of Worship 2  
 MU382 Worship Leadership Skills 2  
 MU392 The Song in Worship 2

## (CONTINUED)

**OPTION C:**  
 MU211AS Aural Skills III 1  
 MU213 Music Theory III 3  
 MP 231 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**

PROGRAMS



# PSYCHOLOGY

## PROGRAM

### 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 Studies).

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



Stephanie Husk

### PROGRAMS

#### MAJORS

- Psychology, B.S.
- Family Studies (Adult Degree Program)
  - 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.

Educational Psychology  
Industrial/Organizational Psychology  
Psychology  
Youth and Family Studies



## CORE REQUIREMENTS FOR ALL PSYCHOLOGY MAJORS (24)

PS 203	General Psychology	(3)
	<i>A general education requirement.</i>	
PS 303	Human Development I	
	or	3
PS 313	Human Development II	
PS 323	Psychology & Christianity	3
PS 371	Prac: Couns Psych I	1
PS 383	Counseling I	3
PS 403	Social Psychology	3
PS 431	Senior Seminar	1
PS 473	Dispute Resolution	3
PS 482	Internship (repeat for credit)	4
SS 303	Social Science Research Methods	3

## PROGRAMS

### B.S. IN PSYCHOLOGY (39-40)

#### Psychology Core Requirements (24)

#### Specific Requirements (15-16)

PS 213	Personality Theory	3
PS 244	Youth and Adolescent Pathology	
	or	3
PS 413	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)

PS 343	Industrial Organizational Psychology	3
PS 363	Group Dynamics	
	or	3
CO 443	Interpersonal Communication	
PS 353	Psychology of Addiction	3
	Electives in Psychology	6

#### Recommended Electives:

MA233	Statistics and Probability	(3)
PS303 and PS313	Human 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)

PS 243 Community Agency Couns	3
PS 244 Youth & Adolescent Pathology	3
PS 353 Psychology of Addiction	3
PS 373 Marriage and the Family	3
PS 393 Counseling II	3

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

### MINOR IN EDUCATIONAL PSYCHOLOGY (21)

PS 203 General Psychology <i>general education req.</i>	(3)
PS232E Psychology of Education	2
PS 303 Human Development I	3
PS 323 Psych & Christianity	3
PS 363 Group Dynamics	3
PS 371 Prac: Couns Psych I	1
PS 383 Counseling I	3
PS 442 Guided Research	2
PS Psych Electives	4

### MINOR IN PSYCHOLOGY (21)

PS 203 General Psychology <i>general education req.</i>	(3)
PS 303 Human Development I or	3
PS 313 Human Development II	3
PS 323 Psychology & Christianity	3
PS 371 Prac: Couns Psych I	1
PS 373 Marriage and Family	3
PS 383 Counseling I	3
PS 403 Social Psychology	3
PS 442 Guided Research	2
PS 473 Dispute Resolution	3

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

PS 203 General Psychology <i>general education req.</i>	(3)
PS 343 Industrial/Organizational Psychology	3
PS 473 Dispute Resolution	3
PS Electives in Psychology	6
Electives in Business or Communication	6

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

PS 203 General Psychology <i>general education req.</i>	(3)
PS 243 Community Agency Counseling	3
PS 244 Youth & Adolescent Pathology	3
PS 303 Human Development I or	3
PS 313 Human Development II	3
PS 323 Psych & Christianity	3
PS 363 Group Dynamics	3
PS 371 Prac: Couns Psych I	1
PS 383 Counseling I	3

# SOCIAL SCIENCE

## PROGRAM

### 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).

### PROGRAM ADVISOR:



Robert R. Mathisen



John Scott

### PROGRAMS

#### MAJORS

Social Science, B.S.

- History
- Pre-Law

Social Studies Education, B.S.\*

*\* requirements for this major are listed under Education*

#### MINOR

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

Criminal Justice  
History  
Political Science  
Social Science



## 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:

AN 303 Cultural Anthropology	3
EC 213 Macro Economics	3
EC 223 Micro Economics	3
PO 203 National Government	3
SO 203 General Sociology	3
SS 303 Social Science Research Methods	3

## PROGRAMS

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

**Core Requirements  
for all Social Science Majors (20)**

**Specific Requirements (29)**

HI 303 History of the Middle East	3
HI 363 Third World Development	3
HI 373 History of Modern Europe	3
HI403CH Modern Chinese History	3
HI 432 Senior Seminar in History	2

**History electives (15)**

*Select at least 6 hours from American History:*

HI403FP History of American Foreign Policy	3
HI 433 American Religious History	3
HI 443 The American Civil War Era	3
HI 453 Recent American History and Politics	3

*Select at least 6 hours from World History:*

HI 313 Renaissance & Reformation Europe	3
HI 333 History of Judaism and Christianity	3
HI 383 History of Britain	3
HI 473 History of Russia	3
HI Elective	3

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

### B.S. SOCIAL SCIENCE: PRE-LAW (48)

**Core Requirements  
for all Social Science Majors (20)**

**Specific Requirements (28)**

AC 213 Intro Financial Accounting	3
AC 223 Intro Managerial Accounting	3
AC313T Taxation	3
BA 313 Business Law	3
BA 323 Management Principles	3
CO 343 Advanced Speech	3
EN 343 Advanced Composition	3
PH 223 Logic	3
PO 402 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)

CJ 103 Administration of Justice	3
CJ 213 Corrections	3
CJ 313 Concepts of Criminal Law	3
CJ 323 Criminology	3
CJ 413 Juvenile Delinquency	3
CJ 423 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.*

HI 303 History of the Middle East	3
HI 363 Third World Development	3
HI 373 History of Modern Europe	3
HI403CH Modern Chinese 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)

PO 103 Introduction to Politics	3
PO 203 National Government	3
PO 223 State and Local Government	3
PO 499 Legislative Internship	2

#### Political Science Electives (9)

*Select from the following:*

HI 323 The American Presidency	3
HI 453 Recent American History and Politics	3
HI 463 American Constitutional Development	3
PO 463 International Politics	3
PO 473 Contemporary World Affairs	3
PO Political Science Practicum	6
<i>This practicum consists of one semester of study through the programs offered by the Council for Christian Colleges and Universities.</i>	

### 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 ID 114, 124 American Thought and Culture courses.*

AN 303 Cultural Anthropology	3
EC 213 Macro Economics	3
HI Upper-division History elective	2/3
PS Upper-division Psychology elective	3/4
SO 203 General Sociology	3
SS 303 Soc Sci Research Methods	3

# TEACHER EDUCATION

## PROGRAM

### OVERVIEW

The Teacher 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 163.

### EDUCATION PROGRAM MISSION AND VISION

We aim to prepare educators who demonstrate throughout their personal and professional lives a strong commitment to a Christlike lifestyle, the Christian world-view, their students, and lifelong learning; ultimately making a difference in the educational setting where they have been called by the Lord to minister.

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. Many 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.

### KEY COMPONENTS

- 1. Biblical Basis as Educational Truth:** The teacher understands and applies the integration of Christian faith, values, and principles within the context of the educational process.
- 2. Learning—Teaching Process:** The teacher understands the process and uses strategies and techniques that move the teacher from a novice to a professional.
- 3. Theory into Practice:** The teacher is involved in a variety of field experiences early in the teacher education program, thus gaining the opportunity to apply learning from coursework.
- 4. Subject Matter Knowledge:** The teacher understands the nature and structure of the subject matter area he/she teaches and creates learning experiences that make the subject matter meaningful to students.
- 5. Planning for Instruction:** The teacher understands learning diversity and plans meaningful learning experiences that promote student achievement and active engagement in learning.
- 6. Instructional Delivery:** The teacher understands multiple learning styles, and uses a variety of instructional strategies to promote student achievement and active engagement in learning.
- 7. Assessment—Reflect, Evaluate, and Modify:** The teacher uses a variety of formal and informal assessments to evaluate learning and teaching.
- 8. Learning Environment Management:** The teacher creates and maintains a safe and effective learning environment.

### PROGRAM ADVISORS:



Beth Bartruff



Roy Bunch



Clair W. Casterline



Beverly Farris



Paul K. Gale



Claudia A. Green



D. Matthew Lucas



Linda L. Samek

### PROGRAMS

- 9. Technology:** The teacher integrates the use of technology as another tool in the learning and teaching process.
- 10. Professionalism with Excellence:** The teacher demonstrates excellence by displaying beliefs, values, and behaviors characteristic of a Christian educator.

### A FOUR-YEAR PROGRAM

Corban College 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

#### MINORS

Math Education  
(Basic Mathematics Endorsement)

### ADMISSION REQUIREMENTS TO THE TEACHER EDUCATION PROGRAM

During the first semester of the sophomore year, students begin application to the Teacher Education Program. Students will complete or submit the following:

1. An application for admission to the teacher education program.
2. Three copies of the Letter of Recommendation: one from the student's advisor, one from a faculty member within the major field, and one from an additional faculty member.
3. An Interpersonal Skills Report (ISR) completed by the Student Life Office staff. If the student is unknown to these persons, the ISR should be completed by the student's pastor or employer. This report will verify an acceptable record of social and moral behavior, including no social or disciplinary probation.

4. A written interview administered by the Teacher Education Department.
5. Proof of a passing CBEST score. The CBEST is to be taken immediately following the freshman year. Transfer students are to take the CBEST as soon as possible. No 300 or 400 level education courses may be taken until the student has a passing CBEST score, except by consent of the director.
6. Proof of a cumulative GPA of 2.75, and a GPA of 3.0 in the student's major and in the professional education courses.
7. Proof that all course grades in the student's major or professional education are C- or greater. Any course not meeting this requirement must be retaken until a satisfactory grade is earned.
8. Completed ED103 Introduction to Education and ED 111 Field Experience I-OPE I.
9. Completed Equity and the Oregon Educator seminar, a TSPC requirement, satisfactorily.
10. A grade of B- or better in EN 123 and 132 College Writing I, II and CO 102 Fundamentals of Speech or the recommendation of the academic advisor.

