



**2018-2019**

**CORBAN UNIVERSITY**  
**ACADEMIC CATALOG**

## **Notes about use of catalog**

*This catalog is provided for guidance in course selection and program planning. While every effort is made to ensure the accuracy of the information in this catalog, in no sense is it to be considered a binding contract and it may be changed by action of appropriate bodies within the university.*

*Courses listed in this catalog are subject to change through normal academic process. New courses and changes in existing course work are initiated by the appropriate school, department, or program and approved by the Faculty Council or other bodies as needed.*

## **Notice of Non-Discriminatory Policy**

Corban University admits students of any race, color, nationality and ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the school. Corban University does not discriminate on the basis of race, color, nationality or ethnic origin in the administration of their educational policies, scholarship and loan programs, athletic and other school administered programs.

# LETTER FROM THE PRESIDENT

Dear Friend of Corban:

Thank you for your interest in the Corban University catalog.

Together with Corban's outstanding faculty and dedicated staff, I heartily embrace the idea that Christians are to be salt and light in our culture. We are to make every difference possible for Jesus Christ. We are to do this not just by spreading the good news of the Gospel, but also by exerting a Christian influence in every sphere of life—from politics to the media to the arts.

At Corban, we are committed to equipping a new generation to think critically and operate from our one central foundation, Jesus Christ. To provide a Christian higher education is to equip students of today to approach, respond to, and serve a world that desperately needs people of godly character. We do not shelter anyone from questions, but rather swing wide the door to ask and wrestle with every question under the sun—approaching every subject from the great truth: that Jesus Christ is Lord of all.

These are exciting and challenging days in America's history, the history of the Christian church, and the history of this institution. I invite your prayers and partnership as we provide Christ-centered biblical education to train the next generation of church, business, education, and community leaders.

To Christ be all glory,

A handwritten signature in black ink, appearing to read 'S. Nord', written in a cursive style.

Dr. Sheldon C. Nord  
President

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# ACADEMIC CALENDARS

## PATHWAY TO ENGLISH CALENDAR (PRE-BACCALAUREATE)

The Pathway to English program follows a 14-week term schedule during fall and spring and 12-week term during the summer, within the 15-week terms of the Traditional Undergraduate Program. Credit hours within Pathway are adjusted to ensure equivalent time is spent in the classroom as with the Traditional Undergraduate program. This differentiated schedule allows for a longer orientation time between terms and cultural trips, which is integral to the success of the program. A Cultural Trips schedule for each semester will be published at the beginning of each semester.

<b>Summer Term</b>	<b>2018</b>
Orientation week for new students	May 7 <sup>th</sup> -11 <sup>th</sup> (M-F)
Placement testing	May 7 <sup>th</sup> (M)
Instruction begins	May 14 <sup>th</sup> (M)
Memorial Day (No Classes)	May 28 (M)
Independence Day (No Classes)	July 4-5 (W-Th)
Progress and exit testing	Jul 13 (F)
Last day of instruction	Aug 3 (F)
Final Exams	Aug 6-9 (M-Th)
Final grades due to the Office of the Registrar	Aug 15 (W)
<b>Fall Term</b>	<b>2018</b>
Orientation week for new students	Aug 20-24 (M-F)
Placement testing	Aug 20 (M)
Instruction begins	Aug 29 (W)
Progress and exit testing	Nov 10 (Sa)
Thanksgiving vacation	Nov 22-24 (W-F)
Last day of instruction	Dec 8 (F)
Final Exams	Dec 10-13 (M-Th)
Final grades due to the Office of the Registrar	Dec 19 (W)
<b>Spring Term</b>	<b>2019</b>
Orientation week for new students	Dec 31-Jan 4 (M-F)
Placement testing	Jan 31 (M)
Instruction begins	Jan 9 (W)
Martin Luther King Serve Day (No Day Classes)	Jan 21 (M)
President's Day (No Classes)	Feb 18 (M)
Progress and exit testing	Mar 22 (F)
Spring Break	Mar 25-29 (M-F)
Last day of instruction	Apr 26 (F)
Final Exams	Apr 29-May 3 (M-Th)
Final grades due to the Office of the Registrar	May 8 (W)

# UNDERGRADUATE CALENDAR

## TRADITIONAL AND ONLINE UNDERGRADUATE

<b>Fall Semester</b>	<b>2018</b>
Residence halls open for new TUG students	Aug 24 (F)
Student and family orientation for new TUG students	Aug 24-26
<i>Undergrad Online Fall Session (A) begins</i>	<i>Aug 26 (Su)</i>
Student Life registration for New TUG students	Aug 27-28
Residence halls open for returning TUG students	Aug 27 (M)
Student Life registration for returning TUG students	Aug 28 (T)
TUG Classes begin	Aug 29 (W)
<i>Last day to add/drop online courses w/o financial penalty (Session A)</i>	<i>Aug 31(F)</i>
Close of TUG course registration	Sept 7 (F)
<i>Last day to withdraw from online courses w/ fee and W grade (Session A) - no tuition reimb.</i>	<i>Sep 28 (F)</i>
TUG Study Day (no classes)	Oct 12 (F)
<i>Undergrad Online Fall Session (A) ends</i>	<i>Oct 20 (Sa)</i>
<i>Undergrad Online Fall Session (B) begins</i>	<i>Oct 21 (Su)</i>
World Outreach Week	Oct 22-26
TUG Registration for Spring Semester Opens	Oct 24 (W)
<i>Last day to add/drop online fall courses w/o financial penalty (Session B)</i>	<i>Oct 26 (F)</i>
Last day to withdraw from TUG course with a W grade.	Oct 26 (F)
<i>Undergrad Online Undergrad Registration for Spring</i>	<i>Oct 22 (M)</i>
Thanksgiving vacation	Nov 21-23
<i>Last day to withdraw from online courses w/ \$10 fee (Session B) - no tuition reimb.</i>	<i>Nov 23 (F)</i>
TUG Classes resume	Nov 26 (M)
Final Deadline for all Grad Applications for May Graduation	Dec 1 (S)
TUG Last day of instruction	Dec 7 (F)
TUG Final exams	Dec 10-13
Residence Halls close at 2:00 p.m.	Dec 14 (F)
<i>Undergrad Online Fall Session (B) ends</i>	<i>Dec 15 (Sa)</i>
Final Grades due to the Office of the Registrar	Dec 19 (W)
<b>Spring Semester</b>	<b>2019</b>
<i>Undergrad Online Spring Session (A) begins</i>	<i>Jan 6 (Su)</i>
Residence halls open for all students	Jan 7 (M)
Student Life registration and orientation for New TUG students	Jan 7 (M)
TUG Classes Begin	Jan 9 (W)
<i>Last day to add/drop online spring courses w/o financial penalty (Session A)</i>	<i>Jan 11 (F)</i>
MLK Serve Day (no classes)	Jan 21 (M)
Close of TUG course registration	Jan 18 (F)
Last day to withdraw from online courses w/ \$10 fee (Session A) - no tuition reimb.	Feb 8 (F)
President's Day (no classes)	Feb 18 (M)
<i>Undergrad Online Spring Session (A) ends</i>	<i>Mar 2 (Sa)</i>
<i>Undergrad Online Spring Session (B) begins</i>	<i>Mar 3 (Su)</i>
<i>Last day to add/drop online spring courses w/o financial penalty (Session B)</i>	<i>Mar 8 (F)</i>
Assessment Day (Required testing for all TUG students)	Mar 13 (W)
Last day to withdraw from TUG course with a W grade.	Mar 8 (F)
<i>Undergrad Online Summer Registration begins</i>	<i>Mar 18 (M)</i>
TUG Spring break	March 25-29
TUG Classes resume	April 1 (M)

TUG Registration for Fall Semester Opens	April 3 (W)
<i>Last day to withdraw from online courses w/ \$10 fee (Session B) - no tuition reimb.</i>	<i>Apr 5 (F)</i>
TUG Graduation Application Deadline	April 18 (T)
Good Friday (no classes)	April 19 (F)
TUG Last day of instruction	April 26 (F)
TUG Final exams	April 29-May 2
<i>Undergrad Online Applications Due for August Graduation</i>	<i>May 1 (W)</i>
Commencement	4 May (Sa)
Residence halls closed for all students	4 May (Sa)
<i>Undergrad Online Spring Session (B) ends</i>	<i>5 May (Sa)</i>
Final Grades due to the Office of the Registrar	May 8 (W)
<b>Summer Term</b>	<b>2019</b>
TUG Summer Session Begins	May 5 (Su)
<i>Undergrad Online Summer Session (A) begins</i>	<i>May 5 (Su)</i>
<i>Last day to add/drop online courses w/o financial penalty (Session A)</i>	<i>May 10 (F)</i>
Close of TUG course registration	May 15 (W)
Last day to withdraw from online courses w/ \$10 fee (Session A) - no tuition reimb.	June 7 (F)
<i>Undergrad Online Summer Session (A) ends</i>	<i>Jun 29 (Sa)</i>
<i>Undergrad Online Summer Session (B) begins</i>	<i>June 30 (Su)</i>
<i>Last day to add/drop online courses w/o financial penalty (Session B)</i>	<i>July 5 (F)</i>
Last day to drop any TUG course and receive W grade.	July 5 (F)
<i>Undergrad Online Program Registration for Fall begins</i>	<i>July 8 (M)</i>
<i>Last day to withdraw from online courses w/ \$10 fee (Session B) –no tuition reimb.</i>	<i>Aug 2 (F)</i>
Undergrad Online Summer Session (B) ends	Aug 24 (Sa)
Final Grades due to the Office of the Registrar	Aug 28 (W)
Summer Sessions end	Aug 24 (Sa)

# GRADUATE ACADEMIC CALENDARS

## HOFF SCHOOL OF BUSINESS MBA ACADEMIC CALENDAR

<b>Fall Semester</b>	<b>2018</b>
Fall Session (A) begins	Aug 26 (Su)
Last day to add/drop fall courses w/o financial penalty (Session A)	Aug 31(F)
Last day to withdraw from courses w/ \$10 fee (Session A) - no tuition reimb.	Sept 28 (F)
Fall Session (A) ends	Oct 20 (Sa)
Fall Session (B) begins	Oct 21 (Su)
Final Grades – Session A due to the Office of the Registrar	Oct 24 (W)
Last day to add/drop fall courses w/o financial penalty (Session B)	Oct 26 (F)
Spring Registration begins	Nov 12 (M)
Last day to withdraw from courses w/ \$10 fee (Session B) - no tuition reimb.	Nov 23 (F)
Grad Application Due for May Graduation	Dec 1 (S)
Fall Session (B) ends	Dec 15 (Sa)
Final Grades – Session B due to the Office of the Registrar	Dec 19 (W)
<b>Spring Semester</b>	<b>2019</b>
Spring Session (A) begins	Jan 6 (Su)
Last day to add/drop spring courses w/o financial penalty (Session A)	Jan 11 (F)
Last day to withdraw from courses w/ \$10 fee (Session A) - no tuition reimb.	Feb 8 (F)
Spring Session (A) ends	Mar 2 (Sa)
Spring Session (B) begins	Mar 3 (Su)
Last day to add/drop spring courses w/o financial penalty (Session B)	Mar 8 (F)
Summer Registration begins	Mar 18 (M)
Spring Break	Mar 25 – 30
Last day to withdraw from courses w/ \$10 fee (Session B) - no tuition reimb.	Apr 5 (F)
Grad Application Due for August Graduation	May 1 (W)
Spring Session (B) ends	May 4 (Sa)
Commencement	May 4 (Sa)
Final Grades due to the Office of the Registrar	May 8 (W)
<b>Summer Term</b>	<b>2019</b>
Summer Session (A) begins	May 5 (Su)
Last day to add/drop summer courses w/o financial penalty (Session A)	May 10 (F)
Last day to withdraw from courses w/ \$10 fee (Session A) - no tuition reimb.	June 7 (F)
Summer Session (A) ends	Jun 29(Sa)
Summer Session (B) begins	June 30 (Su)
Last day to add/drop summer courses w/o financial penalty (Session B)	July 5 (F)
Fall Registration begins	Jul 8 (M)
Grad Application Due for December Graduation	Aug 1 (Th)
Last day to withdraw from courses w/ \$10 fee (Session B) –no tuition reimb.	Aug 2 (F)
Summer Session (B) ends	Aug 24 (Sa)
Final Grades due to the Office of the Registrar	Aug 28 (W)

## CLINICAL MENTAL HEALTH COUNSELING PROGRAM ACADEMIC CALENDAR

<b>FALL</b>	<b>2018</b>
New Student Orientation	August 20
Session 1 (15 weeks) Begins	August 26– December 8
Add/Drop Deadline: Aug 31	August 31
Thanksgiving Break	November 22-24
Session 2 (1 <sup>st</sup> 8 weeks)	August 26 – October 20
Add/Drop Deadline	August 31
Session 3 (2 <sup>nd</sup> 8 weeks)	October 21 – December 15
Add/Drop Deadline	October 26
Spring Registration	November 12
Spring Graduation Applications Due	December 1
<b>SPRING</b>	<b>2019</b>
Session 1 (15 weeks)	January 6 – April 27
Add/Drop Deadline	January 11
Spring Break	March 25-29
Session 2 (1 <sup>st</sup> 8 weeks)	January 6 – March 2
Add/Drop Deadline	January 11
Session 3 (2 <sup>nd</sup> 8 weeks)	March 3 – May 4
Add/Drop Deadline	March 8
Summer Registration	March 18
Summer Graduation Applications Due	May 1
<b>SUMMER</b>	<b>2019</b>
Session 1 (15 weeks)	May 5 – August 17
Add/Drop Deadline	May 10
Session 2 (1 <sup>st</sup> 8 weeks)	May 5 – June 29
Add/Drop Deadline	May 10
Session 3 (2 <sup>nd</sup> 8 weeks)	N/A
Fall Registration	July 9
Fall Graduation Application	August 1

## GRADUATE SCHOOL OF EDUCATION ACADEMIC CALENDAR

<b>Fall Semester</b>	<b>2018</b>
Open Registration Begins	16-Jul
Semester Begins	26-Aug
1 <sup>st</sup> Day of Instruction	September 3, Labor Day
Add/Drop Date Deadline	7-Sep
Thanksgiving Break	November 21-23
Finals Week	December 10-14
End of Semester	15-Dec
<b>Spring Semester</b>	<b>2019</b>
Open Registration Begins	Nov. 12, 2018
Semester Begins	6-Jan
1 <sup>st</sup> Day of Instruction	7-Jan
Add/Drop Date Deadline	11-Jan
Spring Break	March 25-29
Finals Week	April 29 – May 3
Commencement	4-May
End of Semester	4-May
<b>Summer Semester</b>	<b>2019</b>
Open Registration Begins	25-Mar
Semester begins	5-May
Online Instruction Begins	3-Jun
Add/Drop Date Deadline	7-Jun
Intensive Session I (2 weeks, M-F, 6-9pm)	June 17-28
Intensive Session II (2 weeks, M-F, 6-9pm)	July 8-19
Intensive Session III (2 weeks, M-F, 6-9pm)	July 29 - August 9
Final Week of Online Instruction	August 5-9
End of Semester	24-Aug

## GRADUATE SCHOOL OF MINISTRY ACADEMIC CALENDAR

<b>Fall Semester</b>	<b>2018</b>
Fall Application Deadline	1-Aug
Instruction Begins	Aug 29 (W)
Close of course registration	Sept 7 (F)
Last day to drop courses without a fee	Sept 7 (F)
Last day to drop any course	Nov 2 (F)
Thanksgiving vacation	Nov 21-23
Classes resume	Nov 26 (M)
Early scheduling for Spring Semester	Oct 29 (M)
Last day of instruction	Dec 7(F)
Final exams	Dec 11-14
Final grades due to the Office of the Registrar	Dec 19 (W)
<b>Spring Semester</b>	<b>2019</b>
DMIN Pre-Residency Begins	Jan 1
Instruction begins	Jan 9 (Wed)
Martin Luther King Day (classes TBA)	Jan 21 (M)
Close of course registration	Jan 18 (F)
Last day to drop courses without a fee	Jan 18 (F)
President's Day (classes TBA)	Feb 18 (M)
Last day to drop any course	Mar 15 (F)
Registration for summer courses	Mar 18 (M)
Spring break	Mar 25-29
Classes resume	Apr 1 (M)
Last day of instruction	Apr 26 (F)
Final exams	April 29– May 3
Commencement	May 4(Sat)
Final grades due to the Office of the Registrar	May 8 (W)
<b>Summer Term</b>	<b>2019</b>
Summer Session begins	June 2 (Su)
Close of course registration for Summer Session	June 7 (F)
Last day to drop summer course w/o financial penalty	June 7 (F)
DMIN Residency	June 11-29
Break (one week)	June 30-Jul 6
Classes resume	July 7 (Su)
Graduate registration for Fall begins	July 8(M)
Summer Session ends	Aug 3 (Sa)
DMIn Post Residency Ends	Oct 15

# UNIVERSITY PROFILE

## OUR HISTORY

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

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

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

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

## MISSION, CORE VALUES, STRATEGIC GOALS

### Mission:

To educate Christians who will make a difference in the world for Jesus Christ (Matthew 28:19 – 20). We seek to do this by:

- Fostering a transformative learning culture where a sustainable biblical worldview takes shape.
- Building a Christian community that promotes worship, creative expression and activities that reflect God’s character.
- Cultivating a life of stewardship and service toward God, humanity and creation; and to educate Christians who will make a difference in the world for Jesus Christ.

### Core Values:

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

### Strategic Goals

1. Establish Corban University as a recognized Christian thought leader in the Pacific Northwest.
2. Enhance and expand the teaching/learning environment where students are offered a Christ-centered education.
3. Strengthen the application and use of innovative technology throughout the entire organization.
4. Expand Corban’s global interaction.

## THEMES AND OBJECTIVES

**Theme: Transformative learning**

**Information Literacy**

*Students find and evaluate information relevant to their research needs.*

**Competent Thinking**

*Students integrate knowledge into a consistent biblical worldview.*

**Effective Communicator**

*Students impact individuals and groups through writing and speaking.*

**Professional Preparedness**

*Students demonstrate the knowledge, skills and behaviors required to succeed in their chosen field.*

**Biblically Discerning**

*Students understand and apply Scriptural themes, values and doctrines.*

**Theme: Holistic Development**

**Campus Involvement**

*Students engage in campus life to foster community vitality.*

**Artistic-Engagement**

*Students demonstrate an appreciation for and participation in the performing/visual arts.*

**Christian Growth**

*Students develop and grow in their spiritual life.*

**Interpersonal-Relationship**

*Students develop healthy relationships that enable them to bless others.*

**Personal Wellness**

*Students cultivate a healthy lifestyle.*

**Theme: Christian Stewardship**

**Missional Focus**

*Students are engaged in global issues and outreach.*

**Church service**

*Students serve in their local church.*

**Creation Stewardship**

*Corban community members are caretakers of God's creation.*

**Servant Leadership**

*Students develop as leaders by serving others.*

**Campus Environment**

*Corban community supports or complements student learning by providing effective support services.*

# STATEMENT OF FAITH

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# ACCREDITATION AND AUTHORIZATION

## REGIONAL ACCREDITATION: NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

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

Education Program: Teacher Standards and Practices Commission

Clinical Mental Health Counseling: The Council for Accreditation of Counseling and Related Educational Programs (CACREP): a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the Clinical Mental Health Counseling (M.A.C.) degree program in the School of Education and Counseling at Corban University:

## AUTHORIZATION

The State of Oregon recognizes Corban University as a degree granting institution.

# OUR AFFILIATIONS AND ENDORSEMENTS

## MEMBERSHIPS

American Association of Colleges for Teacher Education  
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  
Christian Adult Higher Education Association  
Christian Business Faculty Association  
College & Universities Professional Association of Human Resources  
College and University Personnel Association  
Council for Adult and Experiential Learning  
Council for Christian Colleges and Universities  
Heart of Oregon Payroll Chapter – APA  
Learning Resources Network  
National Association of Christian College Admissions Personnel  
National Association of College Admissions Counselors  
National Association of Fund Raising Executives  
National Association of Independent Colleges and Universities  
National Association of Intercollegiate Athletics  
National Association of Student Financial Aid Administrators  
National Association of Student Personnel Administrators  
National Christian College Athletic Association  
National College Placement Association  
National Institute of Independent Colleges and Universities  
National Orientation Directors Association  
Northwest Commission on Colleges and Universities  
Northwest Placement Association  
Oregon Alliance of Independent Colleges & Universities  
Oregon Association of College Registrars and Admission Officers  
Oregon Association of Colleges of Teacher Education  
Oregon Association of Student Financial Aid Administrators  
Oregon Chapter -- CUPA HR  
Oregon High School College Relations Council  
Salem Area Chamber of Commerce  
Society for Human Resources Management  
Western Association of Student Financial Aid Administrators  
Western Association of Student Employment Administrators  
Western Association of Veterans Education Specialists  
Western College Placement Association

## ENDORSEMENTS

- Chartered by the State of Oregon as a degree-granting institution
- Programs at Corban University are approved for GI Bill benefits by the Oregon State Approving Agency for the use of Veterans Education Benefits
- 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
- Approved by Oregon Board of Licensed Professional Counselors and Therapists

## SALEM FACILITIES (See map on next page)

**25—Schimmel Hall**, named for former Academic Dean John Schimmel, is the principal administrative building. The main floor has the offices of the president, provost, registrar, and financial services, as well as a classroom. Offices for student life and admissions, are on the second floor. The Travis Memorial Dining Center and kitchen are on the ground floor.

**26—The Library/Academic Center** is an H-shaped structure. The uphill side of the “H” houses faculty offices on floors three, four, and five. Classrooms are on the third and fourth floors. The faculty secretary office is on the fifth floor.

On the west side of the “H,” the ground-level floor contains the bookstore, IT offices, and mailroom. The first floor houses the main part of the library collection and includes several study rooms, two large solariums and the POD snack shop. The second floor houses additional library collections, offices, study rooms, the Prewitt-Allen Archaeological Museum and the computer labs. The top floor houses the science laboratories.

The library has more than 95,000 volumes, including 70,000 book titles. About 30 percent of the print 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 premise 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 Online Private Academic Library Link (OPALL), which allows students access to over one-half million book titles. The Corban library also offers a number of periodical (over 24,000 unique titles) and e-book (120,000) full-text databases to the students, staff and faculty on and off campus. The library has added the discovery tool, Primo, to search these databases simultaneously. Wi-Fi is available throughout the library.

**27—The Pavilion**, south of the Academic Center, is the principal classroom building for the campus and houses the Student Center and the Common Grounds coffee and snack shop.

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

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

Corban has five residence halls on campus: **Aagard Hall (1)**, **Balyo Hall (78)**, **Davidson Hall (80)**, **Farrar Hall (12)**, **Prewitt Van Gilder Hall (65)**. Upper classmen (juniors and seniors) have placement priority in the **College Park Townhouses (4620 - 4650)**.

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

Visitor Parkings: (gray with yellow / underlined italic ID)

E, F : Short Term; R, S, N, O: Long Term (3+ days)

Buildings: (blue)

- 1 Aagard Residence Hall
- 2 Clock Tower
- 11 Athletic Activities Office
- 12 Farrar Residence Hall
- 14 Music House B
- 16 Advancement, Alumni & Parent Relations
- 18 Music House A
- 20 Younger Center
- 21 Academic Center Terrace
- 22 Klatch (outdoor fire pit mini-amphitheater)

23 Inspiration Garden Walk

25 Schimmel Hall (President, Provost, Financial Services, Student Life, Admissions, HR, Marketing & Communications, Emittie Center, Dining Hall)

26 Academic Center (library, museum, Bookstore, IT, classrooms, offices, computer and science labs, **Campus Safety Office**)

27 Pavilion (Student Center, Common Grounds, journalism lab, classrooms)

28 Psalm Performing Arts Center

29 Psalm Music Annex

30 Aramark/Campus Care Office

36 The Barn (Maker space)

37 The Milk Shed (Idea and conversation space)

40 Baseball Field

41 Soccer Field

42 Softball Field

4620-4650 Student Townhouses

65 Prewitt-Van Gilder Residence Hall (PVG)

75 C.E. Jeffers Sports Center

78 Balyo Residence Hall

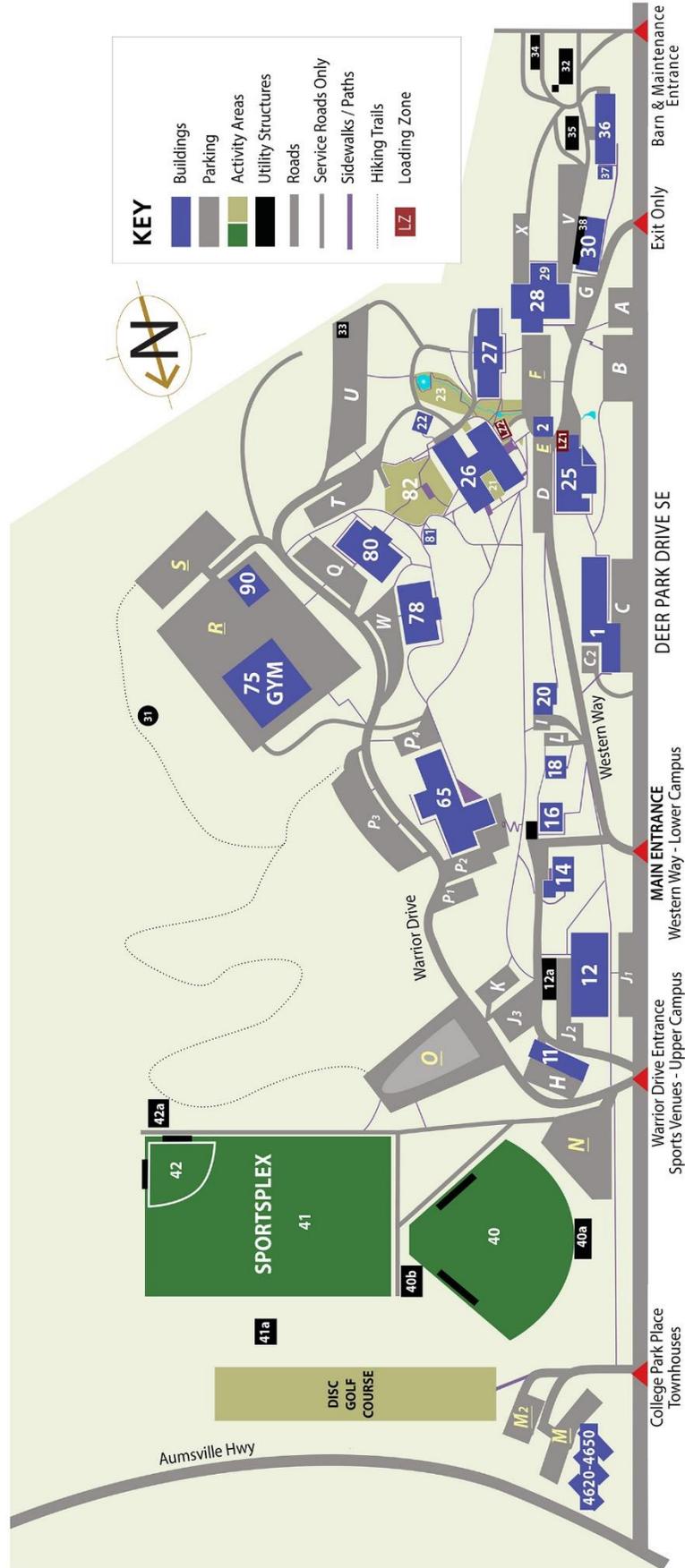
80 Davidson Residence Hall

81 Prayer Chapel

82 Amphitheater

90 Caulkins Classrooms

Questions? Call 503-581-8600 or visit [corban.edu](http://corban.edu).



# DIRECTORY

## BOARD OF TRUSTEES

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**Richard Whipps**, DVM, Spokane, WA, Secretary

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**Joyce (Jo) Sherman**, Portland, OR

## ADMINISTRATION

### PRESIDENT'S CABINET

**Nord, Sheldon**, President, 2013, President-elect, 2012, (formerly VP for Student Life & Enrollment Management, Corban University 1990-93; Board of Trustees 2001-2011; various academic positions including president at Universitas Pelita Harapan in Indonesia); B.S. Corban University; Ed.M. Oregon State University; Ph.D. Indiana University.

**Marshall, Nancy**, Associate Vice President for People and Culture, 2017; Director of Human Resources, 2013. B.A. University of Illinois.

**Martens, Kathy**, Executive Assistant to the President, 2017.

**Patterson, Mike L.**, Provost, 2017; Assistant Professor of Psychology, Chair of the Behavioral Science Department and Director of the Online Psychology Program, 2016. B.S. Corban University; M.A. Liberty University; Ph.D. Trinity Theological Seminary.

**Roth, Brenda**, Vice-President for Student Life, 2013. Dean of Students, 2006. Director of Residence Life, 2005. Assistant Director of Residence Life, 2004. Resident Director, 1997. B.S. Corban University. M.A., Azusa Pacific University, Ed.D., Azusa Pacific University.

**Reed, Steve M.**, Director of Athletics, 2018, Bachelor of Science, Seattle Pacific University; 1980

**Sammons, Steven B.**, Vice President for Strategic Initiatives, 2017, Vice President of Advancement and Communications, 2016, Vice President of Marketing Communications, 2016. B.A. Art Center College of Design-Pasadena; Executive Management Program, University of California (UCLA).

**Shelton, Patricia**, Vice President for Business, 2017, CPA, B.B.A. Belmont University

**Vetter, Christopher W.**, Vice Provost for Enrollment Management & University Registrar, 2018; Associate Provost for Enrollment Management, 2013; Registrar/Director of Institutional Research, 2009. B.A. Briercrest College; M.A. Briercrest Biblical Seminary; Ph.D. Gonzaga University.

## ADMINISTRATIVE STAFF

### ACADEMICS

**Christensen, Daniel**, Director of Online and Dual Credit Programs, 2018. Coordinator of Undergraduate Online Programs, 2016. B.S. George Fox University; M.A. Western Seminary; D.T.S. Columbia Evangelical Seminary.

**Dixon, Kristin**, Dean of School of Education and Counseling, 2013. B.A. Oregon State University; M.Ed Oregon State University; Ed.D. George Fox University.

**Hussey, Shawn**, Interim Dean of Hoff School of Business 2017, Associate Professor of Business, Director of Hoff School of Business Online Program, 2015. Director of Innovative Initiatives, 2014. Assistant Professor of

Business, 2011. B.S. Corban University; MBA, Capella University; Ph.D. Capella University.

**Jones, Sheri**, Executive Assistant to the Provost, 2008; B.A. Corban University.

**Schmidt, Brian D.**, Chief Information Officer, 2011. B.S. Corban University; M.M. Willamette University.

**Squires, Felicia**, Dean of School of Arts and Sciences, 2017. Director of Assessment & Institutional Research, 2016. B.A. Northwest Christian College; M.A. East Tennessee State University; Ph.D. The Catholic University of America.

**Teschner, Pam**, Associate Provost for Academics, 2013; Director of Assessment, 2011. B.S. Oregon State University; M.S. Oregon State University; Ph.D. H, Oregon State University.

**Trott, Garrett B.**, University Librarian, 2018. Librarian, 2006. Reference Librarian, 2005. B.S. Multnomah Bible College; M.T.S Trinity Western University; M.L.S. Emporia State University.

**Trull, Gregory V.**, Dean of School of Ministry, 2011. Professor of Bible and Preaching, 1991. B.A. Independent Baptist College; B.S. Dallas Baptist University; Th.M. Dallas Theological Seminary; M.A. Western Conservative Baptist Seminary. Ph.D. Dallas Theological Seminary.

### ATHLETICS

**Day, Danny.**, Assistant Athletic Director for External Operations, 2018; Director of Athletic Communications, 2017; Sports Information Director, 2014; M.A. University of Redlands, 2014; Bachelor of Science, University of Redlands; 2012

**Roth, Sue.**, Assistant Athletic Director for Internal Operations, 2018; Senior Athletics Administrator 2017, B.S. George Fox University.

### BUSINESS AND FINANCIAL SERVICES

**Croff, Troy.**, Project Manager

**Elliott, Brian R.**, Director of Accounting Services, 2013; Assistant Controller, 1997. B.S. Corban University.

**Howden, Claudia P.**, Associate Director of Student Accounts, 2014. B.S. Corban University.

**Lane, Jason.**, Aramark Dining Food Service Director

**Roth, Mike.**, Director of Campus Safety

**Zarfes, Ellen.**, Senior Director of Financial Aid and Accounting, 2018., Director of Financial Aid, 2015. B.S. Corban University.

### ENROLLMENT MANAGEMENT & UNIVERSITY REGISTRAR

**Benham, Rebekah**, Director of Admissions Communications, Undergrad Online and Grad Programs, 2014. Study Abroad, Keble College, Oxford University; B.S. Corban University, 2003; M.B.A. Northwest Christian University.

**Goertzen, Karen**, Associate Registrar of Operations, 2018.

**Lindsey, Jordan**, Associate Director of Undergraduate Admissions 2016, Assistant Director of Undergraduate

Admissions 2015, B.S. Corban University, 2010, M.S. Full Sail University, 2014

**Milionis, Daren J.**, Director Student Support Services, 1989. B.S. Oregon State University.

**Small, Allison**, Associate Director of Graduate and Online Admissions 2016, Assistant Director of Graduate and Online Admissions 2015, B.A. Ottawa University 2009, MBA Corban University, 2013.

### GLOBAL ENGAGEMENT

**Allen, Janine F.**, Associate Provost of Global Engagement, 2015; Dean of Global Initiatives, 2013; Dean of Education and Counseling, 2008-2013. B.A. Loyola Marymount University; M.A. California State University; Ed.D. George Fox University

**Berney, Thomas.**, Associate Director Corban Language Institute - Programs and Administration 2017; Director of the Corban Language Institute, 2016; Assistant Director of the Corban Language Institute, 2016. B.S. Corban College; M.A. Wheaton College

**Pearson, Samuel.**, Associate Director Center for Global Engagement 2017; Coordinator of International Opportunities and Partnerships 2015. B.S. Corban University; M.A. Durham University.

**Sappington, Kara.**, Associate Director Corban Language Institute Curriculum and Student Support 2017; Administrative Assistant Center for Global Engagement, 2016-2017. B.S. Oregon State University; M.A. Wheaton College

### STRATEGIC INITIATIVES

**Flores, Holly.**, Executive Assistant to the VP for Strategic Initiatives, 2017; Administrative Assistant Faculty Office, 2014; Administrative Assistant Library, 2001. AA Shasta College.

**Driver, Ken.**, Advancement Services Manager

**Holdren, Chris**, Director of Digital Marketing, 2017. Social Media and Web Manager, 2016.

**Lindell, P. Griffith**, Executive Director for Business Development, 2018. Dean of Hoff School of Business, 2012. B.S. Slippery Rock University; M.S.Ed. California State University, Fresno.

**Shelton, Dennis**, Senior Director for Strategic Initiatives, 2018.

**Wood, Kelli**, Director of Major Events, 2012. B.S. Western Oregon University. M.A. Western Oregon University

### STUDENT LIFE

**Edwards, Eugene**, Associate Dean of Spiritual Formation, 2017. Director of Community 2013, Resident Director, 2005. B.S. Corban University; M.A. Western Seminary.

**Geer, Nathan**, Dean of Students, 2013. Director of Residence Life, 2012. B.A. Northwest University; M.A. Wheaton College.

**Pearson, Ben**, Associate Dean of Community Engagement, 2017. Director of Student Programs, 2013. Resident

Director, 2012. B.A. Corban University; M.B.A. John Brown University.

## FACULTY

**Aguilera, Mary E.**, Director of Clinical Mental Health Counseling, 2010. Associate Professor, Director of Clinical Mental Health Counseling 2010, B.S. Multnomah University; M.A. Western Seminary, Portland, Ph.D. Oregon State University.

**Anderson, Timothy L.**, Professor of Theology, 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.

**Baker, Samuel E.**, Professor of Student and Family Ministries, Chair, Department of Christian Ministry, 2006. B.A. Biola University; M.A.C.E. Talbot School of Theology; Ed.D. George Fox University.

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

**Bernard, Bryce A.**, Professor of Business, Faculty Athletic Representative, 1987. A.S. Judson Baptist College; B.S. Corban University; M.B.A. Oregon State University; Ph.D., Nova Southeastern University; Certified Public Accountant.

**Bruce, Scot D.**, Associate Professor of History, Chair of Social Sciences, 2018. B.A. Taylor University; M.A. University of Colorado; Ph.D. University of Nebraska.

**Caito, Tony**, Assistant Professor of Political Science, 2013. B.A. Cornerstone University; M.A. Biola University; Ph.D. (ABD). University of Southern Mississippi.

**Comstock, Sarah M.**, Associate Professor of Biology, 2012. B.S. Biola University; Ph.D. Portland State University.

**Cooper, Christina**, Assistant Professor of Biology, 2015. B.A. Anderson University; M.A. Indiana University; Ph.D. Indiana University.

**Crowell, Doug**, Associate Professor of Exercise Science, 2018. B.S. University of New Hampshire; M.S. University of Wisconsin—LaCrosse; Ph.D. Grand Canyon University.

**Derickson, Gary W.**, Professor of Bible and Greek, Chair, Department of Biblical and Theological Studies, 1991. B.S. and M.S. Texas A&M University; Th.M. Dallas Theological Seminary; Ph.D. Dallas Theological Seminary.

**Dyer, James U.**, Professor, 2007. B.A. Wabash College; M.A. Ball State University; Ed.D. Ball State University.

**Dyer, Sang-Eun K.**, Associate Professor of Education, 2006. B.A. Chongju National University of Education; M.A.E. Ball State University; Ph.D. Ball State University.

**Foley, Dr. Eric A.**, Associate Professor of Music, Chair, Director of Choral Studies, 2014. B.S. Education University of Missouri-Columbia; M.Mus. University of Missouri-Columbia; D.Mus.Arts University of Kansas.

**Gassman, Kelli**, Assistant Professor of Business, 2011. B.A. Point Loma Nazarene University; Masters in International Business, Pepperdine University.

**Gilbert, Corey**, Associate Professor of Psychology, 2013. Chair, Department of Psychology, 2013-15. Pro. B.A.

Ouachita Baptist University; MAMFC Southwestern Baptist Theological Seminary; MACE Southwestern Baptist Theological Seminary; Ph.D. Capella University.

**Goertzen, Leroy W.**, Director, Doctor of Ministry Program, Associate Professor of Pastoral Theology, 2008. B.S. Grace University; Th.M. Grace Theological Seminary; D.Min. Talbot School of Theology.

**Griffiths, Brian D.**, Music, Director of Bands, 2007. Assistant Professor of Music, 2010. B.Mus. University of Oregon. M.Ed. Corban University.

**Halliday, Steve W.**, Assistant Professor of Communications and Media Arts, 2016. B.A. University of Wisconsin-Eau Claire; M.Div. Western Seminary; Ph.D. Regent University.

**Harrison, Annette R.**, Associate Professor of Intercultural Studies, 2012. B.A. Northwestern College; 2004, M.A. University of California; Ph.D. University of California.

**Hedlund, Evan J.D.**, Assistant Professor of Mathematics, 2016. B.S. Corban University; M.S. Oregon State University.

**Hills, James P.**, Professor of English and Humanities, 1973. B.A. Los Angeles Baptist College; B.A. California State University at Los Angeles; M.A. California State University at Los Angeles. Litt.D. (Hon) Corban University.

**Imig, Aaron M.**, Director of Graduate Education 2010. Associate Professor of Education 2010. B.A. Dordt College; M.S.Ed Dordt College; Ed.D. George Fox University.

**Jacobson, Mark A.**, Associate Professor of Systematic Theology, 1999. B.S. Corban University; M.Div. Corban University; Th.M. Corban University; D.Min. Northwest Graduate School of Ministry.

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

**Jones, E. Allen**, Associate Professor of Bible and Hebrew, 2012. B.S. Multnomah University; M.Div. Western Seminary; Th.M. Princeton Theological Seminary; Ph.D. University of St. Andrews.

**Keller, Linda**, Associate Professor of Clinical Mental Health Counseling, 2015. B.A. Michigan State University; M.A. Michigan State University; Ph.D. Oregon State University.

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

**Kleiber, Jennifer J.**, Assistant Professor of Education, 2008. B.S. Western Oregon State College; M.S.Ed. Walden University.

**Leavitt, Donald R.**, Professor of Business, 2000. B.S. Biola University; M.B.A. University of Portland; DBA Northcentral University.

**McGinnis, Tamara P.**, Assistant Professor of English and Humanities, 1990. B.Ed. Corban University; B.S. Western Oregon State College, M.A. Portland State University.

**Mendez, Alexis**, Assistant Professor of Education, 2017. Director of ESOL, 2012. B.A. Willamette University; M.A.T. Willamette University.

**Meyers, Richard**, Professor Emeritus, 2018. B.S. Western Baptist College, 1967; B.A. California State University at

Hayward, 1969; M.A. Trinity Evangelical Divinity School, 1972; M.A. Western Conservative Baptist Seminary, 1988; PsyD. George Fox College Graduate School of Psychology, 1993.

**Miller, Michael T.**, Associate Professor of Math, 1994. B.S. Corban University; M.S. Oregon State University.

**Ochsner, Gina**, Associate Professor of English, 2017. Writer in Residence English 2009. B.A. George Fox University.

**Payne, Jesse**, Director of Undergraduate Education, Associate Professor of Education, 2011. B.A. and M.A. Vanguard University; Ed.D. University of Southern California

**Rice, Joshua M.**, Assistant Professor of History, 2016. B.A. Western Washington University; M.A. University of Nebraska-Kearney; Ph.D. University of Missouri.

**Schamp, Leanne**, Associate Professor of Clinical Mental Health Counseling, 2013. B.A. California State University; M.A. George Fox University; Ph.D. Oregon State University.

**Scharn, Alan**, Assistant Professor of Criminal Justice, 2011. B.S. Corban University, M.B.A. George Fox University.

**Schelske, Lori**, Assistant Professor of Clinical Mental Health Counseling, 2012. B.A. University of Michigan; M.A. Azusa Pacific University.

**Scott, John B.**, Assistant Professor of History, 2000. B.S. Warner Pacific College; M.A. University of Portland.

**Stanek, Mark**, Associate Professor of Music, 2013. B.M. University of Idaho; M.M. University of Idaho; D.A. Ball State University.

**Stark, Ryan J.**, Associate Professor of English 2010. B.A. Minnesota State University; M.A. University of South Dakota; Ph.D. Texas Christian University.

**Straw, Eric M.**, Professor of Business, 2002; B.S. Corban University; M.S. Nova Southeastern University; Ph.D. Nova Southeastern University.

**Tennant, Colette G.**, Professor of English and Humanities, 1995. B.A. The Ohio State University; M.A. Longwood University; Ph.D. The Ohio State University.

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

**Vessey, Thomas**, Assistant Professor of Psychology, 2013. B.A. Wheaton College; M.T.S. Vanderbilt University; A.B.D. University of Minnesota.

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

**Zhao, Yufeng**, Associate Professor of Physics, 2018. B.S. Harbin University of Science & Technology; M.S. Harbin Institute of Technology; Ph.D. Beijing University.

# 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 Corban's Community Life Walkthrough (AKA The Undergraduate Student Handbook). Students are governed by the catalog in effect when they enroll for the first time at Corban University. 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 university 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

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. 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.

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 university life. This advisor 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 wishing to enroll are referred immediately to an academic advisor for scheduling. An admissions counselor conducts an orientation session for all transfer students, during the registration period.

*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 university registrar.

## ACADEMIC APPEALS PROCESS

If students experience a conflict regarding an academic issue, they may initiate the appeals process. All appeals by any party must be made in writing and must provide all previous documentation along with a rationale for why the previous decision is being appealed. All appeals must be made within 10 days of the previous decision.

### Appeal Process for class/course issues:

- Meet with the faculty member in person and discuss the issue seeking to resolve the issue.
- Meet with the 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 Dean or Program Chair who will attempt to resolve the dispute.
- If a resolution does not result, a written appeal must be presented within ten days to the Provost who will review the appeal and meet with student, faculty member involved and immediate faculty supervisor.
- The next step of appeal is to the Academic Council.

### **Appeal process for Academic Policy issues:**

In the event that a student wishes to appeal a decision made regarding the application of academic policy or that the individual is asking for an exception to academic policy the following outlines the appeal process.

- A written petition must be completed and submitted to the Office of the Registrar.
- If the student wishes to appeal this decision, it must be done in writing and state the grounds for the appeal. For an appeal to be reviewed by the Provost, one of two things must be true:
  - The policy was not applied in a fair or equitable manner.
  - There is new information that needs to be considered, that was not available when the previous decision was made. If neither of these elements is present, the appeal will not be reviewed by the Provost.
- A student may appeal a decision by the Provost to the Academic Council. One of the two above elements must be present for the appeal to be heard by the Academic Council.