Upon satisfactory completion of the above requirements, the student's application to the program will be submitted to the Teacher Education Committee for initial admittance into the Teacher Education Program. A letter of full acceptance or denial into the program will be sent to the student. A letter of denial will state the deficiencies, the steps required to eliminate them, and the time limit allowed to correct the deficiency. Full acceptance (or the consent of the director) is necessary in order for students to register in ED 300 or ED 400 level courses.

The following pages outline in detail the requirements for each of the teacher education majors offered at Corban. The student should realize the required courses are tightly scheduled, with relatively little opportunity to take electives, and it may be advantageous to consider taking some courses during the summer.



## 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 2004-2005	137
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Total number of students in programs of supervised student teaching during academic year 2004-2005	24
--	----

**Number of supervising faculty who were:**

Appointed full-time faculty in professional education	4
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Appointed part-time faculty in professional education, but full-time in the institution	3
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Total number of supervising faculty during 2004-2005	7
--	---

Student/faculty ratio	3.4:1
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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
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Total Weeks	15
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Total Student Teaching Hours Required	600
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**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 program completers and are 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)

BI 113	Surv Bible Literature I	3
BI 123	Surv Bible Literature II	3
BI 202	Bible Study Methods	2
IS 202	Global Perspectives	2
TH 202	Baptist Heritage	2

### Humanities and Social Science (16)

CO 102	Fundamentals of Speech	2
EN 123	College Writing I	3
EN 132	College Writing II	2
ID 101	Freshman Seminar	1
ID 114	American Thought & Culture	4
ID 124	American Thought & Culture	4
ID 214	World Thought & Culture (not required)	
ID 224	World Thought & Culture (not required)	

### Human Performance (2)

HP 121	Fitness-oriented Activity	1
HP 131	Skill-oriented Activity	1

### Specific Requirements (23)

ED 101	Educational Technology	1
ED 103	Intro to Education	3
ED 111	Field Exp I - OPE I	1
ED 222	Child/Adolescent Development	2
ED 232	Psychology of Education	2
ED 302	Classroom Mgmt & Discipline	2
ED 312	Teaching Exceptional Children	3
ED 344	EC/EL Reading	2-4
ED 402	ML/HS Content Area Literacy	
MA383	EC/EL Math I	3
MA393	EC/EL Math II	3
	Electives to Complete Requirements	(6)

### Suggested Electives

ED 231	Field Exp II - OPE II	1
ED 330	Instructional Alignment I	3
ED 410	Philosophy of Education	2
ED440CL	Children's Literature	2

## B.S. IN EDUCATION: BIBLE EDUCATOR (62)

### Content Courses (25)

BI 323	Romans	3
BI 383	Life of Christ	3
BI	Book Study Elective	2
CM433	Spiritual Disciplines for Ministry	3
TH 303	World Religions and Cults	3
TH 333	Christian Ethics	3
TH 402	Interpreting Scripture	2
TH 403	Apologetics	3
TH 413	Contemporary Theology	3

*Content courses may also satisfy Bible/Theology elective requirements*

### Grades 7-12 Specific Courses (5)

ED353B	Meth./Mat. in Bible	3
ED 456	ML/HS Content Area Literacy	2

### Professional Education

#### Requirements (32)

ED 100	Student Education Association	0
ED 101	Educational Technology	1
ED 103	Intro to Education	3
ED 111	Field Experience I - OPE I	1
ED 222	Child & Adolescent Dev *	2
ED 231	Field Experience II - OPE II	1
ED 232	Psychology of Education	2
ED302S	Classroom Management/ Discipline	2
ED 312	Teaching Exceptional Children	2
ED 330	Instructional Alignment I	3
ED 331	Instructional Alignment II	2
ED 341	Field Exp. III - Meth. Practicum	1
ED 410	Philosophy of Education	2
ED 463	Field Exp. V - St. Teach./Sem	10

*\*courses that also satisfy Interdisciplinary requirements*

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

## PROGRAMS

**B.S. IN EDUCATION:  
BIOLOGY (75)**

Oregon Authorization Level Options =  
Middle Level/High School

<b>Content Courses</b>	<b>(35)</b>
MA113 College Algebra*	3
SC 114 Biology I* w/lab	4
SC 124 Biology II* w/lab	4
SC 204 Zoology w/lab	4
SC 214 General Chemistry I w/lab	4
SC 224 General Chemistry II w/lab	4
SC 254 Classical Botany w/lab	4
SC 364 Environmental Ecology w/lab	4
SC 374 Genetics w/lab	4

**Middle Level/High School**

<b>Methods Courses</b>	<b>(5)</b>
SC 353 Meth./Mat. In ML/HS Biology	3
ED 456 ML/HS Content Area Literacy	2

**Professional Education**

<b>Requirements</b>	<b>(35)</b>
ED 100 Student Education Assoc.	0
ED 101 Educational Technology	1
ED 103 Intro to Education	3
ED 111 Field Experience I - OPE I	1
ED 222 Child & Adolescent Dev *	2
ED 231 Field Experience II - OPE II	1
ED 232 Psychology of Education	2
ED302S Classroom Management/ Discipline	2
ED312S Teaching Exceptional Children	2
ED 330 Instructional Alignment I	3
ED 331 Instructional Alignment II	2
ED 341 Field Exp. III - Methods Practicum	1
ED 410 Philosophy of Education	2
ED 461 Field Exp. IV - ML/HS	3
ED 463 Field Exp. V - St. Teach./Sem	10

*\*courses that also satisfy Interdisciplinary requirements*

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

**B.S. IN EDUCATION:  
BUSINESS (69)**

Oregon Authorization Level Options =  
Middle Level/High School

<b>Content Courses</b>	<b>(29)</b>
AC 213 Intro to Financial Accting	3
AC 223 Intro to Managerial Accounting	3
BA 203 Personal and Family Finance	3
BA 313 Business Law	3
BA 343 Program Organization	3
CA 121 Spreadsheets	1
CA 131 Databases	1
CO 333 Organizational Comm. or	3
CO 433 Public Relations	
EC 213 Macro Economics	3
EC 223 Micro Economics	3
MA223 Statistics and Probability*	3

**Middle Level/High School**

<b>Methods Courses</b>	<b>(5)</b>
BA 353 Meth./Mat. In ML/HS Business	3
ED 456 ML/HS Content Area Literacy	2

**Professional Education**

<b>Requirements</b>	<b>(35)</b>
ED 100 Student Education Assoc.	0
ED 101 Educational Technology	1
ED 103 Intro to Education	3
ED 111 Field Experience I - OPE I	1
ED 222 Child & Adolescent Dev *	2
ED 231 Field Experience II - OPE II	1
ED 232 Psychology of Education	2
ED302S Classroom Management/ Discipline	2
ED312S Teaching Exceptional Children	2
ED 330 Instructional Alignment I	3
ED 331 Instructional Alignment II	2
ED 341 Field Exp. III - Meth. Practicum	1
ED 410 Philosophy of Education	2
ED 461 Field Exp. IV - Practicum	3
ED 463 Field Exp. V - St. Teach./Sem	10

*\*courses that also satisfy Interdisciplinary requirements*

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

## B.S. IN EDUCATION: ELEMENTARY (79)

Oregon Authorization Level Options  
— Early Childhood/ Elementary

### Content/Methods Courses (41)

ED 440	EC/EL Integrated Teaching Methods Block	
440CL	Children's Literature	2
440HE	Health	2
440LA	Language Arts	2
440PE	Physical Education	2
440SC	Science	2
440SS	Social Studies	2
ED 435	EC/EL Reading	4
ID 114	Am. Thought/Culture I*	4
ID 124	Am. Thought/Culture II*	4
MA383	EC/EL Math I	3
MA393	EC/EL Math II	3
MA	Math elective/competency*	3
MU372	EC/EL Music	2
SC 143	Science Inquiry: Life Science with lab	3
SC 133	Science Inquiry: Physical Science with lab	3

### Professional Education Requirements (38)

ED 100	Student Education Assoc.	0
ED 101	Educational Technology	1
ED 103	Intro to Education	3
ED 111	Field Experience I — OPE I	1
ED 222	Child & Adolescent Dev*	2
ED 231	Field Experience II — OPE II	1
ED 232	Psychology of Education	2
ED302EE	Classroom Management/ Discipline	2
ED 312	Teaching Exceptional Children	2
ED 330	Instructional Alignment I	3
ED 331	Instructional Alignment II	2
ED 341	Field Exp III - Meth Practicum	1
ED 410	Philosophy of Education	2
ED 462	Field Exp. IV - Practicum	4
ED 463	Field Exp. V - St Teach./Sem.	10
ED 464	Field Exp.	2

*\*Courses that also satisfy Interdisciplinary requirements*

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

## B.S. IN EDUCATION: LANGUAGE ARTS (71)

Oregon Authorization Level Options  
— Middle Level/High School

### Content Courses (31)

CO 102	Fundamentals of Speech*	2
CO 223	Oral Interpretation	3
CO 423	Persuasive Theory & Writing	3
EN 123	College Writing I*	3
EN 132	College Writing II*	2
EN 343	Advanced Composition	3
EN 373	Literary Criticism	3
EN 383	Nature & Structure/ English Language	3
EN	American Literature elective	3
EN	English Literature elective	3
EN	World Literature elective	3
	(Or English or American)	

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

EN 353	Meth./Mat. in ML/HS LA	3
ED 456	ML/HS Content Area Literacy	2

### Professional Education Requirements (35)

ED 100	Student Education Assoc.	0
ED 101	Educational Technology	1
ED 103	Intro to Education	3
ED 111	Field Experience I - OPE I	1
ED 222	Child & Adolescent Dev *	2
ED 231	Field Experience II - OPE II	1
ED 232	Psychology of Education	2
ED302S	Classroom Management/ Discipline	2
ED312S	Teaching Exceptional Children	2
ED 330	Instructional Alignment I	3
ED 331	Instructional Alignment II	2
ED 341	Field Exp. III - Meth. Practicum	1
ED 410	Philosophy of Education	2
ED 461	Field Exp. IV - Practicum	3
ED 463	Field Exp. V - St. Teach./Sem	10