The decision and recommendations of the Academic Council will stand in all academic appeals and petitions.

## **ACADEMIC INTEGRITY**

Corban University is committed to high academic standards and expects students to achieve these standards in a manner marked by integrity and honesty. Academic honesty is the hallmark of true personal integrity. 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.

### **Principles of Academic Honesty**

1. Academic honesty at Corban University is based upon the biblical principle of truthfulness. Truthfulness is inherent in the character of God. As beings created in the image of God we have that example to follow.
2. Students' work must represent their own ideas, concepts, and current understanding.
3. Student must document appropriately any ideas or concepts borrowed from other sources, including research, papers or projects that the student has simultaneously, or previously, submitted as coursework for other classes.
4. We measure learning progress by course assignments and examinations, and thus, we cannot recognize standards of academic achievement when cheating occurs.
5. Cheating, plagiarism, or any form of dishonesty is unacceptable.
6. Cheating in any form devalues the credentials of the university and is detrimental to all students.
7. The reputation of students, faculty, and the institution is damaged if the Corban University administration does not apply appropriate discipline.

### **Examples of Academic Dishonesty**

1. Cheating: intentional use or attempted use of deception, fraud, or misrepresentation in one's work.
2. Fabrication: falsification or invention of any information or citation in any academic exercise.
3. 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.
4. 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.
5. Cheating on examinations by the use of crib notes, unauthorized retrieval of information previously stored in a computer, copying from another paper either before or during the exam, or by any other means.
6. Theft of examination papers or other student's work.
7. Writing an exam for another student.
8. Unauthorized collaboration on the preparation of course work.
9. Submission of identical or substantially similar papers and/or course projects in more than one class without the prior approval of faculty member(s) involved.

At times, it may come to light that a student has violated one or more of the principles of academic honesty outlined above. In such cases, the student may be required to undergo a process of academic discipline. The Registrar will appropriately document all cases of academic discipline in the student's personal file.

The following outlines the process used in such cases:

### **First Offense:**

1. The instructor will inform the Registrar and Department Chair of the suspected breach of academic honesty. Process and policy will be clarified as needed.
2. The instructor of the course will assess the severity of the alleged infraction and meet with the student(s) to discuss the reason(s) for the allegation and to give opportunity to the student for explanation or confession. Confession of dishonesty upon confrontation may permit more grace to be factored into the disciplinary process. At this point, the instructor may choose to impose one of the penalties as outlined in the *Academic Discipline* chart below. Academic discipline that includes course failure, must be approved by the Department Chair.
3. If the instructor is not satisfied with the outcome of the first stage of interaction with the student, or if he or she feels that it requires further action, he or she will write a brief report of the allegation and present it to their Department Chair. The Department Chair will meet with the student(s) and render a decision on the case, including assessment of the level of academic discipline.
4. Students will be notified in writing Academic Integrity policy violation and will be required to meet with their advisor to discuss the ramifications of a repeated offense.

1. **Second Offense:**A second case of academic dishonesty by the student may result in suspension from Corban University and a notation on the student’s transcript.
2. The instructor will inform the Registrar and Department Chair of the suspected breach of academic honesty. Process and policy will be clarified as needed, and the instructor will be informed if there are previous incidents.
3. Upon confirmation of the second offense, the instructor of the course will meet with the student(s) to discuss the reason(s) for the allegation and to give opportunity for explanation or confession. The Department Chair must approve academic discipline that includes course failure.
4. Students will be notified in writing of the Academic Integrity policy violation; and will be required to meet with the Dean of School to discuss the ramifications of a second offense, which may include suspension for a minimum of one semester.

**Third Offense:**

1. A third case of academic dishonesty by the student may result in dismissal from Corban University, and a notation on the student’s transcript
2. The instructor will inform the Registrar and Department Chair of the suspected breach of academic honesty. Process and policy will be clarified as needed, and the instructor will be informed if there are previous incidents.
3. Upon confirmation of the third offense, the instructor of the course will meet with the student(s) to discuss the reason(s) for the allegation and to give opportunity for explanation or confession.
4. A committee comprised of the Instructor, the Department Chair, the Dean of School and the Registrar will review the offense. The Faculty Athletic Representative may be included if the student is an athlete. The committee will make a recommendation whether or not to dismiss, to the Provost. The decision must be unanimous. Final dismissal approval must come from the Provost.
5. Should the student be dismissed, the student will be notified in writing about the Academic Integrity policy violation. The student will be assigned a failing grade for the course in which the offense occurred, and a W grade in all other classes.

***\*Penalties may also include restitution, loss of campus employment, suspension or dismissal. Some offenses may warrant a suspension or a dismissal even if it is a first offense. A student may appeal the decision rendered by following the Academic Appeals Process.***

<b>Academic Discipline Academic Offense</b>	<b>Minimum Penalty</b>	<b>Maximum Penalty</b>
Unauthorized Collaboration on Assignment	Verbal Reprimand	Failure of Assignment
Unauthorized Use of Previous Paper or Project	Verbal Reprimand	Failure of Assignment
Plagiarism on Assignment	Grade Penalty	Failure of Course
Cheating on Exam	Failure of Exam	Failure of Course
Writing Exam for Another	Failure of Course	Expulsion from College
Theft of Exam	Failure of Course	Expulsion from College

## **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 online classes. 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 undergraduate load is 12 semester hours. A student on academic probation may be limited to 12 to 14 hours. 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.

Full-time academic load for the graduate level is six credit hours per semester.

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

## **ACADEMIC STANDING AND PROGRESS**

All students must maintain satisfactory academic standing in order to remain enrolled at Corban University. An undergraduate student must earn a minimum 2.0 cumulative g.p.a in order to graduate, while a graduate student must earn the cumulative g.p.a. specified within each program.

### **Provisional Admission:**

Students admitted provisionally are limited to an academic load of 12-14 hours a semester and may be required to limit extracurricular activities and seek academic support. These students have two semesters to establish a minimum cumulative 2.00 GPA. Failure to establish this minimum GPA may result in suspension from the university.

### **Academic Probation:**

Any degree seeking undergraduate student whose semester grade point average (GPA) falls below 2.00 will be placed on academic probation. Students on academic probation are limited to an academic load of 12 TO 14 hours a semester and may be required to enroll in the ID111 Student Success Seminar. Students may also be required to limit extracurricular activities, obtain private tutoring services, or be asked to be tested for learning disabilities. Students on academic probation for two consecutive semesters may be suspended from Corban University

A degree seeking graduate student whose semester grade point average falls below 3.00 will be placed on Academic Probation. Enrollment in credit hours the next semester may be limited.

### **Academic Suspension:**

A degree seeking undergraduate student who fails to earn a semester GPA of at least 2.0 during the probationary semester may be placed on Academic suspension.

Undergraduate students wishing to appeal and continue enrollment for a subsequent semester, must submit a written appeal to the Dean of the School in which they are enrolled. If the appeal is granted, the student must establish a learning contract with the Director of Student Support; and the student will be placed on a Continuing Probation status, and be required to limit academic load. A student allowed to return on a learning contract, who fails to achieve a semester GPA of 2.00 may be dismissed from school.

Graduate Students on academic probation for two semesters in a row or who have a cumulative GPA below published program requirements may be suspended from Corban University. A student who is suspended for academic reasons may be re-admitted upon demonstration to the Registrar and appropriate Dean that they are ready to resume graduate level studies. Re-admittance will require a petition from the student stating why they wish to resume their studies what changes have been made that will increase the likelihood of academic success. *See graduate programs for further requirements*

All students suspended because of scholarship deficiency must apply for readmission, and will not be considered eligible for readmission for a minimum of one full semester. (Semesters of enrollment determined by program) To regain admittance a student must appeal for reinstatement and demonstrate a plan and motivation for academic success. For undergraduate students this may include showing successful completion of coursework at the community college level during the time away.

**Academic Dismissal:**

A student not making satisfactory progress may be dismissed. The University may dismiss any student who earns a 0.0 g.p.a by failing all academic courses during a semester. Students who return to Corban University after a suspension and fail to earn the minimum required semester g.p.a. (or fulfil the conditions of a learning contract) may also be dismissed. Generally, students who are dismissed are not eligible to apply for readmission to Corban University. However, application for re-admission to the University after dismissal may be considered on a case-by-case basis.

**Academic Standing Appeals**

Academic Actions may be appealed to the appropriate University authorities. Submissions must be in writing and made within the limited time frames outlined in university communications. A successful academic appeal does not necessarily result in financial aid eligibility. Financial Aid eligibility will be determined by the Financial Services office.

**Dean's List**

Full time degree seeking undergraduate students who achieve a semester grade point average of 3.80 or higher will be placed on the Academic Dean's List. Incomplete grades and verified academic integrity violations disqualify students from this honor.

**Good Standing**

Undergraduate Students with a semester g.p.a of 2.0, and graduate students with a semester g.p.a of 3.0 are considered to be in good standing.

**Record of Academic Standing**

Academic standings of Probation, Continuing Probation, Suspension, Dismissal, Good Standing and Dean's List will be recorded permanently on a student's official transcript.

**ACADEMIC SESSIONS**

The traditional academic year is divided into three semesters of 15 to 16 weeks each, including a five-day examination period. The summer semester is not required of all programs. Some programs offer accelerated modules which fit within the 15-16 week period.

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

Most graduate programs offer classes in all three semesters, however the DMin program has an unique term. Please refer to the appropriate academic calendar for more information.

Students who do not have the flexibility to attend classes offered in a traditional course format, may find success with the online format. This format builds on relevant adult life learning experiences and requires a good deal of self-direction. Dependent on the program, courses are offered in an accelerated, hybrid, and semester long online formats.

**ACADEMIC STANDARDS**

Undergraduate - Although a grade of "D" is acceptable 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.

Graduate Course Transfer – Please refer to the appropriate school for more information.

**ACADEMIC SUPPORT (See STUDENT SUPPORT SERVICES)****ADDING OR DROPPING COURSES (See REGISTRATION)****ADMISSION TO AN UNDERGRADUATE MAJOR**

Admission to Corban does not imply automatic admission to a major. 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) in order to graduate. This is also the minimum grade point average for most majors.

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.

## AUDITING COURSES

Students may audit courses from which they wish to derive benefit without fulfilling credit requirements. Not all courses are available for audit. The Undergraduate Online Program does not permit students to audit a course. Auditing private lessons or applied music classes is not permitted. Students may not challenge or test out of a course that has been audited. See Office of the Registrar for applicable fees.

A student who is auditing a course must complete an Audit Application for each course they wish to audit. Students may apply to audit course according to the following guidelines:

1. There must be space available in the class.
2. The instructor of the course must give their consent.
3. Audit students may change from audit to credit prior to the close of registration for the given semester. Student must pay any additional tuition and meet any other admission requirements/standards to take a class for credit (pre-requisites, etc).
4. Enrolled students may change a course from credit to non-credit (audit) during the first four weeks of the semester. In such a case there is a processing charge of \$25.00 and no refund of tuition unless the change is made prior to the close of registration.
5. Financial Aid does not pay for audited courses; any financial aid applied to this course will have to be repaid.
6. The student is encouraged to complete all required reading and actively participate in the class. However, audit students are not required to submit assignments. Faculty are not required to give feedback on written work of students auditing courses.
7. All other Corban academic policies apply to the course audit policy (e.g. non degree seeking student, dropping a course, etc.).

## CERTIFICATE

A certificate is a structured set of courses that show that a student has completed coursework in an applied area of study but is not degree earning. Semester hours may vary. It may complement or be concurrent with an approved program of study. The certificate appears on the official transcript.

## CHALLENGING A COURSE

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.

## 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. Absences may be excused for reasons of illness, official school activities, or extenuating circumstances and may require certification by Student Support, a physician or Student Life. Students are responsible for all work missed due to absences. Faculty may establish their own policies for make-up work in relation to both excused and unexcused absences.

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 university 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

Students who have met the requirements for admission, are enrolled full time in a degree program are considered 'Regular' students. Non-matriculated students are those who are not enrolled in a degree program and have not applied for admission to the university. This may include students who are only auditing classes or doing six or fewer credit hours in a semester.

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 academic credit has been earned to change the class standing.

Freshman	fewer than 30 semester hours
Sophomore	30-59 semester hours
Junior	60-89 semester hours
Senior	90 semester hours
Graduate	students enrolled in a master or doctoral program who generally have a BA or BS degree from a regionally accredited college or university
Non-matriculated	not a degree candidate

## CLASSROOM CONDUCT

Classroom behavior should reflect the university 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.

## CONCENTRATION

A concentration is a plan of study within a major, with a focus on a particular aspect of the discipline. It consists of no less than 9 semester upper division hours. The concentration appears on the official transcript.

**Double Concentrations:** If a student is completing multiple concentrations, a single major with multiple concentrations will be issued. Student must complete a minimum of 129 credit hours for a second concentration and all requirements for both concentrations must be fulfilled.

## COURSE CANCELLATION

The university reserves the right to cancel a scheduled course. This may occur if there is insufficient enrollment or unexpected situations related to instructor availability. In the event that the university cancels a class efforts will be made to find an alternate class for the students. If this is not possible the student will be granted a full refund. Student will be notified of classes being cancelled due to low enrollment no later than one week prior to the start of class.

## COURSE CHANGES (See REGISTRATION)

### CROSS-REGISTRATION WITH OAICU

Full time undergraduates may take one course a semester, at no additional tuition, at one of the undergraduate member institutions in the Oregon Alliance of Independent Colleges & Universities (OAICU). Only *courses not available on the home campus may be selected unless there is a legitimate schedule conflict.*

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 FOR PRIOR LEARNING (CPL) & ALTERNATIVE CREDIT

### Credit for Prior Learning

Credit for prior learning is available for full time students and may be evaluated by qualified Corban faculty or through approved assessment methods.

- Credit will only be granted for documented learning that falls within Corban approved curricular offerings.
- Miscellaneous, elective credit will not be awarded.
- Credit will not be given for duplication of courses taken for credit or audit in college.
- 4. Approved credit may not be used to acquire full time status or to meet eligibility requirements for financial aid, international student visa purposes, or VA eligibility.
- The total amount of Credit for Prior learning awarded shall not exceed 25% of the total degree requirements.
- All documentation for evaluated credit will be kept as part of the student's permanent academic record.
- Paperwork needing faculty evaluation will incur an assessment fee. Corban makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process. Should credit be granted, a per credit transcription fee will be assessed.
- Credit will appear on the transcript, with the units earned. Students have the opportunity to earn credit for college level learning outside of the classroom in the following ways:

**CLEP and DANTEs:** Corban University awards credit for satisfactory scores on nationally recognized standardized testing done through College Boards such as: College Level Examination Program (CLEP) and Defense Activity for Non-traditional Education Support (DANTEs). These tests may be taken at any testing center. A complete list of the appropriate tests, test applications, and further information is available in the Student Support Office

**Credit by Examination:** When a course is not available through CLEP, full time students may challenge a course once by an appropriate examination. The university department responsible for the instruction of the course prepares the assessment. The student must meet with the appropriate division chair and faculty member and provide convincing evidence of proficiency. These comprehensive tests cover all the basic information and skills required of students who complete the course successfully. For some a performance examination will be required. Any department that uses documentation and oral examination, in lieu of written exam, must submit interview notes to be kept as part of the academic record. A non-refundable fee is charged for each examination attempted.

**Foreign Language Equivalencies:** Corban recognizes credit for appropriate scores earned through the Foreign Language Achievement Test. See the Office of the Registrar for more details.

**PST Petition:** A PST (Professional Schools and Training) petition is submitted when desiring evaluation of learning accomplished through unaccredited schools or course work, professional licensure, or certifications. Some examples might be police academy training, current licenses, and formal courses provided by public and private employers or agencies outside an accredited post-secondary educational institution.

**Life Learning Paper:** Students desiring to gain credit for prior college-level experiential learning may choose to write, document and submit a personal portfolio. Life-Learning papers (LLP) identify significant learning from past experiences. Students are guided through the process; papers are written according to Kolb's Model and must follow appropriate guidelines. Note: Prior approval from assessment counselor and evaluator is required.

**Credit for Military Training:** Corban University allows military service members to earn college credit for military training. The Office of the Registrar will review the Joint Services Transcript (available to: Army, Coast Guard, Marines, Navy) or a transcript from the American Council of Education (Air Force) and award credit as appropriate.

### **Alternative Credit:**

**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 three (3) is required. No more than 25% (one year) may be from Advanced Placement, International Baccalaureate (IB), A level work or its equivalent.

**International Baccalaureate (IB):** Corban recognizes the International Baccalaureate (IB) high school program. Three semester hours of lower division credit are granted for each Higher Level exam passed with a score of 5, 6, or 7. The University 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.

## CREDIT HOUR MEASUREMENT

Corban University defines a credit hour according to the following criteria based on past practice and common practice at other institutions of higher learning.

- The unit of credit is the semester hour. In traditional formats where classes meet on a regular basis during the course of a semester, the instruction time will follow the stated institutional policy of 50 minutes instruction time per credit hour for 15 weeks; plus an additional 100 minutes of outside work per credit hour for 15 weeks. If a class has a modified meeting schedule, that same formula will apply. This definition will be used for all undergraduate courses. Graduate courses will require the same total minutes (150 per week, per credit hour for 15 weeks) but the time of instruction versus outside work required may vary depending on the course content. Award of credit for prior learning will represent equivalent learning (37.5 hours of engagement per credit).
- Courses delivered in nontraditional formats will be assigned credit hour values based on the one of the following criteria:
  - Course previously taught in a traditional format will retain the same or similar learning outcomes. Students will be expected to cover similar amounts of material and demonstrate similar learning outcomes. The way in which the material is covered and assessment is completed may vary from traditional courses.
  - If courses delivered in a nontraditional format have not previously been taught in traditional format at Corban University the following will be done to ensure the course falls within the credit hour norms:
    - » The course requirements will be evaluated in light similar courses taught at other institutions.
    - » The course work loads will be evaluated in light of similar courses taught at Corban. This could be based on:
      - Pages of required reading
      - Pages of written assignments submitted
      - Number and breadth of group projects
      - Measurement of postings required in an online course evaluated by the instructor
    - » The course will be evaluated in terms of the degree/program outcomes which it fulfills and are deemed necessary in the fulfillment of the program outcomes.
- The amount of time students spend outside of class studying will be monitored using the online course evaluation forms required of all students at the close of each term. Students provide an estimate of the time spent studying outside of scheduled times of instruction. **CROSS-CULTURAL FIELDWORK**

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 Reach requirements may be satisfied.

## DEGREE

Degree should be used in reference to the type and level of an academic degree. Examples of degrees offered at Corban are the Bachelor of Science, Bachelor of Arts, Master of Divinity, Master of Business Administration etc.

### Degree Programs/Programs of Study/Programs

This term is used to describe the degree offering within each school. Programs of study at the undergraduate level are a composite of the General Education requirements, major core requirements and other courses designated for the concentration within the major.

For example, a student may be enrolled in the Business Administration program or the Ministry program. Within each of these programs students may choose options that allow for a greater level of specialization. All students must complete a minimum of 25% of the degree program at Corban, with undergraduates also required to complete 20 semester credits at Corban University after reaching senior standing.

#### Undergraduate Transfer guidelines for Degree Programs:

1. No more than 25% of the degree program may be from Credit for Prior Learning (CPL)
2. No more than 25% (one year) may be from Advanced Placement (AP), International Baccalaureate (IB), A level work or its equivalent.
3. No more than 50% (60 credits) of the degree may be transferred in from a 2 year institution or be dual credit work.
4. No more than 75% of the degree (90 credits) may be transferred from a four year college.

## DIPLOMA REPLACEMENT

A student can request a replacement for a diploma that has been lost or destroyed. The student may request it be issued under the school name at the time of their graduation. Provision of such diploma would depend on stock available and may entail an additional charge. Current University officers will sign the diploma. The original degree name and graduation date is used on the new diploma. Diplomas will only be reissued with a different student name, if the student presents legal documentation of the name change and the change is made in the university database.

All degrees granted after May 1, 2010 will be issued a Corban University diploma. Students cannot request a diploma with a different name. Students having a diploma reading "Corban College" may request to have their diploma re-issued with the name "Corban University". Requests for replacement diplomas prior to the issuing of "Corban College" diplomas will be replaced with a diploma bearing the same school name at the time of graduation. The cost of issuing a replacement diploma will be \$50.

## DISABILITIES POLICY

Corban University is committed to providing students with disabilities access to services in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

**Federal Definition of Disability:** *Someone who has a physical or psychological condition which substantially limits one or more major life activities; has a record of such impairment, or is regarded by the covered entity as having impairment.*

**Substantially limits:** *Unable to perform a major life activity or significantly restricted as to the condition, manner, or duration under which a major life activity can be performed when compared with the average person.*

**Major life activity:** *Includes the functions of caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.*

**Documentation of a Disability:** Generally, students seeking support services under the ADA must have adequate documentation on file in the Student Support office in a timely manner before adjustments or modifications can begin, preferably as soon after admission as possible. The documentation must be based upon an evaluation by a professional in the healthcare or mental health field such as a physician, psychiatrist, psychologist or school psychologist. Originals or notarized copies must be provided before accommodation will be made.

Note: the law stipulates that in the postsecondary setting a student does not qualify for services until they have registered with the disability office and been certified for eligibility. Retroactive accommodations are not made.

The provision of all reasonable accommodations and services is based upon a case-by-case assessment of the impact of the student's disabilities on his or her academic performance and/or university participation at a given time in the student's life. Therefore, it is in the student's best interest to provide recent and appropriate documentation and generally documentation should not be more than three years old. Students with temporary disabling conditions may be provided services on a case by case basis, taking into consideration both the duration of the expected condition and the extent to which it actually limits academic performance and/or college participation. Such students may need to re-document their condition periodically (e.g., each semester) before services can continue.

Although an individualized education program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you, it generally is not sufficient documentation. This is because postsecondary education presents different demands than high school education, and what you need to meet these new demands may be different based on the type of disability.

**Costs for Diagnosis/Testing:** Costs associated with diagnosis, evaluation, and testing or retesting are the responsibility of the student. For students currently enrolled at Corban, referral to the Counseling Center and/or other professionals in the community may be appropriate.

The diagnostic report should include specific recommendations for adjustments or modifications as well as an explanation as to why each accommodation is recommended. The evaluator should describe the impact the diagnosed disability has on a specific major life activity of the individual. The evaluator should support recommendations with specific test results or clinical observations. If adjustments or modifications are not clearly recommended in a diagnostic report, clarification may be

requested.

Decisions regarding the nature of the accommodations are made using the documentation provided. In addition, input from faculty can be an important part in accommodating students. The final determination for providing appropriate and reasonable academic adjustments or modifications rests with the university.

**Requesting and Receiving Accommodations:** Corban University has identified Student Support as the primary resource for students needing academic adjustments or modifications and for faculty needing information. The Director of Student Support will meet with each student seeking services to discuss disability support, appropriate documentation and procedures. Ideally students seeking support should make contact with the director prior to the beginning of the semester.

Accommodations requested in a timely manner that are determined and approved by the university as reasonable may include but are not limited to: adjustments in test taking, note takers, readers, interpreters, taped textbooks, auxiliary aids, and extended time to complete longer assignments.

Accommodations are to be reasonable. Determining what is reasonable is at the discretion of the Director of Student Support and the professors. In determining what accommodations are reasonable, available diagnostic information will be used; previous IEPs may or may not be reviewed; and the student's input will be considered. The goal of any accommodation is to allow the student to participate and access the program without altering the essence of the program or cause undue hardship for the program.

At the beginning of each semester, the student is to come to Student Services to review and sign an Accommodations Request form. Students will be advised to make an appointment to meet with their professor to discuss the accommodations. Students are not required to disclose the specific disability but are encouraged to discuss ways in which professors can help them. Students are also encouraged to meet with their academic advisor in order to discuss their academic goals and challenges.

Students should not, however, independently solicit accommodations from faculty but should begin that process in Student Support. Although uncommon, any continuing concern by a student of faculty or staff's compliance with an approved accommodation generally should be handled by the Director of Student Support, who should work out arrangements that best address the needs of the instructor, the student, and the university. If a resolution cannot be reached, the matter will be referred to the Provost.

**Personal Attendants:** Section 104.44[2](d) states specifically, "Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature." Thus, personal needs that necessitate an attendant are the responsibility of the student.

**Housing Requests:** Any student who requests housing adjustments due to a disability should be approved through Student Support and Residence Life. The Office of Residence Life consults with Student Support about how specific concerns can best be met.

**Privacy of Records:** Student Support maintains record in accordance with university policy for the handling of student record under the Family Educational Rights and Privacy Act (FERPA). Records maintained by Student Support are considered property of Corban University.

Clinical information provided in the documentation of a disability can include the diagnosis of a physical, learning or psychological condition and related test scores. This information will not be released to anyone without the consent of the student except as necessary to implement accommodations. Access to clinical information is restricted to the Student Support and Student Life offices. Documentation is not normally forwarded to a third party, such as a health care provider or another college. However, following written consent, documentation can be sent directly to the student.

Confidential information is shared only on a "need-to-know" basis. Faculty need to know the accommodations that are recommended as appropriate to meet a student's disability related needs, but do not need access to all diagnostic information.

Records for students with disabilities are maintained in the Student Support office until five years after the last semester of enrollment. Documents that relate to the student's disability are not part of the academic record in the Office of the Registrar.

### **Illness/Disability Issues after Enrollment**

Occasionally students discover of a learning disability after enrolling at Corban University. When this does occur all efforts will be made to make adjustments when the appropriate paperwork has been provided to the Director of Student Support. The accommodations cannot be made “retroactive” but will be implemented in a prudent and timely manner. The above policies pertaining to testing, accommodations, records, etc. apply.

There are times when students encounter occasional/short term illness, serious illness, family emergencies, mental health issues or other issues that compromise their ability to attend class and complete coursework. When these situations arise it is imperative that the appropriate university personnel be in communication with the student and one another to ensure the student is receiving the necessary care, support, and treatment as needed. The following serve as guidelines when these situations arise.

#### **Occasional/Short-term illness**

If a student misses occasional classes due to illness, it is his or her responsibility to work with the professor in order to account for missed work. It is also the student’s responsibility to understand the attendance policies as articulated in the course syllabi.

#### **Long term/Serious Illness or Family Emergency**

If a student develops a chronic or long term ailment, or experiences some type of emergency that prevents class attendance or inhibits his or her ability to complete assignments in a timely manner, Student Life and Student Support Services personnel will work together to determine strategies for success. This team, operating under the supervision of the Dean of Students, is referred to as a Student Support Team. Students may request the assistance of this team, but one will be assigned regardless of student preference if it becomes clear that a health issue has compromised the student’s ability to thrive.

### **EQUAL OPPORTUNITY AND NON HARASSMENT POLICY**

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

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

Questions or complaints may be directed to: Title IX Coordinator, Corban Financial Services, 5000 Deer Park Drive SE, Salem, Oregon 97301-9330.

### **ENDORSEMENT**

This refers to set of classes or requirements that are part of an external certification. Endorsements may appear on the official transcript.

### **EXPERIENTIAL LEARNING OPPORTUNITIES**

Corban University offers students interested in any program of study the opportunity to gain experience and earn credit through learning by “observation and doing”. A variety of internship, practica, and academic study tours are available for student enrichment. The number of experiential learning credits allowed toward an undergraduate degree is determined by the type of experiential learning (please see the Office of the Registrar for full policy details). Experiential Learning Opportunities must be coordinated with the academic advisor. Generally 50 clock hours are required for each credit earned.

- The maximum number of credit hours for practicum 1 and internships shall be six.
- The maximum number of practicum II credit hours shall be determined by state or other mandated requirements.
- The total number of experiential learning credit hours (unless determined by the state or other mandated requirements) for Bachelor degrees shall be nine.

- Students can split registration of hours between terms as long as there is some aspect of the internship taking place in that term. This can include the submission of paperwork, etc.
- Internships/practicums that require regular interaction with faculty member (classroom sessions) concurrent with experience must be registered for in term in which the internship is being done. If this occurs during the summer term the registration will occur as a directed study and the supervising faculty will be responsible to meet or design an acceptable alternative. Current fees and/or rates apply.

For more information regarding experiential learning definitions and breakdowns, please see the Office of the Registrar.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

### **I. Statement of Philosophy and Policy on Student Records**

Corban University maintains various records concerning students to document their academic progress as well as to counsel effectively with them. In order that the student's rights to privacy are preserved, as well as to conform to the provisions of the Family Educational Rights and Privacy Act of 1974, as amended, and its regulations, Corban has established certain procedures to govern the handling of student records.

The Family Educational Rights and Privacy Act of 1974 provides that currently enrolled or former students have the right of access to their educational records and an opportunity for a hearing to challenge the content of such records, if necessary, on the grounds that the records are inaccurate, misleading, or otherwise inappropriate.

### **II. Notification of Rights Under the Family Educational Rights and Privacy Act of 1974 for Post-Secondary Institutions**

The Family Educational Rights and Privacy Act (FERPA) affords students with certain rights with respect to their educational records. They are:

- (1) The right to inspect and review the students' educational records within 45 days of the day the university receives a request for access.
- (2) The right to request the amendment of the students' educational records that the student believes are inaccurate or misleading.
- (3) The right to consent to disclosures of personally-identifiable information contained in the students' educational records except to the extent that FERPA authorizes disclosure without consent.
- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the university 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 20202-4605; email: [ferpa@ed.gov](mailto:ferpa@ed.gov); Web: [www.ed.gov/offices/OM/fpco/](http://www.ed.gov/offices/OM/fpco/)

### **III. Release of Student Record Information**

Corban University will not release student educational record information without the expressed, written consent of the student. There are, however, exceptions:

#### **A. Directory Information**

The following information is designated by the federal government as directory (public) information and may be released without the students' consent:

- Student name
- Photograph
- Campus and home address
- Class standing
- Enrollment status
- Telephone number and email address
- Date and place of birth
- Major field(s) of study
- Academic honors
- Participation in university activities and sports
- Degrees and awards/honors received
- Previous schools attended
- Dates of attendance
- Weight and height of members of athletic teams

Students may withhold directory information by notifying the Office of the Registrar in writing. Please note that such withholding requests are binding for all information as to all parties other than for educational purposes and as allowed under FERPA. Students should consider all aspects of a directory hold prior to filing such a request. Students are notified, in the Community Life Walkthrough and University Catalog, which categories of personally identifiable information the institution has designated as public or directory information.

Request for non-disclosure will be honored until such a time as the request is revoked in writing.

#### **B. Disclosure to Faculty, Staff and University Personnel**

Within the Corban community, only those members, individually or collectively, acting in the student's legitimate educational interest may be allowed to access student educational records. Legitimate educational interests are defined as those interests that are essential to the general purposes of higher education. This includes university employees and those contracted by the University with general or specific responsibility for promoting the educational objectives of the university

The university also recognizes the legitimate educational interest of those involved in appropriate co-curricular activities which generally support the overall goals of the institution and contribute to the well-being of the entire student body, such as:

- Personnel and coaches involved with varsity and intramural sports
- Social organization personnel
- Student government leaders
- Student group and organizational leaders

Access by these officials is restricted where practical only to students for whom they have a professional responsibility and only to that portion of the student record necessary for carrying out assigned duties.

Student records in the Counseling Center are accessible solely to those involved in the treatment of students and as such are not educational records, but are considered confidential by professional standards. General health data and information used by the university in making a decision regarding a student's status are subject to review by the student under this policy and may be reviewed upon request with the consent of the Vice President for Student Life. However, written medical, psychiatric and psychological case notes which form the basis of diagnosis for recommendation of treatment plans remain privileged information not accessible to the student. Such case notes are not considered part of the official university education records as long as they have not been disclosed beyond those directly involved in the treatment of the student.

General health data and information records are not available to anyone but the student; but may be personally reviewed by a physician or other appropriate professional of the student's choosing. Although parents do not have access to students' health or counseling records, in life-threatening or potentially life-threatening situations, parents will be notified at the discretion of the Vice President for Student Life.

#### **C. Limitation of Access**

Educational institutions are not required to make the following records available to students in institutions of post-secondary education:

- (1) Confidential letters and statements of recommendation which are placed in the educational records prior to January 1, 1975;
- (2) Financial records of the parents of the students or any information contained therein;
- (3) Records maintained by a physician, psychiatrist, psychologist, or other recognized professional are not open for student's inspection. Students may, however, have an appropriate professional of their choosing inspect such records;
- (4) Confidential recommendations for admissions, employment, or honors are not open to student access if the student has waived his or her right to access. General waiver forms are available on file in the Office of the Registrar;
- (5) Law enforcement records maintained solely for law enforcement purposes are unavailable for student access and may be used only by law enforcement officials;
- (6) Records of instructional, supervisory and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute (an individual who performs on a temporary basis the duties of the individual who made the record).

#### **IV. Exceptions to Written Release Requirement**

FERPA provides the following access to educational records without the student's permission:

- (1) Officials or faculty of the university with legitimate educational interest;
- (2) Officials of other schools or school systems in which the students seek to enroll; in this instance, no notice of release of records needs to be sent to the student;
- (3) Certain federal and state educational authorities, including:
  - (a) The Comptroller General of the United States;
  - (b) The Secretary of Education;
  - (c) The Commissioner, the Director of the National Institute of Education;
  - (d) State educational authorities.
- (4) Accrediting and university-approved testing agencies;
- (5) Parents of dependent students, upon provision of annual tax records proving dependency
- (6) Appropriate parties in connection with an emergency when the immediate health or safety of the student is threatened;
- (7) Persons presenting an officially-related judicial order or lawfully-issued subpoena; and
- (8) Institutions from which the student has received, applied for, or sought financial aid.

#### **V. Release of Grades**

Reports of students' grades are not routinely sent to the students' parents. However, parents of a dependent student, as defined by the Internal Revenue Code, may obtain grades without students' consent, upon proof of dependency. The posting of students' grades is prohibited unless:

- (a) Each student signs a waiver of his/her right to privacy; or
- (b) A confidential number (other than full social security number) or code as agreed upon between the instructor and the individual prior to the posting.

The returning of papers via an *open* distribution system, e.g. stacking them on an open table, is a violation of students' right to privacy, unless students submit signed waiver to the instructor for such purpose.

#### **VI. Right to Challenge Content of Records**

A student may challenge the accuracy or handling of educational records maintained by the university on the grounds that the records are inaccurate, misleading, or otherwise violate the privacy or the rights of the student. Students who wish to exercise these rights should file a student record challenge request with the custodian of records in question. Each unit which is responsible for a records system shall put into writing, including a form which can be made available to students, the appeal and hearing procedures which exist for that unit.

In general, the appeal and hearing steps will occur in the following sequence until relief is granted or final decision is rendered by the President.

- (1) Appeal for administrative review by the person named as custodian of the record system;
- (2) Appeal for administrative review by the dean or director to whom the custodian is responsible;
- (3) Appeal for administrative review by the Vice President for the unit maintaining the record system;
- (4) Request for hearing to the Office of the President. A formal hearing will be set by that office and the decision of the hearing panel will be recommended to the President. The student shall be given an opportunity to present to the panel evidence relevant to the issues raised and the panel shall issue a written response. The student may be assisted or represented by individuals of his/her choice at his/her own expense, including an attorney;
- (5) Should the student disagree with the response from the Office of the President, the student has a right to place in the educational records, a statement commenting on the information in the record and/or setting forth any reasons for disagreeing with the decision of the Office of the President.

#### **FERPA AND PARENTS OF DUAL-CREDIT OR PRE-COLLEGE PROGRAM STUDENTS**

Students who are enrolled in both high school and courses at Corban University provide a unique situation. While the rights under FERPA belong to the parents with respect to high school records, they belong to the student with respect to the postsecondary records, regardless of age. In this case, FERPA's provisions allowing disclosure of information to parents of students who are dependents for income tax purposes would apply, allowing the postsecondary institution to share grades and other information from the student's education records with parents upon presentation of income tax records demonstrating the student is a tax dependent. Students can also give express written permission for their parents' access to their education record by completing the "Student Information Release Form" and submitting it with Corban identification to the Office of the Registrar.

Additionally, the high school and postsecondary institution may share information from records of dual-enrolled students.

Corban University strongly encourages parents of dual-credit students to respect the student's ownership of his or her education record at the college level and seek ways to gain that information while safeguarding the student's rights and responsibilities. Faculty teaching dual-credit courses will make every attempt to communicate with and through the student, as an important maturation point for college students.

For parents in the CU Launch Pre-College Program or Dual Credit Program, we ask that parents communicate first with the student; then, in rare instances, with the instructor.

## **FINAL EXAMINATIONS**

The last week of each semester is devoted to final examinations. Except for reasons of schedule conflict (two exams at the same hour), examinations may be rescheduled only in cases of a documented disability or emergency. A fee is charged to cover the costs of monitoring a rescheduled final unless there is a conflict on the schedule.

The final examination schedule is shown below for the undergraduate program on the Salem Campus. It implements a time schedule and placement of an examination based on the time the class meets during the semester. Locate the day and time of your class in the left column below. The date of the exam is listed on the chart heading. For example, classes meeting on MWF starting at 8:00 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. Rescheduling final exams is only allowed for reasons of schedule conflict (two exams at the same hour or more than three in a day) or in cases of documented disability or emergency. Please see the Registrar if you do not understand this policy or need to reschedule an examination.

Rescheduled exams will be monitored in the Student Support 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.

## FINAL EXAMINATIONS SCHEDULE

<b>FINAL EXAM SCHEDULE 2018-2019</b>				
<b>CLASS MEETING/START TIMES:</b>	<b>December 10 April 29</b>	<b>December 11 April 30</b>	<b>December 12 May 1</b>	<b>December 13 May 2</b>
<b>M/W/F or any combination of these days</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>
<b>8:00</b>	<b>8:00-10:00</b>			
<b>9:00</b>			<b>8:00-10:00</b>	
<b>11:00</b>	<b>10:30-12:30</b>			
<b>12:00</b>			<b>10:30-12:30</b>	
<b>1:00</b>	<b>1:00-3:00</b>			
<b>2:00/2:15</b>			<b>1:00-3:00</b>	
<b>3:00</b>	<b>3:30-5:30</b>			
<b>4:00-5:15 p.m.</b>			<b>3:30-5:30</b>	
<b>5:30</b>			<b>6:00-8:00 p.m.</b>	
<b>Evening</b>	<b>Held at their usual class time</b>			
<b>T/TR or any combination of these days*</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>
<b>7:30/8:00</b>		<b>8:00-10:00</b>		
<b>9:00</b>				<b>8:00-10:00</b>
<b>10:15-10:30</b>		<b>10:30-12:30</b>		
<b>11:45/12:00/12:30</b>				<b>10:30-12:30</b>
<b>1:30</b>		<b>1:00-3:00</b>		
<b>3:00</b>				<b>1:00-3:00</b>
<b>4:00-5:15 p.m.</b>		<b>3:30-5:30</b>		
<b>5:30 p.m.</b>				<b>6:00-8:00 p.m.</b>
<b>Evening</b>	<b>Held at their usual class time</b>			

## FINANCIAL AID

Financial aid at Corban University is provided to help bridge the gap between what students and their families can reasonably afford and the actual cost of a university education. Many types of financial aid are based on need as determined through the completed Free Application for Federal Student Aid (FAFSA).

Students should complete the FAFSA at [www.fafsa.gov](http://www.fafsa.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. If a student elects not to complete a FAFSA they should notify the Financial Aid Office of that decision by February 15. If a FAFSA is not completed, the student will not qualify for need based aid.

Students are required to maintain Satisfactory Academic Progress (SAP) in order to receive financial aid. A copy of the SAP policy of the University is included in Financial Information section of 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 at (503) 375-7006.

A summary of available programs can be found at <https://inside.corban.edu/financial-aid>. For information on student loans, see the Financial Aid office for guidelines.

## GRADING SYSTEM

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 quality 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.

COMPUTED IN GPA			
Grade	Meaning	Quality Points per Credit	Percentage
A	Superior	4.0	94-100
A-		3.7	90-93
B+		3.3	87-89
B	Above Average	3.0	83-86
B-		2.7	80-82
C+		2.3	77-79
C	Good, Average	2.0	73-76
C-		1.7	70-72
D +		1.3	67-69
D	Below Average	1.0	60-66
F	Failing	0.0	0 -59
WF	Withdraw Failing	0.0	

Not Computed in GPA	
Grade	Meaning
P	Pass
I	Incomplete
X	Work Continuing ( <i>used for internships, practicums, and student teaching only</i> )
AU	Audit
CE	Credit by Exam
CR	Credit
R	Course Repeated
W	Withdrawal
WP	Withdraw Passing

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 note that the repeat course with "R" designation, however both earned grades will show on the transcript. The GPA is based on the repeated course grade.

Members of the undergraduate senior class may graduate with Latin honors on the basis of their collegiate record at Corban University. (See Graduation requirements and Commencement)

## 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 must submit the grade change to the Registrar in writing 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

Traditional undergraduate students must apply for graduation by submitting an application form and paying a nonrefundable graduation fee in the Office of the Registrar. This assures a graduation audit before a student's last year of enrollment. The application must be submitted to the Office of the Registrar during the second semester of the junior year. All official transcripts from other institutions must be received in the Office of the Registrar by April 1 of the senior year. Seniors enrolled in a spring quarter at a community college will have their graduation delayed until the following August. 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 university 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.

Online Undergraduates and Graduate students may apply for graduation online and must submit an application one semester ahead of the desired graduation date. Application dates are as follows:

August 1: For December degree posting

December 1: For May degree posting

May 1: For August Degree posting.

While degrees are posted to a transcript three times a year, commencement exercises take place once a year, in May. Diplomas are not issued at commencement, the diplomas are mailed to the student. An additional charge may be assessed. *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 Reach.

### The General Requirements for Undergraduate Graduation Are as Follows:

1. Completion of the minimum number of semester units of academic credit for the respective degree: a minimum of 60 credits for the A.A.; a minimum of 120 for a four-year B.S. or B.A. degree (some majors may require more). 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. This is demonstrated by the successful completion of at least 12 semester hours of progressive study of a single foreign language.
2. **Double Concentrations:** If a student is completing multiple concentrations, a single major with multiple concentrations will be issued. Student must complete a minimum of 129 credit hours for a second concentration and all requirements for both concentrations must be fulfilled.
3. **Double Major:** A student may only complete multiple majors from different programs of study. To be eligible for a double major, all requirements and 138 credit hours must be completed. The degree earned will be based on the first major.
4. **Double Degree:** If an additional (different), baccalaureate degree is desired (B.S./B.A), the current general education requirements for second degree must also be completed, with a minimum of an additional 36 credits taken at Corban. (156 credits minimum)
5. **GPA:** 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. This GPA refers to courses completed at Corban, since the university does not transfer a student's GPA.
6. **Completion of a minimum of 25% of the degree program at Corban**, with undergraduates also required to complete 20 semester credits at Corban after reaching senior standing.
7. Approval of the graduation application by major/minor advisor(s) and the registrar.
8. Settlement of all financial obligations to the university.
9. **Completion of Reach** requirements for traditional undergraduates. All Reach requirements (hours and paperwork) must

be completed by the first Friday in April for Spring graduates and the first Friday in December for Fall graduates. B.S. and B.A. students are required to complete four, 40 hour, projects, unless otherwise noted by the Reach Coordinator (regarding transfer credits). A.A. students must complete two, 40 hour, projects unless otherwise noted by the Reach Coordinator (regarding transfer credits).

10. Completion of all surveys, inventories and departmental or institutional assessments as requested.
11. Favorable vote of the faculty.

### **Guidelines for Use of Courses in Meeting Graduation Requirements (Undergraduate)**

1. First Aid/CPR can only be counted once (one credit hour) towards the 120 total required for graduation.
  - a. The maximum number of HP credit hours (121, 131, 250) that any individual may count towards General Education is 3 hours. Varsity Sports (HP201) are not Gen Ed applicable. The maximum number of HP credit hours (121, 131,201) that any individual may count towards graduation is five (5) hours.
2. Students may have up to 8 credit hours of Music Performance (MP) course credit counting towards their graduation requirements unless more are required for their major.
3. Students may have up to 15 credit hours of Independent/Directed Study count toward degree requirements.

Commencement exercises take place once a year, in May. Diplomas are not issued at commencement, rather they are mailed to the student. An additional charge may be assessed. *Note: all incomplete grades must be completed and grades must be filed with the Registrar before the diploma will be issued.*

### **GRADUATION HONORS**

Members of the undergraduate senior class may graduate with Latin honors on the basis of their collegiate record at Corban University. 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. Verified academic honesty violations disqualify students from receiving this honor. Graduation honors are not awarded to graduate students.

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

### **HONORS PROGRAM**

In keeping with the broad educational mission of Corban University, the Honors Program is rooted in the notion that we may glorify God through our intellectual endeavors. As Proverbs 1 – 3 suggest, the Lord delights in those who prudently seek wisdom and knowledge. In doing so, we honor His intentional design for a meaningful, rewarding Christian life.

The program provides highly motivated students with academic enrichment above and beyond the regular undergraduate curriculum, encouraging a more proficient understanding of and appreciation for the Christian worldview through the lens of classical studies, especially history, literature, philosophy, and the arts. Honors students are given the opportunity to interact with distinguished scholars at special events and to participate in at least three Honors courses while at Corban. They also may choose to work with a faculty member on a senior project.

#### **Admission/Program Requirements**

Incoming freshmen with a minimum 3.7 high school GPA and an SAT or ACT score that places them minimally around the 90<sup>th</sup> percentile. Corban University Honors program requires a combined score of 1900 on the old (prior to March 2016) SAT critical readings and math, or a 1,350 on the RSAT (Revised SAT). Students must earn a minimum composite score of 28 on the ACT. Students who meet these basic requirements may apply to the Honors Program in the fall semester of their freshman year. Returning and transfer sophomores (with a minimum 3.5 GPA) intending to complete and graduate from the program may also apply for membership. To subsequently remain active and graduate from the Honors Program, each student must:

1. maintain a cumulative grade point average of at least 3.5
2. attend and complete Honors Program events/activities during at least six semesters, an
3. complete at least three courses from the Honors Program curriculum.

*(During one semester at Corban, students may choose to complete an optional independent study project as a substitute for one of the regularly scheduled honors program courses.)*

## **Incentives**

While the Honors Program primarily exists to provide dedicated students with further intellectual enrichment, participating students also benefit in the following ways:

1. Participating students receive a \$150 scholarship each semester. This sum may be used for admission to activities, for purchasing books, or for general tuition purposes.
2. Student transcripts will reflect completion of the Honors Program.
3. Graduating seniors who complete the program will receive a medallion to be worn at the commencement ceremony.
4. Participation in the program signifies a measure of academic breadth often sought by employers and valued highly by graduate schools.

## **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 can be mailed to the HSR Committee at [hsr@corban.edu](mailto:hsr@corban.edu).

## **INCOMPLETE GRADE POLICY**

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 coursework submitted to date. Unless there are extraordinary circumstances the student should have completed the majority of the course work, including all exams. The instructor will assign a contingency grade, which will become the final grade if the incomplete work has not been received by the due date of the contract.

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

An "X" grade indicates that experiential learning (such as a practicum, internship) or thesis project is in progress. Students that are issued an "X" grade have up to one year to complete.

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

## **INDEPENDENT/DIRECTED STUDY POLICY**

### **Independent (Individualized) Study:**

Juniors and seniors, with a 3.0 g.p.a, may work with a faculty member and advisor to design a course of special study not a part of the regular curriculum. This does not replace a traditionally offered course and encourages research by faculty and students on specialized projects. Students must petition and receive approval from the Department chair, School Dean and the Registrar. Course numbering will use the Special Topic 490-493 numbers.

### **Directed Study:**

A Directed Study covers the same material as an approved catalog course. It allows the student to complete the requirements of the course outside of the normal term or time block. In order to get approval for such study, the student must have extenuating circumstances that were not preventable or easily anticipated by the student; and the course must not be available online. Work schedules, time management, or a change in graduation plans, will not necessarily be grounds for approval. Students must petition and receive approval from the Department chair, School Dean and the Registrar.

- **The following applies to both types of study:**

1. The professor's schedule allows the addition and he/she is willing.

2. Students may not enroll in more than 15 hours of Independent or Directed Study over a four-year course of study. Students may not enroll in more than six hours per semester.
3. A course syllabus must be attached to the petition.
4. Faculty members will receive a stipend for teaching these courses. If more than 4 students request to take a course, the course in question will be organized as an online course.
5. Only full-time faculty are permitted to facilitate these studies (except by special request of the department and approval of the Dean of School)

These studies incur an additional course fee charge for full time students. During summer semester, the student pays summer tuition with no additional course fee.

### **Graduate Independent/Directed Studies**

Graduate students may request permission to do a course of special study. Directed studies may be considered when there is a schedule conflict that cannot be resolved any other way. The student requesting the directed study must have a minimum GPA of 3.0 and be current on all course work.

Arrangements for special study are initiated by the student with his or her advisor, and are contingent upon consultation with and approval of the appropriate dean or director. Directed study courses are limited offerings and dependent upon a variety of factors, including availability of faculty. Additional conditions or factors are as follows:

1. No more than six hours per semester are to be taken.
2. No more than nine hours of directed study are taken over the course of study.
3. MS Ed and GTL program students only:
  - a. The Directed study fee does not apply to content elective courses for students in the MS Ed or GTL program that candidate must complete to meet graduation requirements. These courses are paid for at the same rate as all other graduate courses.
  - b. The Directed study fee does not apply to courses that must be taken out of sequence due to no decision or action on the part of the student. These courses are paid for at the same rate as all other graduate courses.
4. The fee for an Directed Study is in addition to tuition charges. The exception is MS Ed or GTL content courses required as part of the students program.

### **INTERDISCIPLINARY STUDIES MAJOR**

A student may design a special major, known as an Interdisciplinary Studies Major to meet academic goals or objectives not met by regularly offered majors. This major must include courses from two or three academic areas with a minimum of 18 semester hours in each; of which a minimum of nine must be upper-division in each area of study. A minimum of 20 upper-division semester hours are required. The areas are to be selected with the approval of the department chair of each area and must be drawn from the undergraduate majors or minors offered by Corban University. Students interested in designing an Interdisciplinary Major must write a rationale for their selection of areas that will show how the major meets reasonable academic and vocational objectives. The proposal must be approved by the Department Chair of each academic discipline and the University Registrar.

### **INTERNSHIP PROGRAM**

Corban offers students interested in any program of study the opportunity to gain experience and earn credit through experiential learning through an internship program. Internships are required by some majors. A student, under the guidance of an experienced and approved professional in the field of study may participate. Such an internship must be coordinated with the academic advisor. Grades are pass/fail only. Generally 50 clock hours are required for each credit earned.

See Experiential Learning Policy (Undergraduate) for breakdown of Internships/practicums.

### **LEAVE OF ABSENCE**

Leave of Absence is: Leaving the University temporarily, with the firm and stated intention of return. See the Office of the Registrar for process.

### **MAJOR**

A major is the degree-seeking student's primary field of study. All graduates must complete at least one major. It is a prescribed set of courses that along with the General Education core, meet the requirements for a particular degree (Bachelor of

Science/Arts). A major consists of no less than 36 semester hours, with 20 of these being upper division credits. A “D” grade in a course required for a major will not count toward Corban graduation requirements. While a minimum cumulative grade point average of 2.00 (C) is necessary to graduate; some programs may require a higher GPA for the major. A minimum of 25% (9 semester credits) of the major must be completed at Corban University. The major appears on the official transcript.

**Double Major:** A student may only complete multiple majors from different programs of study. To be eligible for a double major, all requirements and 138 credit hours must be completed. The degree earned will be based on the first major.

## MILITARY EDUCATION

The university 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. Any veteran receiving GI Bill benefits while attending Corban is required to obtain official copies of transcripts from all previously attended schools or a Certificate of Completion from the Defense Language Institute and submit them to the school for review. An official copy of the student’s DD214, DD295, or an AARTS transcript is required for military education and occupational credits.

## MILITARY LEAVE OF ABSENCE POLICY

If a student is called to active duty the following options apply:

- Student may petition to take a **leave of absence** and withdraw from semester courses and receive a full refund of tuition and mandatory fees. All Corban Aid will remain intact should the student return at the end of service of duty.
- Student may **withdraw** from the university. A withdrawal form must be completed and tuition and fees will be refunded. A W grade will be assigned to all coursework. Notifying instructors or not attending class does not suffice. Non completion of a withdrawal form will result in tuition being charged to the last date of attendance in an academically related activity.
- If it is past the deadline to drop classes, arrangements may be made with the student’s instructor to either receive a course grade or request an incomplete grade. In the case of an incomplete grade request, the instructor will assign a contingency grade, which will become the final grade if the incomplete work is not completed by the specified completion date. This date may be extended no longer than the end of the term subsequent to the end of the service of duty. If such arrangements are made, the student’s registration will remain intact and all tuition and fees will be assessed in full.

If students are Title IV eligible, Corban University will perform the Return of Title IV Funds calculations that are required by Federal Statute and regulations (34 CFR 668.22)

## RESERVE OFFICER TRAINING CORP (ROTC)

### Air Force or Army ROTC-Military Science

Corban University cooperates with Oregon State University and Western Oregon University to offer 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 University.

## **MINORS**

A minor represents a secondary field of study in addition to one's major. Students may not complete a minor and a major in the same discipline. A minor consists of no less than 18 semester hours, six of which must be upper-division. A minimum grade of a C- in all minor courses is required for successful completion. The minor appears on the official transcript.

## **NON-DISCRIMINATORY POLICY**

Corban University admits students of any race, color, nationality and ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the school. Corban University does not discriminate on the basis of race, color, nationality or ethnic origin in the administration of their educational policies, scholarship and loan programs, athletic and other school administered programs.

## **ONLINE COURSES AND TRADITIONAL UNDERGRADUATES**

Traditional Undergraduates may enroll in a maximum of one undergraduate online course (3 credits maximum) per semester

- a. TUG students enrolled full time are allowed to enroll in an additional online course (3 credits maximum) during Fall and Spring semesters as part of their TUG tuition package rate.
- b. Students admitted to and enrolled in the Undergraduate Online programs will have priority registration for online courses.
- c. Full time TUG students will not pay additional tuition for an online course as long as it falls within the 12-18 credit TUG tuition package range. Additional online credits (more than 3 in a semester) may be allowed upon petition and will be billed at the online per credit rate
- d. Enrollment that goes over the 18 credit block will incur the standard TUG overage fee
- e. In order to accommodate the manual processes required by this policy and to track enrollment, students must complete the Undergraduate Online Registration Form for TUG available from the Director of Undergraduate Online Education.
- f. TUG students requesting more than one online course must petition the Office of the Registrar, and complete the Undergraduate Online Registration Form

## **POSTHUMOUS DEGREES**

A degree may be awarded posthumously upon recommendation of the Provost, documentation of death, a favorable vote of the faculty and approval by the President.

To be eligible, an undergraduate student must have been in good academic and disciplinary standing at the time of death and have completed a minimum of 30 semester hours at Corban University.

For a graduate degree not requiring a research component, the student must have been a current student in good academic standing and enrolled in courses that would have completed the degree requirements. For a graduate degree requiring a final research component; such as a dissertation, thesis or research paper, a review of the research must be conducted and approval received from the committee.

The student will be administratively withdrawn from all classes, and given a grade of "W". The Director of Financial Services will be consulted and if it is deemed appropriate, a partial or full refund of tuition and fees may be considered.

For degrees awarded posthumously, a notation will appear in the Commencement Program and the words "Conferred Posthumously" will appear on the student transcript. No special notation will be made on the diploma.

## **REACH**

Reach, a graduation requirement for all traditional undergraduates, highlights Corban's long-standing commitment to service. Reach contributes to the mission of Corban University "to educate Christians who will make a difference in the world for Jesus Christ" by facilitating a wide variety of service opportunities in local and global contexts. Through Reach, students serve in churches or other non-profit organizations, often focusing on one of five key areas: Education/Literacy,

Hunger/Housing, Dignity/Justice, Creation Care, and Mentoring/Coaching. Reach assists students in integrating their faith and service with their learning.

Non-transfer students serve four, 40-hour projects for a total of 160 hours. For example:

- Freshman year – 1 project (40 hours of service)
- Sophomore year – 1 project (40 hours of service)
- Junior year – 1 project (40 hours of service)
- Senior year – 1 project (40 hours of service)

Transfer students serve prorated hours according to how many academic credits they transfer in:

- 0 – 29 credits: 4 projects (160 hours of service)
- 30 – 59 credits: 3 projects (120 hours of service)
- 60 – 89 credits: 2 projects (80 hours of service)
- > 90 credits: 1 project (40 hours of service)

A.A. degree students serve two 40 hour projects for a total of 80 hours. For example:

- First year – 1 project (40 hours of service)
- Second year – 1 project (40 hours of service)

Transfer students who are getting their A.A. degrees also serve prorated hours according to how many academic credits they transfer in:

- 0-29 credits: 2 projects (80 hours of service)
- 30-65 credits: 1 project (40 hours of service)

Completing a Reach Project Means:

1. You uploaded a completed Project Registration Form.
2. You served a minimum of 40 hours with one church or organization.
3. You uploaded a one-page Reflection Paper.
4. Your supervisor emailed a completed Supervisor Evaluation form to [reach@corban.edu](mailto:reach@corban.edu).

When the above steps are completed within a one year time frame (from the first day of service) the Reach project is completed. For graduating seniors all Reach work is due by the first Friday in December for Fall graduates and the first Friday in April for Spring graduates – regardless of the project start date.

If a student experiences a conflict regarding a Reach issue that cannot be resolved via discussion with the Reach Coordinator or Associate Dean for Spiritual Formation, the student may initiate the appeals process. All appeals by any party must be made in writing and provide all previous documentation along with a rationale for why the previous decision is being appealed. All appeals must be made within 10 days of the previous decision.

Appeal process for Reach

- Meet with the Reach Coordinator in person and discuss the issue to see if it can be resolved in a manner that is consistent with program policies.
- If unresolved, meet with the Associate Dean for Spiritual Formation and discuss the issue to see if it can be resolved in a manner that is consistent with program policies.
- If unresolved, submit a Reach Appeal form to the Vice President for Student Life along with supporting documentation. For an appeal to be reviewed by the Vice President for Student Life, one of two things must be true:
  - The policy was not applied in a fair or equitable manner.
  - There is new information that needs to be considered that was not available when the previous decision was made.
    - If neither of these elements is present, the appeal will not be reviewed by the Vice President for Student Life.
- A student may appeal a decision by the Vice President for Student Life to the Academic Council by submitting the appeal to the Provost, but the two above-mentioned elements must be present for the appeal to be heard by the Academic Council.

The decision and recommendations of the Academic Council will stand in all Reach appeals cases.

For more information about Reach, please visit <https://inside.corban.edu/student-life/reach> . For current students, Reach guidelines, forms, instructions, and opportunities can be found on Converge.

## **REGISTRATION**

All students are expected to self-register, on the days designated on the university calendar, and to begin classes on the first day. Tuition and fees are paid based on published deadlines. Specific registration instructions are distributed each semester with the Schedule of Classes. An early registration is conducted for persisting students. If a student is unable to register online they may contact the Office of the Registrar for assistance.

Students are officially registered and eligible to attend classes only when all procedures have been completed with Student Life and financial arrangements have been made with Financial Services. (See the Finances section of this catalog for information concerning costs and payment plans.)

Changes in course schedules may be made online through the student information system. (SIS). Changes in a schedule caused by the cancellation of courses will not involve financial penalty.

## **ADDING COURSES**

### **UNDERGRADUATE**

During the published registration period, undergraduate students may self-register and add a course to their schedule until last day to add courses as listed in the Academic Calendar. Students are required to make up any course work missed due to late enrollment.

### **GRADUATE**

Students may add a course to their schedule up to the first day of instruction. Adding a course after the first day requires consultation and permission from the Program Director and the instructor teaching the course. Students are required to make up any course work missed due to late enrollment.

## **DROPPING COURSES**

During the published registration period, students may drop a course up to the Drop Deadline (see Academic Calendar). This is done by the student via the Student Information System but it is strongly recommended that students consult their advisor before making changes in their schedules.

1. Students may drop a course with no tuition penalty if done up to the drop deadline. After the Drop Date deadline there will be no refund of tuition. Financial aid calculations will be made based on federal requirements.
2. Because of the accelerated structure of our Online Undergrad Programs, a course may not be dropped nor a refund granted after the first Friday following the class start date.
3. Courses dropped before the Drop Date will not be reflected in the final transcript. Courses dropped after the Drop Date deadline will be included on the transcript with a W grade. Students must contact their Academic Advisor and the Office of the Registrar to drop a course after the published Drop Date. 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. Changes in variable credit courses such as internships cannot be made after the 10<sup>th</sup> 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.
4. Students who discontinue attendance without official withdrawal will receive an F grade for the course.
5. Courses cannot be dropped in the last 2 weeks of class in order to avoid a low or failing grade.
6. Students enrolled in the Clinical Mental Health Program are not allowed to drop courses in order to remain in their Cohort.
7. If a student withdraws from a program of study the policy for dropping a course will be followed. Situations such as family emergencies and other things beyond the control of the student will be handled on a case by case basis by the Program Chair, Dean of School, and the University Registrar.
8. Course changes are not complete until the Office of the Registrar receives the completed add/drop form and payment. The effective date of the course change is the date when the completed form is received in the Office of the Registrar

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

## **REPEATING A COURSE**

If a student receives a grade of "F" in a course required for graduation, he or she must repeat that course. A student may also

repeat such a course if a “D” was received. Only the second grade and its respective grade points will be used in the overall grade point calculation shown on the official transcript.

### **SATISFACTORY ACADEMIC PROGRESS**

Federal Financial Aid regulations require that all financial aid recipients progress at a reasonable rate toward achieving a degree or certificate. Corban University uses the same policy in regard to state and institutional aid. Progress is measured by: (1) the student’s cumulative grade point average, (2) pace of progression (the number of cumulative credits earned in relation to those cumulatively attempted), and (3) the maximum time frame allowed to complete the academic program. These requirements apply to all semesters regardless of whether or not the student received financial aid. Progress is reviewed at the end of each semester. However, Corban’s separate **Academic Standing policy**, administered by the Office of the Registrar, reviews the semester GPA instead of the cumulative. For this reason the Financial Aid Office also reviews the semester GPA in addition to the cumulative. (See Financial Information Section for more information)

### **STUDENT COMPLAINT RESOLUTION**

The U.S. Department of Education has amended the Higher Education Act (HEA) authorizing the “Program Integrity Rule.” This amendment provides, among other things, regulations associated with the federal student financial aid program which require colleges or universities that are authorized to offer postsecondary education in one or more states to ensure access to a complaint process ([see 34 CFR 668.43\(b\)](#)) that will permit student consumers to address the following:

1. Alleged violation of State consumer protection laws that include, but are not limited to, fraud and false advertising;
2. Alleged violations of State laws or rules relating to the licensure of postsecondary institutions; and
3. Complaints relating to the quality of education or other State or accreditation requirements.

For more information, please visit: <http://media.corban.edu/consumer-information/student-complaint-process.pdf>

### **SOCIAL SECURITY NUMBER USE**

Providing one’s social security number is voluntary, though it does greatly aid the university 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.

### **STUDENT SUPPORT SERVICES**

Student Support Services provide a variety of support services for students including:

#### **Academic Support**

- Academic advising
- Individual tutoring on a limited basis
- Liaison between faculty and students
- Proofreading written papers
- Scheduled times to take make up tests
- Study skills and time management information
- Voluntary academic contracts

#### **Career Services**

The Corban website includes current job openings, internships, and ministry positions within the U.S. and worldwide. Openings are also posted on the on-campus job board. The Student Support Services office provides resources for creating a résumé, and preparing for an interview, an internship, a job, or graduate school.

#### **Disability Services**

Corban also 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 Student Support Services as soon as possible. (See Disabilities Policy)

### **TRANSCRIPT REQUEST**

Corban University only issues transcripts of courses taken at the University. Transcripts from other institutions cannot be

copied. Transcripts may be requested and paid for online at: <https://inside.corban.edu/registrar/transcript-request>  
Students or alumni must personally request the transcript—no telephone requests will be accepted. If submitted in writing, a transcript request must bear the signature of the individual whose academic record is involved. Transcripts will be released only after all financial obligations to the university are paid. This includes payments outstanding on any loans obtained through the university. This policy is in compliance with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment).

## **TRANSFER OF CREDIT (UNDERGRADUATE)**

Generally, upper division credit is not allowed for lower division courses taken in a two-year college, and no more than 50% (60 credits) of the degree may be transferred in from a 2 year institution or be dual credit work. No more than 75% of the degree (90 credits) 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 based only on the official transcript submitted directly to the University. 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.

Professional-technical hours may be transferred from an accredited institution if these courses are described as transferable in that institution's catalog or recognized in the ACE Guide (American Council on Education). These courses usually are transferred as elective credit.

No more than 25% of the degree program may be from Credit for Prior Learning (CPL) and no more than 25% (one year) may be from Advanced Placement (AP), International Baccalaureate (IB), A level work or its equivalent.

Transfer students coming from institutions which are not accredited by one of the six regional associations or by the Association of Biblical Higher Education may be given the opportunity to validate credits if the course work applies to Corban's curriculum requirements.

Corban University academic credit has been successfully transferred to many colleges and universities in the Northwest and across the United States. Our regional accreditation and solid academic reputation have allowed students to move to other programs in well recognized institutions. It is imperative the students understand that it is the receiving institution that has final authority in matters relating to how Corban academic credits will transfer to that institution. The Office of the Registrar will aid students in their efforts to transfer by providing information in the form of course syllabi as needed and advice when requested.

**GRADUATE POLICY** - Please refer to schools for admission requirements in programs.

## **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 university 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 university decide not to hold classes and/or to close all functions of the university; appropriate announcements will be made over local radio stations.

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

## **WITHDRAWING FROM UNIVERSITY**

"Withdrawal: Leaving the University with no intention to return." 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 Office of the Registrar.

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

Students who find it necessary to withdraw from the University 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), room, board, fees, (with the exception of the technology fee) and financial aid is prorated up to 60%. Exceptions to the refund schedule may be petitioned to the Administrative Team. Petition forms are available in the Office of the Registrar. Complete the form, including the reason for requesting an exception and send the completed form to the Director of Student Accounts in the Financial Services Office who will submit it to the Administrative Team.

Note 1: A class day is counted as any day classes are scheduled according to the academic calendar.

Note 2: Fee schedules and costs for the degree completion program offered Online Undergrad Program are different.

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.

How withdrawals affect financial aid, and refund information, is found in the Financial Information section of this catalog.

### **Withdrawal Date**

Students attending our on campus programs are required to request a withdrawal card from the Office of the Registrar. The date the card is completed and returned to the Office of the Registrar will be considered the Withdrawal Date (WD).

For online students, the WD will be the date they notify the Office of the Registrar that they are withdrawing.

If a student continues to attend class past the WD, and the school chooses to do so, the school may document and use the student's last day of attendance, or participation in an academically related activity, as the student's withdrawal date in the return calculation.

If a student fails to report their withdrawal to the Office of the Registrar, the WD will be the midpoint of the semester.

However, on a case by case basis the WD may be the documented last date of attendance or participation in an academically related activity. Examples of why a student may not report their withdrawal include illness, accident, grievous personal loss or other circumstances beyond the student's control.

# ADMISSIONS

Corban University welcomes Christian students who value a Christian liberal arts education and meet University admission criteria.

The University 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 is in agreement with the Statement of Faith and lifestyle policy of the University.

Corban University reserves the right to deny admission to any applicant. The University 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 (TRADITIONAL UNDERGRADUATES)

A freshman is defined as one who has graduated from high school and has not 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 recommended 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. It is encouraged to complete the application online at [www.corban.edu](http://www.corban.edu) beginning June 1st. The Application for Admission includes a brief personal faith 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 University 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 and grade point average.** A cumulative 2.70 grade point average is recommended.
3. The Scholastic Aptitude Test (SAT), American College Test (ACT) or Classic Learning Test (CLT) scores must be sent to the University. Corban University recommends a 900 score on the old SAT critical readings and math, or a 990 on the RSAT (Revised SAT), a 19 on the ACT and a 64 on the CLT. At this time, the University does not require the writing section of the SAT or ACT for acceptance decisions. Information regarding test dates and locations is available from your local high school guidance counselor. An applicant who graduated from high school more than ten years or more may be exempt from submitting these test scores.
4. Include one reference with contact information from an individual who has an understanding of your Christian faith. It is recommended that this person be a leader in your church.
5. Once the applicant has been admitted and deposits are paid, the university 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 enrollment.

## ADMISSION PROCEDURE FOR INTERNATIONAL STUDENTS

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

1. Request an International Student Application form from the Admissions Office.
2. Provide proof of secondary school completion in the form of an official transcript or diploma with graduation date. Corban University will also accept official IGCSE/GCSE scores. In lieu of a diploma, the student must submit official test scores showing 5 passes with a C or higher. Transcripts in languages other than English must be accompanied by a certified English copy and an evaluation by World Education Services ([www.wes.org](http://www.wes.org)).
3. Prove English proficiency by one of the following means:

- a. Test of English as a Foreign Language (TOEFL) minimum score of 70 (TOEFL IBT) or 520 (TOEFL PBT).
  - b. International English Language Testing System (IELTS) minimum score of 6.0
  - c. Common European Framework Level: B2
  - d. Pearson Test of English (PTE) Academic: 51-58
  - e. Level 2 qualification (grade range A\*- C) in at least 1 GCSE English first or second language
  - f. Cambridge English Exam (CAE) scaled score 169-175
  - g. Minimum RSAT score of 990 or minimum ACT score of 19 or CLT of 64
4. Submit International Christian Character Reference.
  5. Guarantee financial responsibility. The applicant must submit a written document guaranteeing that the minimum amount required to support the costs of tuition, room and board, transportation costs to and from the United States and expenses will be underwritten. Copies of bank account records, other financial instruments, or letters of certification may be submitted for this purpose. A \$1,000 tuition deposit (in US dollars) must be received by Financial Services at Corban University by May 1. Upon receipt of these funds an I-20 will be issued. This is an official United States immigration document which enables a foreign student 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 ONLINE UNDERGRADUATES**

Corban University is committed to delivering the highest academic standards with a foundation in the Word of God. We are dedicated to seeing you succeed personally and professionally. Part of that success is finding the right place to complete your degree. Successful candidates for Corban's online programs will:

- Profess faith in Jesus Christ and live a consistent Christian lifestyle.
- Demonstrate the writing competency to function successfully at a bachelor degree level.
- Corban recommends a college GPA of 2.0 for students bringing in transfer credits, or a high school GPA of 2.7.
- Have one year of life, work or college experience since graduating high school.
- Submit faith statement.
- Submit an online application and \$50.00 non-refundable application fee.
- Official transcripts from all previously attended colleges.
- Submit the Christian Character Reference Form.

Call to schedule an information session with an Admissions Counselor. Phone 503-375-7590 or 800-764-1383.

### **ADMISSION PROCEDURE FOR PRE-COLLEGE (CU LAUNCH) STUDENTS**

A pre-college admissions program is available to qualified high school students. This permits study at Corban University while a student completes a high school program.

#### **Eligibility Requirements**

An applicant must have completed the junior year of high school and be at least 16 years old prior to the end of their first semester of enrollment. 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 university 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. Submit a reference with contact information 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 university enrollment.

### **Cost and Credit**

Early admission students may take a maximum of 14 semester hours with a tuition charge of \$65 per credit hour. Additional course fees may apply. Credit earned during early admission may be applied to degree programs at Corban University without additional charge.

### **ADMISSION PROCEDURE FOR TRANSFER STUDENTS**

A transfer student is defined as one who has attempted to complete any transferable course work at a regionally-accredited college after high school graduation.

Transfer students must apply for admission and follow the same procedure as presented for freshman applicants. In addition, an official transcript from any and all colleges and universities attended is required, whether or not credit was given.

Transfer students with fewer than 31 semester hours or 47 quarter hours of college work must qualify for admission on the basis of SAT, ACT or CLT 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 connect 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.

### **ADVANCED PLACEMENT**

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 University. Upon receipt of the official AP report, and enrollment of the student at the University, 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. No more than 25% (one year) of may be from Advanced Placement (AP), International Baccalaureate (IB), A level work or its equivalent.

### **CRIMINAL CONVICTIONS**

It is the policy of Corban that prospective applicants with a criminal record wait to apply for a minimum of one year from the end of their parole and/or probation before applying to any program which requires the student to attend classes on the Salem campus or any other setting identified as a Corban classroom setting. Applicants for online programs must meet all the entrance requirements and in addition, present evidence of compliance with all terms of their release. Non-compliance with court ordered reporting or treatment will be grounds for denial of admission or dismissal from the University. Prior to application for on-campus programs, the candidate for admission into on campus programs as defined above 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 University for any program or grounds for dismissal from the University.

Additional Criminal History Background checks will be conducted in the Counseling and Graduate Education programs.

### **HOMESCHOOLED 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, ACT or CLT

results, and the academic reference.

### **NON-DEGREE/NON-MATRICULATED STUDENTS**

Non-degree enrollment status is designed for students who wish to take courses but do not plan to pursue a degree. Individuals often choose this path in order to expand their knowledge in a particular area or to strengthen their credentials. **Non-degree students do not qualify for financial aid or student visas.** Non-degree enrollment status does not require a full formal admission process or formal entrance requirements. However an application for Non-Degree Admission and the application fee are required for acceptance. Typically, a Non-Degree applicant may take up to 6 credits without formally enrolling in a degree program. Enrollment as a non-degree student does not guarantee subsequent admission for degree candidacy.

### **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 university. A Christian Character reference is also required. A student returning after an absence is also expected to complete any new or revised graduation requirements as published in the catalog in current use at the time of re-enrollment.

### **STUDENTS WITH DISABILITIES**

Corban offers a variety of supportive services that facilitate access to educational opportunities for students with a disability. Documentation of an existing disability is required. Students are encouraged to contact the Director of Student Support as early as possible to request services.

### **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 lower division courses taken in a two-year college, and no more than 50% (60 credits) of the degree may be transferred in from a 2 year institution or be dual credit work. No more than 75% of the degree (90 credits) 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 based only on the official transcript submitted directly to the University. 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.

Professional-technical hours may be transferred from an accredited institution if these courses are described as transferable in that institution's catalog or recognized in the ACE Guide (American Council on Education). These courses usually are transferred as elective credit.

No more than 25% of the degree program may be from Credit for Prior Learning (CPL) and no more than 25% (one year) may be from Advanced Placement (AP), International Baccalaureate (IB), A level work or its equivalent.

Transfer students coming from institutions which are not accredited by one of the six regional associations or by the Association of Biblical Higher Education may be given the opportunity to validate credits if the course work applies to Corban's curriculum requirements.

An official evaluation of transcripts to determine transfer credit is done and sent to each transfer applicant. All matriculating transfer applicants are required to send final and official college transcripts to the Admissions Office before registering at the university.

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 university.

### **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 University. 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 University 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.

### **VETERANS**

Veterans or dependents of veterans who plan to enroll at Corban University 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 university certifying official may be able to provide the necessary forms and answer any questions. A late decision to attend may delay payments.

# FINANCIAL INFORMATION

Corban attempts to keep the expense of securing a Christian education as affordable as possible. The actual cost of instruction is greater than what the student pays. The university 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.

## PRE-BACCAULAUREATE – CORBAN LANGUAGE INSTITUTE

### 2018-2019 TUITION AND FEES

	One Term	Two Terms	Three Terms
Tuition	\$ 8,320	\$ 16,640	\$ 24,960
Books & Supplies	\$ 600	\$ 1,200	\$ 1,800
Insurance	\$ 700*	\$ 1,400*	\$ 2,100*
Room	\$ 2,926	\$ 5,852	\$ 8,778
Board	\$ 2,104**	\$ 4,208**	\$ 6,312**
Student Activity Fee	\$ 330***	\$ 660***	\$ 990***
Total Cost - Resident	\$ 14,980	\$ 29,960	\$ 44,940
Total Cost - Commuter	\$ 9,950****	\$ 19,900****	\$ 29,850****

\* Insurance costs fluctuate dependent on student age. Average costs range between \$155-255 per month.

\*\* Maximum meal plan; several meal plans are available. Call the university Financial Services for additional information.

\*\*\* Fees fund student government, services, intramurals, technology, parking and security.

\*\*\*\* Tuition, Books & Supplies, Insurance, & Student Activity Fee

#### ADDITIONAL FEES AND COSTS

Application Fee	\$	Waived
Housing Deposit	\$	100
Tuition Deposit	\$	1000

#### SCHOLARSHIPS AVAILABLE

Early Admission (if application received 3 months before entrance)	\$	250 per term
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# UNDERGRADUATE 2018-2019 TUITION AND FEES

## TRADITIONAL UNDERGRADUATE

	<u>Semester</u>	<u>Per Year</u>
<b>Tuition Charges</b>		
Full Time Tuition Package Rate (12-18 cr)	\$ 16,190.00	\$32,380.00
Part Time (Less than 12 credits)	\$ 1,350.00	
Overload per credit (above 18 credits hours)	\$ 500.00	
<b>Residence Charges</b>		
Room	\$ 2,926.00	\$ 5,852.00
<b>Meal Plans:</b> <i>A meal plan is required for all residents. Premium plans include additional Warrior Dollars</i>		
All Access 7 Premium	\$ 2,338.00	\$ 4,676.00
All Access 5 Premium	\$ 2,254.00	\$ 4,508.00
Access 7 Plan	\$ 2,188.00	\$ 4,376.00
Access 5 Plan	\$ 2,104.00	\$ 4,208.00
Cash Value Plan 1*	\$ 760.00	\$ 1,520.00
Cash Value Plan 2*	\$ 458.00	\$ 916.00
Cash Value Plan 3*	\$ 245.00	\$ 490.00
<i>*Cash Value plans are for commuters or townhouse students only.</i>		
<b>Average Room and Board:</b> <i>based on most popular meal plan**</i>	\$ 5,114.00	\$10,228.00
Student Activity Fee***	\$ 330.00	\$ 660.00
<b>Total Cost – Resident</b>	<b>\$ 21,634.00</b>	<b>\$43,268.00</b>
<b>Total Cost – Commuter</b>	<b>\$ 16,520.00</b>	<b>\$33,040.00</b>

\*\*Room rate with most popular meal plan; several alternative meal plans are available. For more information go to: <https://inside.corban.edu/student-life/student-forms> and view the meal plan flyer.

\*\*\* Fee funds student government, services, intramurals, technology, parking and security.

\*\*\* Total Cost of Tuition, Average Room and Board, Student Activity Fee

## ADDITIONAL FEES AND COSTS (MOST INDIVIDUAL COURSE FEES FOUND UNDER COURSE DESCRIPTIONS)

Application Fee	\$ 40
Athletic Participation Fee*	\$ 150
Audit Fee	\$ 65 per credit
Course Registration Change Fee	\$ 10
Course Fees (each specific course fee listed under the course description)	variable
Credit for Prior Learning	\$100 Assess \$65/cr Transcription
Dual Credit	\$ 65 per credit
Enrollment Fee	\$ 150
Graduation Fee (non-refundable) **	\$ 140
Housing Deposit	\$ 100
Human Performance fees	variable (\$15-\$350 range)
Independent/Directed Study Fee	\$ 300
Private Music Lessons (per credit hour) ***	variable (\$341-\$391 range)
Readmission Fee	\$ 10
Rescheduling Final Exam (per exam)	\$ 25
Science Lab Fee	\$ 60

Student Program Association Fees by Major****	variable (\$10-\$85 range)
Clinical Placement Fee *****	variable (\$300-\$775 range)
Textbooks (estimated cost)	\$ 600
Transcript Fee	\$ 10
Tuition Deposit	\$ 200

\*: Covers medical expenses for athletes in the event that they sustain an injury representing Corban University

\*\* Fee doubles after due date.

\*\*\*Music Lessons vary depending on credits and piano accompaniment.

\*\*\*\* Covers program expenses not attached to a specific course but used throughout the program. Eg. Firing range training for Criminal Justice, or Bible Commentary software for Ministry.

\*\*\*\*\*Clinical Placement (Student Teaching) fees vary depending on level

## UNDERGRADUATE ONLINE PROGRAM

Tuition per semester hour .....	\$420.00
Technology fee.....	\$40.00
Enrollment Deposit (due after acceptance).....	\$100.00
Graduation fee** .....	\$140.00
Independent Study/Directed Study fee .....	\$300.00

\*\*Fee doubles after due date

Payment Plans are available – See Financial Services

## STUDENT ACCOUNTS POLICIES (UNDERGRADUATE)

### COURSE CHANGES REFUND POLICY

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 cancelled by the university that affect tuition and course-related fees will be fully refunded.

### HOUSING DEPOSIT

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.

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 University 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.

### PAYMENT POLICY

For Traditional Undergraduate students, not on a monthly payment plan, the account balance (Charges minus Financial Aid) is due each semester. The Fall Semester due date is August 5, and the Spring Semester due date is January 15<sup>th</sup>. Payments for all other programs are due by the close of registration. Registration is not complete until satisfactory arrangements are made with the Financial Services Office of the University. Additional aid received after your account is paid in full will be refunded.

A payment plan service is provided by the Student Accounts Team, to allow your tuition and fees to be paid in equal monthly payments over the course of the year. There is no additional fee for this service. Please complete the Payment Plan Application online or call the Financial Services Office at 503-375-7030 to request additional information. We would be pleased to assist you in planning for the upcoming academic school year.

Delinquent accounts (no payment, no payment plan) may be assessed a monthly 1.5% finance charge on the unpaid balance. No transcripts or diplomas will be issued if you have a balance due.

## RESIDENTIAL FEES AND MOVING MID SEMESTER

The residential fee for students who move on or off campus after the close of registration will be prorated up to 60%. Moving off campus after 60% of the semester completion will allow no refunds and the student may continue to use their meal plan.

## 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 online courses, private lessons, or independent study courses. 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. An application for this tuition waiver and information on courses is available in the Office of the Registrar

## FINANCIAL AID POLICIES

### PURPOSE OF FINANCIAL AID

Financial aid at Corban University is provided to help bridge the gap between what students and their families can reasonably afford and the actual cost of a university education. Many types of financial aid are based on need as determined through the completed Free Application for Federal Student Aid (FAFSA).

Students should complete the FAFSA at [www.fafsa.gov](http://www.fafsa.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. If a student elects not to complete a FAFSA they should notify the Financial Aid Office of that decision by February 15<sup>th</sup>. If a FAFSA is not completed, the student will not qualify for need based aid.

Students are required to maintain Satisfactory Academic Progress (SAP) in order to receive financial aid. A copy of the SAP policy of the University 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.

### SATISFACTORY ACADEMIC PROGRESS AND FINANCIAL AID

Federal Financial Aid regulations require that all financial aid recipients progress at a reasonable rate toward achieving a degree or certificate. Corban University uses the same policy in regard to state and institutional aid. Progress is measured by: (1) the student's cumulative and semester grade point average, (2) pace of progression (the number of cumulative credits earned in relation to those cumulatively attempted), and (3) the maximum time frame allowed to complete the academic program. These requirements apply to all semesters regardless of whether or not the student received financial aid. Progress is reviewed at the end of each semester.

- 1. Cumulative and Semester Grade Point Average:** Undergraduate students who drop below a 2.00 cumulative and/or semester GPA do not meet the standards of Satisfactory Academic Progress. Graduate students who drop below a 3.00 cumulative and/or semester GPA do not meet the standards of Satisfactory Academic Progress.
- 2. Pace of Progression:** Students who fail to complete the **required 67%** of cumulative credits attempted do not meet the standards of Satisfactory Academic Progress.
- 3. Maximum Time Frame:** Students must complete their degree within 150% of the published program length. Program length is based on the number of credits required for a degree. Students are no longer eligible to receive financial aid if it becomes mathematically impossible to complete their degree with 150% of the credits required for their program.

Students who do not meet the standards of Satisfactory Academic Progress (SAP) at the end of a semester will automatically be placed on **Financial Aid Warning** for the following semester. Financial aid may still be received during the warning semester. At the end of the warning semester the student must have achieved satisfactory academic progress or they will be placed on **Financial Aid Termination**. **Financial Aid Termination** may be appealed; appeals that are approved will result in one semester of **Financial Aid Probation** or the creation of an **Academic Plan**. Please see more information about these standings below. Notification of SAP standings will be communicated to the student's by mail and their Corban e-mail account.

**Financial Aid Warning:** Students may receive financial aid during the semester they are on warning. If the student has met SAP at the completion of that semester, the financial aid warning will be removed. Failure to meet SAP standards at the end of a warning semester will result in Financial Aid Termination.

**Financial Aid Termination:** Students lose eligibility for all federal, state and institutional aid, including grants, scholarships, loans and work-study. Private outside scholarships may request to be notified of the student's SAP standing as a condition of their award. If a student successfully completes a termination semester without receiving financial aid and meets the SAP standards, the student will then regain financial aid eligibility. Private student loan lenders may allow a student who is not meeting SAP standards to receive those specific funds.

**Appeal of Financial Aid Termination:** Students notified that they have been placed on Financial Aid Termination can appeal the loss of financial aid eligibility. The appeal must be made in writing and accompanied by supporting documentation. Appeals must be submitted to the Financial Aid Office within 7 calendar days of the date on the notification letter. The appeal must include the following information:

1. Students' full name
2. Statement detailing the reason(s) for not meeting satisfactory academic progress standards.
3. Explanation of what has changed so satisfactory academic progress standards will be met in the future and what plan is in place to ensure success.

The Director of Financial Aid and an appeals committee will review student appeals. Appeal approval will result in one semester of **Financial Aid Probation** or the creation of an **Academic Plan**. The appeal decision is final and cannot be appealed to another individual, group or U.S. Department of Education.

**Financial Aid Probation:** Appeals that are granted Financial Aid Probation allow the student to receive financial aid for one semester. The student may be subject to course and/or credit limitations during the probationary semester. A student not meeting SAP standards at the end of a probation semester will be placed back on Financial Aid Termination. The student has the right to appeal again, but the appeal becomes less likely to be approved with each occurrence.

**Academic Plan:** For appeals approved when it is not possible for a student to meet SAP standards after one semester, the student will be required to submit an Academic Plan to be allowed more than one semester of Financial Aid Probation to reach SAP standards. The academic plan will specify a number of semesters the student has to meet Corban's SAP standards, academic support measures the student will take during this time and academic progress measurements for each semester of the academic plan. Students on an Academic Plan will have their progress reviewed each semester, those failing to maintain the terms of their Academic Plan will be placed back on Financial Aid Termination. At the end of an Academic Plan the student will have regained SAP standards and will be removed from Financial Aid Probation.

**Repeated Courses:** Courses in which the student received a grade of "F" may be repeated and may be eligible for financial aid. Other courses in which the student received a passing grade may be repeated once and may be eligible for financial aid. When a course with a passing grade has been repeated, subsequent repeats of the course will be excluded from the total number of credits for the semester when determining financial aid eligibility. Credits attempted in repeated courses will be included in the cumulative credits attempted and GPA for SAP determination.

**Withdrawn Courses:** Withdrawn courses count towards the cumulative credits attempted for SAP determination. Students may retake courses from which they have withdrawn. When retaken, these courses will be included in the total number of credits for the semester and cumulative GPA for SAP determination.

**Incomplete Courses:** Courses assigned an incomplete grade are included in the cumulative credits attempted and in the maximum timeframe for SAP determination. These credits cannot be counted as earned credits until a final grade is assigned. At that time they will also be included in the GPA calculation.

**Audit Courses:** Audit courses receive no credit and do not influence grade point average. They are not counted in credits attempted and are not eligible for financial aid.

**Remedial Courses:** Remedial courses will be included in the total number of credits for the semester when determining financial aid eligibility and SAP standing.

**Pass/Fail Courses:** Pass/Fail courses are not calculated in the cumulative GPA but will be included in credits attempted for SAP determination.

**Transfer Students:** Transfer credits are calculated into the credits attempted for SAP determination, but are not factored into the cumulative GPA. Any transfer credits accepted into a student's educational program will count as both attempted and completed credits when determining a student's pace of progression.

**Summer Semester:** Students enrolled in the summer semester will have SAP evaluated again at the end of the semester.

**Readmitted Students:** If a student is placed on financial aid warning or termination and does not return the following semester, they will remain in the same SAP standing if they return at a later date. When a student withdraws or is dismissed

from Corban and is later readmitted, the credits attempted and completed prior to the withdrawal/dismissal will be included when the student's SAP standing is evaluated.

GRADUATE Policy - Please refer to the Graduate Academic Policy section in each program

### **SATISFACTORY ACADEMIC PROGRESS FOR VETERANS**

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

1. To receive VA benefits undergraduate students certified as: Full-time must enroll in 12 units each term. Three-quarter time must enroll in 9 units each term. One-half time must enroll in 6 units each term. Full time graduate students must enroll in 6 credits each term, and part time must enroll in 3 credits each term.  
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. Probationary students are reported to the VA each semester. If the student's deficiency is not corrected after two consecutive terms, the university will notify the VA of the student's unsatisfactory progress, and benefits may be terminated. Incomplete grades will also be reported to the VA. The VA may adjust the student's payment and set up a control to track the grade.
2. Students must complete all course changes within the published add/drop period. If it becomes necessary for a student to withdraw from a semester after commencing attendance, the Corban University Financial Aid withdrawal policy will apply and the necessary documentation will be sent to the VA.