*\*courses that also satisfy Interdisciplinary requirements*

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

## PROGRAMS

**B.S. IN EDUCATION:  
MATHEMATICS (71)**

Oregon Authorization Level Options  
— Middle Level/High School

<b>Content Courses</b>	<b>(31)</b>
CS 113 Computer Science	3
MA233 Calculus I	3
MA243 Calculus II	3
MA253 Calculus III	3
MA262 Calculus IV	2
MA223 Statistics/Probability	3
MA312 Theory of Numbers	2
MA313 Higher Geometry	3
MA323 Linear Algebra	3
MA333 Abstract Algebra	3
MA403 Math Analysis	3

<b>Middle Level/High School Methods Courses</b>	<b>(5)</b>
MA353 Meth./Mat. in ML/HS Math	3
ED 456 ML/HS Content Area Literacy	2

<b>Professional Education Requirements</b>	<b>(35)</b>
ED 100 Student Education Assoc.	0
ED 101 Educational Technology	1
ED 103 Intro to Education	3
ED 111 Field Experience I - OPE I	1
ED 222 Child & Adolescent Dev *	2
ED 231 Field Experience II - OPE II	1
ED 232 Psychology of Education	2
ED3025 Classroom Management/ Discipline	2
ED3125 Teaching Exceptional Children	2
ED 330 Instructional Alignment I	3
ED 331 Instructional Alignment II	2
ED 341 Field Exp. III - Meth. Practicum	1
ED 410 Philosophy of Education	2
ED 461 Field Exp. IV - Practicum	3
ED 463 Field Exp. V - St. Teach./Sem	10

*\*courses that also satisfy Interdisciplinary requirements*

<b>Total Degree Requirements for this Major</b>	<b>(128)</b>
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**MINOR IN MATH EDUCATION  
(21)**

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

CS 113 Computer Science I	
or	3
MA223 Statistics and Probability	
MA113 College Algebra	3
MA233 Calculus I	3
MA243 Calculus II	3
MA313 Higher Geometry	3
MA383 EC/EL Math I	3
MA393 EC/EL Math II	
or	3
MA353 ML/HS Methods/Materials	

## B.S. IN EDUCATION: MUSIC (83-85)

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, Vocal</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*	0
	<i>Seven semesters of concert attendance</i>	
MP 250	Piano Proficiency Skills	0
	<i>Must pass proficiency exams in piano and voice. These skills may be acquired in private or class lessons.</i>	
MU491	Final Project or Recital	(1)
	<i>Credit is optional.</i>	

### Methods/Materials Courses (6-8)

ED 456	ML/HS Content Area Literacy	2
MU352	Org./Admin. Music in Schools	2
MU442	EC/EL Music	
	and/or	2/2
MU452	ML/HS Music	

### Professional Education Requirements (35)

ED 100	Student Education Assoc.	0
ED 101	Educational Technology	1
ED 103	Intro to Education	3
ED 111	Field Experience I - OPE I	1
ED 222	Child & Adolescent Dev **	2
ED 231	Field Experience II - OPE II	1
ED 232	Psychology of Education	2

## (CONTINUED)

ED 302	Classroom Management/ Discipline	2
ED 312	Teaching Exceptional Children	2
ED 330	Instructional Alignment I	3
ED 331	Instructional Alignment II	2
ED 341	Field Exp. III - Meth. Practicum	1
ED 410	Philosophy of Education	2
ED 461	Field Exp. IV -Practicum	3
ED 463	Field Exp. V - St. Teach./Sem	10

*\*These courses may be repeated for  
credit*

*\*\*courses that also satisfy Interdiscipli-  
nary requirements*

### Total Degree Requirements for this Major (137)

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

## PROGRAMS

## B.S. IN EDUCATION: PHYSICAL EDUCATION (73)

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

Content Courses	(31)
HP 202 Intro to Physical Education	2
HP231IS Professional Development in Activity	1
HP231TS Professional Development in Activity	1
HP 243 Care/Prevention of Athletic Injuries	3
HP 312 Motor Development	2
HP 313 Motor Learning	3
HP 321 Directing Experience in Exercise Activity	1
HP331IS Teaching Experience in Physical Activity	1
HP331TS Teaching Experience in Physical Activity	1
HP 332 Sports Law	2
HP 342 Kinesiology	2
HP 352 Organization & Admin. of PE/Fitness	2
HP 361 Fitness and Conditioning	1
HP362AQ Teaching Aquatics	2
HP 423 Physiology of Exercise*	3
SC 334 Human Anatomy w/ lab	4

Methods/Materials Courses	(7)
ED 456 ML/HS Content Area Literacy	2
ED440PE Teaching EC/EL PE/Health	2
HP 353 Meth./Mat. in ML/HS Physical Education	3

Professional Education Requirements	(35)
ED 100 Student Education Assoc.	0
ED 101 Educational Technology	1
ED 103 Intro to Education	3
ED 111 Field Experience I - OPE I	1
ED 222 Child & Adolescent Dev *	2
ED 231 Field Experience II - OPE II	1
ED 232 Psychology of Education	2
ED 302 Classroom Management/ Discipline	2
ED 312 Teaching Exceptional Children	2
ED 330 Instructional Alignment I	3
ED 331 Instructional Alignment II	2
ED 341 Field Exp. III - Meth. Practicum	1
ED 410 Philosophy of Education	2
ED 461 Field Exp. IV - Practicum	3
ED 463 Field Exp. V - St. Teach./Sem	10

*\*courses that also satisfy Interdiscipli-  
nary requirements*

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

## B.S. IN EDUCATION: SOCIAL STUDIES (85)

Oregon Authorization Level Options  
— Middle Level/High School

Content Courses	(45)
EC 213 Macro Economics	3
EC 223 Micro Economics	3
HI 303 History of the Middle East	3
HI 363 Third World Development	3
HI 373 History Modern Europe	3
HI403CH Modern Chinese History	3
ID 114 American Tho't and Culture*	4
ID 124 American Tho't and Culture*	4
ID 214 World Tho't and Culture*	4
ID 224 World Tho't and Culture*	4
PO 203 National Government	3
SO 203 General Sociology	3
HI Upper Division American History	5

Middle Level/High School Methods Courses	(5)
SS 353 Meth./Mat. in Social Studies	3
ED 456 ML/HS Content Area Literacy	2

Professional Education Requirements	(35)
ED 100 Student Education Assoc.	0
ED 101 Educational Technology	1
ED 103 Intro to Education	3
ED 111 Field Experience I - OPE I	1
ED 222 Child & Adolescent Dev *	2
ED 231 Field Experience II - OPE II	1
ED 232 Psychology of Education	2
ED302S Classroom Management/ Discipline	2
ED312S Teaching Exceptional Children	2
ED 330 Instructional Alignment I	3
ED 331 Instructional Alignment II	2
ED 341 Field Exp. III - Meth. Practicum	1
ED 410 Philosophy of Education	2
ED 461 Field Exp. IV - Practicum	3
ED 463 Field Exp. V - St. Teach./Sem	10

*\*courses that also satisfy Interdiscipli-  
nary requirements*

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

# 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 Weekend College 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 Weekend College 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).

## COURSE DESCRIPTIONS

## 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: AC 213 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: AC 313 and AC 323. (Fall)

### AC423 Cost Accounting (3)

Cost Accounting studies cost behavior, profit planning and budgeting, motivation and control, cost accounting systems, and standard costing. Prerequisite: AC 223. (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: AC 313 and AC 323. (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 Weekend College only.

**AT112WC Introduction to Art History (2)**

A course designed to encourage an appreciation for the visual history, past and present, to broaden the knowledge of style, technique and understanding of works of art. Cross-listed as HI 112. Offered in Weekend College only.

**AT122WC Introduction to American Art History (2)**

Encourages an appreciation and understanding of the history of American art. Cross-listed as HI 122. Offered in Weekend College 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.

**AT202WC Calligraphy I (2)**

Elements of layout and design will be examined. The history and development of letter form will be discussed leading to a contemporary and practical use of calligraphy today. Offered in Weekend College only.

**AT212WC Calligraphy II (2)**

Research subjects covering such diverse areas as manuscripts, artist books, sign, and lettering design for logos and typography are carefully explored and presented. Students will explore, practice, and will understand some of the intricacies of what has become an increasingly complex art form. Offered in Weekend College only.

**AT222WC Beginning Watercolor (2)**

A descriptive study of the invention and use of the media of watercolor. Students will also have experience with "hands on" production of creative pieces of art. Offered in Weekend College only.

**AT232WC Basic Sketching (2)**

Drawing acts as a means of enlarging vision leading toward an appreciation of feeling and expression. Students will have the opportunity to experiment with a variety of drawing tools and media. Offered in Weekend College only.

**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.

**AT242WC Photography (2)**

A balanced examination of photographic techniques, addressing both technical and esthetic concerns through practical application. Offered in Weekend College 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)

**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)

**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)

**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)

**BA332MC Marketing Concepts (2)**

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. Offered on-line through Weekend College.

**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: ED 313. 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 ED 323 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 Weekend College.

**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)

**BA373MC 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.

**BA382MC Principles of Project Management (2)**

This course addresses the benefits of developing systemic project organization, as well as the generation and application of project management tools, such as work breakdown structures, project networks, budgets and risk management plans. Students will explore project assessment by analyzing performance variances and defining corrective actions. Offered on-line through Weekend College.

**BA383 Money and Banking (3)**

A survey of the banking system, financial markets, financial instruments, and the role and behavior of interest rates. Practical applications will include consumer credit, business lending, analysis of interest rates and current trends in global financial markets. Will include an overview of the roles of the Federal Reserve, Treasury and other important financial institutions. Prerequisites: Financial Accounting, Financial Management, Macroeconomics, and Microeconomics. (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 BA 413. (Spring)

**BA403IP Investment Principles (3)**

The analytical study of the principles of investments in stocks, bonds 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)

**BA405MC 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 degree completion program. (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.