### **SCHOLARSHIPS, GRANTS AND LOANS**

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 Stafford and Unsubsidized Stafford Loan, Federal PLUS Loan, Federal Work-Study, and Oregon Opportunity Grant.

A student who is not eligible for a Pell grant but whose parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2011 may be eligible to receive the Iraq and Afghanistan Service Grant. Students must complete the FAFSA and be under 24 years of age or enrolled at least part time at the time of the parent or guardian's death.

For more information visit [www.corban.edu/financialaid](http://www.corban.edu/financialaid). You may also email questions to [financialaid@corban.edu](mailto:financialaid@corban.edu) or call 503-375-7006.

### **WITHDRAWING AND FINANCIAL AID**

If it becomes necessary for a student to withdraw from a semester after commencing attendance, the student must initiate the withdrawal process by notifying the Corban University Office of the Registrar.

#### **How Withdrawing Influences Charges and Financial Aid**

Up to the 60% point in the semester, financial aid is pro-rated based on the number of days the student attended. If a student's withdrawal date is after the 60% point in the semester, there is no adjustment to financial aid.

Please note in some cases dropping a class taught in a module format (i.e. an eight-week class) may be considered a withdrawal.

See the section below titled "Programs Taught in Modules Have Special Rules" for more information.

#### **Before the 60% point in the semester**

If the student received federal financial aid, the Financial Aid Office will perform the required federal aid "Return to Title IV" funds calculation and adjust federal aid accordingly. A copy of the federal aid return calculation worksheet and a revised financial aid award letter will be provided to the student

If a student received Corban funded aid, it may be pro-rated based on the time the student was enrolled.

In cases where a student has received a refund check for living expenses or other educational related expenses, the student may be required to return unearned financial aid funds to the school.

#### **After the 60% point in the semester**

If the withdrawal date is after the 60% point in the semester, there is no aid adjustment.

In the event that financial aid has not yet disbursed to the student account at the time of withdrawal, the student will receive a post-withdrawal disbursement of aid in the amount they are eligible for.

## **Add/Drop Period**

### Traditional Undergraduate Program

The add/drop period for our Traditional Undergraduate program is 10 days after the first day of class. The specific add/drop date for a given semester can be found in the academic calendar.

If a student withdraws during the add/drop period tuition will be refunded. However if a student had incurred room and board expenses, those charges will be pro-rated. A student may be eligible for a pro-rated amount of financial aid regardless of how many days they were enrolled.

### All Other Programs.

If you are enrolled in a program other than our Traditional Undergraduate program, please check with your academic advisor or program chair to determine the add/drop date for the semester.

## **Date of Determination**

The date a student notifies the Office of the Registrar of their withdrawal will be considered the Date of Determination (DOD). If a student fails to report their withdrawal to the Office of the Registrar, the DOD will be the date the school became aware the student ceased attendance. The DOD should not be more than 30 days after the last date of the semester.

## **Overpayment**

If a return of federal funds calculation is required after a withdrawal, and that calculation determines that the student is required to return an overpayment of federal aid to the school, the student must repay the overpayment or make payment arrangements with the Financial Services Office within 45 days of the DOD.

If the student does not repay the overpayment or make payment arrangements during that 45 day period, the school is required to report a federal aid overpayment to the Department of Education. In such a case, the student would not be eligible for additional federal financial aid (even at other schools) until the overpayment is paid in full.

## **Withdrawal Date**

Students attending our on campus programs are required to request a withdrawal card from the Office of the Registrar. The date the card is completed and returned to the Office of the Registrar will be considered the Withdrawal Date (WD).

For online students, the WD will be the date they notify the Office of the Registrar that they are withdrawing.

If a student continues to attend class past the WD, and the school chooses to do so, the school may document and use the student's last day of attendance, or participation in an academically related activity, as the student's withdrawal date in the return calculation.

If a student fails to report their withdrawal to the Office of the Registrar, the WD will be the midpoint of the semester.

However, on a case-by-case basis the WD may be the documented last date of attendance or participation in an academically related activity. Examples of why a student may not report their withdrawal include illness, accident, grievous personal loss or other circumstances beyond the student's control. If a student does not inform the Office of the Registrar of their withdrawal, the DOD and WD could be different.

## **Programs Taught in Modules Have Special Rules**

The following withdrawal and drop policies apply to students who are enrolled in modular classes and are not enrolled in at least one class that spans the entire 15/16 weeks of a semester. There are two important notes to keep in mind:

1. If a class is dropped before it begins it is not considered "scheduled". However, if it is dropped after it begins it does meet the "scheduled" definition.
2. For Financial Aid purposes the word "withdrawal" is defined as withdrawing from a semester, not withdrawing from a program such as the MBA program. A student can withdraw from a semester without withdrawing from a program.

A student is considered withdrawn for Financial Aid purposes if the student ceases attendance at any point prior to completing all the scheduled classes in the semester, unless the school obtains written confirmation from the student that he or she will attend a module that begins later in the semester. A letter or email sent to the Office of the Registrar and the Financial Aid Office is considered written confirmation.

If the school obtains a written confirmation of future attendance but the student does not return as anticipated, the student is considered to have withdrawn from the semester. The student's withdrawal date would be the last day of attendance.

Corban determines whether a student enrolled in modules is a withdrawal by asking the following questions:

1. After beginning attendance in the semester, did the student cease to attend or fail to begin attendance in a course he or she was scheduled to attend? If the answer is no, this is not a withdrawal. If the answer is yes, go to question 2.

2. When the student ceased to attend or failed to begin attendance in a course he or she was scheduled to attend, was the student still attending any other courses? If the answer is yes, this is not a withdrawal. If the answer is no, go to question 3.
3. Did the student confirm attendance in a course in a module beginning later in the semester? If the answer is yes, this is not a withdrawal, unless the student does not return. If the answer is no, this is a withdrawal and the return of Financial Aid funds calculation requirements apply.

Note that, for undergraduate students, Federal Pell Grant or Campus Based aid may need to be recalculated based on Full Time (12 or more credits), Three Quarter Time (9-11 credits), Half Time (6-8 credits) or Less than Half Time (5 or fewer credits) enrollment. This recalculation will be performed by the Financial Aid Office prior to the return of federal funds calculation.

For more information about how withdrawing affects your Financial Aid contact the Financial Aid Office at 503-375-7006 or [financialaid@corban.edu](mailto:financialaid@corban.edu)

# GRADUATE PROGRAMS 2018-2019 TUITION AND FEES

## MASTER'S LEVEL

### 2018-2019 TUITION AND FEES

MBA Tuition .....	\$499/cr
Graduate Education (M.S.Ed & GTL) Tuition.....	\$520.00/cr
Clinical Mental Health Program Tuition.....	\$520.00/cr
School of Ministry/Master level .....	\$395.00/cr
School of Ministry/IBLT Certificate Completers.....	\$225.00/cr
Audit Fee.....	\$65.00/cr
Program application fee .....	\$50.00
Technology fee.....	\$40.00
Enrollment Deposit Grad Programs (due after acceptance).....	\$200.00
Graduation fee ( <i>Fee doubles after due date</i> ).....	\$140.00
Education Student Teaching Lab Fee (licensure candidates only)* .....	variable (300-\$775)
<i>* Student Teaching fees vary depending on Authorization</i>	
Independent Study/Directed Study fee .....	\$300.00

*Payment Plans are available – See Financial Services*

### ENROLLMENT STATUS

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

### FINANCIAL AID

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

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

### REFUND POLICY FOR COURSE CHANGES

No tuition refunds will be granted for individual classes dropped after the close of registration. However, courses changed or cancelled by the university that affect tuition and course-related fees will be fully refunded.

### REFUND POLICY FOR WITHDRAWAL

If a student finds it necessary to withdraw from a program of study, the policy for dropping a course will be followed. There will be no refund of tuition, and financial aid calculations will be made based on federal requirements.

The Program Director or Dean and the Registrar will handle situations such as family emergencies and other things beyond the control of the student on a case-by-case basis.

Petition forms are available in the Office of the Registrar or online. Complete the form, including the reason for requesting an exception and send the completed form to the Associate Director of Student Accounts in the Financial Services Office who will submit it to the Administrative Team.

# DOCTOR OF MINISTRY TUITION AND FEES 2018-2019

## TUITION

DMin Tuition	\$415.00	Per credit hour
DMin Tuition	\$1660.00	Per Module (4 x \$415)
Thesis Project Seminar	\$415.00	Each
Audit Tuition (Current SOM student)	\$400.00	Per module
Audit Tuition (Non SOM student)	\$500.00	Per module

## FEES & EXPENSES

Application Fee (one time)	\$50.00	Paid once with initial application
Enrollment Deposit	\$200.00	Due after acceptance
DMin Fee (non-refundable)	\$200.00	100.00 yearly fee per module
Program Continuation Fee	\$500.00	Paid upon one-year leave of absence
Thesis-Project Fee	\$1,000.00	Due when first draft is submitted
Thesis Continuation Fee	\$500.00	Paid yearly after the 5th year
Graduation Fee	\$200.00	Paid even if "in absentia"

Tuition is subject to change at the end of each program year. Changes in tuition will be publicized to students prior to registration. Tuition can be paid by semester or monthly. If paid by semester, full payment (charges minus Financial Aid) is due following initial billing. If paid monthly, a payment plan service is provided by the Student Accounts Team, to allow your tuition and fees to be paid in equal monthly payments over the course of the year. There is no additional fee for this service. Please call the Financial Services Office at 503-375-7030 to request additional information.

## REFUND SCHEDULE

### Refund for Program Modules & Seminars

Tuition for modules and seminars will be refunded under the following conditions if the School of Ministry is notified in writing of the student's desire to withdraw:

- 80% if notified any time after the registration deadline and prior to the first day of residency.
- 50% if notified any time after the registration deadline and prior to the third day of residency.
- 0% if notified any time after the third day of the residency has begun.

### Refund for Thesis-Project Writing

Tuition for the Thesis-Project Writing module will be refunded at the following percentage if the D.Min. Office is notified in writing of the student's desire to withdraw after the registration deadline and prior to:

- January 2 = 80%.
- January 15 = 70%
- January 30 = 60%
- February 15 = 50%

No tuition will be refunded if notification is not received before February 15.

# STUDENT LIFE

## UNDERGRADUATE STUDENTS

The Office of Student Life seeks to foster student learning that results in meaningful growth. This kind of growth is pursued through the development of activities, environments, programs, and services, which foster curiosity, stimulate mindfulness, encourage stewardship, and promote citizenship.

### ATHLETICS, INTRAMURALS AND CORBAN RECREATION

Corban offers intercollegiate competition in men's and women's basketball, men's and women's soccer, men's and women's cross-country, men's and women's track, men's and women's golf, volleyball, baseball, and softball. Corban is a member of the National Association of Intercollegiate Athletics (NAIA) and competes in the Cascade Collegiate Conference (CCC).

In addition, every student at Corban has free access to a Student Fitness Center. Students may also participate in a wide array of recreational and competitive sports through Intramurals. Corban Recreation specializes in outdoor recreational pursuits by providing a wide range of non-competitive activities including hiking, kayaking, beach combing, paintball, mountain biking, rock climbing, and snowboarding, supporting student led outdoor trips, and overseeing the operation of the Corban Disc Golf Course.

### NURTURING THE SPIRIT

Corban attempts to enhance the Christian life of its students in a variety of ways:

**Required courses in Bible:** Every major at the University requires that the student enroll in Bible and Theology courses to satisfy degree requirements.

**Chapel Gatherings:** The purpose of Chapel is to create time and space for nurturing student personal and corporate spiritual growth. These goals will be met through times of corporate worship, hearing from Christians from a variety of fields, cultivating an awareness of local and global needs, and hearing and celebrating the testimonies and scholarship for the Corban community and its members. Chapel meets three mornings each week and is intended for both students and employees—and guests are always welcome. Although some services are designed to inform, the overall goal of Chapel at Corban is to equip Christians who will make a difference in the world for Jesus Christ. What that means is while some Chapels will provide comfort through familiarity or predictability; others will be deliberately designed to create questions and constructive disequilibrium.

**Service:** The Reach program facilitates a wide variety of service opportunities in churches and non-profit organizations in both local and global contexts. Reach practically equips students to integrate faith, service, and learning. For more information, see the "Reach" section above.

**Church Attendance:** all students are expected to attend regularly and participate actively in the services and life of a local evangelical church.

### PHYSICAL AND MENTAL HEALTH

Corban's Counseling and Career Services Office is located in the first floor of Davidson Hall and offers a variety of mental health services for the undergraduate population. For more information regarding these services, please consult Corban's webpages.

Although Corban does not have a health clinic on campus, there are medical and urgent care clinics located within three miles of the campus. In addition, there are two emergency rooms located within fifteen minutes. Student leaders and professional live-in staff are certified in First Aid, CPR, and AED use and first aid kits are available in all residence halls and in administrative building across campus. These contain supplies for minor health concerns.

## **Health Insurance**

The university is not responsible for injuries sustained through the use of its facilities or athletic equipment, or for injury occurring in classes, during school activities, or while taking part in experiential learning 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.

The university requires that 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 Life Department.

## **STANDARD OF CONDUCT**

As a Christian university, Corban is committed to fostering an educational environment that equips men and women to become godly leaders in their communities and active participants within the body of Christ. We believe that the expectations outlined in the on-line *Community Life Walkthrough* (aka, the student handbook) are conducive to your personal growth and are in the best interests of the Corban community as a whole. University leaders including those within Student Life, the President's Cabinet, and the Board of Trustees determine these expectations based on a combination of biblical principles, school history, educational research, and a responsiveness to today's culture.

We recognize that individual students may not have personal convictions wholly in accord with these responsibilities and standards. In some cases, the student will prefer more expansive policies and in other cases, more conservative. In either case, however, living in the company of others only works if each individual is willing to put aside his or her own preferences in order to honor the whole. This is an expectation laid down in Scripture, "*Do nothing from selfish ambition or vain conceit. Rather, in humility value others above yourself, not looking to our own interests, but each of you to the interests of others*" (Philippians 2:3-4, NIV). Students are expected to be familiar with the contents of the Walk-through, are welcomed to ask questions and/or press for change and most importantly, be committed to "*...value others above yourself*". For more information about these standards, please consult the on-line handbook

## **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 *on-line Community Life Walkthrough* or, if regarding Reach within this catalog or on the Reach pages in Converge. For further information, contact the Office of Student Life.

## **STUDENT PROGRAMS AND ORGANIZATIONS**

### **Associated Student Body**

All traditional undergraduate students who have paid the student activity fee are considered members of the Associated Student Body (ASB). The purpose of ASB is to provide a student government that develops unity and mutual understanding among campus organizations, promotes and upholds Christian principles, and fosters vital cooperative student-faculty relations in every area of campus life. ASB officer elections are held each spring; and offices include a president, executive vice president, and vice presidents for finance and administration, marketing and communication, student ministries, student initiatives, and community engagement.

### **New Student Organizations and Special Projects**

Anyone wanting to initiate a student organization or a special project may obtain forms in the ASB office. Student organizations or special projects must be formed around specific interests and must abide by the guidelines established for recognition by the ASB. Student organizations and special projects may petition for funds and are responsible for the management and distribution of those funds.

## **STUDENT HOUSING AND MEAL PLANS**

All traditional undergraduate students under the age of 21 are required to live on campus unless they have junior or senior status (have completed more than 60 credits), are turning 21 during the upcoming academic semester, are married, are living at no cost with relatives over the age of 25, or have lived on campus for four (4) semesters. Studies show that living on campus enhances the likelihood that students will be satisfied with their undergraduate experience, feel more connected to the University community, and be more likely to graduate.

Wi-Fi is available in all residence hall rooms and common areas.

Each residence hall has a capable staff available for advice and guidance. The staff works together to develop and maintain living environments that encourage a sense of belonging, invite student engagement and cultivate healthy citizenship.

The Operations Manager makes housing arrangements. Every effort is made to assign new students compatible roommates. Complete information concerning residence hall policies may be found in the *Community Life Walkthrough*.

Housing options for off-campus students are posted on both the online housing and roommates wanted boards.

## **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 University 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 checkout 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 University 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.

## **MOVING ON OR OFF CAMPUS WITHIN A SEMESTER**

The residential fee for students who move on or off campus after the close of registration will be prorated up to 60%. Moving off campus after 60% of the semester completion will allow no refunds and the student may continue to use their meal plan.

## **MEAL PLANS**

All resident students are required to be on a meal plan and may choose from several options (townhouse residents are not required to purchase a traditional meal plan, but must choose from one of the commuter plans). 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 Food Services.

Campus dining also operates Common Grounds, an on-campus coffee shop located in the Student Center and a POD in the Library, throughout the day and evening. Common Grounds and the POD sells sandwiches, snacks and various other items for students and visitors.

## **STUDENT SAFETY**

Corban strives to assure a safe and secure environment and is in compliance with federal guidelines regarding University transparency, accountability, and to prevention. For more information about these important federal guidelines, please refer to the following websites:

Jeanne Clery Act <http://clerycenter.org/summary-jeanne-clery-act>

The Campus Sexual Violence (SaVE) Act <http://clerycenter.org/campus-sexual-violence-elimination-save-act>

The Violence Against Women (VAWA) Act <http://clerycenter.org/article/vawa-amendments-clery>

Title IX and Sex Discrimination Law [http://www2.ed.gov/about/offices/list/ocr/docs/tix\\_dis.html](http://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html)

For details regarding Corban's compliance and for information on reporting issues of concern, please refer to the Campus Safety and Student Life webpages.

Corban has a trained campus security force on duty 24 hours a day, seven days per week. The University subscribes to a campus wide notification system that allows emergency information to be sent to all registered students, faculty and staff as well as family members. Students will be encouraged to subscribe to during Orientation.

## **GRADUATE STUDENTS**

### **CHRISTIAN CONDUCT FOR GRADUATE STUDENTS**

Corban University believes that it has the responsibility to provide guidelines for Christian conduct, which will help the student, discern between that which is God honoring and that, which hinders Christian testimony. Conduct should be motivated by a personal love for God and for others (Matt. 22:34-40). Students are not to engage in things expressly prohibited by Scripture, such as sexual immorality, adultery, drunkenness, homosexuality, theft, murder, dishonesty, attitudinal sins and sinful speech (Mark 7:20-23; Rom. 1:26-31; Gal. 5:19-21). In matters not expressly addressed in Scripture, we expect students to conduct themselves in a manner consistent with biblical principles of godly living. We encourage students to develop the skill of living wisely, making choices that demonstrate one's ability to apply biblical principles in areas of conduct debatable in nature.

The student's family and its health are important to the mission of Corban University. Though study, work, and ministry responsibilities may be demanding, the University encourages students to develop and maintain strong, biblically oriented family relationships. A wife, husband, or children deserve loving care and support while a student is engaged in graduate study.



# **ACADEMIC DEGREES AND PROGRAMS OF STUDY**

**CENTER FOR GLOBAL ENGAGEMENT**

**SCHOOL OF ARTS AND SCIENCES**

**HOFF SCHOOL OF BUSINESS**

**SCHOOL OF EDUCATION AND COUNSELING**

**SCHOOL OF MINISTRY**

# DEGREES & PROGRAMS OF STUDY BY SCHOOL AND DEPARTMENT

Associate of Arts (A.A.)  
 Bachelor of Arts (B.A.)  
 Bachelor of Education (B.Ed.)  
 Bachelor of Science (B.S.)  
 Master of Business Administration (MBA)

Master of Arts in Counseling (M.A.C.)  
 Master of Arts in Christian Leadership (M.A.C.L.)  
 Master of Arts in Classical Hebrew  
 Master of Arts in Divinity (M.Div.)  
 Master of Science in Education (M.S.Ed.)  
 Doctor of Ministry (D.Min)

## **SCHOOL OF ARTS & SCIENCES**

General Studies (A.A.)  
 Liberal Arts (B.A. /B.S.)

### **Department of English**

English (B.A. /B.S.)  
 Communication  
 Creative Writing  
 English  
 Humanities  
 Journalism  
 Media Arts (B.A. /B.S.)  
 Film  
 Convergent Media

### **Minors**

Communication  
 English  
 Humanities  
 Philosophy  
 Writing

### **Department of Social Sciences**

Criminal Justice (B.A. /B.S.)  
 Forensic Psychology (B.A. /B.S.)  
 History (B.A. /B.S.)  
 Political Science (B.A. /B.S.)  
 Psychology (B.A. /B.S.)  
 General Psychology  
 Pre-Counseling/Clinical  
 Family Studies (online only)

### **Minors**

Criminal Justice  
 Forensic Psychology  
 History  
 Political Science  
 Psychology

### **Department of Mathematics & Science**

Exercise Science (B.A. /B.S.)

Health Science (B.A. /B.S.)

Biomedical Sciences  
 Pre-Physical Therapy

Mathematics

### **Minors**

Health Science  
 Mathematics

### **Department of Music**

Music (B.A. /B.S.)  
 General Music  
 Music Education  
 Music Performance  
 Worship Arts

### **Minor**

Music

### **Interdisciplinary Studies Degree B.A. /B.S. (Pg. 89)**

## **HOFF SCHOOL OF BUSINESS:**

### **Department of Business**

Business (A.A.)  
 Business Administration (B.A. /B.S.)  
 Accounting  
 Agribusiness  
 Leadership & Management  
 Marketing  
 Sports & Recreation Management

### **Minors**

Business Management

### **Master of Business Administration**

## **SCHOOL OF EDUCATION AND COUNSELING**

### **Clinical Mental Health Counseling Department**

Master of Arts in Counseling (M.A.C.)

### **Department of Education**

Paraprofessional Educator (A.A.)  
 Education (B.A. /B.S.)  
 Biology Education  
 Elementary Education  
 Health Education

Language Arts Education  
Mathematics Education  
Physical Education  
Physical Education and Health  
Social Studies Education

#### **Minors**

Math Education  
Education

**Graduate Teacher Licensure Program** (Non-Degree)

**Master of Science in Education (M.S.Ed)**

Curriculum and Instruction  
ESOL (ESOL Endorsement)  
Literacy (Reading/Intervention Specialist Endorsement)

### **SCHOOL OF MINISTRY**

**Department of Christian Ministry**

**Department of Biblical and Theological Studies**

**Department of Intercultural Studies**

#### **Ministry**

Biblical-Theological Studies\* (B.A. / M.A.C.L.)  
Christian Ministry\*(B.S/ M.A.C.L.)  
Intercultural Education\*(B.S/ M.A.C.L.)  
Intercultural Studies\*(B.S/ M.A.C.L.)  
Linguistics\*(B.S/ M.A.C.L.)  
Ministry - Kairos Program\*  
Foundational Languages (B.A./M.Div.)  
Functional Languages (B.S./M.Div.)

\* All of the undergraduate majors are accelerated (fast-track) programs. Kairos is in partnership with Western Seminary.

#### **Minors**

Biblical Studies  
Church Ministry  
Intercultural Studies (Missions)  
Linguistics  
TESOL

**Master of Arts in Christian Leadership (M.A.C.L.)**

Spiritual Formation  
Non-profit Leadership  
Christian Teaching

**Master of Arts in Classical Hebrew**

**Graduate Certificate in Biblical Hebrew Translation** (Non-Degree)

**Master of Divinity (M.Div.)**

Church Ministry  
Biblical Languages

**Doctor of Ministry (D.Min.)**

Christian Theology and Apologetics  
Strategic Leadership

### **CENTER FOR GLOBAL ENGAGEMENT:**

**Corban Language Institute**

Pathways to English Program (Non Degree Program)  
Pathway to General English: Basic  
Pathway to Academic English: Intermediate  
Pathway to a Degree: Advanced

**International Teachers College (Universitas Pelita Harapan)** \*See Corban UPH Catalog for details

Primary Elementary Education (B.Ed.)  
Secondary Math (B.Ed.)  
Secondary English (B.Ed.)

**Teachers College (Universitas Pelita Harapan)**

\*See Corban UPH Catalog for details  
Primary Education (B.Ed.)  
Economics Education Secondary (B.Ed.)  
English Education (B.Ed.)  
Biology Education Secondary (B.Ed.)  
Mathematics Education Secondary (B.Ed.)

## **Programs of Special Interest**

<b>Academic Study Tours:</b>	Interdisciplinary and Departmental Academic Tours (Israel, United Kingdom, Indonesia, Cameroon and others).
<b>BestSemester:</b>	Off Campus, study programs offered by the Council for Christian Colleges and Universities (CCCU).
<b>Cross-Cultural Field Work:</b>	Summer overseas under direction of a career missionary. Meets some Academic and Service requirements.
<b>Interdisciplinary Study Major:</b>	Student designed major from two or three discipline areas. Must be approved by Department chairs and the Registrar.
<b>Honors Program:</b>	Provides academic enrichment beyond the regular undergraduate curriculum. Admission determined by GPA and Test Scores.
<b>ROTC:</b>	Cross Registration with Oregon State University and Western Oregon University to offer Reserve Officer Training Corps instruction that prepares students for commissioning as officers in the U.S. Army or Air Force Reserve.



# **CENTER FOR GLOBAL ENGAGEMENT**

**BESTSEMESTER STUDY ABROAD PROGRAMS**

**CAMP10 SUMMER STUDY ABROAD**

**INSTITUTE FOR BIBLICAL LANGUAGES AND TRANSLATION**

**TEACHERS COLLEGE (Universitas Pelita Harapan)**

**INTERNATIONAL TEACHERS COLLEGE (Universitas Pelita Harapan)**

**CORBAN LANGUAGE INSTITUTE**

## CENTER FOR GLOBAL ENGAGEMENT

The vision of the Corban University Center for Global Engagement (CGE) is to provide a place for scholars to work together to discuss and address global issues affecting Christian education, the church, and other Christian organizations working to further the gospel in international contexts. The CGE also serves as an incubator for new initiatives aimed at creatively responding to global challenges. The Corban University Center for Global Engagement is focused on gathering new information and tools to empower others to reach the nations around the globe through education and social change (Matthew 28:19-20).

Faculty and staff involved in the Center for Global Engagement conduct research teach internationally, lead gospel-focused projects and facilitate student-learning opportunities.

The Center also serves as a hub for equipping Christians with cultural awareness and leadership skills to make a difference in the world for Jesus Christ.

### Contact Information

Center for Global Engagement  
Academic Center 5517  
Corban University  
5000 Deer Park Drive SE  
Salem, Oregon 97317  
[global@corban.edu](mailto:global@corban.edu)  
503-589-8154

Corban Language Institute  
Academic Center 5509  
Corban University  
5000 Deer Park Drive SE  
Salem, Oregon 97317  
[global@corban.edu](mailto:global@corban.edu)  
503-375-7175

## CAMP10 SUMMER STUDY ABROAD

CAMP10 is the off-campus summer study abroad program of Corban University. CAMP10 is a three-week cross-cultural African adventure for high school and college students. Created by Teach Every Nation (TEN) and co-sponsored by Corban University, CAMP10 combines classroom instruction, hands-on ministry, discipleship, and adventure at an incredible game park in South Africa.

CAMP10 equips young adults (between the ages of 15 and 22) with the knowledge and experience to better understand themselves and their world, develop a Christian worldview, and reinforce their biblical values. Additional eligibility requirements for Camp10 students are:

- a. Application at [www.camp10.org](http://www.camp10.org)
- b. Followers of Jesus Christ
- c. Demonstrated ability to complete college level courses by having a GPA of at least 2.7 on their current high school or 2.0 on their college transcript.
- d. Christian Character Reference
- e. Official High School Transcript
- f. Faith Statement

CAMP10 students will earn college credit from Corban University during their summer abroad that may be applied to high school graduation requirements (depending on your high school) and/or university credit. The first two classes (six college credits) will be taken during CAMP10.

High school session courses:

- IS110CT: Cultural Intelligence for Future Leaders
- TH233CT Biblical Worldview

College session courses:

- IS110CT: Cultural Intelligence for Future Leaders
- HI49X: Special Topic: South African History & Politics

After CAMP10, students may enroll in a three-credit online college course through Corban University. Students must complete the online course in the fall or spring semester after Camp10. A complete list of online course options will be provided at the end of CAMP10.

## **INSTITUTE FOR BIBLICAL LANGUAGES AND TRANSLATION**

Eighty percent of the world's population are oral learners – people who learn by listening rather than reading. To make the Bible accessible to everyone, the Bible must become accessible in every language in written and oral forms. Most Bible-less people groups are oral learners, yet audio Bibles are only available in fewer than 130 languages. To reach the needs of the Global Church, translators need to convert 6,400 languages into written and oral forms.

These tasks of translating, adapting and sharing the Bible now converge in Israel. The 4.2.20 Foundation is committed to advancing access and engagement with the whole Word of God for every language, culture and people. 4.2.20 is the numeric representation of the letters of the Hebrew word Davar, which means the 'Word'. 4.220 also symbolizes the remaining task, with over 4,000 languages still requiring a translation of the Old Testament.

The goal of the 4.2.20 Foundation's Institute for Biblical Languages and Translation (IBLT) is to have ongoing translation of the Hebrew Old Testament in every language by 2033. Their unique strategy is to train mother-tongue consultants, teachers and translators. Traditional translation work has required translators to learn both a biblical language and a target language. IBLT provides biblical Hebrew training to nationals who already know the language and culture of the target translation.

Capitalizing on the surroundings in modern Israel, IBLT offers a unique approach to biblical language learning by combining three strands: biblical Hebrew immersion, biblical land and culture, and a live-learn environment. This one-of-a-kind program immerses translators in biblical Hebrew. They will be better prepared to make independent and informed decisions in their Old Testament translation projects.

The Corban University-IBLT partnership offers a 48-credit graduate certificate in biblical Hebrew translation. The eight-month graduate certificate equips beginner-level participants with the skills necessary to translate the Old Testament directly into their native languages. Students may also choose to earn a Master of Arts in Classical Hebrew from Corban for an additional six graduate credit hours.

While instruction occurs under IBLT, Corban University oversees accreditation standards, program assessment, program development, and other elements. To accomplish this oversight, Corban has appointed an accreditation partnership liaison officer, who works directly with the administrator and president of IBLT, traveling to Israel on a yearly basis.

For more information, see GRADUATE SCHOOL OF MINISTRY pg 172

## **BESTSEMESTER STUDY ABROAD**

The off-campus study programs offered by the CCCU are known as "BestSemester." Eight semester programs and one summer program serve the student academic program interests of CCCU member and affiliate institutions. BestSemester programs allow member institutions to send students to programs that are reviewed by the Student Academic Programs Commission.

These off-campus interdisciplinary learning opportunities are available to students at sophomore level and above and offer up to 16 semester hours of credit. Consult with the Corban University Center for Global Engagement to learn how these credits may apply to your major. The Corban University Registrar confers final approval on all credit equivalencies or substitutions from BestSemester programs.

Students must meet select admissions criteria to be eligible for BestSemester. Corban University criteria for study abroad are

listed here:

- Cumulative GPA of 2.5 or higher (GPA requirements might be more stringent for specific BestSemester programs)
- Sophomore status or higher (31 semester credits or more)
- Good standing with Corban University Student Life.
- A successful application to a BestSemester program at [www.bestsemester.com/apply](http://www.bestsemester.com/apply)

BestSemester may set additional requirements and specific academic pre-requisites as admission criteria for given programs. Other criteria are specified at [www.bestsemester.com](http://www.bestsemester.com).

Corban University institutional financial aid does not apply to BestSemester. Most federal and state student loans are applicable to BestSemester and some financial aid may be available. Current and prospective students may consult with the Center for Global Engagement on the financial aid options available.

There are nine semester programs and one summer program from which to choose:

- Australia Studies Centre (ASC)
- Contemporary Music Center (CMC)
- Costa Rica Latin American Studies program (LASP)
- Los Angeles Film Studies Center (LAFSC)
- Middle East Studies Program (MESP)
- Northern Ireland Semester (NIS)
- Oxford Scholars' Semester in Oxford (SSO)
- Oxford Summer Programme (OSP)
- Washington DC American Studies Program (ASP)
- Uganda Studies Program (USP)

For in-depth information about the above programs, please visit this web site:

[http://www.cccu.org/about/programs\\_and\\_services\\_office\\_of\\_student\\_programs#SAPC](http://www.cccu.org/about/programs_and_services_office_of_student_programs#SAPC)

Students on the following programs receive transcripts from the host institution:

- Australia Studies Centre (Christian Heritage College)
- Scholars' Semester in Oxford (Wycliffe Hall, University of Oxford)
- Uganda Studies Program (Uganda Christian University)

## **UNIVERSITAS PELITA HARAPAN: TANGERANG, INDONESIA**

Corban University is committed to preparing effective educators to raise the educational attainment of the continent of Asia and reduce poverty through high quality holistic education. All students in Corban University programs at Universitas Pelita Harapan earn a Bachelor of Education degree. For more information, see the *Corban University & Universitas Pelita Harapan Program Handbook: 2018-19*.

### **Teachers College**

Corban's partnership with UPH and its Teachers College (TC) is unique expands the breadth and depth of educational attainment in Indonesia. Education majors from the Teachers College receive an accredited Corban University Bachelor's of Education degree once they complete the four-year program. Upon graduation, these new teachers fill classroom positions at Christian schools in many of Indonesia's most impoverished regions.

### **International Teachers College**

The Corban University—Universitas Pelita Harapan partnership was expanded in 2015 to include all of Asia through the development of an international department of Teachers College. The International Teachers College (ITC) department trains expatriate students from all over Asia while the Teachers College (TC) department focuses on preparing Indonesian students to become high quality teachers specifically for the Indonesian context. ITC attracts an international faculty and students who pursue a B.Ed. in primary (elementary) education or English education.



**THE CORBAN LANGUAGE INSTITUTE**

**PATHWAY TO ENGLISH PROGRAM**

## **PATHWAY TO ENGLISH PROGRAM**

Thousands of developing-language international Christian students are prevented from studying in the American university system, or are forced to train at secular language institutes without the benefit of a solid, biblical foundation and supportive spiritual community. The Corban Language Institute's Pathway to English program seeks to provide these students the opportunity for high-quality intensive English instruction, coupled with a strong Christian community to enable them to achieve their goals to the glory of God.

### **Program Mission and Vision**

Provide international Christian students, with a developing English language ability, the instruction, environment and experiences necessary to promote meaningful language acquisition to further their personal, professional and vocational goals

### **Program Learning Outcomes**

Students demonstrate the ability to write well-organized, well-developed, and well-supported five-paragraph essay, with the foundational ideas of citations and giving evidence.

Students demonstrate the application of reading strategies to extract meaning and ideas from a variety of texts in different genres and at different levels of complexity.

Students demonstrate the ability to apply listening strategies to comprehend, interpret, and respond to discourse that is either non-participative or participative.

Students produce spoken language to express themselves and their relationship with others and the world in a variety of activities, such as conversations, discussions, presentations and debates.

Students demonstrate a solid foundation in the form, meaning, and use of grammatical structures in speaking, reading, and writing.

Students practice taking ownership for learning by using academic skills such as time management, organization, and self-motivation.

Students apply skills from all language areas to synthesize and produce work that demonstrates a strong Biblical foundation and sense of Christian community in written and verbal forms.

### **Admissions**

Students are admitted under the same academic and faith requirements as a traditional undergraduate student. All Pathway students are granted conditional admission into the Corban University Traditional Undergraduate program and are admitted upon successful completion of the program without the need for further application.

### **Placement**

Upon entrance, Pathway students are given an institutional TOEFL (ITP) test and then placed along the Pathway at the appropriate level for their abilities. In order to advance to the next level in the program, students are required to have achieved a C- in their current courses, test at higher than the level threshold, and receive recommendation from the Director of the program.

### **Credit-Bearing Courses and the Bachelor of Arts**

The Intensive English (IE) courses in the A1 (Basic) through B1 (Low Intermediate) are taken as non-credit bearing courses. They may be repeated as necessary until a student breaks through to the next level. The courses at the B2 (High Intermediate) level are credit bearing. The Intensive English (IE) courses at the B2 level are applied as Foreign Language electives (12 credits); which allows all graduates of the Pathway program the opportunity to achieve a Bachelor of Arts degree. The C1 (advanced) & C2 (high advanced) are transition levels where students take Pathway classes and take at least one undergraduate course. Students can earn Foreign Language electives and general education credits at this level.

Corban University is an Indonesian government DIKTI approved school for degree equivalency.

### **Completion and Matriculation into Undergraduate Program**

To graduate from the program, a student must achieve a 520 on the institutional TOEFL exam – the minimum entrance score for Corban University’s Undergraduate program.

### **Course Offering**

Courses at the A1 (Basic) level are offered as needed when student enrollment meets the necessary minimum (six students per level). When not offered, admitted students are placed in the A2 and provided with additional language support through the Corban Language Institute’s tutoring and conversation partner program.

Undergraduate students (both Pathway graduates and new international admits) whose TOEFL score would place them at the C1 (Advanced) level would take the courses as laid out on the Course Requirements page.

### **Cultural Trips, Native-Speaking Roommates, Study Hall, Mentors and Tutors**

Successfully integrating into the Corban community and the American education system requires more than just class time and homework. It requires getting into the culture and spending real time conversing with native speakers. To accommodate this goal – of full integration – students are paired with native-speaking roommates where possible. Additionally, students have access to high quality tutors and upperclassmen mentors at no additional cost. This gives each CLI Pathway student the one-on-one support they need for success. An optional study hall is available for students who want to receive help on assignments or work in a quiet, focused environment. Finally, throughout each term students participate in immersive cultural trips in the local area. These include trips camping along the Oregon coast, hiking in the Cascade Mountains, and sightseeing in Portland.

### **Vacation Term Requests**

The Corban Language Institute Pathway to English program is a three-term-per-year program. Students are given short mid-term breaks for regional cultural trips hosted by the university. Any specific vacation time away from the CLI pathway program is not hosted by the university and must be formally approved. Each student must fill out and submit a **Vacation Term Request** form, which can be taken from the Center for Global Engagement office. The vacation request form must be approved to permit the vacation.

Students within the Pathway to English program are not allowed to take a vacation term within the first three consecutive terms of their program. For example, if a student begins their program during the Summer 2018 term, the first opportunity to take a Vacation Term would be Summer 2019. Where a student has left the Corban Language Institute for two or more terms, the student must reapply for admittance.

Upon return from a Vacation Term, a student will be required to retake the placement exam (TOEFL ITP). Should a student score above the minimal entrance score (520) for the Traditional Undergraduate program – they will be matriculated as a freshman student – according to the Corban Language Institute’s conditional admission policy. Should a student score below the minimal entrance score, they will be placed at the appropriate level of the Pathway program to continue their studies.

### **STAFF**

Janine Allen  
Thomas Berney  
Samuel Pearson  
Kara Sappington

## PATHWAY TO ENGLISH PROGRAM: COURSE REQUIREMENTS

### A1 – Basic | TOEFL: 310 to 350 (16)

IE031PW	Basic Grammar and Conventions	3
IE032PW	Basic Academic Reading	3
IE033PW	Basic Listening & Speaking	3
IE034PW	Basic Academic Writing	3
IE035PW	Fitness for Pathway	1
- *	Biblical Basics Course	3

### A2 – High Basic | TOEFL: 350-400 (16)

IE041PW	High Basic Grammar and Conventions	3
IE042PW	High Basic Academic Reading	3
IE043PW	High Basic Listening & Speaking	3
IE044PW	High Basic Academic Writing	3
IE035PW	Fitness for Pathway	1
- *	Biblical Basics Course	3

### B1 – Low Intermediate | TOEFL: 400 to 450 (16)

IE051PW	Low Intermediate Grammar and Conventions	3
IE052PW	Low Intermediate Academic Reading	3
IE053PW	Low Intermediate Listening & Speaking	3
IE054PW	Low Intermediate Academic Writing	3
IE035PW	Fitness for Pathway	1
- *	Biblical Basics Course	3

## UNDERGRADUATE PATHWAY: COURSE REQUIREMENTS

### B2 – High Intermediate | TOEFL: 450-500 (16)

IE121PW	High Intermediate Grammar and Conventions	3
IE122PW	High Intermediate Academic Reading	3
IE123PW	High Intermediate Oral Presentation Skills	3
IE124PW	High Intermediate Academic Writing	3
IE035PW	Fitness for Pathway	1
- **	Biblical Foundations Course	3

### C1 – Advanced (Effectiveness) | TOEFL: 500-510 (12 to 18) \*\*\*

IE132PW	Advanced Reading & Writing	3
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ID113PW	Becoming a Master Student	3
IE131PW	Academic Advanced Grammar	3
CO102	Fundamentals of Speech	3
HU101PW	Introduction to American History and Culture	3
MA103	Contemporary Math	3
MA090PW	Contemporary Math Bridge****	2
HP121	Human Performance Fitness	1
- **	Biblical Foundations Course	3

**C2 – High Advanced (Transition) | TOEFL: 510-520 (12 to 18) \*\*\***

IE141PW	High Advanced Grammar	3
IE143PW	Introduction to Debate	3
IE144PW	Introduction to Research Writing	3
ID113PW	Becoming a Master Student	3
EN123	College Writing I	3
HU101PW	Introduction to American History and Culture	3
MA103	Contemporary Math	3
MA090PW	Contemporary Math Bridge****	2
SO203PW	General Sociology	3
SO090PW	General Sociology Bridge****	2
HP131	Human Performance Skill	1
- **	Biblical Foundations Course	3

**Possible Pathway Elective Credits (not offered every semester)**

IE050PW	TOEFL & Test Taking Skills	3
PW091-093	Special Topics	
PW191-193	Special Topics	

\*Taken in this order: BI031 Basic Bible Reading (3), TH041 Christian Life and Witness (3), TH051 Introduction to the Christian Faith (3)

\*\*Taken in this order: BI113 or BI124 Survey of Biblical Literature (3), PH213 The Worldview Seminar (3)

\*\*\* C1/C2 students will take between 3 to 6 credits of undergraduate classes, which will vary by semester.

\*\*\*\*Co-requisite courses offered as “sheltered instruction”

**Note:** Students repeat failed Intensive English (IE) courses or when the threshold score is not achieved on placement exam.

**PATHWAY TO ENGLISH PROGRAM: EXPLANATION OF STUDENT LEVELS**

**A1 – Basic | TOEFL: 310 to 350**

- Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs, including introductions, personal details and simple questions.
- Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
- Can read and understand basic instructions, common terms, simple directions and phrases in English.
- Can write simple sentences and paragraphs about various, familiar topics, both prepared and impromptu.
- Use grammar at level, including basic comparatives and superlatives, simple and continuous verb tenses, simple and personal pronouns, and basic prepositions.

**A2 – High Basic | TOEFL: 350-400**

- Can understand conversation and common expressions related to areas of most immediate relevance (e.g. personal and family information, shopping, local geography, employment, everyday conversations).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can understand the general meaning of short, simple informational material, texts, or emails.
- Can write advanced sentences, simple emails or letters, basic outlines, and simple comparisons.

- Use grammar at level, including zero and first conditionals, simple, continuous and perfect verb tenses, count and non-count nouns, simple modal/verb combinations, and adverbs of time, place and frequency.
- **B1 – Low Intermediate | TOEFL: 400-450**
- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
- Can ask questions and understand speech in situations where the language is spoken or while traveling.
- Can identify key information, main ideas, and topic sentences while reading a variety of texts.
- Can answer specific questions based on a reading and make inferences from answers.
- Can produce simple, connected paragraphs and essays on topics that are familiar and support main ideas.
- Use grammar at an academic level, including 2nd and 3rd conditionals, a broad range of adverbs and intensifiers, direct and reported speech, and simple, continuous, perfect and perfect continuous verb tenses.

## **UNDERGRADUATE PATHWAY: EXPLANATION OF STUDENT LEVELS**

### **B2 – High Intermediate | TOEFL: 450-500**

- Can understand detailed instructions without making mistakes, extended speech between two fluent speakers, or an academic lecture delivered quickly in standard speech or a familiar accent.
- Can use appropriate clarification language to aid in understanding conversations.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- Use grammar at a greater academic level, including wishes, mixed conditionals, predictions, passive forms, collocations, complex modals, and continuous, perfect and perfect continuous verb tenses.

### **C1 – Advanced | TOEFL: 500-510**

- Can understand a wide range of demanding, longer conversations and texts, and recognize implicit meaning.
- Can express him/herself fluently and spontaneously without much obvious searching for expressions.
- Can use language flexibly and effectively for social, academic and professional purposes.
- Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
- Use an extended range of grammar at a high academic level, including passive voice, dependent clauses, phrasal verbs or collocations, and all major verb tenses in English.

### **C2 – High Advanced (Transition) | TOEFL: 510-520**

- Can understand a wide range of academic articles, textbook chapters and short Biblical texts.
- Can express him/herself fluently and spontaneously without much obvious searching for expressions.
- Can use language flexibly and effectively for social, academic and professional purposes.
- Can produce clear, well-structured, detailed essay on complex subjects using basic research and citations.

Use an extended range of grammar at a high academic level, including passive voice, dependent clauses, phrasal verbs or collocations, and all major verb tenses in English.

## PATHWAY TO ENGLISH ACADEMIC CALENDAR

The Pathway to English program follows a 14-week term schedule during fall and spring and 12-week term during the summer, within the 15-week terms of the Traditional Undergraduate Program. Credit hours within Pathway are adjusted to ensure equivalent time is spent in the classroom as with the Traditional Undergraduate program. This differentiated schedule allows for a longer orientation time between terms and cultural trips, which is integral to the success of the program. A Cultural Trips schedule for each semester will be published at the beginning of each semester.

### Summer Term

2018

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Orientation week for new students	May 7 <sup>th</sup> -11 <sup>th</sup> (M-F)
Placement testing	May 7 <sup>th</sup> (M)
Instruction begins	May 14 <sup>th</sup> (M)
Memorial Day (No Classes)	May 28 (M)
Independence Day (No Classes)	July 4-5 (W-Th)
Progress and exit testing	Jul 13 (F)
Last day of instruction	Aug 3 (F)
Final Exams	Aug 6-9 (M-Th)
Final grades due to the Office of the Registrar	Aug 15 (W)

### Fall Term

2018

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Orientation week for new students	Aug 20-24 (M-F)
Placement testing	Aug 20 (M)
Instruction begins	Aug 29 (W)
Progress and exit testing	Nov 10 (Sa)
Thanksgiving vacation	Nov 22-24 (W-F)
Last day of instruction	Dec 8 (F)
Final Exams	Dec 10-13 (M-Th)
Final grades due to the Office of the Registrar	Dec 19 (W)

### Spring Term

2019

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Orientation week for new students	Dec 31-Jan 4 (M-F)
Placement testing	Jan 31 (M)
Instruction begins	Jan 9 (W)
Martin Luther King Serve Day (No Day Classes)	Jan 21 (M)
President's Day (No Classes)	Feb 18 (M)
Progress and exit testing	Mar 22 (F)
Spring Break	Mar 25-29 (M-F)
Last day of instruction	Apr 26 (F)
Final Exams	Apr 29-May 3 (M-Th)
Final grades due to the Office of the Registrar	May 8 (W)

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## ADMISSION PROCEDURE FOR THE CORBAN LANGUAGE INSTITUTE'S PATHWAY TO ENGLISH PROGRAM

Pathway students are subject to the admission policies of Corban University and to the regulations of the Immigration and Naturalization Service of the United States Department of Justice.

### Procedure:

An applicant who is not a citizen of the United States must meet the following requirements:

1. Submit the Pathway to English Application to the Corban Language Institute to [global@corban.edu](mailto:global@corban.edu) for application.
2. Provide proof of secondary school completion in the form of an official transcript or diploma with graduation date.

**Note:** Corban University will also accept official IGCSE/GCSE scores. In lieu of a diploma, the student must submit official test scores showing 5 passes with a C or higher.

3. Submit official transcripts from each secondary and post-secondary school attended.

**Note:** Transcripts in languages other than English must be accompanied by a certified English copy and an evaluation by World Education Services ([www.wes.org](http://www.wes.org)).

4. Guarantee financial responsibility. The applicant must submit a written document guaranteeing that the minimum amount required to support the costs of tuition, room and board, transportation costs to and from the United States and expenses will be underwritten.
  - a. Copies of bank account records, other financial instruments, or letters of certification may be submitted for this purpose.
  - b. Financial Services at Corban University must receive a \$1,000 tuition deposit (in US dollars) one month before the start of the entrance term.
  - c. Upon receipt of these funds, an I-20 will be issued. This is an official United States immigration document, which enables a foreign student to apply for a student visa at the nearest U.S. Consulate.

### TOEFL Exams

Students will take the TOEFL ITP upon arrival in order to place them at the appropriate level in the program. However, students who have taken the TOEFL prior to application are asked to submit their results as part of the application process. This will assist program administrators in anticipating a student's appropriate placement. This will assist program administrators in anticipating a student's appropriate placement.

### Conditional Admission

Students admitted into the Pathway to English program are granted *conditional admission* into the Traditional Undergraduate program. They will matriculate fully into the Traditional Undergraduate program once the required TOEFL score is achieved.

### Maintaining Visa Status

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.

Pathway students are required to abide by Corban University's attendance policies and must attend class in order to maintain visa status and fulfill class requirements. For example, if a class meets twice a week, students have two unexcused absences from class without penalty. More than two unexcused absences will begin to impact student grades. Students who have six or more unexcused absences may fail the class.

## FINANCIAL INFORMATION

### 2018-2019 TUITION AND FEES - PATHWAY TO ENGLISH PROGRAM

	One Term	Two Terms	Three Terms
Tuition	\$ 8,320	\$ 16,640	\$ 24,960
Books & Supplies	\$ 600	\$ 1,200	\$ 1,800
Insurance	\$ 700*	\$ 1,400*	\$ 2,100*
Room	\$ 2,926	\$ 5,852	\$ 8,778
Board	\$ 2,104**	\$ 4,208**	\$ 6,312**
Student Activity Fee	\$ 330***	\$ 660***	\$ 990***
Total Cost - Resident	\$ 14,980	\$ 29,960	\$ 44,940
Total Cost - Commuter	\$ 9,950****	\$ 19,900****	\$ 29,850****

- \* Insurance costs fluctuate dependent on student age. Average costs range between \$155-255 per month.
- \*\* Maximum meal plan; several meal plans are available. Call the university Financial Services for additional information.
- \*\*\* Fees fund student government, services, intramurals, technology, parking and security.
- \*\*\*\* Tuition, Books & Supplies, Insurance, & Student Activity Fee

**ADDITIONAL FEES AND COSTS**

Application Fee	\$	Waived
Housing Deposit	\$	100
Tuition Deposit	\$	1000

**SCHOLARSHIPS AVAILABLE**

Early Admission (if application received 3 months before entrance)	\$	250 per term
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For more information about Corban University meal plans go to:  
<https://inside.corban.edu/sites/default/files/storage/Annual%20Costs%202018-19.pdf>



## **UNDERGRADUATE GENERAL EDUCATION CORE**

## General Education

The general education curriculum consists of 60-61 units of coursework in Bible, Communications, Humanities, Social Sciences, and Math/Science. The goal of our general education curriculum is to educate growing Christians to become competent thinkers, effective communicators, and involved citizens. General Education introduces students to a variety of disciplines, which together build a common foundation of knowledge, wisdom, and experience. This foundation promotes critical thinking, skillful writing and speaking, and logical reasoning, along with the ability to evaluate information soundly, to navigate cultural complexity with grace, and to lead others with humility. These courses prepare students for the personal and professional challenges of an ever-changing global society, and they do so within the framework of a Christian worldview informed by biblical literacy and theological perspective. In essence, General Education prepares students to think well, write well, speak and persuade well, and thrive as lifelong Christian learners.

## General Education Outcomes

### *Transformative Learning*

Corban is committed to creating a transformative learning culture where a sustainable biblical worldview takes shape. To do this effectively, Corban’s curriculum builds on the foundation of biblical and theological training as students are educated to be well prepared for both the secular and Christian spheres. These foundational principles will provide students the opportunity to think deeply about learning as they identify, examine, and evaluate sources of information in order to synthesize that information into a framework of knowledge for informative decision-making.

### *Christian Stewardship*

Corban University promotes a life of stewardship and service toward God, humanity and creation throughout its programs and supporting departments. Christian stewardship equips students to become life-changers locally and abroad through action, intention and the personal discovery of life calling and leadership. Following the biblical priority of stewardship, students are given opportunities to develop personal organization, to manage time and to use wisely gifts, talents and abilities to effect

<b>University Theme</b>	<b>University Objective</b>	<b>Gen Ed Learning Outcome</b>	<b>Key Assessment</b>
Transformative Learning	<b>Information Literacy:</b> Students find and evaluate information relevant to their research needs.	Students will develop the critical thinking skills necessary to gather, organize, analyze, synthesize, evaluate, and apply sound information and relevant research.	Utilizing a cohort model, Junior/Senior-level papers/projects will score 0.25 points (on a four-point scale) above Freshmen/Sophomore-level papers/projects.
Transformative Learning	<b>Effective Communicator:</b> Students impact individuals and groups through writing and speaking.	Students will develop effective and persuasive communication skills.	Corban’s mean score for seniors should be at least 3.0 on the AACU Written and Oral Communication rubric’s four achievement levels.
Transformative Learning	<b>Competent Thinking:</b> Students integrate knowledge into a consistent biblical worldview.	Students will develop the capacity to solve problems in creative, inventive, and discerning ways.	Percent of students reporting “much stronger” ability to think critically will exceed other religious 4-year colleges.
Christian Stewardship	<b>Missional Focus:</b> Students are engaged in global issues and outreach.	Students will develop cultural competence and an understanding of diverse perspectives.	Graduates’ level of agreement that they are engaged in global issues and outreach will average at least 3.0 on a four-point scale.
Christian Stewardship	<b>Servant Leadership:</b> Students develop as leaders by serving others.	Students will develop leadership abilities in personal and professional life.	Percent of students reporting “Much Stronger” leadership abilities will exceed other religious four-year colleges.

## GENERAL EDUCATION CORE REQUIREMENTS

### Bachelor of Science (60)

**Biblical Education Requirements (12-18)**  
*Prorated based on transfer hours accepted at point of matriculation: 30 hrs=15 credits, 60 hrs = 12 credits*

BI113	Survey Bible Literature I	3
BI123	Survey Bible Literature II	3
BI105	Bible Study Methods	3
TH205	Introduction to Theology	3
CM	Christian Ministry Elective	3
IS	Intercultural Studies Elective	3

**Communications (9)**

EN123	College Writing I	3
EN132	College Writing II	3
CO102	Fundamentals of Speech or approved course with oral presentation component	3

**Humanities (9)**

EN/HU	English Literature or Approved Lit based HU prefix Elective	3
PH213	The Worldview Seminar	3
	Humanities Elective	3

**Mathematics and Sciences (9)**

MA	Math elective	3
SC	Science w/Lab elective	3
	Math or Science elective	3

**Social Sciences (9)**

HI114/124	American History I or II	3
	Non U.S. History Elective	3
	Non History Social Science Elec	3

**General Education (6-12)**

ID101	Freshmen Seminar	1
	General Education Electives*	5-11
	Reach Service Projects	

*\*(Any Gen Ed Discipline & HP121/131/250  
 HP limited to 3 total hours, No Varsity Sports.  
 Prorated Bible must be made up with Gen Ed Electives)*

*\*The Bachelor of Science is available through the Undergraduate Online Program and does not require a Reach service component\**

*\*\*Foreign Language may also be met by: 2 years proficiency required in a single language and demonstrated by:*

- 1. Completing the second year of a college sequence if completed 2 yrs in high school with proof of proficiency. Remaining 6 cr may be met through humanities electives or CO352 Language Acquisition + 3 cr humanities.*
- 2. May CLEP and transcript 6 cr or 12 cr. Remaining credits in humanities.*
- 3. Completion of the Corban Language Institute Pathway to English advanced fluency courses*

### Bachelor of Arts (61)

**Biblical Education Requirements (12-18)**  
*Prorated based on transfer hours accepted at point of matriculation: 30 hrs=15 credits, 60 hrs = 12 credits*

BI113	Survey Bible Literature I	3
BI123	Survey Bible Literature II	3
BI105	Bible Study Methods	3
TH205	Introduction to Theology	3
CM	Christian Ministry Elective	3
IS	Intercultural Studies Elective	3

**Communications (9)**

EN123	College Writing I	3
EN132	College Writing II	3
CO102	Fundamentals of Speech or approved course with oral presentation component	3

**Humanities (18)**

EN/HU	English Literature or Approved Lit based HU prefix Elective	3
PH213	The Worldview Seminar	3
	Foreign Language	12**

**Mathematics and Sciences (6)**

MA	Math elective	3
SC	Science w/Lab elective	3

**Social Sciences (9)**

HI114/124	American History I or II	3
	Non U.S. History Elective	3
	Non History Social Science Elec	3

**General Education (1-6)**

ID101	Freshmen Seminar	1
	General Education Electives	0-5
	Reach Service Projects	

*\*(Any Gen Ed Discipline & HP121/131/250  
 HP limited to 3 total hours, No Varsity Sports.  
 Prorated Bible must be made up with Gen Ed Electives)*

## REACH

Reach is a part of the general education core, and a graduation requirement for all traditional undergraduate students. It highlights Corban's long-standing commitment to service. Reach contributes to the mission of Corban University "*to educate Christians who will make a difference in the world for Jesus Christ*" by facilitating a wide variety of service opportunities in local and global contexts. Through Reach, students serve in churches or other non-profit organizations, often focusing on one of five key areas: Education/Literacy, Hunger/Housing, Dignity/Justice, Creation Care, and Mentoring/Coaching. Reach assists students in integrating their faith and service with their learning.

Non-transfer students serve four, 40-hour projects for a total of 160 hours. For example:

- Freshman year – 1 project (40 hours of service)
- Sophomore year – 1 project (40 hours of service)
- Junior year – 1 project (40 hours of service)
- Senior year – 1 project (40 hours of service)

Transfer students serve prorated hours according to how many academic credits are accepted for transfer:

- 0 – 29 credits: 4 projects (160 hours of service)
- 30 – 59 credits: 3 projects (120 hours of service)
- 60 – 89 credits: 2 projects (80 hours of service)
- > 90 credits: 1 project (40 hours of service)

### **INTERDISCIPLINARY STUDIES B.S/B.A. (36-54)**

This major must include courses from two or three academic areas with a minimum of 18 semester hours in each, of which nine must be upper-division. A minimum of 20 upper-division semester hours are required in the Interdisciplinary Major. The areas are to be selected with the approval of the Department Chair of each area, and must be drawn from different schools and the undergraduate majors or minors offered by Corban University. Students interested in designing an Interdisciplinary Major must write a rationale for their selection of areas that will show how the major meets reasonable academic and vocational objectives. The Department Chair of each academic discipline, and the University Registrar must approve the proposal.



## **SCHOOL OF ARTS & SCIENCES**

### **UNDERGRADUATE PROGRAMS**

**CRIMINAL JUSTICE**

**ENGLISH**

**EXERCISE SCIENCE**

**FORENSIC PSYCHOLOGY**

**GENERAL STUDIES (A.A.)**

**HEALTH SCIENCE**

**HISTORY**

**LIBERAL ARTS**

**MATHEMATICS**

**MEDIA ARTS**

**MUSIC**

**POLITICAL SCIENCE**

**PSYCHOLOGY**

# CRIMINAL JUSTICE

## PROGRAM OVERVIEW

The Corban University criminal justice program is built on five pillars; biblical integration, ethics, teamwork, critical thinking skills and communication (oral and written). These pillars are essential parts of a quality Christian education and the criminal justice profession.

**Biblical Integration:** The criminal justice profession is a demanding vocation. Having a sound Christian faith provides a foundation to a successful career and an opportunity to make a difference in the world for Jesus Christ.

**Ethics:** The criminal justice profession demands high ethical standards and accepts nothing less. Criminal justice officers are given great authority and with that, authority comes the expectation that they will conduct themselves in a manner befitting the highest standards of the profession.

**Teamwork:** Nearly all criminal justice jobs require a great deal of teamwork. Developing interpersonal/relationship building skills are essential.

**Critical Thinking Skills:** Careers in the criminal justice professions are demanding to say the least and require excellent critical thinking skills. Criminal justice professionals must be objective in their analysis, evaluation and judgement of issues they face and be able to take the proper course of action based on their best judgement.

**Communication (oral and written):** Ninety-five percent of the work of a criminal justice officer involves effective communication in one form or another. Effective communication can instill confidence, defuse situations, articulate the facts of a criminal investigation and convey compassion.

Our goal is to prepare men and women for an exciting and challenging career in the criminal justice profession. We accomplish this goal by offering hand-on courses taught by experienced criminal justice professionals with a wide array of knowledge and skills. We also encourage personal growth in maturity and faith, which are foundational to understanding God's purpose.

### Careers

Career possibilities are numerous for criminal justice majors and minors including, but not limited to Law Enforcement (City, County, State, and Federal – Police); Specialist (Criminal Investigations, Intelligence, Crime Scene Tech., SWAT, K-9, and Fish & Game); Corrections and Parole & Probation.

## LEARNING OUTCOMES

- Students will be able to apply critical thinking skills and speak intelligently about major events, ideas, and people that shape our criminal justice system.
- Students will demonstrate skill in collecting and synthesizing information toward the successful completion of investigations and research projects.
- Students will demonstrate an ability to speak in an articulate fashion.
- Students will understand the biblical worldview, apply it to an analysis of historical ideas and events, and create informed conclusions.

### FACULTY

Alan Scharn

### Adjunct Faculty

Sandra Flint, FBI

Mark McBryde, FBI

Vashti Young, CJ Veteran

Ken Stott, Forensic Science

### MAJOR

Bachelor of Science or Bachelor of Arts:

- Criminal Justice

### MINORS

Criminal Justice

**B.S. /B.A. IN CRIMINAL JUSTICE (42)**

**Criminal Justice Majors select four courses (12)**

**(12 hours) from the following:**

AN303	Cultural Anthropology	3
BA215	Macro Economics	3
BA225	Micro Economics	3
PO103	Introduction to Politics	3
PO203	American Government	3
SO203	General Sociology	3

**Specific Requirements (30)**

CJ103	Administration of Justice	3
CJ213	Corrections	3
CJ313	Concepts of Criminal Law	3
CJ323	Criminology	3
CJ333	Crisis Intervention Strategies	3
CJ343	Criminal Investigation	3
CJ413	Juvenile Delinquency	3
CJ403	Ethics, Communication & Reporting	3
CJ433	Legal Aspects of Evidence	3
CJ443	Internship	3

**MINOR IN CRIMINAL JUSTICE (21)**

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

**Specific Requirements (21)**

CJ103	Administration of Justice	3
CJ213	Corrections	3
CJ313	Concepts of Criminal Law	3
CJ323	Criminology	3
CJ413	Juvenile Delinquency	3
CJ403	Ethics, Communication & Reporting	3
CJ	Upper Division Elective	3

\*Criminal Justice Association membership and \$85 fee required from all majors

## 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. In short, this program invites students to enter the continuum of scholarly conversation from the ancients to contemporaries.

**The English major** provides a progressive course of study, built on the general education requirements and lower division prerequisites, culminating in a Senior Capstone Course. Upper division courses include literature, philosophy, and advanced writing. Students can pursue some of these studies abroad in Oxford, England; Jakarta, Indonesia; and other parts of the world.

**The Communication Concentration** examines the connection between the "redeemed human voice" and other voices in what philosophers have called the "global village." Small class sizes, individual skills-coaching and faculty-supported internships enhance students' understanding of the role their biblical worldview plays in the various careers and ministries supported by the communication arts. (See the "occupational opportunities" listed above.)

**The Journalism Concentration** prepares students to write professionally and artistically about things that matter in a way that matters. Students receive personalized instruction in small classes taught by professional journalists and published faculty. Graduates transfer classroom and internship skills to print, electronic and mobile mediums.

**The Creative Writing Concentration** allows students time to focus on their development as writers. Small, intimate courses, in which students read and critique each other's writing, help students learn and develop their skills in their chosen genre and enhance success in various career paths. Published faculty teaches the courses.

**The Humanities Concentration** offers a flexible combination of English and philosophy courses, all of which aim to produce well-rounded Christian intellectuals. The program attracts those who want to attend graduate school in various fields, or law school, and it attracts a wide range of entrepreneurial students.

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, Ministry, Psychology and Social Science.

### PROGRAM MISSION AND VISION

The mission of the English Program is to prepare world citizens who will think from a biblical worldview, strive for professional excellence, and pursue a life that glorifies God through engagement in the creative arts.

The vision of the English Program is to challenge students to pursue the active, creative, lifelong adventure of learning – of worshipping God and serving Him through the study of the best of what it means to be truly human. We believe that education is more than courses and competency requirements – more than preparing for a career. We believe that education means finding and using our redeemed human voice to make a difference in the world for Jesus Christ.

### PROGRAM LEARNING OUTCOMES

- Students will relate genres and periods of literature in their aesthetic, biblical, historical and social contexts.
- Students will use various audience-centered and honest styles to effectively communicate in writing.
- Students will use various audience-centered and honest styles to effectively communicate orally.
- Students will use the academic content necessary for their profession and citizenship.

Students will analyze various texts using critical approaches to literature

## OCCUPATIONAL OPPORTUNITIES

Personal mentoring, small class sizes and faculty-supported internships enhance each graduate's prospects for pursuing careers and ministries in writing, editing, media arts, journalism, public relations, cinema, corporate communication, human resource management, theater, teaching, event-coordination, public speaking, radio, television, graphic design and missions. While most students enter these careers following graduation, others attend graduate school and find their Corban preparation exceptional. The breadth of study and flexibility of classes prepare graduates to transition effectively between future careers and ministries in the expanding job markets.

## FACULTY

Steve Halliday  
James P. Hills  
Tamara P. McGinnis  
Gina Ochsner  
Ryan Stark  
Colette G. Tennant  
Marty Trammell  
John E. Wilson

### MAJORS

English, B.S. or B.A.

### CONCENTRATIONS

- Communication
- Creative Writing
- Humanities
- Journalism

Education: Language Arts\*

\*requirements for this major are listed under Education

### MINORS

Communication	Humanities	Writing
English	Philosophy	

### CORE REQUIREMENTS FOR ALL ENGLISH MAJORS (18)

EN	Lower Division Literature Elective	3
	Lower Division Literature Elective *	3
	(*3 Credits can be selected from approved EN/HU/PH 200-400 level course)	
EN373	Literary Criticism	3
EN383	Nature/Structure Eng. Lang	3
EN413S	Shakespeare	3
EN	Upper Division Literature course	3
EN433	Senior Capstone Course	0

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

**B.S. IN ENGLISH (42)****Core English Requirements (18)****Specific Requirements (24)**

EN	Upper Division Electives	18
	At least one class each selected from English, American and World Literature	
EN	Writing Electives	6
	In addition to EN123, EN132 College Writing	

**B.S. IN ENGLISH: COMMUNICATION (48)****Core English Requirements (18)****Specific Requirements (30)**

CO213	Media and Society	3
CO202	Visual Arts Foundation	
	Or	3
CO222	Visual Arts II: Digital Storytelling	
CO223	Oral Interpretation	
	Or	3
CO233	Dramatic Arts I	
CO263	Print Journalism I	3
CO323	Journalism Lab	
	Or	3
CO212	Argumentation & Debate	
CO333	Organizational Comm.	
	Or	3
BA333	Marketing Principles	
CO343	Advanced Speech	
	Or	3
CO/EN	Writing Course 300/400 level	
CO403	Intercultural Communication	3
CO423	Persuasive Theory & Writing	
	Or	3
PH223	Logic and Rhetoric	
<b>One of the following:</b>		3

CO413	Communication Internship (by permission only)	
TH333	Christian Ethics	
PH303	History of Philosophy	

**B.S. IN ENGLISH: CREATIVE WRITING (42)****Core English Requirements (18)****Specific Requirements (24)**

EN222	Creative Writing	3
EN3131	Poetry Writing	3
EN3134	Script and Screen Writing	
	Or	3
EN463NW	Novel Writing	
EN3133	Short Story Writing	3
EN343	Creative Writing Nonfiction	3
EN465	Adv. Creative Writing	3
	Literature Electives	6
	200-400 level courses	

**B.S. in ENGLISH: HUMANITIES (45)****Core English Requirements (18)****Specific Requirements (27)**

PH223	Logic and Rhetoric	3
PH303	History of Philosophy	3
TH333	Christian Ethics	3
EN/PH	Upper Division Literature or Philosophy	3
<b>200-400 Level Literature or Philosophy Courses</b>		15

**B.S. in ENGLISH: JOURNALISM (46)****Core English Requirements (18)****Specific Requirements (28)**

CO213	Media and Society	3
CO263	Print Journalism I	3
CO283	Journalism & Integrated Media	3
CO311	Critique for Publication	1
CO323	Journalism Lab	3
CO413	Journalism Internship	3
CO423	Persuasive Theory & Writing	3
BA333	Marketing Principles	3
EN343	Creative Writing Nonfiction	3
PH303	History of Philosophy	
	Or	3
TH333	Christian Ethics	

**MINOR IN ENGLISH (21)****Prerequisites:** Six units of lower division literature.**Choose One:**

EN222	Creative Writing	
EN343	Creative Writing Nonfiction	3
CO423	Persuasive Theory & Writing	

**Specific Requirements:**

EN373	Literary Criticism	3
EN	One American Literature	3
EN	One British Literature	3
EN	One World Literature	3
EN413S	Shakespeare –or-	3
EN332R	English Literature Renaissance	
EN307MA	American Literature: Diverse Writers	3

**MINOR IN COMMUNICATION (24)****Prerequisites:** Six units of lower division literature.

CO213	Media and Society	3
CO233	Dramatic Arts I	
	Or	3
CO223	Oral Interpretation	
CO263	Print Journalism I	3
CO212	Argumentation & Debate	
	Or	3
CO343	Advanced Speech	
CO333	Organizational Comm.	3
CO403	Intercultural Communication	3
CO423	Persuasive Theory & Writing	3
	<i>One of the following:</i>	3
CO323	Journalism Lab	
CO202	Visual Arts Foundation	
CO222	Visual Arts II: Digital Storytelling	

**MINOR IN HUMANITIES (24)****Prerequisites:** Six units of lower division literature.

EN	Upper division Lit Electives	6
EN373	Literary Criticism	3
EN433	Senior Capstone (optional)	(0)
PH303	History of Philosophy	3
PH223	Logic & Rhetoric	3
TH333	Christian Ethics	3
HU	Humanities Electives	6

**MINOR IN PHILOSOPHY (20-21)****Philosophy Requirements (12)**

PH223	Logic and Rhetoric	3
PH213	The Worldview Seminar	3
PH243	Philosophy and the Fantastic or	
PH253	Philosophy and Video Games	3
PH303	History of Philosophy	3

**Theology Electives (Choose two) (6)**

TH399	Christianity & Contemporary Culture	3
TH413	Contemporary Theology	3
TH403	Apologetics	3
TH333	Christian Ethics	3

**Elective (Choose one appropriate to major and/or interest) (2-3)**

BA318	Business Ethics	3
CM303	Philosophy of Ministry	3
CO213	Media and Society	3
CO424	Media Law and Ethics	3
CJ323	Criminology	3
ED410	Philosophy of Education	2
EN373	Literary Criticism	3
HI233	A History of Film	3
HI424	Christian Ethics and the Problem of Evil	3
MA370	History of Mathematics	3
PH49x	Special Topics in Philosophy	3
PO243	Political Philosophy	3
PS406	History and Philosophy of Psychology	3
PS495	Psychology and Christianity	3
TH262	Bioethics	3

**MINOR IN WRITING (24)****Writing Minor Prerequisites**

Prerequisite:

EN123	College Writing I	3
EN132	College Writing II	3

**Writing Minor Course Requirements (24)**

Students must take 24 hours from the following course list:

EN222	Creative Writing	3
CO311	Critique for Publication	1
EN3131	Poetry Writing	3
EN3132	Play Writing	3
EN3133	Short Story Writing	3
CO321-323	Journalism Lab	1 - 3
EN343	Creative Writing Nonfiction	3
EN463	Novel Writing	3
PH223	Logic & Rhetoric	3
CO423	Persuasive Theory & Writing	3
EN/HU	Humanities, English Electives	6

## **EXERCISE SCIENCE**

### **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 Exercise Science 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 exercise science and human movement related fields.

Exercise Science has a research project requirement with an option for majors to add an internship experience.

### **PROGRAM MISSION AND VISION**

The mission of the Exercise Science major is to equip our students with the knowledge, skills and understanding of the discipline to interact with others in our profession to further the kingdom of our Savior Jesus Christ.

### **PROGRAM LEARNING OUTCOMES**

- Students will critically appraise scientific writings within the field of exercise science, within the context of a biblical worldview, and relate it to their own beliefs and faith statement.
- Students will have the knowledge base to evaluate and prescribe exercise for all populations.
- Students will successfully develop a research thesis, test a null hypothesis, complete the research paper in a proper format, and present orally.

### **OCCUPATIONAL OPPORTUNITIES**

Career opportunities for Exercise Science graduates may exist in therapy, allied health, leadership, supervision, planning and programming, teaching, administration and management. Graduates may seek professional opportunities within a variety of settings such as: rehabilitation clinics, 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 parachurch organizations, such as Youth for Christ, Young Life and Athletes in Action and private and public educational settings.

The Exercise Science major will sit for the ACSM CPT exam as a junior (following completion of the course HP473 Exercise Prescription) and could thus be certified to fitness train as seniors in fitness clubs or as an independent contractor. Career opportunities for Exercise Science majors includes professional training in graduate programs such as occupational and physical therapies, physical therapy assistance, fitness assistants in cardio-pulmonary rehab centers, college athletic department fitness trainers, or as trainers within professional sports organizations. The major could also branch out to other health care professions.

Should they desire to pursue further education, such as a masters or doctorate, the exercise science curriculum will prepare them for graduate programs in Physical Therapy or Occupational Therapy, Athletic Training and/or sports conditioning, exercise physiology, cardiac and pulmonary rehabilitation specialists, public health, health administration, human kinesiology, sport performance research, and other exercise science related fields.

### **FACULTY**

Doug Crowell, Ph.D.

**B.S. IN EXERCISE SCIENCE (60)**

**Major Requirements (60)**

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

**Exercise Science Core (14)**

ES423	Physiology of Exercise	3
ES473	Exercise Prescription	3
SC234	Human Anatomy & Physiology I w/lab	4
SC244	Human Anatomy & Physiology II w/lab	4

**Exercise Science Content Courses (26)**

HE401	First Aid and CPR	1
ES312	Motor Development	3
ES313	Motor Learning	3
HP321	Directing Experience in Exercise Activity	1
ES403	Therapeutic Exercise	3
ES413	Nutrition	3
ES443	Biomechanics	3
ES401	Senior Research I	3
ES402	Senior Research II	3
MA223	Statistics and Probability	3

**Exercise Science Required Electives (20)**

**HP Elective Hours (3-17)**

**Select at least 3 credit hours from following courses:**

BA338	Administration in Sport	3
BA339	Event & Program Management	3
BA340	Facility Management	3
ES243	Care/Prevention/ Athletic Injuries	3
ES460	Internship	3
ES483	Epidemiological & Health Determinants	3
HP322	Coaching Sports: Theory & Practice	3

**Major Elective Hours (3-17)**

**Select a minimum of 3 credit hours from the following areas:**

Business, Communication, Human Performance, Psychology and Science. (\*minimum 200+ level)

*After HP and major required elective hours are fulfilled, remaining credits must be selected from HP Elective Hours or Major Elective Hours.*

# FORENSIC PSYCHOLOGY

## PROGRAM OVERVIEW

Forensic psychology is where the practice of psychology and law meet. It combines the fields of criminal justice and psychology to form a unique field of study that focuses on the analysis and assessment of adults and juveniles involved in legal cases and/or who may have mental health and chemical dependency issues.

The Undergraduate Forensic Psychology degree at Corban University provides a strong foundation in understanding the world we live in, what guides human behavior, and how human behavior is analyzed and assessed in relation to our legal system and biblical truth. Students will learn how to conduct and relate to research; develop investigative and interview skills; and study the history, theories and science of criminology and its impact on the criminal justice system and society. Through practical exercises, students will wrestle with ethical and moral dilemmas commonly encountered in the forensic psychology profession.

Each faculty member brings a unique set of skills, expertise and experience to the classroom as well as a diverse training and educational background including certifications, specialized training, state licensure, theological training, and multiple graduate degrees in their field. They aim to help students reach their goals in becoming forensic psychologists, teachers, or other professionals in the field of criminal justice.

Courses at Corban University incorporate the most up-to-date research and theories in forensic psychology. Our courses are interactive, engaging, and practical and are built on a foundation of biblical learning, communication, ethics and relationships.

A major or minor in forensic psychology can be a great value to students whom wish to combine this knowledge with studies from other disciplines such as criminal justice, ministry, business, communications, and education.

The Undergraduate degree in Forensic Psychology provides excellent preparation for careers in psychology (forensic), licensed counseling, research, and criminal justice. Graduates are well prepared biblically, theoretically, and practically for success in graduate school or the criminal justice profession.

### DEGREE OPTIONS: Bachelor of Arts (B.A.) or a Bachelor of Science (B.S.) in Forensic Psychology

This degree track will provide students with the opportunity to study the combined field of criminal justice and psychology, focusing on the analysis and assessment of adults and juveniles involved in legal cases and/or who may have mental health and chemical dependency issues.

### PROGRAM LEARNING OUTCOMES

- Students will be able to use critical thinking skills, skeptical inquiry and a scientific approach to apply forensic psychology principles to legal, ethical, social, personal and organizational issues informed from a biblical worldview.
- Students will develop insight into behavioral and mental processes to conduct basic evaluation and assessment of an individual's capacity with regard to law and/or treatment.
- Students will be able to apply basic research methods, including research design, data analysis and interpretation.
- Students will be able to identify and apply basic knowledge of major concepts, theoretical perspectives, empirical findings and historical trends in forensic psychology and to evaluate them from a Christian worldview.
- Students will value empirical evidence, tolerate ambiguity, act ethically and recognize their role and responsibility as a member of the forensic psychology profession and society.

### FACULTY

Corey Gilbert  
Alan Scharn  
Tom Vessey

### Adjunct Faculty

Sandra Flint, FBI  
Mark McBryde, FBI  
Vashti Young, CJ Veteran

MAJORS	MINORS
Forensic Psychology, B.S. or B.A. Psychology	Forensic Psychology

**B.S. /B.A. in FORENSIC PSYCHOLOGY (48-51)**

PS105	General Psychology	3
PS205	Lifespan Development	3
CJ213	Corrections – or -	3
CJ413	Juvenile Delinquency	
PS215	Social Psychology	3
PS235	Social Science Research Methods	3
	<i>(PS225 is a required prerequisite for this course, and will meet a general education math requirement)</i>	
PS305	Personality Theories	3
PS309	Forensic Psychology	3
PS315	Abnormal Psychology	3
CJ313	Concepts of Criminal Law	3
CJ323	Criminology	3
CJ333	Crisis Intervention Strategies	3
CJ403	Ethics, Communication & Reporting	3
CJ433	Legal Aspects of Evidence	3
PS415	Internship (Psychology) –or-	3-6
CJ443	Internship (Criminal Justice)	
ELEC	<b>Choose 1 elective from below list</b>	3
	PS207 Counseling Skills	
	PS218 Community Agency Counseling	
	PS307 Human Sexuality	
	PS308 Psychology of Addiction	
	PS328 Family Systems	
	PS408 Trauma Therapy	
ELEC	<b>Choose 1 elective from below list</b>	3
	AN303 Cultural Anthropology	
	SO203 General Sociology	
	CJ363 White Collar Crime	
	CJ353 Serial Violence	
	CJ453 Victimology	

**MINOR IN FORENSIC PSYCHOLOGY (21)**

CJ313	Concepts of Criminal Law	3
CJ323	Criminology	3
CJ213	Corrections	
	Or	3
CJ413	Juvenile Delinquency	
CJ	Criminal Justice Upper Division Elective	3
PS215	Social Psychology	3
PS315	Abnormal Psychology	3
PS309	Forensic Psychology	3

## GENERAL STUDIES (ASSOCIATE OF ARTS) (60)

### **Biblical Studies (12)**

BI113	Survey Bible Literature I	3
BI123	Survey Bible Literature II	3
BI105	Bible Study Methods	3
TH205	Introduction to Theology	3
CM	Christian Ministry Elective	3
IS	Intercultural Studies Elective	3

### **Communications (9)**

EN123	College Writing I	3
EN132	College Writing II	3
CO102	Fundamentals of Speech <b>or</b> approved course with oral presentation component *	3

### **Humanities (9)**

EN/HU	English Literature or Approved Lit based HU prefix Elective	3
PH213	The Worldview Seminar Humanities Elective	3

### **Mathematics and Sciences (9)**

MA	Math elective	3
SC	Science w/Lab elective Math or Science elective	3

### **Social Sciences (9)**

HI114/124	American History I <b>or</b> II	3
	Non U.S. History Elective	3
	Non History Social Science Elec	3

### **General Education (12)**

ID101	Freshmen Seminar	1
	General Education Electives*	11
	Reach Service Projects	

*\*(Any Gen Ed Discipline & HP121/131/250  
HP limited to 3 total hours, No Varsity Sports.)*

## HEALTH SCIENCE

### PROGRAM OVERVIEW

The Department of Science offers a major in Health Science. This major is a pre-professional program for students interested in pursuing careers in the health care professions. Graduates may seek entrance to professional schools in medicine, physical therapy, physician assistant, optometry, veterinary medicine, dentistry, pharmacy, occupational therapy, and medical informatics. Admission 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 admission 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.

### HEALTH SCIENCE PROGRAM ADMISSION

Students may declare Health Science as their program of choice upon entry to Corban University. Continuation in the Health Science program is dependent on being admitted to the program and maintaining program status.

Students may have either Provisional or Full Status in the Health Science program.

- Provisional Status - All students who have completed 16 semester hours with 8 hours of life science and 8 hours of physical science may apply. Courses meeting this standard must be approved by the Science Department.
- Full Program Admission - Admission to the Health Science program is required for all students who have completed 24 semester hours of science courses, which would lead towards a Health Science degree. Further qualifications include:
  - o Completed a minimum of 8 hours of life science courses and 8 hours of physical science courses as approved by the Department.
  - o Minimum 2.85 GPA in science courses for their Health Science major. The student must have a minimum Corban 2.75 GPA.
  - o Transfer student entering as Health Science majors are exempt from these requirements their first semester at Corban. Application must be made at the end of their first semester.
  - o Students having Full Program Admission status and falling below a Corban Science GPA of 2.85 will be placed on Provisional Program status.
  - o Provisional Program Admission for the Health Science majors is granted for a maximum of two semesters.

Most students will prepare their applications for Provisional or Full Program Admission during the spring semester of their Freshman or Sophomore year after completing Biology and General Chemistry. The full policy and Admission form is available from any Health Science Faculty Advisor.

### PROGRAM LEARNING OUTCOMES

- Students will demonstrate knowledge and understanding of the principles of the science courses provided within the Health Science program.
- Students will demonstrate the ability to problem solve, think critically, and reason analytically, using both quantitative and qualitative approaches.
- Students will demonstrate basic research practices, data analysis, and interpretation.
- Students will demonstrate safe lab practices.
- Students will effectively communicate on a variety of scientific topics and issues (orally & in writing).
- Students will demonstrate proficiency in the use of technology for computation, data acquisition, and analysis.
- Students will articulate different theories on the origin and nature of the universe and life, and explain how each theory affects one's interpretation of scientific concepts and assumptions about the world.

### OCCUPATIONAL OPPORTUNITIES

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, physical therapy, physician assistant, optometry, veterinary medicine,

dentistry, pharmacy, occupational therapy, and medical informatics.

**FACULTY**

Sarah M. Comstock  
Christina Cooper  
Doug Crowell  
James U. Dyer  
Jerry M. Johnson  
Yufeng Zhao

**MAJORS**

Health Science, B.S.

Education: Biology, B.S.\*

\*requirements for this major are listed under  
Education,

**CONCENTRATIONS**

Biomedical Sciences

Pre Physical Therapy

**MINOR**

Health Science

**Core Requirements for all Health Science Majors (33)****Health Science Core Requirements (27)**

SC114	Biology I w/lab	4
SC124	Biology II w/lab	4
SC214	General Chemistry I w/lab	4
SC224	General Chemistry II w/lab	4
SC414	Physics I w/lab	4
SC424	Physics II w/lab	4
SC271	Intro Literature Review	1
SC471	Advanced Literature Review	1
One of the following:		1
•	SC491 Scientific Research	
•	SC481 Internship	
•	SC381 Genetic & Reproductive Technologies	

**Math Requirements (6)****Choose 2 of the following courses:**

MA133	Pre-Calculus	3
MA223	Statistics & Probability	3
MA233	Calculus I: Differential	3
MA243	Calculus II: Integral	3

**B.S. HEALTH SCIENCE: BIOMEDICAL SCIENCES (54)****Health Science Core & Math Requirements (33)****SC Elective Requirements (21)**

8 credits must be upper division

SC	Upper Division Science Electives	8
	Science Electives: 100-400 level	

**Electives must include one of the following:**

SC304	Medical Microbiology w/lab	4
SC374	Genetics w/lab	4
SC4031	Biochemistry	3
SC435	Cell and Molecular Biology w/lab	4
SC443	Virology and Immunology w/ lab	4

**B.S. HEALTH SCIENCE: PRE-PHYSICAL THERAPY (59)****Health Science Core & Math Requirements (33)****Specific Requirements (11)**

ES443	Biomechanics	3
SC234	Human Anatomy & Physiology I	3
SC234L	Human Anatomy & Physiology I Lab	1
SC244	Human Anatomy & Physiology II	3
SC244L	Human Anatomy & Physiology II Lab	1

**Psychology Requirements: Choose 2 courses****from following courses: (6)**

PS105	General Psychology	3
PS205	Lifespan Psychology	3
PS315	Abnormal Psychology	3

**Advanced Physiology Requirements: Choose 1****from following courses: (3)**

SC412	Advanced Physiology I	3
SC422	Advanced Physiology II	3
ES423	Physiology of Exercise	3

**Major Elective Requirements: Minimum of 6 credits****from following courses: (6)**

ES312	Motor Development	3
ES313	Motor Learning	3
ES413	Nutrition	3
ES403	Therapeutic Exercise	3
SC	Upper Division Electives	3

**MINOR IN HEALTH SCIENCE (24)**

Minors must be taken in conjunction with a major to satisfy requirements for a bachelor's degree. Some of these requirements also may be counted toward the appropriate General Education Requirements.

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

**Upper-Division chosen from the following: (8)**

SC304	Medical Microbiology w/lab	4
SC314	Organic Chemistry w/lab	4
SC324	Organic Chemistry II w/lab	4
SC374	Genetics w/lab	4
SC4031	Biochemistry	3
SC412	Advanced Physiology I	3
SC422	Advanced Physiology II	3
SC433	Virology and Immunology w/Lab	4
SC435	Cell and Molecular Biology w/ lab	4

## HISTORY

### PROGRAM OVERVIEW

#### ENCOUNTERING THE PAST, PREPARING FOR THE FUTURE

From the time of the ancient Greek historians, Herodotus and Thucydides, studying the human experience has been a compelling endeavor. History remains a vital field of inquiry, offering much insight on the modern human condition by linking our contemporary world to the past. The profound lessons of history involve much more than a chronology of names, dates, and events. Rather, students are challenged to memorize information, analyze theories, and draw reasoned conclusions, placing historical events within certain contexts. Ultimately, they are enabled to effectively interpret the past and explain its significance, even unto the present day.

As Christian scholars, we also seek to integrate faith and knowledge in ways that glorify our Creator. In essence, we must be more than scholars who happen to be Christians. Rather, we favor a more holistic vision of our faith, measuring historically significant events and ideas through a Christian lens and offering a biblical worldview critique when necessary. In doing so, the Christian historian may impart a more complete picture of God's impact in the world, making vital connections between God's redemptive mercy and grace in the lives of previous generations and His continued fulfilling presence in our own time.

Career possibilities are numerous for students of history. After commencement, history majors will be prepared for either graduate study or other career service depending upon professional requirements. Though not limited to the following, these include:

- Historian (Higher Education Faculty)
- Historian (Park Service – State or National)
- Historian (Independent Researcher and Writer)
- Museum Director (e.g. State Historical Society)
- Government or Corporate Researcher/Archivist
- Diplomatic Corps
- Intelligence Analyst (e.g. CIA or NSA)

### LEARNING OUTCOMES

- Students will be able to think and speak intelligently about the people, events, and ideas that shaped human history
- Students will demonstrate skill in historiography and methodology, including collecting and synthesizing information toward the successful completion of research projects.
- Students will demonstrate an ability to speak in an articulate fashion.
- Students will demonstrate an ability to write in an articulate fashion.
- Students will understand the biblical worldview, apply it to an analysis of historical ideas and events, and create informed conclusions.