**BA434MC Principles of Leadership & 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 degree completion program. (Fall and Spring)

**BA443 Sports, Business & 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)

**BA443MC 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. Enrollment is limited to students in the degree completion program. (Fall and Spring)

**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.

**BA453MC 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 degree completion program. (Fall and Spring)

**BA463MC 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 degree completion program. (Fall and Spring)

**BA473 or BA473MC 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 Studies: 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)

**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: BI 113, BI 123, and BI 202. (Alt)

**BI292 Land of the Bible (2)**

A study of the topography and geography of the land of Israel, especially as it relates to how the events of Scripture were affected by its dramatic and varied characteristics. Prerequisite: BI 113 and BI 123. (Alt)

**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: BI 113, BI 123, and BI 202. (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: BI 123 and BI 202. (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: BI 113, BI 123, and BI 202. (Alt) (Spring)

**BI322 James (2)**

An analytical and expository study of the Epistle of James emphasizing the practical outworking of faith. Prerequisite: BI 123 and BI 202. (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: BI 123 and BI 202. (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: BI 123 and BI 202. (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 BI 202. (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: BI 123 and BI 202. (Alt)

**BI353 Hebrews (3)**

An analytical and expositional study of the teaching of Hebrews, emphasizing the priestly ministry of Christ and the superiority of Christianity over Judaism. Prerequisite: BI 123 and BI 202. (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: BI 123 and BI 202. (Alt) (Spring)

**BI372 Johannine Epistles (2)**

An analytical and expositional study of I, II, and III John. Prerequisite: BI 123 and BI 202. (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: BI 113 and BI 202. (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: BI 123 and BI 202. (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: BI 113, 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. BI 422 may be repeated for credit. Prerequisite: BI 113 and BI 202.

**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. BI 432 may be repeated for credit. Prerequisite: BI 123 and BI 202.

**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

### **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 Introduction to Youth 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 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)**

This course builds the structure for a women's ministry program through research and discussion of various philosophies of ministry. Each student will have the opportunity to form a personal philosophy of ministry. Prerequisite: BI202, CM212 (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) (Alt)

### **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: CM 201.

### **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: CM 201.

### **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: CM 201.

### **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: CM 201.

### **CM303 Philosophy of Youth Work (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 youth work 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. (Fall, Spring)

### **CM333 Program Planning—Methods and Materials (3)**

This course focuses on developing individual lesson plans and complete teaching units. The student will develop and evaluate curriculum and design a model teaching calendar for both middle and high school ministries, which include vision, staffing, and determining needs.

### **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 CM 212 and CM 222. (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: CM 301.

**CM401IS 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: CM 301.

**CM 401W 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: CM 301W.

**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: CM 301YW.

**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: BI 202, CM 342. (Spring)

**CM404 Dynamics of Church Development (3)**

A study of the dynamics of church growth and church planting with emphasis upon the theological, sociological, and cultural factors involved. Students will be enabled to relate these principles in the development of strategies that promote church growth. (Spring)

**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. Specialists are utilized to provide a balanced emphasis. Prerequisite: CM 301 and CM401 (Fall and Spring)

**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.

**CM433 Spiritual Disciplines for Ministry (3)**

Growing more Christ-like in our attitudes and actions can be nurtured through the spiritual disciplines taught by Scripture and practiced by believers throughout the ages. Students will learn, from an evangelical perspective, the contribution each activity can make to their spiritual growth and how to enhance their actual practice of these "holy habits." Extended attention will be given to developing a biblical understanding and practice of prayer. (Spring)

**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: BI 113, 123, 202, CO 102. (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: CM 452 (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 writing and delivering four types of speeches. Biblical ethos is emphasized. Enrollment is limited. (Fall and Spring)

**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)

**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: EN 123, 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)

**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)

**CO411- 415 Communication Internship (1-5)**

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.

**CO413MC 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 degree completion program. (Fall and Spring)

**CO422MC Business Communication and Technology (3)**

This course provides an integrated treatment of considerations for business presentations, including gauging the audience, outlining the presentation, developing a presentation strategy, media selection, and media production/technology. Enrollment is limited to students in the degree completion program. (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: EN 123, 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)

**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. (Alt) (Spring)

**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)

**COMPUTER SCIENCE****CS113 Introduction to Computer Science (3)**

This course offers a broad overview of computer science and is designed to provide students with an appreciation for and an understanding of the many different aspects of computer science. Topics include basic concepts in hardware, operating systems, networks, and graphics, an introduction to programming languages, algorithmic problem solving, and an overview of the social context of computing. No prerequisites. (Fall and Spring)

**CS123 Programming Fundamentals (3)**

This course is a study of the concepts and techniques of procedural programming as a foundation for more advanced study of computer science. Topics include syntax, data types, control structures, functions, arrays, files and the mechanics of running, testing, and debugging. Prerequisite: CS113. (Spring)

**CS233 Data Structures and Algorithms (3)**

This course is a study of data structures and the algorithms that proceed from them. Topics include recursion, fundamental data structures (including stacks, queues, linked lists, hash tables, trees and graphs), and the basics of algorithmic analysis. Prerequisite: CS123. (Fall)

**CS301-303 Computer Science Practicum (1-3)****CS333 Database Systems (3)**

This course is a study of the design and implementation of database management systems. Topics covered include file and data organization techniques, SQL language, and relational models. Prerequisite: MA363 (may be taken concurrently) and CS123. (Fall, odd year)

**CS343 Net-Centric Computing (3)**

This course is a study of the structure, implementation, and theoretical underpinnings of computer networking and the applications that have been enabled by that technology. Prerequisite: MA363 (may be taken concurrently) and CS123.

**CS353 Architecture & Operating Systems (3)**

This course is a study of computer architecture and operating systems. Topics covered include the organization and architecture of computer systems, beginning with the standard von Neumann model and then moving forward to more recent architectural concepts, and the study of modern operating systems including memory management, processor scheduling, device management and user command interface. Prerequisite: MA363 (may be taken concurrently) and CS123. (Fall, even year)

**CS363 Information Systems (3)**

This course is a study of information systems including information technology, application software and the role of information in organizations. Topics include system components and relationships, business applications, competitive advantage of information, information security and the characteristics of IS professionals and IS career paths. No prerequisites. (Fall, even year)

**CS373 E-Commerce (3)**

This course is a study of electronic commerce and e-business strategy and the development and architecture of e-business solutions and their components. Topics include electronic commerce economics, business models, technology architectures for electronic business, and security and encryption. No prerequisites. (Fall, odd year)

**CS393 Information Assurance (3)**

This course studies the methods and technologies used to protect computerized information systems by ensuring their confidentiality, integrity, availability, authentication, and non-repudiation. Topics include risk management, policy development, network and application security, and security ethics. Much of this course will focus on methods used to secure Internet-connected communication systems, utilizing technologies such as cryptology, firewalls, and intrusion detection systems. (Alt) (Spring)

**CS413 Senior Capstone Project (3)**

Each student completes a computer science project that integrates previous learning in computer science and related fields. Prerequisite: Senior Status. (Spring)

**CS421-425 Computer Science Internship (1-5)**

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

**CS442 Special Topic (2)**

This course provides the flexibility to offer special topics of interest in Computer Science. Previous topics have included Robotics, Software Engineering, Human Computer Interface, Java, Computer Graphics and more. Three different topics are required for CS majors. Prerequisite: Approval of the instructor and adviser. (Fall and Spring)

## 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)**

The student will gain insight into crime, criminals, causes of criminal behavior, and the various treatment modules being practiced.

### **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 and child abuse will be reviewed, along with the procedures utilized at both the county and state levels.

### **CJ423 Applied Reporting Techniques for Criminal Justice (3)**

This course provides a study of the techniques 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.

## 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 (0)**

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.

### **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)

### **ED103 Introduction to Education (3)**

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 class-

room (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 ED 103. Prerequisite: ED 103 or consent of director. (Fall and Spring)

### **ED222 Child & 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: ED 111, ED 222, 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: ED 102 , ED 222 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: ED 232, 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: ED 232, 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: ED 232, 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: ED 313 or consent of director. (Spring)

#### **ED341 Field Experience III - Practicum (1)**

This course is preferably taken concurrently with ED 323 Instructional Alignment II and either a content methods course (for ML/HS authorization levels) or MA 393 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: ED 302, currently enrolled in ED 322 and a methods course, junior standing, or consent of director. (Spring)

#### **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)

**ED44OLA 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)

**ED44OPE 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)

**ED44OSC 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)

**ED44OSS 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: ED 322, Junior Methods practicum, or consent of director. (Fall and Spring)

**ED462 Field Experience IV — EC/EL Practicum I (4)**

This is a semester-long practicum paralleling ED 44O 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: ED 322, Junior Methods practicum, or consent of director. (Fall)

**ED463 Field Experience V — Student Teaching/Seminar (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)

**ED464 Field Experience VI — EC/EL Practicum (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: ED 322, 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: spelling, 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.

**ENGLISH****EN102WC 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 Weekend College.

**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. EN 123 is a prerequisite for EN 132 and must be taken in sequence. Enrollment is limited. Several sections are offered each year. (Fall, Spring)

**EN222WC Imaginative Writing (2)**

This course is designed to provide the student with a framework for understanding the creative writing process. The student will learn how to write short stories and poetry and explore avenues for publication. Offered in Weekend College only.

**EN232WC Magazine Article Writing (2)**

This course will provide students with the marketing and writing skills necessary for publishing in Christian and secular periodicals. Students will learn about the magazine medium and how to write for it. It will cover marketable topics, effective query letters, magazine analysis, and writing essentials for publication. Offered in Weekend College only.

**EN302WC Children's Literature (2)**

Children's literature is an introduction to and overview of literature for pre-school and elementary age children. The emphasis is on reading the literature itself and learning the criteria for evaluating children's literature. Offered in Weekend College only.

**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 19<sup>th</sup> & 20<sup>th</sup> 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 19<sup>th</sup> 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 20<sup>th</sup> Century American Literature (3)**

Examines 20<sup>th</sup> century American literature as a means of understanding 20<sup>th</sup> 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 20<sup>th</sup> century America, including those involving ethnicity and gender. Students will read short stories, poetry, and at least four novels. (Alt) (Fall)

**COURSE DESCRIPTIONS**



**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)

**EN323 English Literature of the 17<sup>th</sup> - 19<sup>th</sup> 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 Advanced Composition (3)**

Advanced Composition is intended to expand and refine the skills developed in College Writing (EN 123, 132) through analysis and evaluation of models, discussion of rhetorical strategies, and writing, both graded and ungraded. Enrollment is limited. (Fall)

**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 ED 323 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)

**EN412WC 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 Weekend College 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)

**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****GE202WC 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 Weekend College.