### FACULTY

S. D. Bruce

John Scott  
Joshua Rice

### MAJOR

Bachelor of Science:

- History

\*B.S. in Social Studies Education

\*requirements for this major are listed under Education: Social Studies Education. Pg 137

### MINORS

History

**B.S. IN HISTORY (54)****Core Requirements for all History Majors (6)**

HI114/HI124	American History I or II	3
HI214/HI224	Western Civilization I or II	3

**Select three courses from the following: (9)**

AN303	Cultural Anthropology	3
BA215	Macro Economics	3
BA225	Micro Economics	3
PO103	Introduction to Politics	3
PO203	American Government	3
SO203	General Sociology	3

**Specific Requirements (24)**

HI205	Introduction to Historical Study	3
HI303MA	History of Modern Africa	3
HI403EA	History of Modern East Asia	3
HI413CR	Colonial & Revolutionary America	3
HI420	History of Modern Europe	3
HI423ME	History of the Middle East	3
HI453	America Since 1945	3
HI493	Thesis	3

**Select at least 6 hours from American History: (6)**

HI254	History of the American West	3
HI307	America in Biography	3
HI325	Early Republic & Antebellum America	3
HI393	The American Civil War Era	3
HI395/6	American Military History (I or II)	3
HI403FR	History of American Foreign Relations	3
HI433	American Religious History	3

**Select at least 6 hours from World History: (6)**

HI233	A History of Film	3
HI293	Turning Points in History	3
HI333	History of Judaism and Christianity	3
HI363	Developing Nations	3
HI383	History of the British Isles	3
HI424	Christian Ethics & the Problem of Evil In World War II	3
HI473	History of Russia	3

**Select one History Elective (3)****MINOR IN HISTORY (27)**

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

**Core Requirements for all History Majors (6)**

HI114/HI124	American History I or II	(3)
HI214/HI224	Western Civilization I or II	(3)

**Specific Requirements (21)**

HI403EA	History of Modern East Asia	3
HI420	History of Modern Europe	3
HI423ME	History of the Middle East	3
HI453	America Since 1945	3
HI ____	Upper-division Electives	9

## LIBERAL ARTS

### PROGRAM OVERVIEW

The Liberal Arts degree is intended to give students an opportunity to develop the general skills necessary to be successful in any number of professions which require, among many other skills, curiosity, agility, critical thinking, strong communication skills, cultural literacy, and a holistic worldview.

Gaining inspiration from Ernest Boyer's ideas of scholarship in *Scholarship Reconsidered*

<https://depts.washington.edu/gs630/Spring/Boyer.pdf>, the liberal arts degree hopes to instill in students the following:

1. Scholarship of Discovery:
  - a. Commitment to Knowledge for its own sake
  - b. Freedom of Inquiry, following a disciplined investigation wherever it may lead
  - c. Not just the outcomes but the process give meaning to the effort
2. Scholarship of Integration:
  - a. Give meaning and perspective to isolated facts
  - b. Make connections across disciplines, interpreting and drawing together to bring new insight
  - c. Fitting research into larger intellectual patterns
3. Scholarship of Application
  - a. Engagement and Service: How can knowledge be responsibly applied to consequential problems
  - b. Gap between values in the academy and the needs of the larger world, Oscar Handlin states, "scholarship has to prove its worth on its own terms by service to the nation and the world"
  - c. To be scholarship, service activities not just be "citizenship activities", must be tied to one's field of knowledge and relate to professional activity
4. Scholarship of Teaching:
  - a. Be prepared to not only transmit knowledge, but to transform and extend it
  - b. Through questions and discussion be pushed in creative new directions
  - c. Agents of change – make a difference

### LEARNING OUTCOMES

In addition to the four areas of scholarship (Discovery, Integration, Application, and Teaching), the liberal arts degree hopes to produce in students:

- 1) Cultural literacy, manifested in empathy, historical awareness, ideology, comparative cultures, world religions, domestic diversity, minority awareness, compassion, connectedness, and/or social understanding.
- 2) Biblical discernment, evinced in biblical literacy at deep levels and connectedness.
- 3) Strong critical thinking skills, through inquiry and problem solving.
- 4) Holistic worldview, which includes philosophical understanding, connectedness, and ethics.
- 5) Professional Preparedness, demonstrated through information literacy, written and oral communication, financial literacy, stewardship, project management, and/or networking.

### FACULTY

Cross Departmental Faculty

#### MAJORS

Liberal Arts, B.S. or B.A

**B.S./B.A LIBERAL ARTS (45)**

Core Requirements cover 4 areas of scholarship: Discovery, Integration, Application, Teaching				15 CR
	Scholarship of Discovery			
HU153	Introduction to Liberal Studies			3
MU, AT, CO etc.	Visual and Performing Arts Elective			3
	Scholarship of Integration			
HU222	Reading the World and Searching for God			3
	Scholarship of Application			
HU443	Liberal Arts Internship			3
	Scholarship of Teaching			
HU495	Christianity and the Liberal Arts Capstone			3
Cultural Literacy (Empathy, historical awareness, ideology, comparative cultures, world religions, domestic diversity, minority awareness, compassion, connectedness, social understanding) 2 of the following				6 cr
CO403	Intercultural Communication	HI403EA	A History of Modern East Asia	
IS421-423	Cross Cultural Fieldwork	HI403FR	A History of American Foreign Relations	
AN303	Cultural Anthropology	HI423	History of the Middle East	
EN307MA	American Lit: Minority Authors	HI433	American Religious History	
EN307T	American Lit: 20th Century	IS350	Foundations of TESOL	
EN310	World Literature	IS355	Literacy and Orality	
IS110 CT	Cultural Intelligence for Future Leaders	IS359	TESOL Practicum	
HU333	Great Britain Study Tour	IS437	Social Justice in the Global Context	
CO213	Media and Society	PS205	Lifespan Development	
CO363/CO373	Language and Culture Acc.	PS215	Social Psychology	
ED311	Intro to Linguistics & Lang Acc.	PS315	Abnormal Psychology	
ED214	Intercultural Communication OPE	SO333	Family Violence and Dysfunction	
EN385/EN443	World Literature	CO335	Child Abuse and Neglect	
HI303MA	A History of Modern Africa	SO363	Ethnicity Social Class and the Family	
HI363	Developing Nations	TH303	Religious Movements	
			Electives approved by Advisor	
Biblical Discernment (Bible Literacy at deeper level, connectedness) 2 of the following				6 cr
BI300 or higher	Book Study or Exegetical Course	TH233	Biblical Worldview	
CO424	Medial Law and Ethics	TH333	Ethics	
PO433	Religion and Politics	TH403	Apologetics	
		TH463	Biblical Spiritual Formation	
			Electives approved by Advisor	
Critical Thinking (Inquiry andpProblem solving) 2 of the following				6 cr
PH223	Logic and Rhetoric	PS406	History and Philosophy of Psychology	
MA223, PS225	Statistics (Math or Behavioural)	HI424	Christian Ethics and the Problem of Evil	
CJ323	Criminology	PO243	Political Philosophy	
MU113 - MU223	Music Theory	TH333	Christian Ethics	
EN383	Nature and Structure of Language	BA213	Information Systems	
MU322	Form and Analysis	CJ403	Ethics Communication and Reporting	
ED410	Philosophy of Education	EN373	Literary Criticism	
	Upper Division Math	MU133	Music Theory	
	Science Courses		Electives approved by Advisor	
Holistic Worldview (Philosophical understanding, connectedness, ethics) 2 of the following				6 cr
TH399	Christianity and Contemporary Culture	HU222	Reading the World Searching for God	
MU313	Music History 1 or 2	MU392	Song in Worship	
MU122	Music Appreciation	PO353	Political Ethics and Interest Groups	
TH233	Biblical World View	PO433	Religion and Politics	
EN423	Masterpieces of Christian Lit	PS406	History and Philosophy of Psychology	
EN433DP	Devotional Poets	EN443CS	CL Lewis	
TH233	Biblical World View	EN443CS	Milton	
CM213	Misional Living	EN443 WM	World Lit: Western Mythology	
CM305	Discipleship			
HI233	A History of Film		Electives approved by Advisor	
HI293	Turning Points in History			
HI333	History of Judaism and Christianity			
HI332	History of Ancient Greece and Rome			
Professional Preparedness: (Information literacy, written and oral communication, financial literacy, stewardship, project management, networking, entrepreneurial) 2 of the following				6 cr
PS208	Industrial Organizational Psychology	BA338	Administration in Sport and Rec	
BA323	Management Principles	BA433	Entrepreneurship	
CO403	Intercultural Communication	CM402	Discipleship Program Development	
PS428	Interpersonal Communication	CM302	Teaching the Bible	
BA303	Leadership	CM312/322	Women's Message Preparation	
BA131	Business Applications	CM333	Methodology of Ministry	
BA203	Personal Family Finance	CO333	Organizational Communication	
BA205	Intro to Financial Accounting	ED402	Philosophy of Ed	
BA213	Information Systems	ID203	Student Leadership Development (RA course)	
BA336	Social Media Marketing	MU413	Pedegogy and literature	
			Electives approved by Advisor	

## MATHEMATICS

### PROGRAM OVERVIEW

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

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

### PROGRAM LEARNING OUTCOMES

- Students will apply effectively appropriate quantitative tools and logical modes of thinking to analyze and synthesize information in problem solving situations.
- Students will demonstrate mathematic concepts through modeling real-world situations.
- Students will communicate mathematical thought by writing a mathematical argument.
- Students will understand the meaning of a mathematical proof and why it is necessary.
- Students will apply appropriate technology to enhance their mathematical thinking and understanding, solve mathematical problems, and judge the reasonableness of their results.

### FACULTY

Michael T. Miller  
Evan J.D. Hedlund

### MAJORS

Mathematics, B.S.

Education: Mathematics\*

\*requirements for this major are listed under Education

### MINOR

Mathematics

Math Education (see Education)

**B.S. IN MATHEMATICS (46)****General Education Requirements (8)**

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

**Specific Math Requirements (38)**

MA223	Statistics and Probability	3
MA233	Calculus I - Differential	3
MA243	Calculus II - Integral	3
MA253	Calculus III - Sequence, Series and Vector	3
MA262	Calculus IV - Multivariable	2
MA364	Theory of Numbers	3
MA313	Higher Geometry	3
MA323	Linear Algebra	3
MA333	Abstract Algebra	3
MA363	Topics in Discrete Mathematics	3
MA403	Math Analysis	3
MA	Math electives (Upper division – 300+)	6

**Minor in Mathematics (18)**

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

**Math Requirements (18)**

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

## MEDIA ARTS

### PROGRAM OVERVIEW

Designed to help students excel in the growing marketplace of media and related arts, the Media Arts Program prepares Christian thought leaders to understand media as an aspect of God’s redemptive voice – to write, design and produce intelligent and aesthetically-rich media and to practice the skills necessary for advancement in the growing number of careers and ministries that require an artistic orientation. The Media Arts curriculum encourages students to pursue studies in film and media centers like Los Angeles and Washington DC, and abroad in Cameroon, Haiti, Indonesia, and other parts of the world.

The Media Arts major provides a graduated course of study that culminates in a student-focused Senior Capstone Course. Upper division courses include focused interaction with successful media professionals and hands-on coursework featuring various media types—and even the possibility of generating income through advanced class projects.

**The Film Concentration** prepares students to embark on the long and winding road of a professional career in film. It gives them both the theoretical foundation necessary to understand how and why film “works,” as well as crucial hands-on experience, from script to screen, designed to help them develop essential film skills. All students will spend a semester at the LA Film Studies Center in Los Angeles, California.

**The Convergent Media Concentration** prepares students to conceive, design, build, execute and deliver powerful multimedia resources suitable for a wide variety of purposes in industries ranging from medicine to ministry, publishing to public relations, academia to agriculture. The program places a special emphasis on current studies in creativity and on the essentials of becoming a successful media entrepreneur.

Media Arts students develop portfolios through projects and internship experiences in area organizations.

### PROGRAM MISSION AND VISION

The mission of the Media Arts Program is to prepare world citizens who think from a biblical worldview, strive for professional excellence, and pursue a life that glorifies God through engagement in the arts.

The vision of the program is to challenge students to pursue the active, creative and lifelong adventure of learning – of worshipping God and serving him through the study of the best of what it means to be truly human. We believe that education is more than courses and competency requirements – more than preparing for a career. We believe that education involves finding and using our redeemed human voice to make a difference in the world for Jesus Christ.

### PROGRAM LEARNING OUTCOMES

- Students will carefully examine the media genres in their aesthetic, biblical, historical and social contexts.
- Students will use various audience-centered and honest styles to effectively communicate in writing.
- Students will use various audience-centered and honest styles to effectively communicate orally.
- Students will use various audience-centered and honest styles to effectively communicate visually.
- Students will use the academic content necessary for their profession and citizenship.

### OCCUPATIONAL OPPORTUNITIES

Personal mentoring, small class sizes and faculty-supported internships enhance graduates’ prospects for pursuing careers and ministries in corporate communications; script, screen and organizational writing; editing; radio; television; video production; public relations; documentary production; graphic and web design; magazine production; and other developing occupations within the media-arts supported careers and ministries.

### FACULTY

Steve Halliday  
Marty Trammell

#### MAJORS

Media Arts, B.S./B.A

#### CONCENTRATIONS

Film

Convergent Media

**B.S./B.A. MEDIA ARTS: Film (43)**

**Core Requirements (15)**

CO202	Visual Arts: Foundation	3
CO213	Media and Society	3
CO222	Visual Arts II: Digital Storytelling	3
CO383	Narrative Theory: Writing for New Media	3
CO424	Media Law and Ethics	3

**Film Concentration (12)**

HI233	A History of Film	3
EN3134	Script and Screenwriting	3
CO417	Media Studio Prod. Practicum	3
CO473	Cinematography: Directing and Editing	3

**LA Film Studies Center: CCCU Best Semester (16)**

Hollywood Production Workshop	4
Faith and Artistic Dev. in Film	3
Internship: Inside Hollywood	6

**Choose One:**

Narrative Story Telling	3
Professional Acting for Camera	3
Independent Study	3

**B.S./B.A. MEDIA ARTS: Convergent Media (42)**

**Core Requirements (15)**

CO202	Visual Arts: Foundation	3
CO213	Media and Society	3
CO222	Visual Arts II: Digital Storytelling	3
CO383	Narrative Theory: Writing for New Media	3
CO424	Media Law and Ethics	3

**Convergent Media Concentration (27)**

CO253	Using Creativity to Future-Proof Your Career	3
CO254	Illustration, Cartooning, and Photography	3
CO313	Animation	3
CO314	Programming and Game Design	3
CO344	Studio Voice and Audio production	3
CO354	Visual Arts III: Graphic Design and Prod'n	3
CO355	Media Entrepreneur	3
CO475	Convergent Media	3
CO4XX	Independent study/upper division elective	3

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

### MUSIC DEGREES

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 music 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.

### PROGRAM LEARNING OUTCOMES

- Students will develop a personal philosophy of what it means to be a Christian musician, based on biblical principles.
- Students will demonstrate technical skill and musicianship in their major performance areas.
- Students will demonstrate knowledge of the theoretical foundations of music.
- Students will demonstrate knowledge of the historical foundations of music.
- Students will demonstrate competence in supporting musical skills - piano proficiency.
- Students will demonstrate competence in supporting musical skills - aural skills.

### OCCUPATIONAL OPPORTUNITIES

Public/Private school teacher – elementary music  
Public/Private school teacher – choral music  
Public/Private school teacher – Instrumental music  
Private music lesson teacher  
Post-Graduate music study (master’s and doctoral study in music)

Church worship pastor  
Composer/Arranger  
Professional musician

### FACULTY

John T. Bartsch, Jr  
Eric Foley

Brian Griffiths  
Mark Stanek

#### MAJORS

Music, B.S./B.A  
Concentrations

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

#### MINOR

Music

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 to the Music Program.** Students who desire to study music as their major must complete a music major application and audition for admission to the music program. 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.

**Music Theory Placement Test:** Entering music students, both freshmen and transfers, must take a music theory placement test online. 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 103 Music Workshop I as a preparatory class before taking MU 113 Music Theory I. A placement test will also be used to verify the skills of transfer students.

**Ensembles:** Music majors are required to participate in one or more performing ensembles each semester. Performing in the concert band, jazz band, concert choir, chamber choir, or orchestra will satisfy this requirement.

**Performance Studies:** All music majors need 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, the student 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. All music majors must study their 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 and 400 level.

**Musicianship Core:** Passing the Musicianship Core indicates that a music major has completed the foundational studies in music and is ready to move into upper division studies. Passing the Musicianship Core is a prerequisite for some upper division courses but not all. The specific upper division courses are listed in the Music Student Handbook.

To pass the Musicianship Core, the student must have:

1. **Piano Proficiency:** The student must complete all piano proficiency requirements before being admitted to advanced standing. This should be accomplished by the end of the second year as a music major. Students prepare for this exam by taking keyboard classes or private piano lessons (if piano is their primary instrument). A list of requirements is listed in the Music Student Handbook
2. **Applied Music Studies:** The student must pass an advancement jury to be admitted to 300-level applied study in the primary instrument. A list of requirements is listed in the Music Student Handbook
3. **Ensemble Participation:** The student must participate satisfactorily in at least one large ensemble (choir/band/orchestra) every semester.
4. **Music Theory/Aural Skills:** The student must complete MU223 Music Theory IV and MU221AS Aural Skills IV with passing grades.
5. **Grades:** The student must have a grade point average above 2.0 and must have grades of C- or better in all music courses.

**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 as their final project.

**B.S. IN MUSIC: GENERAL MUSIC (52)**  
**Core Requirements for Music Majors (25)**

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
MU313	Music History I	3
MU323	Music History II	3
MU332	Conducting I	2
MU421	Christian Musicianship Seminar	1
MP300	Musicianship Core	0
MU100	Music Forum	
	(minimum of 6 semesters)	0

**Specific Requirements (27)**

**Select one of the following five: 1**

- ME231 Percussion Techniques*
- ME241 Woodwind Techniques*
- ME251 Brass Techniques*
- ME261 String Techniques*
- MP171G1 Beginning Guitar OR MP171G2 Intermediate Guitar*

MU312	Orchestration	2
MU322	Form and Analysis	2
MU342	Conducting II	2
MU413	Pedagogy and Literature	3
MU491	Final Project	1
MP	Applied Music (private lessons)	8

*This requirement may be met by private lessons at the MP100 level and above.*

MP	Music Ensembles*	8
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Each General Music student is encouraged to experience more than one type of ensemble.

*\*these courses may be repeated*

**B.S. IN MUSIC: EDUCATION (81)**  
**Oregon Authorization Level Options--Early Childhood/Elementary/Middle Level/High School**

**Core Content Requirements for Music Majors (25)**

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
MU313	Music History I	3
MU323	Music History II	3
MU332	Conducting I	2
MU421	Christian Musicianship Seminar	1
MP300	Musicianship Core	0
MU100	Music Forum	
	(Minimum of 6 semesters)	0

**Additional Content Requirements (23)**

- Technique Studies: 4 of 5 4
- ME231 Percussion Techniques*
- ME241 Woodwind Techniques*
- ME251 Brass Techniques*
- ME261 String Techniques*
- MP171G1 Beginning Guitar OR MP171G2 Intermediate Guitar*

MP151	Voice Class	1
MU312	Orchestration	2
MU342	Conducting II	2
MP	Applied Music (private lessons)	6
MP	Music Ensembles*	8

*At least two semesters of choral ensembles and two semesters of instrumental ensembles.*

ME300	Music Ed Professional Activity	0
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**Methods/Materials Courses (12)**

ME111	Supplemental Private Lessons	4
ME202	Foundations of Music Education	2
(Note- choose 2 of the following 3 courses)		
<i>ME343 Methods/Materials in EC/EL</i>		3
<i>ME353 Methods/Materials in Choral</i>		3
<i>ME363 Methods/Materials in Instrumental</i>		3

**Professional Education Requirements (21)**

ED100	Student Education Assoc.	0
ED102	Intro to Education	2
ED111	Field Experience I - OPE I	1
ED214	Intercultural Communication & OPE II	2
ED222	Infant, Child, & Adolescent Dev	3
ED233	Psychology of Education	3
ED315	Teaching Exceptional Learners-Secondary	2
ED330	Instructional Alignment I	3
ED331	Instructional Alignment II	2
ED331L	Field Experience III Alignment Practicum	1
ED410	Philosophy of Education	2

**B.S. IN MUSIC PERFORMANCE (61-65)**  
**Core Requirements for Music Majors (25)**

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
MU313	Music History I	3
MU323	Music History II	3
MU332	Conducting I	2
MU421	Christian Musicianship Seminar	1
MU300	Musicianship Core	0
MU100	Music Forum	
	(minimum of 6 semesters)	0

**Specific Requirements (36-40)**

**Select one of the following five: 1**

- ME231 Percussion Techniques*
- ME241 Woodwind Techniques*
- ME251 Brass Techniques*
- ME261 String Techniques*
- MP171G1 Beginning Guitar OR MP171G2 Intermediate Guitar*

MU232	Lyric Diction (vocal performance only)	2
MU312	Orchestration	2
MU322	Form and Analysis	2
MU413	Pedagogy and Literature	3
MP381	Junior Recital	1
MP481	Senior Recital	1
MP	Cognate Applied Music	2
	Must study a related Instrument	
MP	Applied Music (private lessons)	16
	<i>This requirement may be met by private lessons at the MP100 level and above.</i>	
MP	Music Ensembles*	8

**B.S. IN MUSIC: WORSHIP ARTS (63-66)**  
**Core Requirements (25)**

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
MU313	Music History I	3
MU323	Music History II	3
MU332	Conducting I	2
MU421	Christian Musicianship Seminar	1
MU300	Musicianship Core	0
MU100	Music Forum	
	(minimum of 6 semesters)	0

**Specific Requirements (34-36)**

MP Applied Music (private lessons) 6-8

*This requirement may be met by private lessons at the MP100 level and above.*

MP	Music Ensembles	8
	8 sem. Choir, Band or Orchestra	
	(Minimum of 4 sem. Choir)	
MU132	Technology in Worship and Education	2
MU203	Music Workshop II	3
MP151V1	Voice Class I	1
MU382	Worship Leadership	2
MU403	Worship Planning/Administration	3
MU160WA	Worship Arts Practicum (Freshman)	0
MU260WA	Worship Arts Practicum (Sophomore)	0
MU361	Worship Arts Internship (Junior)	1
MU461	Worship Arts Internship (Senior)	1
MU493	Worship Arts Final Project	3
CM102	Intro to Ministry	1
TH312	Theology of Worship	3

**Elective to be chosen from (2-3)**

CO233	Dramatic Arts I	3
	or	
CO243	Dramatic Arts II	3
MU312	Orchestration	2
MU342	Conducting II	2

**MINOR IN MUSIC (20-21)**

MP131	Keyboard Class I	1
MP141	Keyboard Class II	1

A student who has had some previous instruction in the piano may substitute MP231 or MP241 for MP131 and MP141. A student who demonstrates mastery of MU241 by passing the piano proficiency test may substitute any other course in music. Private piano lessons may also substitute for this requirement.

MU111AS	Aural Skills I	1
MU113	Music Theory I	3
MU121AS	Aural Skills II	1
MU123	Music Theory II	3
MP	Applied Music	2

*This requirement may be met by private lessons at the MP100 level and above.*

MP	Ensembles	2
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This requirement may be met by Chamber Choir, Concert Choir, Concert Band, Jazz Band or Orchestra.

**Select option A, B, C, or D.**

<b>OPTION A:</b>		<b>(6)</b>
MP171G1	Guitar Class I	1
MU332	Conducting I	2

ME343 (EC/EL) or ME353 (Choral) or ME363 (Instrumental) Methods/Materials	3
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**OPTION B: (7)**

MU202	Intro to Worship Studies	2
Select 2 of the following:		
TH312	Theology of Worship	3
MU382	Worship Leadership	2
MU392	Song in Worship	2

**OPTION C: (6)**

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

**OPTION D: (6)**

MU332	Conducting I	2
MP	Applied Music	2

*This requirement may be met by private lessons at the MP100 level and above.*

MP	Ensembles*	2
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\*these courses may be repeated

<b>Total Hours:</b>	<b>20-21</b>
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## **POLITICAL SCIENCE**

### **PROGRAM OVERVIEW**

The Political Science Degree includes four concentrations: Political Entrepreneurship, Global Governance, U.S. Governance, and Pre-Law. Because studying the human experience is central to a Christian liberal arts education, degrees in this field is meaningful, providing students with a more profound understanding of the complex interplay between religion, philosophy, politics, law, and justice that has defined humanity since the dawn of civilization.

In keeping with the educational mission of Corban University, the Political Science Program is committed to understanding and critiquing human endeavors through the lens of biblical truth. Hence each professor in the program not only conveys appropriate information and knowledge, but also intentionally challenges students to analyze societies, past and present, from a Christian worldview perspective. Ultimately, the goal is for students in the program to think like mature Christians about a vast array of topics, including ethics and war, political ideologies, social justice causes, legal precedents, and criminal rehabilitation, among many others.

One unique feature of the Political Science Program is the veteran team of adjunct instructors which include active and retired judges, attorneys, and former U.S. State Department officials. Career possibilities are numerous for students in the program. After commencing from their chosen degree program, students will be prepared for graduate study or other career service depending upon professional requirements. Though not limited to the following, these include:

Political Science

Law (Attorney/Judge/Para-legal/Mediator)

Government (Foreign Service/Legislator/Intelligence)

Education (Professor/Researcher/Analyst)

Non-Profit (NGO/Political Organizer/Public Policy)

### **LEARNING OUTCOMES**

- Students will be able to think, write and speak critically and intelligently about major political events, ideas;
- Students will demonstrate skill in collecting and synthesizing information toward the successful completion of political research projects;
- Students will understand how economics, politics, and culture interact;
- Students will understand the interplay between politics and Christian thought and practice and apply it to their lives.

### **FACULTY**

Tony Caito

Joshua Rice

### **ADJUNCT FACULTY**

Tom Man

#### **MAJOR**

B.S. or B.A.:

- Political Science

#### **MINORS**

Political Science

**B.S. IN POLITICAL SCIENCE (51)****Core Requirements for all Political Science****Majors (36)****Select 3 credits from the following:**

PS105 General Psychology 3

SO203 General Sociology 3

**Select 3 credits from the following:**

BA215 Macro Economics 3

BA225 Micro Economics 3

PO103 Intro to Politics (practicum) 3

PO203 American Government 3

PO243 Political Philosophy 3

PO271-276 Internship 9

PO353 Political Ethics and Interest Groups 3

PO423 Political Leadership 3

BA323 Management Principles 3

PO498 Political Science Research Seminar 3

**Political Science Electives (15)****Select any 15 credits from the following:****Political Entrepreneurship:**

BA206 Intro to Managerial Accounting 3

CO333 Organizational Communication 3

BA333 Marketing Strategy 3

BA433 Entrepreneurship 3

BA433SM Social Media Marketing 3

**Global Governance:**

PO213 Comparative Politics 3

PO233 International Relations 3

PO433 Religion and Politics 3

AN303 Cultural Anthropology 3

**U.S. Governance:**

PO223 State and Local Government 3

HI323 The American Presidency 3

PO464 Constitutional Law 3

HI403FR History of American Foreign Relations 3

HI453 America Since 1945 3

**Pre-Law:**

PH223 Logic and Rhetoric 3

PH303 History of Philosophy 3

CO211 Inter-collegiate Debate 1

CO212 Argumentation and Debate 3

CO343 Advanced Speech 3

CO423 Persuasive Theory and Writing 3

PS473 Dispute Resolution 3

**MINOR IN POLITICAL SCIENCE (21)**

Some of these requirements also may be counted toward the appropriate General Education Requirements. *D grade in the minor will not count toward grad requirements.*

**Specific Requirements (12)**

PO103 Intro to Politics (practicum) 3

PO203 American Government 3

PO271-276 Internship 3

PO423 Political Leadership 3

**POLITICAL SCIENCE ELECTIVES (9)****Select from the following:**

PO213 Comparative Politics 3

PO223 State and Local Government 3

PO233 International Relations 3

PO243 Political Philosophy 3

HI323 American Presidency 3

PO353 Political Ethics and Interest Groups 3

PO433 Religion and Politics 3

PO464 Constitutional Law 3

## PSYCHOLOGY

### PROGRAM OVERVIEW

The Undergraduate Psychology degree at Corban University provides our students with a strong foundation in understanding the world we live in, what guides human behavior, and how we can live biblically and successfully. We teach students how to relate to research, investigate well, and think about people by understanding the whole person.

Each faculty member brings their unique set of skills and passions and abilities to the classroom and personal relationships with students. Each have unique gifts and training along with a combination of the following: certifications, specialties, state licensure, theological training, Seminary training, multiple Master's degrees, and terminal degrees in their field. They aim to help students reach their goals in becoming counselors, teachers, medical professionals, missionaries, and strong in their future professions. Courses at Corban University incorporate the most up-to-date psychological research and theories. Our courses are interactive, engaging, and practical.

A major or minor in psychology can be a great value to students whom wish to combine this knowledge with studies from other disciplines such as ministry, business, communications, criminal justice, and education.

The Undergraduate degree in Psychology has three tracks providing an excellent preparation for ministry, careers in research, and future licensure. Graduates are well prepared biblically, theoretically, and practically for ministry, research, and a skill set for work and a successful graduate school experience.

We also offer a degree combining Psychology and Criminal Justice (See Forensic Psychology).

**Family Studies Concentration:** This concentration is designed for students who are interested in working in human services occupations, including a wide variety of positions in agencies or organizations, such as case manager, rehabilitation specialist, or career counselor. Family Studies graduates are also prepared to work as church staff in family ministries positions. Family studies students often go on to graduate school. [Online only]

**General Psychology Concentration:** This concentration is designed for students who are interested in the clinical, social, developmental, cognitive, biological and/or research areas in graduate school heading towards an M.A., M.S., Ph.D., or Psy.D., as well as for immediate careers in psychology-related settings.

**Pre-Counseling / Clinical Psychology Concentration:** This concentration is designed for students who are interested in becoming licensed counselors, or marriage and family therapists after completing graduate school, and/or working in ministry, social work, and hands-on work settings, as well as for immediate careers in psychology- and ministry-related settings. [Also available online]

### PROGRAM MISSION AND VISION

Educating Christian students in the discipline of psychology and liberal arts, equipping them to be competent and compassionate Christ-like servant leaders in all of their life pursuits.

### PROGRAM LEARNING OUTCOMES

- Students will be able to apply basic research methods, including research design, data analysis and interpretation.
- Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to apply psychological principles to personal, social, ethical, religious, and organizational issues informed from a biblical worldview.
- Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management, self-improvement, and self-care, as well as apply psychological principles to individuals, interpersonal, group, and societal issues.
- Students will be able to identify and apply basic knowledge of major concepts, theoretical perspectives, empirical findings, and historical trends in psychology, and to evaluate them from a Christian worldview.
- Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

### FACULTY

Corey Gilbert  
Thomas Vessey

**MAJORS**

Psychology, B.S. or B.A.

**Concentrations**

- Family Studies (Online only)
- Psychology
- Pre-Counseling/Clinical

**MINORS**

Psychology

**Core Requirements****For All Psychology Majors (27)**

PS105	General Psychology	3
PS205	Lifespan Development	3
PS215	Social Psychology	3
PS225	Statistics for the Behavioral Sciences	3
PS235	Social Science Research Methods	3
PS305	Personality Theories – OR-	
PS335	Counseling Theories	3
PS315	Abnormal Psychology	3
PS495	Psychology & Christianity Capstone	3
PS415	Internship – OR -	
PS425	Advanced Research Lab	3

***(Family Studies Concentration may choose  
SS403 Family Facilitation Programming)***

Student Association fee \$25 will be assessed for all majors.

**B.S. PSYCHOLOGY (42)****Core Requirements (27)****Specific Requirements (15)**

PS306	Learning & Memory	3
PS406	History & Philosophy of Psychology	3
PS325	Sensation & Perception	3
PS	Upper Division Electives	6

**B.S. PSYCHOLOGY: FAMILY STUDIES (Online Only) (42)****Core Requirements (27)****Specific Requirements (15)**

PS207	Counseling Skills	3
PS328	Family Systems	3
SO343	Marriage & Family	3
SO363	Ethnicity, Social Class & Family	3
PS/SO/SS	Upper Division Elective	3

**B.S. PSYCHOLOGY: PRE-COUNSELING / CLINICAL PSYCHOLOGY (Also available Online) (42)****Core Requirements (27)****Specific Requirements (15)**

PS207	Counseling Skills	3
PS307	Human Sexuality	3
PS407	Marital/Premarital Counseling	3
PS	Upper Division Electives	6

**MINOR IN PSYCHOLOGY (21)**

PS105	General Psychology	3
PS495	Psychology & Christianity	3
PS315	Abnormal Psychology	3
PS	Electives in Psychology	12

6 credits of upper division are required



## **HOFF SCHOOL OF BUSINESS**

**UNDERGRADUATE PROGRAM  
BUSINESS ADMINISTRATION**

**GRADUATE PROGRAM  
MASTER OF BUSINESS ADMINISTRATION**

# HOFF SCHOOL OF BUSINESS

## TRADITIONAL UNDERGRADUATE BUSINESS

### 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.

The Hoff School of Business (HSB) 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.

Undergraduate students majoring in business may choose either a traditional on-campus program or the On-line Non-Traditional Program. Student association membership and fees (\$20) are required. This program's core classes mirror the Traditional Undergrad classes. Currently, all On-line students will achieve a program of study (concentration) in Leadership and Management. Concentrations, other than Leadership and Management for the On-line program will be offered based on sufficient student Interest. The General Education requirements of the On-line program differ from the traditional on campus program. To be eligible for the On-line Program, a student must be an adult at least one year from high school graduation who wants to complete an undergraduate degree online.

Hoff School of Business Traditional undergraduate students can choose specific programs of study (concentrations) in Accounting, Marketing, Leadership & Management or Sports Recreation Management. The Leadership & Management concentration allows students the flexibility to customize their degree program by completing a general core of business courses and selecting courses from a variety of business disciplines to complete the program. The HSB also offers a Master of Business Administration degree. Information about the program can be found in the following section of the catalog.

#### PROGRAM LEARNING OUTCOMES

- Students will be able to integrate discipline, specific knowledge and skills into a complete business plan.
- Students will demonstrate foundational knowledge of the functional areas of business.
- Students will be able to analyze business problems using appropriate theories and techniques.
- Students will be able to communicate effectively in a professional context.
- Students will be able to work effectively in a team situation.
- Students will be able to articulate a biblical understanding of key business concepts.

<b>MAJORS</b> Business, A.A. Business Administration, B.S. Concentrations: <ul style="list-style-type: none"><li>• Accounting</li><li>• Agribusiness</li><li>• Leadership &amp; Management</li><li>• Marketing</li><li>• Sports &amp; Recreation Management</li></ul>	<b>MINOR</b> Business Management  Master of Business Administration
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#### FACULTY

Bryce Bernard  
Shawn Hussey

Kelli Gassman  
Don Leavitt

Griff Lindell  
Eric Straw

## UNDERGRADUATE PROGRAMS

<b>A. A. IN BUSINESS</b>	<b>(61)</b>
<b>General Ed Core Requirements</b>	<b>(1)</b>
ID101 Freshman Seminar	1
<b>Biblical Education Requirements</b>	<b>(12)</b>
BI113 Survey of Biblical Literature I	3
BI123 Survey of Biblical Literature II	3
BI105 Bible Study Methods	3
TH205 Intro to Theology	3
<b>Communications Requirements</b>	<b>(9)</b>
CO102 Fund of Speech	3
EN123 College Writing I	3
EN132 College Writing II	3
<b>Humanities</b>	<b>(9)</b>
EN Literature or Approved HU	3
PH213 Worldview Seminar	3
HU Humanities Elective	6
<b>Social Sciences</b>	<b>(9)</b>
HI114/124 American History I or II	3
HI Non US History Elective	3
BA215 Macro Economics	3
<b>Natural Sciences Requirements</b>	<b>(9)</b>
MA Math Elective	3
SC Science with Lab Elective	3
MA/SC Math/Science Elective	3
<b>Specific Business Requirement</b>	<b>(12)</b>
BA205 Intro Financial Accounting	3
BA206 Intro Managerial Accounting	3
BA225 Micro Economics	3
BA Elective	6

**B.S. IN BUSINESS ADMINISTRATION (55-58)**

*This degree is also available online.*

**CORE REQUIREMENTS FOR ALL BUSINESS****MAJORS (37)**

BA131	Business Applications	1
MA113	College Algebra**	3
BA205	Intro Financial Accounting	3
BA206	Intro Managerial Accounting	3
BA213	Information Systems <b>OR</b>	
BA350	Accounting Information Systems	3
Accounting Majors must select BA350		
BA215	Macro Economics**	3
BA225	Micro Economics**	3
MA223	Statistics & Probability	3
BA313	Business Law	3
BA323	Management Principles	3
BA333	Marketing Principles	3
BA335	Financial Management	3
BA403	Senior Capstone Project	3

*\*\*courses with double asterisk may also be counted toward General Education Requirements.*

**AGRIBUSINESS CONCENTRATION REQUIREMENTS (18)**

AG103	Foundations of Agriculture and Agricultural Science	3
BA310	Agriculture Economics: Commodity Marketing and Food Pricing	3
BA410	Sales and Marketing Agricultural Products	3
BA420	Advanced Farm and Ranch Management	3
BA422-430	Business Internship	6

**ACCOUNTING CONCENTRATION REQUIREMENTS (21)**

BA305	Intermediate Accounting I	3
BA306	Intermediate Accounting II	3
BA316	Taxation	3
BA415	Advanced Accounting	3
BA416	Cost Accounting	3
BA417	Auditing	3
BA418	Taxation II	3

**LEADERSHIP & MANAGEMENT CONCENTRATION (18)**

BA303	Leadership	3
BA324	Personal Selling & Sales Mgt.	3
BA325	Principles of Operations Mgt.	3
BA473	HR Administration	3
6 elective hours of upper division BA or BA203		6

**MARKETING CONCENTRATION REQUIREMENTS (18)**

BA393	Consumer Behavior	3
BA336	Social Media Marketing	3
BA435	Marketing Communications	3
BA464	Market Research	3
6 elective hours of upper division BA or BA203		6

**SPORTS & RECREATION MANAGEMENT (18)**

BA338	Administration in Sport	3
BA339	Event & Program Management	3
BA340	Facility Management	3
BA473	Human Resource Administration	3
6 elective hours of upper division BA or BA203		6

**MINOR IN BUSINESS MANAGEMENT (19)**

Minors must be taken in conjunction with a major to satisfy requirements for a bachelor's degree. Elective credits must be upper division (300 or higher).

BA205	Intro to Financial Accounting	3
BA206	Intro Managerial Accounting	3
BA131	Business Applications	1
BA215	Macro Economics	3
BA225	Micro Economics	3
6 elective hours of upper division BA		6

**RECOMMENDED ELECTIVES**

*BA203 Personal & Family Finance, BA363 International Business, BA406 Investment Principles, BA433 Entrepreneurship, BA439SA International Study Tour*

*Student association membership and fees (\$20) are required.*

# GRADUATE PROGRAM: MASTER OF BUSINESS ADMINISTRATION

## PROGRAM OVERVIEW

The Hoff School of Business (HSB) Master of Business Administration is designed for Christians, emphasizing the application of a biblical worldview to the decisions of economic commerce, management of people, and stewardship of resources. Integrity is a theme that will run through the entire degree. The MBA utilizes both current business experience and case study methodology, challenging students to develop practical problem solving skills.

## PROGRAM MISSION AND VISION

To develop Christian business leaders who exemplify professional excellence and integrate a biblical worldview into their personal and professional lives for the glory of God. Our instruction is Bible-centered and is communicated in a caring environment that encourages scholarly and intellectual inquiry and Christ-like behaviors.

## PROGRAM LEARNING OUTCOMES

Remember and understand the history of business theory

Apply and analyze theory within the context of historical cases in business (Transformative Learning: Competent Thinking, Information Literacy)

Apply, analyze, and evaluate current issues in business (Transformative Learning: Competent Thinking, Information Literacy)

Create and/or curate information and/or theories that can be applied to unique business situations (Transformative Learning: Competent Thinking)

Improve ethical thinking and practices (Christian Stewardship: Missional Focus)

## FACULTY

Bryce A. Bernard  
Kelli Gassman  
D. Shawn Hussey

Donald R. Leavitt  
Eric M. Straw

## **MBA ADMISSIONS AND ACADEMIC POLICIES**

### **Admission Requirements**

The successful candidate will:

1. Profess faith in Jesus Christ and live a consistent Christian lifestyle.
2. Have completed a Bachelor's or Master's degree at an accredited institution.

### **Admission Procedures**

To be considered for admissions, the potential candidate will:

1. Complete the Application for Admission;
2. Remit Payment of \$50 as a nonrefundable application fee;
3. Submit the name of at least one reference. (Included in the Application.)
4. Send official transcripts from the final undergraduate institution and any graduate coursework to the Office of Graduate & Online Admissions;

### **Admission Procedure of International Students**

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

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

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

### **Graduate Business Committee**

This committee meets monthly to discuss and approve all appeals.

Appeals to be reviewed by the Committee are due two weeks prior to the Committee's meeting date, the second Tuesday of every month. Please submit appeals to the Dean of Business or the Associate Dean of Business.

### **Graduation Requirements**

To become eligible for the Master of Business Administration, the student must satisfactorily complete the following:

All required courses in the Hoff School of Business MBA.

A minimum grade point average of 3.00 for the total graduate degree, with no more than six hours of grade "C+" or lower included (credits earned with a grade of "D+" or lower will not be applicable to the degree).

Formal application for graduation.

- Students who expect to complete all degree requirements must apply for graduation.
- Students are expected to apply for graduation during the semester prior to their anticipated finish of coursework (see deadlines in Academic Calendar).
- A \$140 graduation fee must accompany the application.
- If the student wishes to participate in commencement ceremonies in May, additional fees may be necessary. To participate in commencement ceremonies, all requirements must be completed no later than the last full week before graduation. Please note that commencement ceremonies are only held in May, although degrees are awarded at the end of each semester.

**Readmission of Students**

To apply for readmission after an absence of one year or more, a student must complete an Application for Readmission through the Graduate & Online Admissions office. If the student has been absent from the program for six years or more, they must complete a new application for admission.

**Time Limit**

All degree requirements must be completed within six years from the beginning of admission to the graduate program at Corban University in order to avoid loss of credit.

**Transfer of Credit**

Graduate work completed at other regionally-accredited institutions may be accepted in partial fulfillment of the requirements for The Corban MBA at Corban University and are subject to the following conditions:

- Transfer credit will not be allowed for any course in which the grade received was lower than a B.
- Students are permitted to transfer a total of nine semester hours of graduate work from another institution. Each request for transfer of credit will be considered on an individual basis. The value of the course content in relationship to the applicant’s degree program will be considered in the decision.

**MBA DEGREE REQUIREMENTS (30)**

BA554	Marketing & Analytics	5
BA534	Finance, Reporting and Control	5
BA584	Business Strategy & Entrepreneurship	5
BA544	Technology & Operations Management	5
BA564	Leadership & Organizational Behavior	5
BA574	Contemporary Issues in the Marketplace	5

**MBA COURSE ROTATIONS**

Semester	Session	Dates	Flight 1	Flight 2
Fall 2018	A	8/26 - 10/20	Leadership and Organizations	Contemporary Issues in the Marketplace
	B	10/21 - 12/15	Technology and Operations	Business Strategy and Entrepreneurship
Spring 2019	A	1/6 - 3/2	Finance, Reporting and Control	Leadership and Organizations
	B	3/30 - 5/4	Marketing and Analytics	Technology and Operations
Summer 2019	A	5/5 - 06/29	Business Strategy and Entrepreneurship	Finance, Reporting and Control
	B	6/30 - 8/24	Contemporary Issues in the Marketplace	Marketing and Analytics



## **SCHOOL OF EDUCATION & COUNSELING**

### **UNDERGRADUATE PROGRAMS EDUCATION**

### **GRADUATE PROGRAMS MASTER OF SCIENCE IN EDUCATION MASTER OF ARTS IN COUNSELING CLINICAL MENTAL HEALTH COUNSELING**

# **SCHOOL OF EDUCATION & COUNSELING**

## **TRADITIONAL UNDERGRADUATE EDUCATION**

### **PROGRAM OVERVIEW**

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

### **PROGRAM MISSION AND VISION**

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

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

### **PROGRAM LEARNING OUTCOMES**

- The candidate will successfully complete a variety of field experiences that demonstrate the learning/teaching process by using engaging instructional strategies.
- The candidate will design learning experiences that show distinguished understanding of content knowledge. The candidate will successfully complete a variety of field experiences that show excellent understanding of content knowledge.
- The candidate will evaluate student data using a variety of formal and informal assessments and use the data to support student achievement in learning.
- The candidate will model professionalism, beliefs, values, and behaviors characteristic of a Christian educator from a biblical worldview.
- The candidate will use a variety of technology to enhance student learning.
- The candidate will manifest dispositions that shows the student values diversity, professionalism, interpersonal and intrapersonal awareness, and a positive outlook.