**GE212WC 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 Weekend College.

**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)

**GR403, 413 Intermediate Greek I, II (3, 3)**

Intermediate Greek provides a more comprehensive 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: GR 304, 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)

### **HE491-493 Special Topics in Health (1-3)**

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

## HISTORY

### **HI102WC 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 Weekend College.

### **HI112WC Introduction to Art History (2)**

A course designed to encourage an appreciation for the visual history, past and present, to broaden the knowledge of style, technique and understanding of works of art. Cross-listed as AT 112. Offered in Weekend College only.

### **HI122WC Introduction to American Art History (2)**

Encourages an appreciation and understanding of the history of American art. Cross-listed as AT 122. Offered in Weekend College only.

### **HI202WC, 212WC 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 Weekend College.

### **HI252WC 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 20<sup>th</sup> century. Offered only in Weekend College.

### **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 21<sup>st</sup> 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.

### **HI312WC The Protestant Reformation (2)**

The background and causes leading to the Protestant Reformation, as well as the major areas of agreement and disagreement among the Reformers. The course also considers the Roman Catholic response to the Reformation and concludes with a look at the contemporary efforts to draw Evangelicals and Roman Catholics together. Offered only in Weekend College.

### **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.

**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.

**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)

**HI403CH Modern Chinese 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)

**HI403FP History of American Foreign Policy (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.

**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.

### **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 9<sup>th</sup> 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)

## **HUMAN PERFORMANCE**

### **HP121 Fitness-Oriented Activities (1)**

A variety of fitness-oriented activities taught for student's physiological, educational, 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)

HP 121A	Aerobics
HP 121B	Bicycling
HP 121CT	Circuit Training for Women
HP 121FC	Fitness and Conditioning
HP 121AF	Advanced Fitness
HP 121LS	Lap Swim
HP 121R	Running
HP 121RB	Rollerblading
HP 121SD	Self Defense for Life
HP 121ST	Strength Training
HP 121WJ	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)

HP 131B	Badminton
HP 131BW	Bowling
HP 131BK	Basketball
HP 131AB	Advanced Basketball
HP 131BA	Advanced Baseball
HP 131FF	Flag Football
HP 131G	Golf
HP 131ID	Individual Sports*
HP 131MA	Martial Arts
HP 131MT	Mountaineering
HP 131P	Pickle Ball
HP 131RC	Rock Climbing
HP 131RH	Roller Hockey
HP 131SD	Self Defense
HP 131S	Soccer
HP 131AS	Advanced Soccer
HP 131SB	Softball
HP 131TC	Tai Chi
HP 131TS	Team Sports*
HP 131T	Tennis
HP 131V	Volleyball
HP 131AV	Advanced Volleyball

\*These courses are combined with HP 362 courses which Human Performance majors will teach as bit teaching assignments.

### **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 HP 221. (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)

### **HP221 Sports and Fitness OPE (1)**

Thirty hours of observation/participation/experience is required to introduce students to the various aspects of the sports, fitness, and recreational fields. Students will be placed in two appropriate settings to learn first hand the functions related to sports, fitness, and recreational management. Should be taken concurrently with HP 202. (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)

### **HP 231TS 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.

### **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: SC 334 (Spring, odd year)

### **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.

### **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.

### **HP 321 Directing Experience in Exercise Activity (1)**

This is a course for the student to put into practice the theory they learned in the HP 361 course. The student will assist an instructor with a fitness oriented activity course. Some of the duties will be to evaluate, teach exercises & 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.

### **HP 331TS or IS Teaching Experience in Physical Activity (1)**

This is a course for the student to put into practice teaching theory learned in the ED 440 PE course. The student will assist an instructor who is teaching a skill related activity class. The student will develop daily lesson plans which include warm-ups, skill instruction and drills, and direct the game or

modified game. They will also develop the exam under the supervision of the instructor. Progression, age-appropriate activities, risk management, and teaching fundamentals are areas of emphasis.

### **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: SC 334. (Fall, odd year)

### **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: HP 202. (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 ED 322 Instructional Alignment II or consent of director. (Spring)

### **HP361 Fitness and Conditioning (1)**

This is a course for the students who desire to direct individuals or group exercise programs. Fitness concepts and methods of exercise will be discussed. Exercise protocol and program development will be learned as will the steps to evaluate and monitor. Students will learn the liability issues involved and the options behind certification. This course is a prerequisite for the HP 321 courses where the student will assist an instructor who is teaching a fitness course.

### **HP362AQ Teaching Aquatics (2)**

This course is designed to enhance the student's ability to teach water safety and basic swimming lessons. Students will learn a variety of swimming strokes, how to teach children to swim, and rudiments of water safety. Students who successfully meet the Water Safety Instructors (WSI) standards will earn their WSI certificate.

### **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)

- HP 381BK Coaching Basketball (1)
- HP 381BB Coaching Baseball (1)
- HP 381FB Coaching Football (1)
- HP 381SO Coaching Soccer (1)
- HP 381SB Coaching Softball (1)
- HP 381SW Coaching Swimming (1)
- HP 381TR Coaching Track (1)
- HP 381VB Coaching Volleyball (1)
- HP 381W Coaching Wrestling (1)

### **HP404 Internship: Coaching (4)**

**HP423 Physiology of Exercise (3)**

Practical application of physiological principles relating to physical activity in exercise, conditioning and sport performance. (Spring, even year)

**HP453 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.

**HP460 Internship/Field Experience (4-13)**

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.

## 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.

## COURSE DESCRIPTIONS



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)

#### **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 understand-

ing 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)

## 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: MA 103 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: MA 103 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: MA 113 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: MA 243. (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: MA 253. (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: MA 233 (Alt) (Spring)

### MA313 Higher Geometry (3)

A survey of various geometric topics and proofs. These include transformational

## COURSE DESCRIPTIONS

geometry, topology, Euclidean and non-Euclidean geometry, integer geometry, and historical geometry proofs by the likes of Hippocrates and Archimedes. Enrollment is limited. Prerequisite: MA 233 (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: MA 233 (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: MA 243 (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 ED 323 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: MA 223. (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: Ma 262. (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 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)

### **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: MP 131 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: MP 151V1. (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: MP 171G1 or consent of instructor. (Fall and Spring)

### **MP171S String Class (1)**

This class provides basic instruction in playing the viola, cello, or bass. (Fall and Spring)

### **MP171V1 Violin Class I (1)**

Students in this class learn the basic techniques of playing the violin. (Fall and Spring)

### **MP171V2 Violin Class II (1)**

This class offers basic instruction and technical studies for playing the violin. Prerequisite: MP 171V1. (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: MP 141 or consent of instructor. (Fall and Spring)

### **MP240V Vocal Proficiency (0)**

This is not a course offered for credit, but a skill requirement. The student will demonstrate competence in basic elements of singing, including breathing, phrasing, and diction. (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: MP 231 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)

### **MP251XC Christmas Choir (1)**

This group prepares and presents specialized choral literature during the fall term only, performed in the Christmas concert. No audition necessary. May be repeated for credit. (Fall)

**MP271G3 Guitar Class III (1)**

This course offers further instruction in playing elementary guitar literature, praise songs, and technical studies. Prerequisite: MP 171G2 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: MP 271G3 or consent of instructor. (Offered when needed)

**MP271P Pep Band (1)****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)

**MP271V3 Violin Class III (1)**

This course offers further instruction in playing elementary violin literature and technical studies. Prerequisite: MP 171V2 or consent of instructor. (Offered when needed)

**MP271V4 Violin Class IV (1)**

Students receive continued instruction in playing basic violin literature and technical studies. Prerequisite: MP 271V3 or consent of instructor. (Offered when needed)

**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 MU 342. (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 & 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 & Spring)

**MP370 Junior Recital (0)**

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)

**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)

**MP371I Instrumental Ensemble (1)**

This is any instrumental group meeting under the instruction of a faculty member,



formed for varying purposes according to need and personnel available. (Offered when needed)

### **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)

### **MP470 Senior Recital (0)**

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.

- MP 491PY Portland Youth Philharmonic
- MP 491SB Salem Concert Band
- MP 491SC Salem Chamber Orchestra
- MP 491SY Salem Youth Symphony
- MP 491WM Willamette Master Chorus

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 MP 131 or have demonstrated equivalent piano skills in an audition. The student must also be concurrently enrolled in MU 111AS 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: MU 111AS and MP 131 or consent of instructor. (Spring)

### **MU122WC 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. (Fall and Spring in Weekend College only)

### **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 MP 141 and MU 121AS or have demonstrated equivalent skills. Prerequisites: MU 113, MU 111AS, and MP 131. (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 (0)**

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)

## **COURSE DESCRIPTIONS**

## **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

**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: MU 121AS and MP 141 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 MP 231 and MU 211AS or have demonstrated equivalent skills. Prerequisite: MU 123, MU 121AS, and MP 141. (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: MU 211AS and MP 231. (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: MU 213. (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 MP 241 and MU 221AS or have demonstrated equivalent skills. Prerequisites: MU 213, MU 211AS, and MP 231. (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: MP 111VOCA. (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: MU 113 Music Theory I or permission of the instructor. (Alt)

MU 231 Percussion Techniques (1)

MU 241 Woodwind Techniques (1)

MU 251 Brass Techniques (1)

MU 261 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: MU 332 or permission of the instructor. Corequisite: MP 351CC/MC/WC. (Alt)

**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 ascendance of the major forms used in Western music will also be discussed. Prerequisite: MU 123. (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 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> 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: MU 123. (Spring)

**MU332 Conducting I (2)**

This course provides an introduction to the basic patterns and skills of conducting, both choral and instrumental. Prerequisite: MU 123. (Alt)(Fall)

**MU342 Conducting II (2)**

This class offers further study of the techniques and skills of choral and instrumental conducting. Prerequisite: MU 332. (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: MU 123 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)