### **A FOUR-YEAR PROGRAM**

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

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

Upon completion of all Education Program requirements, students receive a B.S. degree from Corban University, 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.

### **FACULTY**

Kristin Dixon  
Sang-Eun K. Dyer  
Aaron Imig  
Jennifer Kleiber  
Alexis Mendez  
Jesse Payne

## **MAJORS**

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

- Biology Education
- Elementary Education
- Health Education
- Intercultural Education (see School of Ministry)
- Language Arts Education
- Mathematics Education
- Physical Education
- Physical Education and Health
- Social Studies Education

Music Education is offered through the Music Dept

## **MINOR**

Education

Math Education

(Basic Mathematics Endorsement)

## **ENDORSEMENT**

English for Speakers of Other Languages (ESOL)

## **ADMISSION REQUIREMENTS TO THE EDUCATION PROGRAM**

During the second semester of the sophomore year, each student will apply for “Admittance to the Corban Education Program (CEP)”. The student will submit or complete the following:

1. An application for admittance to the education program.
2. Proof of passing Protecting Student and Civil Rights in the Educational Environment (PSCREE).
3. Proof of a cumulative GPA of 3.00.
4. Proof of C grade or higher for Professional Education Requirement Courses; and Education Content/Methods Courses
5. Satisfactory completion of ED 111 requirements
6. Competence in communication (a grade of C or higher in EN 123, EN 132 and CO 102)

Upon satisfactory completion of the above requirements, the Corban Education Committee will approve the applications, and a letter of acceptance will be sent to the student.

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

1. Proof of a cumulative and continuing GPA of 3.00.
2. Proof of a cumulative GPA of 3.00 in the student’s major and in the professional education courses.

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

Students must be members of the Student Education Association and will be assessed a \$10 membership fee.

## **Transfers**

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

## ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES) ENDORSEMENT

### PROGRAM OVERVIEW

The endorsement sequence comprises 4 core courses in ESOL/Bilingual theory and practice, and a 2-credit practicum.

A candidate for the Bilingual endorsement must also furnish evidence of proficiency in the designated foreign language. This may be with a passing score on the ACTFL Proficiency Test, by passing another second language fluency exam approved by program leadership or by evidence of prior experience.

An ESOL endorsement candidate is required to pass the ESOL exam administered by Oregon Educator Licensure Assessments (ORELA). Corban University will then recommend the candidate for the endorsement to Teachers' Standard and Practices Commission (TSPC).

#### ESOL Required Courses:

ED214 Intercultural Communication & OPE II	2
ED311 Introduction to Linguistics & Language Acquisition	3
ED415 The ESOL Classroom: Methods, Materials, and Issues	2
ED416 Content Area Instruction & Assessment –ESOL (Online)	2
ED418 ESOL/Bilingual Practicum	2
(in conjunction with one of the student teaching authorizations)	

## A.A. IN PARAPROFESSIONAL EDUCATOR (66)

With Corban University's Biblical Education core as its foundation, the Associate of Arts Degree 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.

<b>Biblical Education Requirements</b>		<b>(12)</b>
BI113	Survey of Biblical Literature I	3
BI123	Survey of Biblical Literature II	3
BI105	Bible Study Methods	3
TH205	Introduction to Theology	3
<b>Communications</b>		<b>(9)</b>
EN123	College Writing I	3
EN132	College Writing II	3
CO102	Fundamentals of Speech <b>or</b> Approved Oral Communciations	3
<b>Humanities</b>		<b>(6)</b>
HU	Humanities Elective	3
PH213	The Worldview Seminar	3
<b>Social Sciences</b>		<b>(6)</b>
HI114/124	American History I or II	3
ED233	Psychology of Education	3
<b>Natural Sciences</b>		<b>(6)</b>
MA	Math Elective	3
SC	Science with Lab	3
<b>Education Requirements</b>		<b>(21)</b>
ED102	Intro to Education	2
ED111	Field Exp I - OPE I	1
ED214	Intercultural Comm & Field Exp II	2
ED222	Infant, Child, & Adolescent Dev	3
ED304	Classroom Mgmt & Discipline	2
ED315	Teaching Exceptional Learners Secondary	2
ED443	Elementary Reading Methods. or	3
ED456	Literacy Across Content Areas	
MA383	EC/EL Math I	3
MA393	EC/EL Math II	3
<b>General Requirements</b>		<b>(6)</b>
ID101	Freshman Seminar	1
	Electives ( <i>Suggested Courses Below</i> )	5
ED330	<i>Instructional Alignment I</i>	3
ED410	<i>Philosophy of Education</i>	2

**B.S. IN EDUCATION: BIOLOGY (74)**Oregon Authorization Level Options =  
Middle Level/High School**Content Courses (33)**

MA113	College Algebra*	3
SC114	Biology I* w/lab	4
SC124	Biology II* w/lab	4
SC213	Biology of Plants and Animals	3
SC214	General Chemistry I w/lab	4
SC224	General Chemistry II w/lab	4
SC364	General Ecology	3
SC234	Human Anatomy and Physiology w/lab	4
SC244	Human Anatomy and Physiology w/lab	4

**Middle Level/High School Methods Courses (6)**

SC353	Meth/Mat. In ML/HS Biology	3
ED456	Literacy across Content Areas	3

**Professional Education Requirements (35)**

ED102	Intro to Education	2
ED111	Field Experience I - OPE I	1
ED214	Intercultural Communication & OPE II	2
ED222	Infant, Child & Adolescent Dev *	3
ED233	Psychology of Education *	3
ED304	Classroom Management/Discipline	2
ED315	Teaching Exceptional Learners Secondary	2
ED330	Instructional Alignment I	3
ED331	Instructional Alignment II	2
ED331L	Field Experience III Alignment Practicum	1
ED410	Philosophy of Education	2
ED467	Clinical Placement	12

\*courses that also satisfy general education requirements

**B.S. IN EDUCATION: ELEMENTARY (81)**Oregon Authorization Level Options =  
Early Childhood/ Elementary**Professional Education Requirements (39)**

ED102	Intro to Education	2
ED111	Field Experience I — OPE I	1
ED214	Intercultural Communication & OPE II	2
ED222	Infant, Child & Adolescent Dev*	3
ED233	Psychology of Education *	3
ED302	Classroom Management Elementary	2
ED312	Teaching Exceptional Learner-Elementary	2
ED330	Instructional Alignment I	3
ED331	Instructional Alignment II	2
ED331L	Field Experience III Alignment Practicum	1
ED410	Philosophy of Education	2
ED462EB	Clinical Placement Block	4
ED463	Clinical Placement	12

**Methods Courses (21)**

ED443	Elementary Reading Methods	3
ED440CL	Children's Literature	2
ED440LA	Elementary Language Arts Methods	2
ED440SH	Elementary Science and Health Methods	2
ED440SS	Elementary Social Studies Methods	2
ED440FA	Elementary Fine Arts Methods	2
ED440PE	Elementary Physical Education Methods	2
MA383	EC/EL Math I	3
MA393	EC/EL Math II	3

**Content Courses (12)**

HI114/124	American History I or II*	3
MA	Math elective/competency*	3
SC	Physical Science*	3
SC	Life Science*	3

**ESOL Endorsement Courses (9)**

ED311	Intro to Linguistics & Lang Acquisition *	3
ED415	The ESOL Classroom: Methods, Materials, and Issues	2
ED416	Content Area Instruction & Assessment ESOL	2
ED418	ESOL/Bilingual Practicum	2
ED214	<i>Intercultural Communication &amp; OPE II above</i>	

\*courses that also satisfy general education requirements.

**B.S. IN EDUCATION: HEALTH EDUCATION (73)****Oregon Authorization Level Options  
Middle Level/High School****Content Courses (34)**

HP121*	HP Fitness-Oriented Activity	1
HP131*	HP Skill-Oriented Activity	1
ES312	Motor Development	2
ES313	Motor Learning	3
ES413	Nutrition	3
ES423	Physiology of Exercise	3
ES443	Biomechanics	3
ES483	Epidemiological & Health Determinants	3
PS215	Social Psychology	3
PS428	Interpersonal Communication	3
SC234*	Human Anatomy/Phys. w/ lab*	4
SC244*	Human Anatomy/Phys. w/ lab*	4
HE401	CPR/First Aid	1

**Middle Level/High School Methods Courses (6)**

ED456	Literacy across Content Areas 3	
HE353	ML/HS Content Methods-Health Ed	3

**Professional Education Requirements (35)**

ED100	Student Education Assoc.	0
ED102	Intro to Education	2
ED111	Field Experience I - OPE I *	1
ED214	Intercultural Communication & OPE II	2
ED222*	Infant, Child & Adolescent Dev*	3
ED233*	Psychology of Education*	3
ED304	Classroom Management/Discipline	2
ED315	Teaching Exceptional Learners Secondary	2
ED330	Instructional Alignment I	3
ED331	Instructional Alignment II	2
ED331L	Field Experience III Alignment Practicum	1
ED410	Philosophy of Education	2
ED467	Clinical Placement	12

\*courses that also satisfy general education requirements

**B.S. IN EDUCATION: LANGUAGE ARTS (71)****Oregon Authorization Level Options  
Middle Level/High School****Content Courses (30)**

CO102	Fundamentals of Speech*	3
CO223	Oral Interpretation	
	or	3
CO233	Dramatic Arts I	
EN123	College Writing I*	3
EN132	College Writing II*	3
EN373	Literary Criticism	3
EN383	Nature & Structure/English Language	3
EN	American Literature elective	3
EN	English Literature elective	3
EN	World Literature elective	3
<b>One of the following:</b>		
CO423	Persuasive Theory and Writing	
EN343	Creative Writing Nonfiction	
PH223	Logic and Rhetoric	

**Middle Level/High School Methods Courses (6)**

EN353	Meth./Mat. in ML/HS LA	3
ED456	Literacy across Content Areas	3

**Professional Education Requirements (35)**

ED100	Student Education Association	0
ED102	Intro to Education	2
ED111	Field Experience I - OPE I	1
ED214	Intercultural Communication & OPE II	2
ED222	Infant, Child & Adolescent Dev*	3
ED233	Psychology of Education*	3
ED304	Classroom Management/Discipline	2
ED315	Teaching Exceptional Learners Secondary	2
ED330	Instructional Alignment I	3
ED331	Instructional Alignment II	2
ED331L	Field Experience III Alignment Practicum	1
ED410	Philosophy of Education	2
ED467	Clinical Placement	12

\*courses that also satisfy general education requirements

**B.S. IN EDUCATION: MATHEMATICS (73)**

**Oregon Authorization Level Options  
Middle Level/High School**

**Content Courses (32)**

MA233	Calculus I - Differential	3
MA243	Calculus II - Integral	3
MA253	Calculus III - Sequence, Series, Vector	3
MA262	Calculus IV - Multivariable	2
MA223	Statistics/Probability	3
MA364	Theory of Numbers	3
MA313	Higher Geometry	3
MA323	Linear Algebra	3
MA333	Abstract Algebra	3
MA363	Topics in Discrete Math	3
MA403	Math Analysis	3

**Middle Level/High School Methods Courses (6)**

MA353	Meth./Mat. in ML/HS Math	3
ED456	Literacy across Content Areas	3

**Professional Education Requirements (35)**

ED100	Student Education Association	0
ED102	Intro to Education	2
ED111	Field Experience I - OPE I	1
ED214	Intercultural Communication & OPE II	2
ED222	Infant, Child & Adolescent Dev *	3
ED233	Psychology of Education *	3
ED304	Classroom Management/Discipline	2
ED315	Teaching Exceptional Learners Secondary	2
ED330	Instructional Alignment I	3
ED331	Instructional Alignment II	2
ED331L	Field Experience III Alignment Practicum	1
ED410	Philosophy of Education	2
ED467	Clinical Placement	12

\*courses that also satisfy general education requirements

**B.S. IN EDUCATION: PHYSICAL EDUCATION (76)****Oregon Authorization Level Options– Early Childhood/Elementary/Middle Level/High School****Content Courses (35)**

HP121*	HP Fitness-Oriented Activity	1
HP131*	HP Skill-Oriented Activity	1
HP231IS*	Professional Development in Activity	1
HP231TS	Professional Development in Activity	1
BA338	Administration in Sport & Recreation Management	3
ES243	Care/Prevention of Athletic Injuries	3
ES312	Motor Development	2
ES313	Motor Learning	3
HP321	Directing Experience in Exercise Activity	1
ES423	Physiology of Exercise	3
ES443	Biomechanics	3
SC234*	Human Anatomy/Phys. w/ lab*	4
SC244*	Human Anatomy/Phys. w/ lab*	4
HE401	CPR/First Aid	1

*Take one of the following* 3

HP322	Coaching Sport	
ES473	Exercise Prescription	

**Methods/Materials Courses (8)**

ED456	Literacy across Content Areas	3
ED440PE	Teaching EC/EL PE/Health	2
HP353	Meth./Mat. in ML/HS Physical Education	3

**Professional Education Requirements (33)**

ED100	Student Education Assoc.	0
ED102	Intro to Education	2
ED111	Field Experience I - OPE I	1
ED214	Intercultural Communication & OPE II	2
ED222*	Infant, Child & Adolescent Dev *	3
ED233*	Psychology of Education *	3
ED315	Teaching Exceptional Learners Secondary	2
ED330	Instructional Alignment I	3
ED331	Instructional Alignment II	2
ED331L	Field Experience III Alignment Practicum	1
ED410	Philosophy of Education	2
ED467	Clinical Placement	12

\*courses that also satisfy general education requirements

**B.S. IN EDUCATION: PHYSICAL EDUCATION & HEALTH EDUCATION (91)****Oregon Authorization Level Options Middle Level/High School****Content Courses (47)**

HP121*	HP Fitness-Oriented Activity	1
HP131*	HP Skill-Oriented Activity	1
HP231IS*	Professional Development in Activity	1
HP231TS	Professional Development in Activity	1
BA338	Administration in Sport	3
ES243	Care and Prevention of Athletic Injuries	3
ES312	Motor Development	2
ES313	Motor Learning	3
HP321	Directing Experience in Exercise Activity	1
ES413	Nutrition	3
ES423	Physiology of Exercise	3
ES443	Biomechanics	3
ES483	Epidemiological & Health Determinants	3
PS215	Social Psychology	3
PS428	Interpersonal Communication	3
SC234*	Human Anatomy/Phys. w/ lab*	4
SC244*	Human Anatomy/Phys. w/ lab*	4
HE401	CPR/First Aid	1

*Take one of the following* 3

HP322	Coaching Sport	
ES473	Exercise Prescription	

**Middle Level/High School Methods Courses (11)**

ED456	Literacy across Content Areas	3
ED440PE	Physical Education	2
HE353	ML/HS Content Methods-Health Ed	3
HP353	ML/HS Content Methods-Physical Ed	3

**Professional Education Requirements (33)**

ED100	Student Education Assoc.	0
ED102	Intro to Education	2
ED111	Field Experience I - OPE I	1
ED214	Intercultural Communication & OPE II	2
ED222*	Infant, Child & Adolescent Dev *	3
ED233*	Psychology of Education *	3
ED315	Teaching Exceptional Learners Secondary	2
ED330	Instructional Alignment I	3
ED331	Instructional Alignment II	2
ED331L	Field Experience III Alignment Practicum	1
ED410	Philosophy of Education	2
ED467	Clinical Placement	12

\*courses that also satisfy general education requirements

**B.S. IN EDUCATION: SOCIAL STUDIES (83)****Oregon Authorization Level Options  
Middle Level/High School****Content Courses (42)**

BA215	Macro Economics*	3
BA225	Micro Economics*	3
HI303	History of the Middle East	3
HI303MA	A History of Modern Africa	3
HI420	History Modern Europe	3
HI403EA	Modern East Asian History	3
HI114	American History I*	3
HI124	American History II*	3
HI214	Western Civilization I*	3
HI224	Western Civilization II*	3
PO203	American Government*	3
SO203	General Sociology*	3
HI	Upper Division American History	6

**Middle Level/High School Methods Courses (6)**

SS353	Meth./Mat. in Social Studies	3
ED456	Literacy across Content Areas	3

**Professional Education Requirements (35)**

ED100	Student Education Assoc.	0
ED102	Intro to Education	2
ED214	Intercultural Communication & OPE II	2
ED222	Infant, Child & Adolescent Dev *	3
ED111	Field Experience I - OPE I	1
ED233	Psychology of Education *	3
ED304	Classroom Management/Discipline	2
ED315	Teaching Exceptional Learners Secondary	2
ED330	Instructional Alignment I	3
ED331	Instructional Alignment II	2
ED331L	Field Experience III Alignment Practicum	1
ED410	Philosophy of Education	2
ED467	Clinical Placement	12

\*courses that also satisfy general education requirements

**MINOR IN EDUCATION (23)**

ED102	Introduction to Education	2
ED111	Field Experience – I	1
ED214	Intercultural Communication	2
ED222*	Infant, Child & Adolescent Development	3
ED233*	Psychology of Education	3
ED302	Elem Classroom Management/Discipline	
	<b>OR</b>	2
ED304	Secondary Classroom Management/Disc	
ED312	Teaching Exceptional Learners – Elementary	
	<b>OR</b>	2
ED315	Teaching Exceptional Learners – Secondary	
ED330	Instructional Alignment I	3
ED331	Instructional Alignment II	2
ED331L	Field Experience III Alignment Practicum	1
ED410	Philosophy of Education	2

**MINOR IN MATH EDUCATION (21)**

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

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

# GRADUATE EDUCATION PROGRAMS

## ADMISSION OF CANDIDATES

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

### **Official Acceptance.**

The applicant meets Admission Requirements and is offered the opportunity to enroll as a student in an upcoming semester. No provisions for admission are issued with this determination.

### **Provisional Acceptance.**

The applicant meets admission requirements and is offered the opportunity to enroll as a student in an upcoming semester subject to certain prescribed provisions. The determination letter sent to the applicant will specify required provisions. Provisions for acceptance must be fulfilled prior to completion of the student's first semester of coursework. If provisions are not fulfilled on a timely basis, the student will not be allowed to take additional courses until admission is complete and approved. Some provisions may be prescribed which must be fulfilled prior to enrollment in the first semester of classes. The provisionally accepted candidate must submit evidence that provisions have been fulfilled to the Office of Professional Studies & Graduate Admissions. After provisions have been fulfilled, a letter of official acceptance will be issued.

### **Declination.**

The applicant does not meet Admission Requirements and is not allowed to enroll as a student in an upcoming semester. Unless specified in the determination letter, declination does not preclude re-application at a future time if the applicant's situation changes and an updated application can be submitted to demonstrate the candidate subsequently meets Admission Requirements.

## **Admission Procedures**

To be considered for admissions, the potential candidate will:

- Complete the Application for Admission. Respond to the appropriate admissions essays.
- Remit Payment of \$50.00 as a nonrefundable application fee.
- Submit Reference Forms listed below. Evaluators who complete the form should send it to the Office of Graduate & Online Admissions.
  - Professional
  - Christian character
- Send official transcripts from the final undergraduate institution and any graduate coursework to the Office of Graduate & Online Admissions.
- Provide evidence of professional teaching experience, applicable experience and/or licensure by submitting a Professional Resume.

## **GTL Admissions Requirements**

1. Profess faith in Jesus Christ and live a consistent Christian lifestyle.
2. Have completed a Bachelor's or Master's degree program at a regionally accredited institution with a minimum cumulative GPA of 3.00.
3. Have recent successful experience with K-12 students at the appropriate authorization age level, preferably in a school setting. If experience is lacking, the candidate may be denied acceptance or considered for Provisional Acceptance by fulfilling a 2 credit-hour practicum that would be arranged for the candidate to successfully complete before student teaching.
4. Demonstrate competency in a subject area if seeking middle and/or high school level authorization. Candidates may demonstrate this in one of the following ways;
  - a. Degree in subject or related field;

- b. Work experience in the field; or
  - c. 30 semester hours in content area.
5. Have completed a total of 30 semester hours in the following multiple subject areas if seeking early childhood and elementary level authorization:
- a. Math
  - b. Science
  - c. Humanities or English or Communications
  - d. Social Sciences and History
  - e. Fine arts
  - f. Human Performance

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

### **M.S. Ed. Admissions Requirements**

The successful candidate will:

- Profess faith in Jesus Christ and live a consistent Christian lifestyle.
- Have completed a Bachelor's or Master's degree program at an accredited institution with a minimum cumulative GPA of 3.00.

## **ACADEMIC POLICIES**

### **Christian Scholarship Seminar (M.S.Ed)**

Master of Science in Education candidates are required to take Christian Scholarship Seminar (ED501) during the first semester of their program. Over the course of the semester the candidate will confer with a graduate advisor to discuss the policy and procedures of the program as well as plan the course of study to fit the specific needs of the candidate.

### **Clinical Placement (Student Teaching - GTL)**

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

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

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

### Out of Area (OOA) Student Teaching Placements

Opportunities for student teaching placements beyond a 30-mile radius of Corban's Salem campus are *extremely limited*.

The two most important factors are:

- 1) the presence or possibility for a partnership between Corban and the school or district, and
- 2) the availability of a Corban supervisor to do the required traveling for teaching observations.

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

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

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

Example:

- 45 miles one way = 15 above 30-mile radius, x 2 for round trip = 30 for each visit x 8 visits = 240 miles, at current \$.50 per mile = additional fee/cost of \$120.00.
- If driving time for these 45 miles exceeds 60 minutes one-way (per Google maps from Corban campus) additional flat fee to pay for supervisor’s added travel time of \$100.

### **Duration of Study Limits**

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

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

### **Exam Deficiency Policy (GTL)**

- 1) If a candidate does not have all required exams passed at the end of student teaching, but ultimately passes the exam(s) less than a year after student teaching
  - Corban will submit the C-2 recommendation to TSPC when scores are received.
- 2) If the scores are received more than one year after student teaching, and if the candidate has been taking courses in the M.S.Ed program since completing student teaching or if he/she has been teaching regularly at the relevant authorization levels
  - Corban will submit the C-2 recommendation when scores are received.
- 3) If the scores are received more than one year after student teaching and the candidate has neither continued in the M.S.Ed nor been teaching regularly at the relevant authorization levels:
  - The candidate needs to take an additional 3 graduate credits of content area studies or pedagogy, or
  - 2 credits of supervised practicum.
- 4) If scores are received more than two years after student teaching, and if continuing in M.S.Ed program, but not teaching or subbing regularly
  - The candidate needs an additional 2 credits of supervised practicum.
- 5) If scores are received more than two years after student teaching, and if he/she has been teaching regularly, but not continuing in the M.S.Ed program
  - The candidate needs an additional six graduate semester credits of relevant content or pedagogy instruction
- 6) If scores are received more than two years after student teaching, but the candidate has neither continued in the M.S.Ed or been teaching regularly

- The candidate needs six additional graduate semester credits in relevant content or pedagogy, and
  - 2 credits of supervised practicum
- 7) Scores received more than three years after student teaching any circumstances requires re-evaluation of program completion to include a minimum of 8 credits of additional coursework and a 2 credit supervised practicum.

See OARs **584-052-0010** (2) Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application.

#### **Graduate Teacher Licensure Students Entering M.S.Ed Program**

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

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

Current or former GTL students will be required to enroll in ED501 Planning Seminar the first semester after official acceptance into the M.S.Ed program.

#### **Graduation Requirements (M.S.Ed)**

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

- Program of Study. All coursework must be completed according to a program of study defined and on file with the academic advisor during orientation and the Christian Scholarship Seminar, updated as needed with the advisor and consulted for degree audit purposes the semester before expected degree completion. All courses must be completed within the Duration of Study Limits policy articulated elsewhere in the Academic Bulletin.
- Presentation of Thesis. The penultimate step to graduation is the formal presentation of the research thesis to the education faculty. Though this will be incorporated into ED602 requirements, it is meant to be an academic community event, so other education students may be in attendance. Local students will be expected to come to campus at a designated day and time for the presentations, and distance students will arrange a telephone or video conference call with at least two faculty who have read and evaluated the thesis.
- A minimum grade point average of 3.00 for the total graduate program, with no more than six hours of grade below "B-". Any course in which a grade lower than "C" is earned must be retaken.
- Formal application for graduation. Candidates who expect to complete all degree requirements must apply for graduation. The form is available online and must be turned in during the prior semester to the semester in which the candidate expects to graduate. A \$140 graduation fee must accompany the application. To participate in commencement ceremonies, all requirements must be completed no later than the last full week before the commencement.

### **Online Courses**

The M.S.Ed program can be completed entirely online, or students may choose to take some courses face-to-face (F2F). M.S.Ed courses are offered in both formats, while most are offered only online. Candidates in the Graduate Teacher Licensure program (GTL) are required to take a significant portion of courses F2F, but there are also online options for some courses in this program. A course matrix is available to current students describing when all courses will be offered and in what format.

### **Readmission of Candidates**

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

- Returning after one year but within two years the candidate will be re-admitted upon submitting an application for admission with no application fee and no letters of recommendation required.
- Returning within three years the candidate will be re-admitted upon submitting an application for admission, including the application fee and letters of recommendation.
- After a three year absence the candidate is required to submit all admissions application documentation and fees and will be considered for admission as a new student to the program – though any coursework completed within six years of original admission can be included as fulfillment of M.S.Ed requirements.

All other Duration of Study Limits apply as described in that section of the Academic Bulletin.

All admissions requirements as described in this Bulletin apply to any request for re-admission.

### **Registration**

Graduate students register themselves using the online Student Information System, and they may register for courses beginning on the day of Open Registration according to the calendar in this bulletin.

### **Student Teaching (See Clinical Placement – Student Teaching GTL)**

#### **Summer Schedule**

During the academic year (fall and spring semester) courses are taught online or in the evening or on the weekend. This is done to facilitate candidates' busy work and teaching schedules. In the summer, courses are offered online or on campus from June through August. The on campus courses are referred to as two-week intensives. These courses meet 5 days a week for two weeks in evening hours. Precise dates for specific courses in the following summer are posted early each spring semester.

**Technology Program Requirements.** All students are required to use Microsoft Word as their word processing application, to be able to navigate online resources with reasonable fluency and to use their official Corban email account for all program communication. \*Corban students will be eligible to purchase Microsoft Office at a discounted price

#### **Thesis Requirement (M.S.Ed)**

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

All candidates for the Master of Science in Education degree at Corban University will write a Thesis Paper addressing an educational issue relevant to their professional goals. Foundations for the Thesis will begin as students consider topics of interest to them while they are taking M.S.Ed coursework. They will then identify a specific focus area and probable guiding questions during the first course in the research sequence. The Thesis Paper will include an extended literature review of relevant research and other academic or professional literature, a synthesis of the research, a discussion of the biblical worldview impact on the topic and a concluding proposition or recommendation (thesis). Study and writing for the Thesis Paper will be included in the research sequence, ED601 and ED602. *Candidates not finishing their Thesis by the end of the semester will be required to take one credit of Thesis work each semester until completed or withdrawing from 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 subject to the following conditions:

Transfer credit will not be allowed for any course in which the grade received was lower than a B-.

Candidates are permitted to transfer a total of nine semester hours of graduate work from another institution to replace core coursework requirements. Additionally, they may transfer in a total of six semester hours of graduate work to fulfill elective or track requirements.

Graduate credit completed in another institution's licensure program cannot be used to satisfy elective credit in the Master of Education program.

Each request for transfer of credit will be considered on an individual basis. The value of the course content in relationship to the applicant's program will be considered in the decision.

**Waiver of Required Courses**

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

## **GRADUATE TEACHER LICENSURE PROGRAM (GTL)**

### **PROGRAM OVERVIEW**

The program is designed for candidates who have an accredited bachelor degree but did not earn a teaching license along with that degree. Upon completion of this program, the candidate will be eligible for an Oregon Preliminary Teaching license to teach at the elementary, middle or secondary level. The following is a list of endorsements we currently provide for secondary licensure: Biology, Health, Language Arts, Mathematics, Music Education, Physical Education and Social Studies. A feature of Corban’s initial licensure program is that the candidate is provisionally enrolled in the Master of Science in Education program, and up to 12 credits can be used toward that degree.

### **PROGRAM MISSION AND VISION**

To develop educational leaders who address the needs in their school community, exemplify professional excellence and integrate a biblical worldview into their personal and public lives for the glory of God. Our instruction is Bible-centered and is communicated in a caring environment that encourages scholarly and intellectual inquiry and Christ-like servant leadership.

### **PROGRAM LEARNING OUTCOMES**

- The candidate will write a Personal Biblical Philosophy of Education.
- The candidate will differentiate between the various teaching and learning theories.
- The candidate will demonstrate effective instructional planning, the use of teaching strategies that reflect an understanding of individual student differences.
- The candidate will design and implement assessment strategies that provide an analysis of the progress and needs of all students.
- The candidate will demonstrate characteristics of a teaching professional that include a collaborative mindset, ability to receive constructive criticism, and commitment to positive professional relationships.
- The candidate will design instruction that values the characteristics of academically and culturally diverse populations of students.

### **ENDORSEMENTS**

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

### **WASHINGTON RESIDENTS:**

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

### **FACULTY**

Kristin Dixon  
Sang-Eun K. Dyer

Aaron Imig  
Jennifer Kleiber

Alexis Mendez  
Jesse Payne

## GRADUATE TEACHING LICENSE PROGRAM REQUIREMENTS (28 Credits)

<b>GTL Core Requirements</b>	<b>(22)</b>	<b>Elementary Requirements</b>	<b>(6)</b>
ED511 Biblical Worldview in Education	(3)	ED 550 Methods in Literacy	(3)
ED530 Instructional Alignment I	(3)	ED 551 Methods in Math	(2)
ED531 Instructional Alignment II	(2)	ED 558 Multiple Subjects Methods	(1)
ED532 Theories of Learning and Teaching	(3)	NES Elem Assessments Subtest I/II	
ED534 Teaching the Diverse Learner	(3)	ORELA Civil Rights Exam	
ED565 Field Experience III – Alignment Practicum	(1)		
ED568 Special Topics Seminar: Classroom Management	(1)	<b>Secondary Requirements -</b>	<b>(6)</b>
ED563 Clinical Placement I - Student Teaching	(4)	ED556 Literacy Across Content Areas	(3)
ED564 Clinical Placement II - Student Teaching	(2)	ED58XX Methods in Content Area	(3)
<b>OR</b>		NES Elem Assessments Subtest I/II	
ED567 Clinical Placement I & II Student Teaching	(6)	ORELA Civil Rights Exam	

\* **To add a Middle Level Subject Endorsement** must pass NES Foundational Content Exam NES Secondary <sup>Content</sup> Exam(s)

\***Music Candidates** will be required to pursue K-12 authorization. Methods coursework contains 6 credits of methods courses that cover elementary through secondary specific methods (ED555 and 4 elective methods credits) (553 & 555) and ED556 Literacy Across Content Area. One clinical placement will happen at the EL level and one at MS or HS.

\***PE Candidates** will have options for Methods coursework: ED556 Literacy Across Content Area and either ED586 PE Methods, ED585 PE & Health Methods OR ED557 K-12 Methods in Physical Education. One placement will happen at the EL level and one at MS or HS.

### ADDITIONAL REQUIREMENTS FOR LICENSURE

**Examinations.** Candidates pursuing early childhood, elementary or middle school authorizations are required to pass the NES Elementary Assessments, Subtests I and II. Middle School and High School candidates are required to pass all relevant content area NES Secondary Exams. All candidates must pass the ORELA– Protecting Student and Civil Rights in Educational Environments Exam – prior to student teaching.

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

**Human Development Coursework.** TSPC requires that all licensure candidates have taken a course in childhood or adolescent or lifespan development, relevant to the age of students designated by the desired authorization levels. This course may be completed at any accredited higher education institution and may be completed prior to admission to Corban’s GTL program.

**Practicum and Candidacy.** Candidates must successfully complete their Clinical practicum(s). Observations and evaluations are conducted by a cooperating teacher from the school and a supervisor from Corban University. Candidates must receive a passing score on their summative evaluation to be recommended for licensure.

### Graduate Teacher Licensure Students Entering M.S.Ed Program

Candidates admitted to the Graduate Teacher Licensure program are at that time provisionally admitted to the M.S.Ed program, and may take M.S.Ed coursework beyond licensure requirements. Current or former GTL students will be required to enroll in ED501 Planning Seminar the first semester after official acceptance into the M.S.Ed program.

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

ED511 Biblical Worldview in Education	3
ED532 Theories of Learning and Teaching	3
ED534 Teaching the Diverse Learner	3
Up to three credits from methods courses	3

## MASTER OF SCIENCE IN EDUCATION (M.S.Ed)

### PROGRAM OVERVIEW

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

### PROGRAM MISSION AND VISION

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

To develop educational leaders who address the needs in their school community, exemplify professional excellence and integrate a biblical worldview into their personal and public lives for the glory of God. Our instruction is Bible-centered and is communicated in a caring environment that encourages scholarly and intellectual inquiry and Christ-like servant leadership.

### PROGRAM LEARNING OUTCOMES (3 – TRACKS)

#### Curriculum and Instruction Track

1. The candidate will write a Personal Philosophy of Education.
2. The candidate will differentiate between the various teaching and learning theories.
3. The candidate will write a thesis dealing with a relevant educational issue.
4. The candidate will demonstrate how important issues for educational leaders are informed by a Biblical worldview.
5. The candidate will develop strategies that can be used to address the needs of diverse populations.
6. The candidate will evaluate his/her philosophy of curriculum development and assessment to ensure effective student learning occurs.

#### ESOL Track

1. The candidate will write a Personal Philosophy of Education.
2. The candidate will differentiate between the various teaching and learning theories.
3. The candidate will write a thesis dealing with a relevant educational issue.
4. The candidate will demonstrate how important issues for educational leaders are informed by a Biblical worldview.
5. The candidate will develop strategies that can be used to address the needs of diverse populations.
6. The candidate will demonstrate appropriate and successful ESOL instruction.

#### Literacy Track

1. The candidate will write a Personal Philosophy of Education.
2. The candidate will differentiate between the various teaching and learning theories.
3. The candidate will write a thesis dealing with a relevant educational issue.
4. The candidate will demonstrate how important issues for educational leaders are informed by a Biblical worldview.
5. The candidate will develop strategies that can be used to address the needs of diverse populations.
6. The candidate will demonstrate appropriate and successful reading instruction strategies.

### ENDORSEMENTS

<b>ESOL Endorsement</b> <b>Reading Intervention Specialist Endorsement</b>
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### FACULTY

Kristin Dixon  
Sang-Eun K. Dyer

Aaron Imig  
Jennifer Kleiber

Alexis Mendez  
Jesse Payne

## **M.S.Ed TRACKS AND ENDORSEMENTS**

### **CURRICULUM AND INSTRUCTION TRACK (M.S.Ed)**

#### **PROGRAM OVERVIEW**

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

### **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) TRACK (M.S.Ed.) OR ESOL ENDORSEMENT**

#### **PROGRAM OVERVIEW**

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

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

Note: Though there is a policy limit of six "track" credits transferable from another institution for ESOL and Literacy (and nine Core credits). Students may transfer in up to 14 if they have completed an endorsement program with another institution. In these cases, however, the student must complete all Core coursework for the M.S.Ed. at Corban.

### **LITERACY TRACK (M.S.Ed) OR READING INTERVENTION SPECIALIST ENDORSEMENT**

#### **PROGRAM OVERVIEW**

This program is for Oregon licensed educators. Candidates can either complete the 14-credit endorsement as a stand-alone program or as a track in the Master of Science in Education degree. The endorsement sequence comprises 12 course credits in reading theory and practice and a 2-credit practicum. Below is a listing of the courses that lead to the endorsement.

*Upon completion of coursework and practicum, a Reading Intervention Specialist Endorsement candidate is required to pass the Praxis II Reading Specialist exam. Corban University will then recommend the candidate for the endorsement to Teachers' Standard and Practices Commission (TSPC) and the candidate applies directly to TSPC for the added endorsement to his/her license. (If the candidate holds a Basic or Standard teaching license, he or she is eligible for the endorsement upon passing the exam and completing a practicum. The candidate applies directly to TSPC with no program recommendation required.)*

Note: Though there is a policy limit of six "track" credits transferable from another institution for ESOL and Literacy (and nine Core credits). Students may transfer in up to 14 if they have completed an endorsement program with another institution. In these cases, however, the student must complete all Core coursework for the M.S.Ed. at Corban.

## MASTER OF SCIENCE IN EDUCATION REQUIRED COURSES (33-34 cr)

<b>M.S.Ed. Core</b>	<b>(19)</b>
ED501 Christian Scholarship Seminar	(1)
ED511 Biblical Worldview in Education	(3)
ED513 Biblical Leadership in an Educational Environment	(3)
ED532 Theories of Learning and Teaching	(3)
ED545 Law, Policy and Politics in Education	(3)
ED601 Introduction to Research in Education	(3)
ED602 Thesis	(3)

### M.S. Ed. Tracks

<b>Curriculum and Instruction</b>	<b>(15)</b>
ED534 Teaching the Diverse Learner	(3)
ED535 Curriculum Development and Evaluation	(3)
ED542 Assessment for Learning	(3)
Content Area or Specialty Electives	(6)

### Literacy (Reading Intervention Specialist Endorsement) (14)

#### May be completed as a standalone endorsement

ED621 Foundations of Literacy and Language Development	(3)
ED625 Current Issues & Leadership in Literacy Instruction	(3)
ED626 Advanced Literacy Assessment and Diagnosis	(3)
ED632 Advanced Methods in Reading & Writing Instruction	(3)
ED634/ED638 Reading Intervention Specialist Practicum Elementary/Secondary	(2)

### English for Speakers of Other Languages ESOL (14)

#### (ESOL Endorsement) May be completed as a standalone endorsement

ED611 Intro to Linguistics and Language Acquisition	(3)
ED614 Intercultural Communication and Teaching	(3)
ED615 The ESOL Classroom: Method, Materials and Issues	(3)
ED616 Content Area Instruction & Assessment for ELL Students	(3)
ED618 ESOL/Bilingual Practicum	(2)

### Christian Scholarship Seminar (M.S.Ed)

Master of Science in Education candidates are required to take Christian Scholarship Seminar (ED501) during the first semester of their program. Over the course of the semester the candidate will confer with a graduate advisor to discuss the policy and procedures of the program as well as plan the course of study to fit the specific needs of the candidate.

### ENDORSEMENTS

<b>ESOL Endorsement</b> <b>Reading Intervention Specialist Endorsement</b>
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## **MASTER OF ARTS IN COUNSELING**

### **CLINICAL MENTAL HEALTH COUNSELING**

#### **PROGRAM OVERVIEW**

The Master of Arts in Clinical Mental Health Counseling (MA) program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The common core of coursework – meets the CACREP standards, preparing students who are pursuing a master’s level degree in Clinical Mental Health Counseling . The program of study is designed for individuals who have a personal profession of faith in Christ and emphasizes the application of a biblical worldview to the professional practice of counseling. Christian ethical principles and theological principles are the themes that run through the program. Interactive materials are used to engage students in each course, culminating with on-site practical experience and supervision in the counseling field. This will challenge students to develop professional problem solving skills with a Christian lens throughout the program.

The graduate program is built on the cohort model. Graduate students in the Clinical Mental Health Counseling program will be required to attend class or supervision sessions on the Corban campus once a week throughout the entire degree sequence. Additional coursework will be completed online. The program includes a 100 clock hour Practicum and a 100 - clock hour Practicum and a 600 – clock hour Internship at a Clinical Mental Health setting. Corban requires an additional six credits in theology for a total of 60 semester hours in the MA Counseling degree.

#### **PROGRAM MISSION AND VISION**

The mission of Corban University’s Clinical Mental Health Counseling Program is to prepare competent, clinical mental health counselors who promote social, cultural, psychological, spiritual, and physical well-being of individuals, families, communities, and organizations.

Professional clinical mental health counselors serve as advocates in promoting wellness and social justice. This is accomplished through intentional focus on increasing students’ personal development as well as awareness of self and others; developing knowledge and applying a theory to practice model in the development of clinical skills; case conceptualization; applied ethical awareness; appreciation of diversity; productive vocational skills, and mastery of the cognitive, behavioral, and emotional dynamics that permeate the human experience.

Corban’s mental health counseling students are incrementally exposed to a broad range of clinical issues through a breadth of course work and clinical practice. Students learn to show unconditional positive regard and to develop a coherent theoretical, ethical, and multicultural framework for counseling practice. Additionally, students are prepared to serve as change agents in their community, state, region, and world. Graduates deliver effective services in a variety of mental health counseling job placements and are eligible to apply for licensure and certification upon successful program completion.

#### **PROGRAM LEARNING OUTCOMES**

- Professional Counseling Practice/Ethical Practice-Students will demonstrate their understanding of professional and ethical practice, including knowledge of professional roles, advocacy processes, ethical and legal procedures in counseling, technology, and record keeping.
- Social and Cultural Diversity- Students will demonstrate their knowledge of social and cultural diversity in terms of counselor roles, multicultural and pluralistic trends, and counseling practices in areas of identity development, social justice, advocacy and conflict resolution.
- Human Growth and Development- Students will demonstrate their understanding of individual and family development; systemic and environmental factors that affect human development; culturally relevant strategies for promoting development and wellness across the lifespan.
- Diagnosis/Treatment Planning-Students will demonstrate and understanding of: diagnostic process of the use of the DSMV; case conceptualization, treatment plans, development of measureable outcomes for clients, and evidence-based counseling strategies and techniques for prevention and intervention.
- Counseling and Helping Relationships-Students will demonstrate an orientation to wellness and prevention, suicide prevention models and strategies, crisis intervention, trauma-informed and community-based strategies.
- Career Development- Students will demonstrate their understanding of career development processes, techniques and resources, and the application of assessment instruments and techniques relevant to career planning and decision- making in a global economy.

- Counseling Theory & Skills- Students will demonstrate an understanding of counseling theories, theories of addictions, and appropriate counseling intervention models, and essential, interviewing, counseling micro skills, and case conceptualization skills.
- Group- Students will demonstrate their understanding of the principles of group dynamics, theories of group counseling methods, behaviors, and assessments.
- Assessment & Testing-Students will demonstrate their understanding of standardized and non-standardized assessment techniques, environmental assessments, issues of validity, reliability, and cultural factors necessary for an ethical approach to assessment.
- Research-Students will demonstrate their understanding of the importance of research in advancing the counseling profession, as well as their grasp of research methodology, related ethical issues and application of research in practice.
- Spirituality-Students will articulate a spiritual framework for counseling that demonstrates an understanding of the impact of spiritual beliefs on counselors and clients worldview; demonstrate the ability to show unconditional positive regard, respect, and advocacy for clients.

## **FACULTY**

Mary Aguilera  
Linda Keller  
Leanne Schamp  
Lori Schelske

## ADMISSIONS POLICIES

Applicants are recruited from a variety of groups and cultures within society. Admissions policies and procedures are designed to foster the identification and selection of all prospective students who possess: the potential for Master level work in counseling; consideration for the applicant's potential success in forming effective and culturally relevant interpersonal relationships in individual and small group contexts; each applicant's career goals and their relevance to the program.

The successful candidate for admissions will:

1. Profess faith in Jesus Christ and live a consistent Christian lifestyle.
2. Have a minimum cumulative GPA of 3.00. Applicants with an undergraduate cumulative GPA of less than 3.00 (2.99 and below) will not be considered for an interview until evidence of an ability to complete graduate level academic work is submitted. The following are acceptable options of documentation:
  - a. Completion of six credits as a non-degree seeking student in Corban University's Clinical Mental Health Counseling Program;
  - b. Completion of 6 graduate credits transferred from an accredited institution;
  - c. Completion of undergraduate credits at the 300–400 level from an accredited institution.
3. Have an earned Bachelor's degree from a regionally accredited institution.
4. Successfully complete the application essays and admission interviews. The submitted application essays and interviews are factored into the admit score by the Clinical Mental Health Counseling Department.

### Admission Procedures

1. Complete the application for admission.
2. Remit payment of \$50.00 nonrefundable application fee.
3. Submit recommendation forms listed below. Evaluators who complete the form should send it to the Office of Graduate & Online Admissions.
  - a. Professional Reference
  - b. Christian character Reference
4. Send official transcripts from your final undergraduate institution and transcripts with any graduate coursework to the Office of Graduate & Online Admissions.
5. Provide a professional resume documenting education and experience.
6. Complete the following admissions essays:

Please answer the following with approximately 500 words each.

- Explain how you came to know Jesus as your Savior, including the Scriptural basis for your salvation and what in your life indicates that you are walking with the Lord.
- What do you believe are the characteristics necessary for a Christian to be an effective professional counselor?
- How will the Corban Counseling Program help you accomplish your professional and personal goals?
- Applicants must submit a criminal background check prior to acceptance to the Program. A packet of forms is available from the Office of Graduate & Online Admissions.