**MU372 Early Childhood/Elementary Level Music (2)**

This course introduces the instructional materials and methods used in teaching music to children age three through grade eight. Lesson plan development and implementation is included. This course is

designed for elementary education majors and other non-music majors. (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 The 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 & Literature  
MU413OB Oboe Pedagogy & Literature  
MU413SX Saxophone Pedagogy & Lit.  
MU413VO Voice Pedagogy & 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 Pract.  
MU431VO Voice Teaching Practicum  
*etc.*

#### **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)

#### **MU442 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: MU 352. (Spring)

#### **MU452 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: MU 352. (Spring)

#### **MU453 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.

#### **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: MU 461. (Offered when needed)

#### **MU490 Final Project (0)**

#### **MU491 Final Project or Independent Project (1)**

A student who wishes to do an independent project or final project should present a proposal to the instructor, describing the scope of the study or project and the method to be employed. After the instructor approves the proposal, the student will begin working on the project and will meet regularly with the instructor 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 & 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)

### **PS213 Personality Theory (3)**

Primary theoretical systems: Freudian, neo-Freudian, humanists, contemporary learning systems. Prerequisite: PS 203 (Alt) (Fall)

### **PS243 Community Agency Counseling (3)**

A course designed for the Youth and Family Studies major that explores youth and family issues and needs from a biblical, social and environmental perspective. Educational and preventive programs and various models are presented. Students will explore social agencies in public, private and church related arenas. (Alt) (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 or 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. Prerequisite: PS 203 (Alt) (Spring) Adult Studies will include suffix FS. (Fall and Spring)

### **PS313 or 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. Prerequisite: PS 203 (Alt) (Spring) Adult Studies will include suffix FS. (Fall and Spring)

### **PS323 Psychology & 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: PS 203 (Spring)

### **PS343 Industrial Organizational Psychology (3)**

This course is designed to develop students' awareness of the application of psychology in organizations and industries. Prerequisite: PS 203 (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. Prerequisite: PS 203 (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. (Alt) (Spring)

**PS371-372 Practicum I: Counseling Psychology (1, 2)**

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. (Fall and Spring)

**PS373 Marriage and the Family (3)**

Marriage and the Family studies courtship, engagement, marriage, marital relationships and adjustments. (Spring)

**PS381-382 Practicum II: Counseling Psychology (1, 2)**

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. (offered when needed)

**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: PS 203 (Fall) Adult Studies 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 family counseling. Active participation in class utilizes role play and group dynamics. Advanced counseling skills will be introduced and practiced. Prerequisite: PS383 I. (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)

**PS403 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)

**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. Prerequisite: PS203. (Spring)

**PS414MC 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 degree completion program. (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)

**PS431-432 Senior Seminar (1, 2)**

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)

**PS441-443 Guided Research (1-3)**

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

**SC112 Introduction to Botany (2)**

Introduction to Botany is a beginning plant anatomy and physiology course. Topics will include plant classification, plant tissues, and the morphology and physiology of root, stem, and leaf systems. This course may be taken with or without the associated lab section, SC112L. This course is only offered on-line. (Summer and Fall)

**SC112L Introduction to Botany Lab (1)**

The laboratory portion of SC112 will consist of developing a formal collection of 15 trees/shrubs from the student's own geographic region. This will be accomplished through a systematic approach to collecting, preserving, and mounting the specimens. Concurrent enrollment in SC112 is required.

**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)



**SC123WC Plants and Society (3)**

A survey of basic botanical principles, such as plant classification, identification, structure, physiology, and genetics. The historical use of specific plants, their domestication and world distribution will also be covered. Enrollment is limited. Offered in Weekend College only.

**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, origins, and principles of ecology. 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, human anatomy and physiology, and ecology. Concurrent enrollment in SC124 is required. (Spring)

**SC133 Scientific Inquiry: Physical Sciences (3)**

Scientific Inquiry: The physical sciences will provide students with the opportunity to study astronomy, motion, heat, electricity and magnetism, waves, light, acid and base chemistry, oxidation and reduction, physical chemistry, atomic structure, and the chemistry of life. The course will demonstrate and practice the nature of science. Concurrent enrollment in SC133L is required. (Fall alternate years, Spring every year)

**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.

**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.

**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.

**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.

**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.

**SC254 Classical 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 Classical Botany Lab (1)**

Classical Botany Lab investigates plant physiology. Concurrent enrollment in SC254 is required.

**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.

**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 mecha-

nisms 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.

**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.

**SC334 Human Anatomy (3)**

This course is a study of the functional anatomy of the human body. Topics include the chemical basis of life, cell structure and metabolism, tissues, and the following systems: integumentary, skeletal, muscular, nervous, endocrine, digestive, respiratory, cardiovascular, urinary, lymphatic and immune, and reproductive. Clinical terminology and applications are stressed. Concurrent enrollment in SC334L is required. Prerequisite: SC124 (Fall)

**SC334L Human Anatomy Lab (1)**

The laboratory course is an examination of the anatomy of the various body systems. Concurrent enrollment in SC334 is required.

**SC344 Human Physiology (3)**

Human Physiology is the science of how the body functions. This course involves an examination of the physiology of the various body systems at the molecular, cellular, and

organ system level. Concurrent enrollment in SC344L is required. Prerequisite: SC334. (Spring alternate years)

#### **SC344L Human Physiology Lab (1)**

In this laboratory course, students will investigate various physiological principles. Concurrent enrollment in SC344 is required.

#### **SC352 Bioethics (2)**

Bioethics examines issues of science and bioethics related to the beginning-of-life, the end-of-life, and genetic technologies. (Alt) (Spring)

#### **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.

#### **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: SC124. (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.

#### **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.

#### **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)

#### **SC424L 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.

#### **SC453 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.

#### **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)



**SO302WC Sport in American Society (2)**

The course is designed to introduce students to the historical development of sport in America, and of selected sociological topics and their influence on sport in American society.

**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 degree completion program. (Fall & 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 degree completion program. (Fall & 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 degree completion program. (Fall & 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 degree completion program. (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: PS 203. Adult Studies will include suffix FS: (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 degree completion program. (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 degree completion program. (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 developed. 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 degree completion program. (Fall & 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**

### **TH132WC Christian Life & Witness (2)**

Examines the foundations of the Christian life, to apply biblical principles to the experience of believers today, and to give instruction in personal soul winning. Offered in Weekend College only.

### **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)

### **TH303 World Religions and Cults (3)**

A survey of the modern religious movements 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, anthropol-

ogy, 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: BI 123, BI 202, TH 313, TH 323 (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, fundamentalism, evangelicalism, process theology, liberation theology, etc. Prerequisite: TH 313, TH 323 (Alt) (Fall)

**TH423MC 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 program. (Fall & 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 degree completion program. (Fall and Spring)

**TH434MC Biblical & 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 degree completion program. (Fall and Spring)

**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 Student Life Office 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 College 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 Service, Community Outreach, and Spiritual Growth (CCS) program provides opportunities for students to explore servant leadership through volunteer opportunities and to enhance spiritual growth through spiritual ministry 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 part of the 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 practices harmful to the body and from immorality. 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 the “things which make for peace, things whereby we may edify one another,” and “things which glorify God.”

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 general student fee are considered members of the ASB. The purpose of ASB is to provide a student government that will develop unity and mutual understanding among campus organizations, promote and uphold Christian principles, and foster 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, intramural coordinator, and fellowship/club coordinator.

### Clubs and Fellowships

Anyone wanting to initiate a campus club may obtain forms in the ASB office. Clubs may be formed around special interests and must abide by the guidelines established for recognition by the ASB.

Fellowships are groups of men and groups of women organized around a scriptural theme and purpose. They provide opportunities for ministry, social activity, and leadership. Fellowships are composed of all ages and academic levels; they include married, single, resident, and commuter students.

Clubs and fellowships 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	Mr. Warrior Pageant
Concerts	Music Ensembles
Harvest Party	Senior Banquet
Intramural Sports	Thanksgiving Turkey Trot
Richard L. Caulkins Lecture Series	Winter Festival
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 College 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, volleyball, and 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 flag football, basketball, volleyball, co-ed sand volleyball, frisbee golf, and three-on-three tournaments.

## **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 graduate. Those living on campus are more satisfied with their undergraduate experience and are more likely to achieve in extracurricular activities.

All rooms in the residence halls are equipped with telephone lines and computer hook-ups. Students may bring their own phones if desired. Local calls are free and long distance calls may be made collect, with a credit card or third party billing.

Each residence hall has a capable staff available for advice and guidance. The staff works together to develop and maintain an atmosphere of warmth, loyalty, and high morale in an environment conducive to the goals of residential living.

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.

## **STUDENT 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 on weekends and between 5:00 p.m. and 7:00 a.m. on weekdays.

## **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 College 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](mailto: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.

ADMISSIONS



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 45 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 an official Test of English as a Foreign Language (TOEFL) score of 500 or higher and 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 and on-campus classes are conveniently scheduled one night a week.

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 \$25 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.

**ADMISSIONS**

### **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 College 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 College 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 College 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.

## 2005-06 TUITION AND FEES

	Semester	Per Year
Tuition - full-time	\$ 8,917	\$ 17,834
(Less than 11 credit hours)	\$ 743 per credit	
(More than 17 credit hours)	\$ 200 per credit	
Residence Fee	\$ 3,217*	\$ 6,434*
Student Activity Fee	\$ 105	\$ 210
Total Cost - Resident	\$ 12,239*	\$ 24,478*
Total Cost - Commuter	\$ 9,022	\$ 18,044

\*Maximum meal plan; several meal plans are available. Call the college Business Office for additional information.

## ADDITIONAL FEES AND COSTS

Application Fee	\$ 35
Audit Fee (per credit hour)	\$200
Course Change Fee	\$ 10
Credit by Exam (per credit hour)	\$ 25
Graduation Fee (non-refundable)	\$100*
Housing Deposit	\$100
Human Performance fees	variable
Independent Study Fee	\$100
Late Registration Fee	\$ 25
Medical Insurance	variable
Private Music Lessons (per credit hour)	\$ 240
Readmission Fee	\$ 10
Rescheduling Final Exam (per exam)	\$ 10
Science Lab Fee	\$ 35
Student Teaching Fee	\$200
Textbooks (estimated cost)	\$600
Transcript Fee	\$ 5
Tuition Deposit	\$200

\*\$200 if submitted after the due date

FINANCIAL  
INFORMATION

## 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 Weekend College. 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. 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.

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](http://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.



# GRADUATE STUDIES IN EDUCATION

## OVERVIEW

The mission of this program is to develop educational leaders who address the needs in their school community, exemplify professional excellence and integrate a biblical worldview into their personal and public lives for the glory of God. Our instruction is Bible-centered and is communicated in a caring environment that encourages scholarly and intellectual inquiry and Christ-like servant leadership. As the Apostle Paul wrote, “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).

Candidates in the Graduate Studies in Education program will develop and improve their teaching and service in the areas of curriculum, research, leadership and pedagogy. They will also be able to articulate a Christian perspective of education and translate that perspective into practice within their classroom, school, and community.

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

Corban College, accredited by the NWCCU, has also received accreditation to license teachers by the Teacher Standards and Practices Commission (TSPC) of the State of Oregon. Corban’s teacher education program is also accredited by the Association of Christian Schools International and offers certification in both elementary and secondary teaching.

## GOALS

1. To develop and enrich a biblical perspective on education.
2. To improve educational leadership skills.
3. To develop and improve teaching practices.
4. To analyze and evaluate educational policy and law at the national, state and local levels and examine their philosophical assumptions.
5. To develop the educator’s abilities to conduct, evaluate, and apply research in the field of education.
6. To foster an environment of academic and professional excellence that can be applied to all aspects of the educator’s life.

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## POST-BACCALAUREATE INITIAL LICENSURE PROGRAM

This program is designed for preservice teachers who have a bachelor's degree in a content area but have not completed a course of study in education. Upon completion of the program, the preservice teacher will be eligible to begin the application process for an Initial Oregon Teaching License. The program consists of 26 credits for Middle Level and High School Authorization and 28 credits for Early Childhood and Elementary 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 College's initial licensure program is that the preservice teacher is provisionally enrolled in the Master of Education program, and 11 credits can be used toward the Master of Science in Education degree.

<b>Oregon Initial Teaching License Program – Common Core (21)</b> Instructional Alignment Focus I and II (4)* Teaching the Diverse Learner (2) Biblical Worldview and Ethics in Education (2) or Philosophy of Education (2)* Theories of Learning and Teaching (3) Assessment for Learning (2) Field Experience I — First Authorization (6) Field Experience II — Second Authorization (2)	
<b>Early childhood / Elementary Authorization** (7)</b>  Methods in Literacy (3) Methods in Mathematics (2) Methods in Social Studies/Science (2)	<b>Middle Level / High School Authorization** (5)</b>  Content Area Literacy (2)* Special Methods in Content Area (3)*

\* Courses concurrently taught in the undergraduate program. These courses are double-numbered with graduate designation and include additional work appropriate to the graduate level.

\*\* Candidates must have completed or plan to take a course in child and/or adolescent development. The content of the course must match the authorization level the candidate is pursuing.

The following courses will transfer from the licensure program to the Master of Education program:

Teaching the Diverse Learner	2
Biblical Worldview and Ethics	2
Theories of Learning and Teaching	3
Assessment for Learning	2
Up to two credits from methods courses	2

## MASTER OF SCIENCE IN EDUCATION PROGRAM

This program is designed for educational professionals who plan to pursue a continuing license program or a Master of Science in Education degree. The program is divided into two sections: the common core and specialized tracks.

<p style="text-align: center;"><b>M.S. Ed Common Core (19)</b>  <i>Required for All M. Ed Candidates</i></p> <p><i>Biblical Worldview (4)</i>          Biblical Leadership (2)          Biblical Worldview and Ethics in Education (2)</p> <p><i>Professional Education (15)</i>          Planning Seminar (1)          Theories of Learning and Teaching (3)          Policy and Politics in Education – Current Issues (2)          Educational Leadership and Professional Development (2)          Education and the Law (1)          Technology in Education (2)          Educational Research – (4)          Introduction to Research and Analysis (2)          Choose one of the following:          Quantitative Research in Education (2)          Qualitative Research in Education (2)          Classroom Action Research (2)</p>		
<p><b>Oregon Continuing Teaching License Track (12) (31)</b></p> <ul style="list-style-type: none"> <li>• Teaching the Diverse Learner (2)</li> <li>• Assessment for Learning (2)</li> <li>• Content Area Electives (6)</li> <li>• Research Project (2)</li> </ul>	<p><b>Curriculum and Instruction Track (15) (34)</b></p> <ul style="list-style-type: none"> <li>• Curriculum Development and Evaluation (3)</li> <li>• Assessment for Learning (2)</li> <li>• Teaching the Diverse Learner (2)</li> <li>• Content Area Electives (6)</li> <li>• Research Project (2)</li> </ul>	<p><b>Leadership Development Track* (18) (37)</b></p> <ul style="list-style-type: none"> <li>• Current Issues in School Leadership – Developing Mission and Vision (2)</li> <li>• Curriculum Development and Evaluation (3)</li> <li>• Transforming Schools: The Change Process in Action (2)</li> <li>• School, Church, and Community Collaboration (2)</li> <li>• Faculty/Staff Supervision and Mentoring (3)</li> <li>• Christian School Finance (2)</li> <li>• Law and the Christian School (2)</li> <li>• Research Project (2)</li> </ul>

\* Not an administrator licensure program. This degree is designed for candidates interested in leadership in schools and organizations.

**GRADUATE STUDIES**

## ADMISSIONS

### Post Baccalaureate Requirements

The potential candidate 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 Graduate Director.
3. Have passed or plan to take a course in human development and learning that is appropriate to determined authorization level
4. Complete the application form.
5. Enclose the \$40 nonrefundable application fee.
6. Send official transcripts from your undergraduate institution to the graduate admissions counselor. In addition, submit transcripts for any graduate courses believed to be transferable to the program.

7. Complete the applicant section on the reference forms and give the forms to individuals who are qualified to judge your professional abilities and potential as a candidate in the graduate program.
8. Enclose the admissions essays required from the application form.
9. Pass the California Basic Educational Skills Test (CBEST).

### **Additional Requirement**

Those candidates planning to pursue early childhood, elementary, or middle level authorizations are expected to take the Multiple Subjects Exam (ORELA) no later than the completion of the first semester of coursework. Those candidates planning to pursue a high school authorization are expected to take the Praxis II test for their endorsement no later than the completion of the first semester of coursework. Those candidates who do not pass their content tests will meet with the graduate advisor to determine the future course of action. If scores are significantly below the minimum passing score, candidates will be counseled to take remedial classes or terminate the program.

### **Master of Science in Education Requirements**

The potential candidate 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 Graduate Director.
3. Complete the application form.
4. Enclose the \$40 nonrefundable application fee.
5. Send official transcripts from your undergraduate institution to the graduate admissions counselor. In addition submit transcripts for any graduate courses believed to be transferable to the program.
6. Enclose a copy of your most recent teaching license or certificate.
7. Complete the applicant section on the reference forms and give the forms to individuals who are qualified to judge your professional abilities and potential as a candidate in the graduate program.
8. Enclose the admissions essays required from the application form.

## **ADDING OR DROPPING A COURSE**

During the registration period, which is published in the academic calendar, candidates 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.

Candidates are required to make up any coursework 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 faculty member teaching the course.

During the registration period, which is published in the academic calendar, candidates may drop a course by completing the Course Change form, signed by the graduate advisor, and filing this form with the registrar. This class will not appear on the transcript and no fee is charged for the changes.

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 10<sup>th</sup> week of class. Those who do drop a class after registration but before the 10<sup>th</sup> week will be charged a percentage of the credit cost up to 60%.

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.

### **ADVANCEMENT TO CANDIDACY**

This is the process by which the graduate faculty acknowledges candidates' successful completion of foundational coursework and their readiness for the final stages of research and coursework.

Formal application for advancement to degree candidacy must be made by the candidate to the graduate committee. The application may be picked up in the education office and submitted to the education secretary. To be eligible for advancement to degree candidacy, the applicant must meet the following requirements:

- a. Regular admission status.
- b. Completion of Introduction to Research and a course in a specific research methodology.
- c. Research project cleared by Human Subjects Research Review Committee.
- d. A cumulative grade point average of 3.00 or above in graduate level courses.
- e. An approved program of study on file in the Graduate Director's office.

### **ADVISORS**

Each candidate admitted to the program will be assigned an academic advisor from the education department. Candidates are urged to contact their advisor regularly with questions they have about their program of study.

### **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 College 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 members of Corban's staff who have a legitimate professional need for the material. FERPA, as amended, is designed to protect the privacy of student records. Students have the right to review all of their educational records and to challenge the content of a record they believe to be inaccurate or misleading.

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

Copies of Corban's Information Policy are available in the Student Life Office and the Registrar's Office. Students are advised that Corban 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.

## FINANCES

Tuition and fees assessed are designed to cover the costs incurred by the college in providing a quality education at a reasonable price.

Tuition and Fees	
Tuition per graduate semester hour	\$435
Program application fee	\$40
Late application fee	\$20
Registration fee	\$50
Student teaching lab fee (licensure candidates only)	
First Authorization	\$275
Second Authorization	\$100
Graduation fee	\$100

### Registration and Payment of Fees

At the beginning of each semester, the candidate is required to pay the \$50 (nonrefundable) registration fee. This fee defrays the cost of advising, registering and scheduling.

### Late Application

Applications are due no later than two weeks before the start of the term. Applications received after the due date will be assessed a \$20 late application fee.

### 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 eight credits at the graduate level are considered full-time in the program. Candidates registered for four 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 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 registrar's office.

### **GRADUATE EDUCATION COMMITTEE**

This committee meets monthly to discuss all waivers and to approve applications for the advancement to candidacy. Waivers to be reviewed by the Committee are due two weeks prior to the Committee's meeting date, the first Friday of every month. Please submit waivers to the Education Secretary.

### **GRADUATION REQUIREMENTS**

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

1. Advancement to candidacy
2. The program of study outline—to be completed with the academic advisor and filed in the director's office. This is initiated in the first semester during Planning Seminar.
3. Presentation of research—the penultimate step to graduation is the formal presentation of research to the education faculty. This is meant to be an academic community event so other education students may be in attendance. After the presentation, the candidate will meet with the graduate advisor to discuss and evaluate the presentation. To set a presentation date, the candidate must fill out the presentation application and return it to the graduate program secretary before March 15 of the graduation year.
4. A minimum grade point average of 3.00 for the total graduate program, with no more than six hours of grade "C" included.
5. Formal application for graduation—candidates who expect to complete all degree requirements must apply for graduation. The form can be picked up in the Registrar's office and must be turned in by October 1 prior to the anticipated graduation year. A \$100 graduation fee must accompany the application. If the candidate 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.

### **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 Full Committee are due two weeks prior to the Committee's meeting date, the first Friday of every month.

## 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.) The candidate must submit an Independent Study Petition to the registrar's office. It is the candidate's responsibility, working collaboratively with the supervising faculty member, to demonstrate that the proposed course of study is equivalent to a regular course. This petition must be initiated by the candidate and contain the signatures of the candidate, faculty member supervising the study, and the Director of Graduate Studies in Education. 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.

To petition to take an independent study course, the following criteria must be met:

1. Special scheduling of the course is necessary through no fault of the candidate.
2. The professor's schedule will allow the addition and he/she is willing.
3. No more than six hours per semester are to be taken.
4. No more than 9 hours of independent study are taken over the course of study.
5. Payment of the independent study fee (\$150 per credit) in addition to graduate tuition.

Note: 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.

## ONLINE COURSES

The graduate program offers a number of courses in the online format. Classes offered in this format will be noted in the course schedule that is posted in the education office before each semester.

## ORIENTATION

Master of Education candidates are required to take Planning Seminar (ED 501) during the first semester of their program. Over the course of the semester the candidate will meet 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.

## RESEARCH PROPOSALS

Research proposals must be submitted and cleared by the Human Subjects Research Review Committee before the planned research should begin. Below is a list of forms that must accompany the proposal and the outline of the proposal. All forms can be picked up in the faculty office or from the Graduate Director.

### Forms to accompany the proposal

1. Advancement to Candidacy form (do not attach to proposal)
2. Human Subjects Research Review Cover Sheet

### Outline of the Proposal

1. Introduction
2. Review of the Literature
3. Data Collection and Analysis Plan
4. Bibliography

## **TIME LIMIT**

All degree requirements must be completed within six years from the beginning of admission to the graduate program at Corban College without loss of credit for completed classes. This does not apply to candidates completing the Oregon Initial Teaching License program. Those candidates wishing to continue in the graduate program after finishing the Oregon Initial Teaching License program have 4 years to begin the graduate program before losing graduate credit from the license program.

## **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 College 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.
3. 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.

## **WAIVERS**

Candidates who have challenges or conflicts due to any of the policies of the graduate program can request a waiver. The following is a list of steps that will be followed with each waiver:

1. Document in writing explaining the waiver request.
2. Waiver request submitted to the Graduate Director.
3. The Graduate Director may either grant the waiver or submit it to the Graduate Education Committee.
4. If the candidate is not satisfied with the decision, he/she may appeal to the Academic Council of the college.
5. The decision and recommendations of the Academic Council will stand in all academic appeals and petitions.

## COURSE LISTINGS AND DESCRIPTIONS

### **ED501 Planning Seminar (1)**

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.

### **ED502 Portfolio Development Seminar (1)**

This seminar is designed to instruct Continuing Teaching License candidates in strategies for collecting and displaying evidence of advanced competence in teaching.

## **Biblical Worldview Courses**

### **ED511 Biblical Worldview & Ethics in Education (2)**

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.

### **ED512 Biblical Leadership (2)**

This course is designed to explore biblical leadership in the educational 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 educational leaders.

## **Educational Research**

### **ED521 Introduction to Research & Analysis (2)**

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 Quantitative Research in Education (2)**

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 Qualitative Research in Education (2)**

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 Classroom Action Research (2)**

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.

## **Professional Education Courses**

### **ED532 Theories of Learning and Teaching (3)**

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.

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**ED533 Technology in Education (2)**

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.

**ED534 Teaching the Diverse Learner (2)**

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 Curriculum Development and Evaluation (3)**

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.

**ED541 Policy and Politics in Education — Current Issues (2)**

This course identifies, reviews, and analyzes major trends and issues impacting the contemporary state and national level educational scene. Each class session provides candidates with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as their own teaching and leadership style and educational philosophy.

**ED542 Assessment for Learning (2)**

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.

**ED543 Educational Leadership & Professional Development (2)**

In this course, candidates have the opportunity to create, under the guidance of an instructor, an in-depth, selective education leadership bibliography to enrich personal knowledge and to augment professional career goals.

**ED544 Education and the Law (1)**

Law and the legal system have profoundly influenced the shaping of education in America. Many of today's issues of educational policy (e.g., desegregation, the treatment of students with disabilities, English as a second language, religion in the schools, school finance) are also issues of law. As a consequence, we see decisions regarding our schools increasingly being made by the courts. This course encourages candidates to become familiar with the manner in which courts operate, how they make their decisions, and the impact of their decisions on education and educational policy.

**ED601 Portfolio Presentation (1)**

To be arranged with Program Director. This process is designed to allow the Continuing Teaching License candidate to present and defend his/her evidence of competence at an advanced level.

**ED602 Research Project (1-2)**

To be arranged with the instructor. Prerequisites: ED 521 Introduction to Research and Analysis; and one focused research methods course.

**ED633 Advanced Educational Technology (2)**

This course will extend knowledge and skills of educators who desire to enhance the delivery of distance and online instruction. Candidates will explore and analyze methods of management, instruction, and assessment. Strategies for evaluating software and managing systems will be included.

**Leadership Development Courses****ED536 The Classroom Teacher-Counselor (2)**

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 to incorporate 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. (Spring)

### **ED571 Current Issues in School Leadership — Developing Mission and Vision (2)**

Candidates learn a perspective on school leadership that helps them understand the process of developing organizational missions and vision. The course includes issues such as problem solving, consensus building, conflict resolution, ethics, and building relevant community connections.

### **ED572 Curriculum Development & Evaluation for School Leaders (3)**

This course provides a broad and critical understanding of curricular matters that are relevant and important to school leaders: 1) decision making about the choice of content; 2) politics of curriculum development; 3) implementation and monitoring of curriculum at the building site; 4) testing and alignment of curriculum; and 5) evaluation of curriculum implementation.

### **ED573 Transforming Schools — The Change Process in Action (2)**

This course examines how the relationships between people and organizational structures, policies, and processes influence school culture and change efforts. Candidates will study how school leaders secure and manage resources to improve teaching and learning for all within the school community.

### **ED574 Faculty/Staff Supervision and Mentoring (3)**

This course explores staff development goals; characteristics of staff development programs; establishing a staff development organization; policy and decision making; identifying and responding to the concerns of participants; assessing needs; planning and implementation of specific programs; networking; formal and informal methods of evaluation; models for staff mentoring and development; and evaluating instructional effectiveness.

### **ED581 School, Church, & Community Collaboration (2)**

This course examines principles of planning and administering a program for building a mutually supportive relationship between the school and its environment. Focus is on the development of skills and strategies for linking the school with constituents in the Christian

community and in the broader community in which the school is located.

### **ED582 Christian School Finance (2)**

This course examines the role of the administrator in the development of cooperative relationships with the Christian community, budgeting, fund raising, and the relationship of finances to evaluation and improvement of policies and programs to meet school needs.

### **ED583 Law & the Christian School (2)**

This course is a critical analysis of the legal framework governing school law in the United States, with an emphasis on contemporary legal problems of Christian education, including implications of landmark and current court decisions.

## **Core Oregon Initial Teaching License Post-Baccalaureate Program**

### **All Candidates**

#### **ED530 Instructional Alignment Focus I (2)**

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. Concepts will be applied in age-group breakout sessions focusing on effective and developmentally appropriate teaching strategies. Micro-teaching sessions allow candidates to practice using major teaching strategies. The course will culminate with the design and development of a three-day teaching unit, including all supplemental instructional materials.

#### **ED531 Instructional Alignment Focus 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.

#### **ED410/510 Philosophy of Education (2)**

This course presents major philosophies and discusses the effects of those philosophies on

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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.

#### **ED554 Middle School Models and Methods (1)**

This course addresses the unique educational issues related to teaching middle school students. Course content includes an examination of prevailing middle school philosophies and relevant state and federal legislation, along with a study of the influence that the philosophies and legislative mandates have on school organization, curriculum decisions and instructional strategies. (Summer)

#### **ED563 Field Experience I – First Authorization (6)**

The candidate completes a 15-week full-time teaching experience at the authorization level of his/her choice: early childhood, elementary, middle level, or high school. The experience includes the development and teaching of one or two teacher work samples.

#### **ED564 Field Experience II – Second Authorization (2)**

The candidate completes a minimum of 100 hours of practicum at an additional authorization level, to include the development and teaching of one teacher work sample.

#### **ED569 Internships (1-2)**

#### **Early Childhood/Elementary Candidates**

#### **ED450/550 Methods in Literacy (3)**

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 Methods in Mathematics (2)**

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 Methods in Social Studies/ Science (2)**

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 develop, critique, and implement science curriculum.

#### **ED555 Elementary Music Methods (2)**

This course is designed to facilitate an increase in candidates' understanding of musical development in children and the breadth of music curriculum applications in elementary schools. Candidates will be guided toward the development of competencies necessary to teach music in the elementary schools; including planning, presentation, management and evaluation skills.

#### **Middle Level/High School Candidates**

#### **ED456/556 Content Area Literacy (2)**

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.

#### **BA/EN/PE/MA/MU/SC/SS 453/553 Special Methods in Content Area (3)**

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

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# CORBAN COLLEGE

*Dedicating Heart and Mind to God*