### ADMISSION PROCEDURE OF INTERNATIONAL STUDENTS

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

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

while in attendance at Corban University will be underwritten. Copies of bank account records, other financial instruments, or letters of certification may be submitted for this purpose.

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

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

### **GENERAL GUIDELINES AND CONDITIONS FOR ADMISSION**

The Clinical Mental Health Program faculty has adopted the following specific principles and conditions for admission and retention in the program:

1. Applicants are recruited from a variety of groups and cultures within society. Admissions policies and procedures are designed to foster the identification and selection of all prospective students who possess the potential for Master level work in counseling—to the extent of looking beyond the more traditional criteria when advisable and possible.
2. Applicants are recruited who have demonstrated a commitment to the profession of counseling and to the specific counseling areas emphasized at Corban through interest, preparation, and experience.
3. The Clinical Mental Health Counseling Faculty has the responsibility for the selection of Masters' Candidates and has established admission criteria consistent with and in excess of those of Corban University.
4. Counseling students enrolled in the Master's Degree are required to participate as clients in an individual or group counseling experience. On-going student emotional and psychological well-being is paramount for continuation in the program.
5. The faculty of the Clinical Mental Health Counseling Program subscribe to the ethical standards of the American Counseling Association (ACA). Consistent with these standards, students may not independently offer mental health diagnosis, counseling, or consultation services, either gratis or for remuneration. If it should come to the attention of the faculty that a student is offering such services, a committee appointed for this purpose will conduct an investigation of the student's activities. The committee will present its findings and recommendations to the staff for decision on retention of the student in the program.
6. If accepted to the Clinical Mental Health Counseling Program, Applicants must complete a criminal background check prior to starting classes.

### **READMISSION OF STUDENTS**

To apply for readmission after an absence of one year or more, a student must complete an Application for Readmission and return it to the Office of Graduate & Online Admissions. The Clinical Mental Health Counseling Faculty will review the application and make the determination regarding readmission. All holds must be cleared prior to readmission. To apply for readmission after an absence of six years or more, a student must go through the full application and interview process.

### **ACADEMIC POLICIES**

The Clinical Mental Health Counseling Department strives to uphold the highest standards academically and professionally. Students are expected to maintain a grade point of 3.0. A grade below a B- is not acceptable in the Clinical Mental Health Counseling program. Therefore, any student receiving a grade of less than a B- must retake the course and will need to develop a plan of action as detailed in the evaluation and retention section of the Student Manual.

Students are expected to conduct themselves honestly. Corban University's goal is to nurture integrity and character development. In response to academic dishonesty, a plan of action will be developed according to the evaluation and retention section of the Student Handbook.

### **PRACTICUM**

The practicum consists of numerous skill building experiences culminating in a clinical mental health setting. Students begin skill building with CN501 Counseling Theory & Skills I in the fall and CN502 Counseling Theory & Skills II in the spring. Students will participate in role-plays in class and will progress to audio and videotaped role-plays with classmates. Students must also complete CN535 Psychopathology-Diagnosis, CN537 Ethical and Legal Issues, CN531 Foundations of the Profession, and CN521

Intro to Family Counseling before beginning Practicum.

In the second year fall semester students will complete CN512 Practicum. The practicum student has a chance to gain experience, develop competencies, integrate learning, and realize personal and professional growth under the guidance of a clinical supervisor. The practicum student is expected to demonstrate an increase in designated skills as the experience progresses. In addition to the opportunity to put counseling skills into practice, practicum offers the unique opportunity for the integration of experience and theoretical knowledge. Students must complete 100 clock hours that include: 40 hours direct client service, one hour weekly individual supervision, and 1.5 hours weekly group supervision. Students may not complete Practicum in a setting where they are currently employed.

### **INTERNSHIP**

After successful completion of CN512 Practicum sequences, students begin their internship. The internship sequence (CN561-563) reflects the work experience of a professional counselor. Students select potential internship sites in the community based on an area of interest and level of skill and experience, in consultation with the faculty advisor. Students may not complete Internship in a setting where they are currently employed. Students will complete 600 clock hours including: 240 direct hours of service, one hour weekly of individual supervision (typically offered at internship site), and 1.5 hours of group supervision. Interns have the opportunity to observe and participate in all aspects of a professional counselor's work. Experience may include time spent with clients, supervision, staff meetings or trainings, community relations, and record keeping. The internship is the culminating professional experience.

### **COUNSELING REQUIREMENT**

Counseling students are expected to participate as clients in an individual counseling experience and to provide written verification of at least 10 sessions while they are enrolled as graduate students. This requirement recognizes the value of such an experience in the continuing development of self-awareness and personal identity. It is also based on the belief that first-hand experience as a client bridges the gap between intellectual and emotional understanding of the client experience. Students will participate in individual counseling with a licensed counselor or mental health provider. This therapeutic experience should focus on personal growth and awareness rather than specific skills training. Students may not consider any program faculty as resources to fulfill this requirement. Clinical Mental Health Counseling faculty may be able to provide a list of local counselors.

A verification form can be found in the Student Manual. Specifics of the counseling relationship will be kept confidential between student/client and counselor in accordance with the ethical guidelines of the American Counseling Association (ACA).

### **GRADUATION REQUIREMENTS**

To become eligible for graduation the student must satisfactorily complete the following:

All required courses in program of study

A minimum grade point average of 3.00 for the total graduate program

Formal application for graduation:

Students who expect to complete all degree requirements must apply for graduation. Students are expected to apply for graduation during the semester prior to their anticipated finish of coursework. (See deadlines in Academic Calendar)

A graduation fee must accompany the application. The fee is set by the Office of the Registrar. If the student wishes to participate in commencement ceremonies in May, additional fees may be necessary. To participate in commencement ceremonies, all requirements must be completed no later than the last full week before graduation.

Completion of Personal Counseling.

Completion of Portfolio as outlined in the Student Handbook.

### **TIME LIMIT FOR DEGREE COMPLETION**

All degree requirements must be completed within six years from the beginning of admission to the graduate program at Corban University without loss of credit for completed classes.

### **TRANSFER OF CREDIT**

Graduate work completed at other regionally-accredited institutions may be accepted in partial fulfillment of the requirements for the Master of Clinical Mental Health Counseling Program at Corban University subject to the following conditions:

- Transfer credit will not be allowed for any course in which the grade received was lower than a B.
- Students are permitted to transfer a total of 12 semester hours of graduate work from another institution.
- 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.

## PROGRAM REQUIREMENTS AND COURSE SEQUENCE

SEMESTER	COURSE	LOCATION	COURSE LENGTH
<b>Year 1</b>			
Fall	CN501 Counseling Theory and Skills I (4)	On Campus	15 weeks
	CN532 Social & Cultural Found (3)	On Campus	8 weeks
	CN531 Foundations of the Counseling Profession (3)	Online	8 weeks
	CN537 Legal, Ethical & Professional Issues in Counseling (3)	On Campus	8 weeks
Spring	CN502 Counseling Theory and Skills II (4)	On Campus	15 weeks
	CN535 Psychopathology, Diagnosis & Treatment Planning (3)	Hybrid	15 weeks
	CN522 Counseling Through The Lifespan (3)	Online	8 weeks
	CN601 Theology and Counseling (2)	Online	8 weeks
Summer	CN521 Introduction to Family Counseling (3)	On Campus	8 weeks
	CN541 Research Methods (3)	Hybrid	8 weeks
	CN536 Addiction Counseling (3)	Online	8 weeks
<b>YEAR 2</b>			
Fall	CN512 Practicum (2)	On Campus	15 weeks
	CN523 Group Counseling (3)	On Campus	8 weeks
	CN534 Appraisal (3)	Hybrid	8 weeks
	CN602 Theology of Counseling and Christian Growth (2)	Online	8 weeks
Spring	CN561-563 Internship (1-3)	On Campus	15 weeks
	CN538 Crisis, Disaster & Trauma Counseling (3)	On Campus	8 weeks
	CN539 Psychopharmacology for Counselors (2)	On Campus	8 weeks
Summer	CN561-563 Internship (1-3)	On Campus	15 weeks
	CN533 Career (3)	Online	8 weeks
	CN603 Theology of Faith, Hope, and Love (2)	Online	8 weeks

### THE LICENSURE PROCESS

Individuals with an earned Master of Arts in Counseling degree with a specialization in Clinical Mental Health Counseling may apply to the Oregon Board of Licensed Professional Counselors and Therapists to become a Licensed Professional Counselor (LPC). The licensure process includes submitting graduate transcripts and documentation of clinical experience, passage of the National Counselor Examination (NCE) or the National Clinical Mental Health Counselor Examination (NCMHCE), and continued clinical supervision for the equivalent of about two years of full-time counseling experience, a total of 2400 hours. For more information, students may visit the Board's website at [www.oblpct.state.or.us](http://www.oblpct.state.or.us). Students interested in pursuing an LPC should contact the Oregon Board of Licensed Professional Counselors and Therapists, 3218 Pringle Road SE #160, Salem, OR 97302, (503) 378-5499.

The Oregon Board of Licensed Professional Counselors and Therapists handles the entire licensure process. The Counseling Program, while maintaining an interest in its graduates and desiring to be supportive of Program graduates working toward an LPC, has no other involvement in the licensure process other than to release documentation of clinical hours earned during the Program to the board. In the course of the Program at Corban University, any information from the Board will be made available to students, and every effort will be made to assist students in making inquiries to the Board. Specific questions should be directed to the licensure Board.

Students interested in professional licensure in a state other than Oregon should consult the appropriate board responsible for licensure in that state.



## **SCHOOL OF MINISTRY**

### **UNDERGRADUATE PROGRAMS**

**MINISTRY (Accelerated)**

**MINISTRY - KAIROS B.A./M.DIV.**

### **GRADUATE PROGRAMS**

**MASTER OF ARTS IN CHRISTIAN LEADERSHIP**

**MASTER OF DIVINITY**

**DOCTOR OF MINISTRY**

# SCHOOL OF MINISTRY

## TRADITIONAL UNDERGRADUATE

### MINISTRY

#### PROGRAM OVERVIEW

The School of Ministry provides all Corban students with the biblical and theological values, skills and knowledge necessary for starting a lifetime of personal growth and Christian service. Ministry majors receive the focused training and experience needed to begin effective lifelong vocational ministry.

The School of Ministry features two types of training programs for undergraduates. We have five concentrations leading to the Bachelor of Science degree: Biblical-Theological Studies, Intercultural Studies, Intercultural Education, Church Ministry, and Linguistics. We also have two accelerated programs that allow an undergraduate to earn both a B.S. and a master's degree in five years total: Fast Track and Kairos.

The B.S. in Ministry: Biblical-theological Studies provides in-depth study and training in the academic fields of Bible and Theology. It can serve as a foundation for teaching ministries or further academic studies.

The B.S. in Ministry: Intercultural Studies prepares students to understand, engage and minister to people in a variety of cultural contexts within the United States and around the world. Areas of study include the biblical basis for mission, intercultural intelligence and competence, language acquisition, as well as strategies to address contemporary geo-cultural realities and religious worldviews.

The B.S. in Ministry: Intercultural Education provides graduates with training to teach Bible in Christian schools and to teach overseas in a variety of cross-cultural settings. This program is a shared program between the School of Ministry and School of Education.

The B.S. in Ministry: Church Ministry trains students seeking full-time Christian service in a wide variety of church, parachurch and community ministries. The program focuses on a philosophy of shepherding and care, meeting people's needs by discipling them in the Word, and communicating the truths of Scripture. Emphasis is also placed on understanding American culture, developing the competencies expected of an excellent minister, studying contemporary models of ministry, and developing one's own philosophy of ministry. This degree is an excellent choice for those seeking to serve in children's, youth, women's or pastoral ministry. It is also the recommended program for community and parachurch work.

In partnership with the Canada Institute of Linguistics, the School of Ministry offers a B.S. in Ministry: Linguistics. This degree prepares students to serve language groups worldwide, analyzing and describing linguistic structures of previously unwritten languages. Graduates are also prepared to pursue ongoing professional development or advanced linguistics training.

For students concerned about education debt, Corban offers two accelerated programs that shorten the time and reduce the tuition needed to complete a bachelor's and master's degrees. The *Fast Track* program allows Corban students to finish a ministry bachelor's and M.A.C.L. degree in five years. The *Kairos* program is a cooperative program with Western Seminary that allows a student to complete a Corban bachelor's and a Western Seminary M.Div. degree.

#### PROGRAM LEARNING OUTCOMES

- Students will demonstrate an advanced working knowledge of the Bible and the skills for personal in-depth study.
- Students will be able to articulate a biblically defensible theology that appreciates our Baptist heritage and addresses current issues.
- Students will exemplify growing Christian character and biblical readiness for productive ministry.
- Students will manage their personal lives through effective planning, prioritizing and problem-solving.
- Students will be able to articulate and implement a biblically based and culturally relevant ministry philosophy.
- Students will practice a preaching and teaching ministry characterized by accuracy and impact.
- Students will manifest a caring shepherd's heart that ministers to people with compassion and skill.

#### FACULTY

Tim L. Anderson	Gary W. Derickson	Annette R. Harrison	Kent A. Kersey
Sam E. Baker	Leroy W. Goertzen	Allen E. Jones	Greg V. Trull

**FAST TRACK (ACCELERATED) MAJORS****Ministry, B.S. or B.A./M.A.C.L****Concentrations**

- Biblical-theological Studies
- Church Ministry
- Intercultural Studies (Missions)
- Intercultural Education
- Linguistics

**MINORS**

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

- Intercultural Studies (Missions)
- Church Ministry
- TESOL
- Linguistics
- Biblical Studies

**CORE REQUIREMENTS FOR ALL MINISTRY MAJORS (41)****UNDERGRADUATE CORE 15**

CM102	Introduction to Ministry	1
CM201	Sophomore Practicum	1
CM301	Junior Practicum	1
CM202	Theology of Ministry	3
CM403	Intercultural Communication	3
IS123	Cross-cultural Internship	3
TH483	Theological Research & Writing	3

*9 hours (BI/CM/TH Electives) of Biblical Studies Minor Requirement are satisfied in major.*

**BIBLICAL STUDIES CORE 15**

BI511	Interpreting Scripture	3
BI512	Learning & Living OT History	3
BI513	L & L OT Poets and Prophets	3
BI522	L & L Gospels and Acts	3
BI523	L & L Epistles and Revelation	3

**MINISTRY CORE 11**

CM501	Growing in the Lord	3
CM551	Becoming a Servant Leader	2
CM531	Teaching Scripture	3
CM671	Ministry Cross-culturally	3

See program advisor for specific internship requirements. Intercultural Studies internships must be cross-cultural. \$20 Student Ministry Association Fee required for all majors.

**B.S. IN MINISTRY: CHRISTIAN MINISTRY**  
**Master of Arts in Christian Leadership (M.A.C.L.)**

**Core Requirements for Ministry Majors (41)**

<b>Christian Ministry Concentration</b>	<b>27</b>
CM303 Philosophy of Ministry	3
CM333 Methodology of Ministry	3
TH333 Christian Ethics	3
TH Theology Elective	3
Choose 1:	3
BI330 Corinthian Epistles	
BI342 Pastoral Epistles	
Choose 2:	6
CM363 Children's Ministry	
CM365 Youth Ministry	
CM223 Women in Ministry	
CM233 Para-church & Camping Ministry	
IS437 Social Justice in Global Context	
Choose 2:	6
PS/SO- Upper Division Psych/Soc Elective	
PS/SO Upper Division Psych/Soc Elective	
<b>Graduate Ministry</b>	<b>13</b>
CM511 Preaching Scripture I	3
CM521 Preaching Scripture II	3
CM541 Building a Christ-centered Home	3
CM561 Supervised Leadership Experience	1
CM661 Ministering in the Church	3
<b>Graduate Theology</b>	<b>15</b>
TH501 God and His Word	3
TH502 Christ's Redemption	3
TH503 God's People	3
TH516 Research Teams 3, 3	6
<b>Additional Graduate Hours Required for M.A.C.L.</b>	<b>27</b>

**B.A. IN MINISTRY: BIBLICAL-THEOLOGICAL STUDIES**  
**Master of Arts in Christian Leadership (M.A.C.L.)**

**Core Requirements for Ministry Majors (41)**

<b>Biblical-Theological Studies Concentration</b>	<b>33</b>
BI OT or NT Book Study (Upper division)	3
BI OT Book Study (Upper division)	3
BI OT Book Study (Upper division)	3
BI383 Life of Christ	3
BI323 Romans	3
GR511 Greek I	3
GR522 Greek II	3
HB511 Hebrew I	3
HB522 Hebrew II	3
<i>(12 credits of Greek and Hebrew credits will count towards Humanities elective)</i>	
<b>Choose 2:</b>	<b>6</b>
TH403 Apologetics	
TH333 Christian Ethics	
TH413 Contemporary Theology	
TH Upper Division Theology Elective	
<b>Graduate Ministry</b>	<b>13</b>
CM511 Preaching Scripture I	3
CM521 Preaching Scripture II	3
CM541 Building a Christ-centered Home	3
CM561 Supervised Leadership Experience	1
CM661 Ministering in the Church	3
<b>Graduate Theology</b>	<b>15</b>
TH501 God and His Word	3
TH502 Christ's Redemption	3
TH503 God's People	3
TH516 Research Teams 3, 3	6
<b>Additional Graduate Hours Required for M.A.C.L.</b>	<b>27</b>

**B.S. IN MINISTRY: INTERCULTURAL EDUCATION**  
**Master of Arts in Christian Leadership (M.A.C.L.)**

**Core Requirements for Ministry Majors (41)**

<b>Intercultural Education Concentration</b>	<b>29</b>
AN303 Cultural Anthropology	3
IS363 Lang & Culture Acquisition I	3
IS435 Contemporary Missiological Issues	3
Choose 1:	3
IS355 Literacy and Orality	
IS373 Lang & Culture Acquisition II	
IS350 Foundation of TESOL	
ED102 Intro to Education	2
ED222 Infant, Child & Adolescent Dev	3
ED233 Psych of Education	3
ED302 Classroom Mgmt and Disc	2
ED330 Instructional Alignment I	3
ED331 Instructional Alignment II	2
ED410 Philosophy of Education	2

<b>Graduate Theology</b>	<b>15</b>
TH501 God and His Word	3
TH502 Christ's Redemption	3
TH503 God's People	3
TH516 Research Teams 3, 3	6
<b>Leadership Concentration</b>	<b>13</b>
CM511 Preaching Scripture I	3
CM521 Preaching Scripture II	3
CM541 Building a Christ-centered Home	3
CM561 Supervised Leadership Experience	1
CM661 Ministering in the Church	3

**Additional Graduate Hours Required for M.A.C.L. 27**

**B.S. IN MINISTRY: INTERCULTURAL STUDIES**  
**Master of Arts in Christian Leadership (M.A.C.L.)**

**Core Requirements for Ministry Majors (41)**

<b>Intercultural Studies Concentration</b>	<b>27</b>
TH363 Biblical Theology of Missions	3
AN303 Cultural Anthropology	3
CM305 Discipleship	3
IS363 Lang & Culture Acquisition I	3
IS433 Contemporary Missiological Issues	3
TH303 Religious Movements <b>OR</b>	
EN383 Nature & Structure of English Language	3
<b>Choose 3:</b>	<b>9</b>
IS433 Contemporary Missions History	
IS437 Social Justice in Global Context	
CO373 Lang & Culture Acquisition II	
IS350 Foundations of TESOL	
IS355 Literacy and Orality	
Foreign Language (3-6 credits)	
CM Church Ministry Elective	

<b>Graduate Ministry</b>	<b>13</b>
CM511 Preaching Scripture I	3
CM521 Preaching Scripture II	3
CM541 Building a Christ-centered Home	3
CM561 Supervised Leadership Experience	1
CM661 Ministering in the Church	3
<b>Graduate Theology</b>	<b>15</b>
TH501 God and His Word	3
TH502 Christ's Redemption	3
TH503 God's People	3
TH516 Research Teams 3, 3	6

**Additional Graduate Hours Required for M.A.C.L. 27**

**B.S. IN MINISTRY: LINGUISTICS STUDIES**  
**Master of Arts in Christian Leadership (M.A.C.L.)**

**Core Requirements for Ministry Majors (41)**

<b>Bible Translation Concentration</b>	<b>30</b>
TH363 Biblical Theology of Missions	3
AN303 Cultural Anthropology	3
CO363 Lang & Culture Acquisition I	3
CO373 Lang & Culture Acquisition II	3
EN383 Nature & Structure of English Language	3
IS355 Literacy and Orality	3
LING310 Articulatory Phonetics	3
LING330 Phonological Analysis	3
LING360 Morphosyntax I	3
LING483 Lang Prog Design & Management	3

Note: Some translation courses may also count as Gen Ed electives.

<b>Graduate Ministry</b>	<b>13</b>
CM511 Preaching Scripture I	3
CM521 Preaching Scripture II	3
CM541 Building a Christ-centered Home	3
CM561 Supervised Leadership Experience	1
CM661 Ministering in the Church	3

<b>Graduate Theology</b>	<b>15</b>
TH501 God and His Word	3
TH502 Christ's Redemption	3
TH503 God's People	3
TH516 Research Teams 3, 3	6

**Additional Graduate Hours Required for M.A.C.L. 27**

**MINOR IN BIBLICAL STUDIES (24)**

BI113 Survey of Biblical Literature I	3
BI123 Survey of Biblical Literature II	3
BI105 Bible Study Methods	3
TH205 Introduction to Theology	3
CM CM Elective	3
IS IS Elective	3
CM102 Introduction to Ministry	1
CM201 Sophomore Practicum	1
CM301 Junior Practicum	1
BI/CM/IS/TH Elective based on ministry goals	3

\*At least 6 credits of electives must be upper division

**MINOR IN INTERCULTURAL STUDIES (18)**

TH363 Biblical Theology of Missions	3
CM403 Intercultural Communications	3
CM305 Discipleship	3
CM123 Cross-cultural Internship	3

**Choose 2: 6**

TH303 Religious Movements	
AN303 Cultural Anthropology	
IS433 Contemporary Missions History	
IS437 Social Justice in Global Context	
IS363 Language & Cultural Acquisition I	
IS350 Foundations of TESOL	
IS355 Literacy and Orality	
IS435 Contemporary Missiological Issues	

**MINOR IN CHURCH MINISTRY (18)**

CM102 Introduction to Ministry	1
CM201 Sophomore Practicum	1
CM301 Junior Practicum	1
CM202 Theology of Ministry	3
CM403 Intercultural Communication	3
CM303 Philosophy of Ministry	3

**Choose 2: 6**

CM363 Children's Ministry	
CM365 Youth Ministry	
CM223 Women in Ministry	
CM233 Para-church & Camping Ministry	
IS437 Social Justice in Global Context	

**MINOR IN LINGUISTICS (30)**

TH363 Biblical Theology of Missions	3
AN303 Cultural Anthropology	3
CO363 Language & Culture Acquisition I	3
CO373 Language & Culture Acquisition II	3
EN383 Nature & Structure of English	3
IS355 Literacy and Orality	3
LING310 Articulatory Phonetics *	3
LING330 Phonological Analysis *	3
LING360 Morphosyntax I *	3
LING483 Language Program Design & Mngmnt *	3

\*Courses taken at CANIL

**MINOR IN TESOL (18)**

CO363 Lang & Culture Acquisition I	3
IS350 Foundations of TESOL	3
EN383 Nature & Structure of English Lang	3
CO403 Intercultural Communications	3
ED415 The ESOL Classroom: Methods, Materials, and Issues	2
IS359 TESOL Practicum	3
Elective Credit	1

## MINISTRY KAIROS

### PROGRAM OVERVIEW

The School of Ministry provides all Corban students with the biblical and theological values, skills and knowledge necessary for starting a lifetime of personal growth and Christian service. Ministry majors receive the focused training and experience needed to begin effective lifelong vocational ministry.

The School of Ministry has two accelerated programs that allow an undergraduate to earn both a Baccalaureate and Master's degree in five years total: Fast Track and Kairos.

The *Kairos* program is a cooperative program with Western Seminary that allows a student to complete a Corban bachelor's and a Western Seminary M.Div. degree.

### PROGRAM LEARNING OUTCOMES

- Students will demonstrate an advanced working knowledge of the Bible and the skills for personal in-depth study.
- Students will be able to articulate a biblically defensible theology that appreciates our Baptist heritage and addresses current issues.
- Students will exemplify growing Christian character and biblical readiness for productive ministry.
- Students will manage their personal lives through effective planning, prioritizing and problem-solving.
- Students will be able to articulate and implement a biblically based and culturally relevant ministry philosophy.
- Students will practice a preaching and teaching ministry characterized by accuracy and impact.
- Students will manifest a caring shepherd's heart that ministers to people with compassion and skill.

### FACULTY

Tim L. Anderson	Gary W. Derickson	Annette R. Harrison	Kent A. Kersey
Sam E. Baker	Leroy W. Goertzen	Allen E. Jones	Greg V. Trull

### MAJOR

#### Ministry – Kairos, B.S. or B.A./M.Div

- Foundational Languages
- Functional Languages

### CORE REQUIREMENTS FOR ALL MINISTRY KAIROS MAJORS (27)

BA203	Personal and Family Finance	3
CM102	Introduction to Ministry	1
CM201	Sophomore Practicum	1
CM301	Junior Practicum	1
CM123/IS123	Cross Cultural Internship	3
CO403/IS403	Intercultural Communication	3
TH	Theology Elective 300+ Level	3
BI	Bible Elective 300+ Level	3
CM202	Theology of Ministry	3
CM303	Philosophy of Ministry	3
CM302	Teaching the Bible	3

**Total Degree Requirements for this B.A. Major (121)**

**100 Corban credits plus 21 Western credits**

**21 Dual credits are selected from Western Seminary courses**

\$20 Student Association fee will be assessed for all majors.

**B.S. IN MINISTRY KAIROS: Functional Languages  
M.DIV. IN PASTORAL MINISTRY (WESTERN SEMINARY)**

**Core Ministry Kairos Requirements (27)**

**Total Graduate Requirements (82)**

**Corban University Graduate Courses**

**Corban Graduate Biblical Studies (15)**

BI512 Learning and Living OT History 3  
 BI513 Learning and Living OT Poets and Prophets 3  
 BI522 Learning and Living Gospels and Acts 3  
 BI523 Learning and Living Epistles and Revelation 3  
 BI5-- Grad Bible Book Elective 3

**Corban Graduate Elective (9)**

BI/TH/CM Elective 9

**Western Seminary Graduate Courses**

**Foundational Studies (10)**

BT501 Hermeneutics 2  
 BT502 Biblical Theology 2  
 CS501 Loving God and Others 2  
 CS502 Prayer and Disciplines 2  
 MF501 Intro Theo St./Ministry Formation 2

**Functional Biblical Languages (12)**

NTS501 Functional Foundations of Greek 3  
 NTS502 Functional Application of Greek 3  
 OTS501 Functional Foundations of Hebrew 3  
 OTS502 Functional Application of Hebrew 3

**Theological Studies (18)**

TH501 Theology I 4  
 TH502 Theology II 4  
 TH503 Theology III 4  
 TH508 Ministry and Theology 2  
 CH501 Church History 4

**Ministerial Studies (16)**

ML501 Theology/Practice Ministry 2  
 ML502 Transformational Leadership 2  
 ML503 Nurturing Faithful Disciples 2  
 ML504 Taking Gospel to Diverse Cultures 2  
 ML505 Applied Pastoral Counseling 2  
 ML506 Ministerial Ethics 2  
 ML507 Gospel Responses Challenges 2  
 ML508 Preaching Gospel-Centered Messages 2  
 MF531/4Ministry Leadership Formation  
 (P/NP graded, lab fee) 0

**Graduate Electives (2)**

**B.A IN MINISTRY KAIROS: Foundational Languages  
M.DIV. IN PASTORAL MINISTRY (WESTERN SEMINARY)**

**Core Ministry Kairos Requirements (27)**

**Additional Requirements (6)**

BI/TH BI/TH Elective 300+ Level 3

GR511 Greek I 3

**Total Graduate Requirements (82)**

**Corban University Graduate Courses**

**Biblical Languages (9)**

GR522 Greek II 3

HB511 Hebrew I 3

HB522 Hebrew II 3

**Biblical Studies (12)**

BI512 Learning and Living OT History 3

BI513 L&L OT Poets and Prophets 3

BI522 L&L Gospels and Acts 3

BI523 L&L Epistles and Revelation 3

**Corban Graduate Elective (3)**

BI/TH/CM Elective 3

**Western Seminary Graduate Courses**

**Foundational Studies (10)**

BT501 Hermeneutics 2

BT502 Biblical Theology 2

CS501 Loving God and Others 2

CS502 Prayer and Disciplines 2

MF501 Intro Theo St./Ministry Formation 2

**Biblical Studies (5)**

NTS509 Greek Reading and Syntax 3

NTS/OTSPinciples of Exegesis 2

**Theological Studies (18)**

TH501 Theology I 4

TH502 Theology II 4

TH503 Theology III 4

TH508 Ministry and Theology 2

CH501 Church History 4

**Ministerial Studies (16)**

ML501 Theology/Practice Ministry 2

ML502 Transformational Leadership 2

ML503 Nurturing Faithful Disciples 2

ML504 Taking Gospel to Diverse Cultures 2

ML505 Applied Pastoral Counseling 2

ML506 Ministerial Ethics 2

ML507 Gospel Responses Challenges 2

ML508 Preaching Gospel-Centered Messages 2

MF531/4Ministry Leadership Formation  
 (P/NP graded, lab fee) 0

**Graduate Electives (9)**

# GRADUATE SCHOOL OF MINISTRY

## PROGRAM OVERVIEW

Corban University School of Ministry educates Christians to understand, model, and communicate biblical and theological truth and equips them for effective ministry in the church and the world.

The academic programs of Corban University School of Ministry are designed to facilitate the university mission to educate Christians who will make a difference in the world for Jesus Christ.

## PROGRAM MISSION AND VISION

Corban University School of Ministry serves as an extension of the Church in the plan of God. This conviction is driven by the belief that the Church is essential to the carrying out of Christ's worldwide mission. This worldwide mission is accomplished through local churches, parachurch and other types of organizations.

The School of Ministry recognizes that no dichotomy should exist between systematic and practical theology. The biblical and theological messages must be internalized by students and subsequently implemented through service to contemporary society.

In the field of practical theology the integration of doctrine and practice finds its greatest expression. The School of Ministry attempts to equip its students to be leaders in the worldwide mission through evangelizing, preaching, teaching, and shepherding ministries. Whether the graduate serves as a pastor, missionary, youth pastor, chaplain, worship leader, teacher, evangelist, community leader, or lay-leader, every effort is made to send out well-balanced individuals who are capable of communicating the Word of God with conviction and clarity, and of ministering to the needs of people with love and effectiveness.

Students enrolled in the School of Ministry are challenged to worship and glorify God, to nourish their souls with His Word, to fellowship with Him through prayer, to evangelize the lost, and to edify the saints. This challenge demands a personal relationship with Jesus Christ which includes the practice of a daily quiet time, a walk by faith, the cultivation of the fruit of the Spirit, confession of sin, and a genuine surrender to the known will of God.

## PROGRAM LEARNING OUTCOMES

See programs for specific learning outcomes.

## FACULTY

Tim L. Anderson  
Sam E. Baker  
Gary W. Derickson  
Leroy W. Goertzen  
Mark A. Jacobson  
E. Allen Jones  
Kent A. Kersey  
Greg V. Trull

## GRADUATE SOM ACADEMIC CALENDAR 2018-2019

<b>Fall Semester</b>	<b>2018</b>
Fall Application Deadline	1-Aug
Instruction Begins	Aug 29 (W)
Close of course registration	Sept 7 (F)
Last day to drop courses without a fee	Sept 7 (F)
Last day to drop any course	Nov 2 (F)
Thanksgiving vacation	Nov 21-23
Classes resume	Nov 26 (M)
Early scheduling for Spring Semester	Oct 29 (M)
Last day of instruction	Dec 7(F)
Final exams	Dec 11-14
Final grades due to the Office of the Registrar	Dec 19 (W)
<b>Spring Semester</b>	<b>2019</b>
DMIN Pre-Residency Begins	Jan 1
Instruction begins	Jan 9 (Wed)
Martin Luther King Day (classes TBA)	Jan 21 (M)
Close of course registration	Jan 18 (F)
Last day to drop courses without a fee	Jan 18 (F)
President's Day (classes TBA)	Feb 18 (M)
Last day to drop any course	Mar 15 (F)
Registration for summer courses	Mar 18 (M)
Spring break	Mar 25-29
Classes resume	Apr 1 (M)
Last day of instruction	Apr 26 (F)
Final exams	April 29– May 3
Commencement	May 4(Sat)
Final grades due to the Office of the Registrar	May 8 (W)
<b>Summer Term</b>	<b>2019</b>
Summer Session begins	June 2 (Su)
Close of course registration for Summer Session	June 7 (F)
Last day to drop summer course w/o financial penalty	June 7 (F)
DMIN Residency	June 11-29
Break (one week)	June 30-Jul 6
Classes resume	July 7 (Su)
Graduate registration for Fall begins	July 8(M)
Summer Session ends	Aug 3 (Sa)
DMin Post Residency Ends	Oct 15

## **ADMISSIONS POLICIES FOR MASTERS' PROGRAMS, SCHOOL OF MINISTRY**

Corban University seeks to accept only students who desire God's leading in their lives. Prospective students should desire to develop their spiritual lives and skills for ministry in order to be prepared for any ministry to which God may lead.

### **ACADEMIC PREPARATION**

Applicants must have earned a baccalaureate degree from an accredited institution to be admitted into one of the graduate degree programs. Others with adequate academic qualifications may enroll in one of the certificate programs or as non-degree students.

### **ADMISSION PROCEDURE**

To be considered for admissions, the potential candidate will:

- Complete the Application for Admission;
- Remit Payment of \$50.00 as a nonrefundable application fee;
- Submit Reference Forms from references listed below. Evaluators who complete the form should send it to the Office of Graduate and Online Admissions;
  - Pastor
  - Educator or Employer
  - Friend
- Send official transcripts from all institutions where undergraduate and graduate coursework was completed to the Office of Graduate and Online Admissions;
- Complete the following admissions essays;
  - Explain how you came to know Jesus Christ as your Savior, including the Scriptural basis for your salvation and what in your life indicates that you are walking with the Lord.
  - What do you believe are the characteristics of an effective Christian minister/leader?
  - Relate your educational and vocational goals and indicate what you expect to gain from participation in Corban School of Ministry.
  - Relate any professional and/or lay ministry experience you have undertaken in a local church and/or parachurch organization.

Applicants will not be officially accepted for admission to the School of Ministry until this office has in its files:

1. The Application for Admission form completely filled out;
2. Admission essays, including the applicant's personal testimony;
2. References from a pastor, educator or employer, and a friend;
3. An official transcript from every college and/or graduate school attended, whether or not credits are to be transferred, sent directly from the institution(s) concerned to the Office of Graduate & Online Admissions of Corban University School of Ministry;
4. A \$50.00 Application Fee.

The Admissions Committee reviews each application only after all data have been received. When all records have been completed satisfactorily, the applicant will be sent a letter indicating the decision of the Admissions Committee. Students are assigned faculty advisors who assist them in formulating their programs of study. All faculty members are available for general counseling.

### **ADMISSION PROCEDURE OF INTERNATIONAL STUDENTS**

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

1. The applicant must submit all of the documents required of any new student, as listed under the Admissions Procedure. Transcripts of the student's academic record submitted in a language other than English must be accompanied by a certified translation into English by World Evaluation Services. ([www.wes.org](http://www.wes.org))
2. The applicant must demonstrate proficiency in reading, writing, and speaking English by attaining a minimum score of 637-673 (paper test) or 110-120 (Internet) on the Test of English as a Foreign Language (TOEFL). We would also accept an equivalent score on a similar, approved test. The TOEFL code number for Corban University School of Ministry is 4956. This number should be entered on examination answer sheets. To report scores of tests previously taken, enter the code number on TOEFL Request Forms. An alternative to the TOEFL exam is the International English Language Testing System

(IELTS). Applicants must attain a minimum score of Band 8-9. Outside of the United States, information regarding the tests may be obtained from American embassies and consulate offices of the United States Information Service. Students who are accepted with minimal language ability may be required to take formal training in English as a Second Language (ESL).

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

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

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

### **ADMISSIONS REQUIREMENTS**

- Profess faith in Jesus Christ and live a consistent Christian lifestyle.
- Possess an earned undergraduate degree from an accredited school. (If you have questions, please contact Corban's Admissions Office at 800-764-1383 or email [graduate@corban.edu](mailto:graduate@corban.edu).)
- Be in essential agreement with the following foundational Christian doctrines:
  - That Scripture is inspired by God and therefore is authoritative and inerrant.
  - That the God of the Bible is the only true God.
  - That there is one God in three equal persons (Father, Son, Spirit).
  - That Christ is true God and true human.
  - That the human race is completely spiritually depraved.
  - That Christ died as a substitutionary sacrifice to atone for sin.
  - That Christ bodily rose again.
  - That salvation is received by faith alone in Christ alone.
  - That Christ will bodily return to the earth to reign.

### **CHRISTIAN CHARACTER**

Applicants for admission must testify that they are personally trusting in Jesus Christ as Savior and are endeavoring to live in submission to the will of God as manifested in obedience to the Word of God. Standards of Christian conduct required of students at Corban Graduate School of Ministry are set forth in the Student Handbook.

### **FAST TRACK PROGRAM**

Undergraduate students enrolled in Corban University may enroll in the BS in Ministry Fast Track programs. These programs allow students to complete their BS in Ministry and MA in Christian Leadership in five years. More information is in the School of Ministry, Undergraduate section of the University catalog.

### **POLICY FOR ADMISSION OF NON-BACCALAUREATE STUDENTS**

Students who have not earned an accredited baccalaureate degree may be admitted as non-degree students. If they subsequently complete their baccalaureate degree, they may apply for a degree program.

### **UNDERGRADUATE EDUCATION RECOMMENDATIONS**

Students who plan to apply for admission to Corban Graduate School of Ministry are encouraged take college courses which provide for an understanding of people and nature, an acquaintance with the culture and ideas of contemporary society, and the ability to communicate clearly and accurately in the English language. Undergraduate programs should include courses in English grammar, composition, literature, speech, general philosophy, logic, psychology, natural science, and history - especially ancient and world history. These courses provide a solid base for effective graduate studies in ministry.

### **READMISSION TO THE SCHOOL OF MINISTRY**

Students who do not register for three consecutive semesters (one year) must apply for readmission before enrolling again. Students must complete the Application for Readmission through the Graduate and Online Admissions Office. If a student has been absent from courses for over six years, the full application form must be submitted. Students are subject to the requirements of the catalog and its programs in force at the time of re-matriculation.

## **ACADEMIC POLICIES FOR MASTERS' PROGRAMS, SCHOOL OF MINISTRY**

### **ACADEMIC LOAD**

A full-time load is 6 – 15 credit hours per semester. If students desire to carry more than the full-time load, they must receive special permission from the Faculty advisor and Registrar.

### **ADVANCED STANDING, COURSE WAIVER AND DUAL CREDIT**

Students who have obtained through their undergraduate work equivalence in competency with graduate level work may be eligible for advanced standing or a course waiver. Competency will be assessed by the Dean of the School of Ministry in conjunction with the Registrar.

Upon the demonstration of competency, up to and including 21 semester hours of advanced standing or waivers may be applied to the M.Div. degree and up to and including 13 semester hours to the M.A. degree. If advanced standing is granted, the student will receive graduate credit for approved upper-division undergraduate work. If a course waiver is granted, the student will have specific course requirements waived, but no graduate credit granted.

In addition to the advanced standing and course waiver credits, Corban upper classmen undergraduates may take dual-credit graduate courses from the School of Ministry. These graduate courses may be used to meet undergraduate degree requirements as well as graduate requirements.

### **AUDITING A COURSE**

A student who is auditing a course must complete an Audit student application for each course they wish to audit. Students may enroll in a course for non-credit according to the following guidelines:

1. There must be space available in the class.
2. The instructor of the course must give their consent.
3. Audit students are not expected to submit assignments. Faculty are not required to give feedback on written work of students auditing courses.
4. They may change a course from credit to non-credit (audit) during the first four weeks of the semester. In such a case there is a processing charge of \$25.00 and no refund of tuition unless the change is made prior to the close of registration.
5. The student is responsible to complete all required coursework and actively participate in the class.

### **COMPLETION OF MULTIPLE DEGREES**

Students wishing to complete more than one graduate degree at the School of Ministry may do so with the following conditions:

- All program requirements in both degrees must be met.
- No more than 50% credits used to meet the requirements of the second degree can also have been used in the first degree. At least 50% of the total hours required in the second degree are not needed for the first degree.

### **DEGREE PROGRAM CHANGES**

A student who desires to switch from one degree program to another must complete a Change of Program Form. If permission is granted to switch from one degree program to another, the student must meet all the requirements in the new degree program. Students adding a second program will be subject to the policy governing the completion of multiple degrees.

### **DUAL CREDIT COURSES**

Undergraduate students at Corban University may enroll in certain courses which have been designated as Dual Credit courses. These are courses which are taught at the graduate level which will count towards the student's undergraduate degree. Should the student choose to enroll in a graduate program in the SOM, the student will not be required to complete the Dual Credit course at the graduate level. Students may not have more than 14 Dual credit hours for an M.Div. and 8 semester hours for an MA.

## **GRADUATION REQUIREMENTS**

To graduate with a degree from the School of Ministry, the student must satisfactorily complete the following:

1. All required courses in relevant degree.
2. A minimum grade point average of 2.5 for the total graduate degree. Required courses with grade D+ or lower must be retaken.
3. Formal application for graduation.

Students who expect to complete all degree requirements must apply for graduation. Students are expected to apply for graduation during the semester prior to their anticipated finish of coursework (see deadlines in Academic Calendar). The graduation fee must accompany the application. To participate in commencement ceremonies, all requirements must be completed no later than the last full week before graduation. Please note that commencement ceremonies are only held in May, although degrees are awarded at the end of each semester.

## **REPEATING A COURSE**

If a student receives a grade of "D+" or lower in a course required for graduation, the course must be repeated. A student may also repeat such a course if a "C+", "C", or C-" was received. Only the second grade and its respective grade points will be used in the overall grade point calculation shown on the official transcript.

## **SCHEDULED EXAMINATIONS**

Students are expected to complete an examination at the scheduled time. A fee of \$25 will be assessed students who take an examination late. If an examination is missed without prior arrangement, in addition to the late fee, the examination score may be reduced.

## **TRANSFER CREDIT POLICY**

Corban University School of Ministry may accept credits from regionally and nationally accredited institutions approved by CHEA (Council for Higher Education Accreditation). Exceptions to this policy will be made on a case-by-case basis. The following rules govern the transfer of credit:

1. A student must be accepted by the university before the registrar will consider requests for course credits to be transferred.
2. No more than 50% of the total credit hours required in a program may be transferred from another institution. The final 20 semester hours must be taken in residence at the School of Ministry.
3. Courses must be completed with a minimum of a B- (2.7) grade. Acceptable credits earned in another institution are recorded on the student's permanent academic record, but only work completed at the University will be included in the student's Corban grade point average.
4. The decision to approve transfer of credits will be based on similarity of course content, final judgment being made by a comparison of course syllabi.
5. Course work from non-accredited institutions will be considered on a case by case basis.
6. A student who is enrolled at the School of Ministry may take courses elsewhere and have those credits transferred to the University. This will require approval by the Registrar before the course is taken. In such cases, the Registrar will consult with the Dean, but the registrar will make the decision on whether or not the credits may be transferred.
7. Transfer of credit applies only to degree programs. No transfer credit will be granted for non-degree status students.

## **MASTER OF ARTS IN CHRISTIAN LEADERSHIP (M.A.C.L.)**

### **PROGRAM OVERVIEW**

The Master of Arts in Christian Leadership is designed to prepare graduates to serve in a variety of leadership positions in ministry and community organizations including associate pastors, non-profit managers, parachurch leaders, Christian school teachers, and community service leaders. The degree has a total of 52 credits and consists of a Bible/Theology and Christian Ministry core (37 credits) and a choice of three concentrations (15 credits): Spiritual Formation, Non-profit Leadership, and Christian Teaching.

### **PROGRAM MISSION AND VISION**

The Master of Arts in Christian Leadership is designed to prepare graduates to serve in a variety of leadership positions in ministry and community organizations. The goal is to provide students a strong theological base with three versatile tracks. Though not recommended for those seeking senior pastor roles, it gives excellent training for associate positions, teaching roles and community jobs.

### **PROGRAM LEARNING OUTCOMES**

- Students will be able to understand the Bible and accurately interpret the Bible within its historical, cultural, and, geographical background.
- Students will be able to explain, defend, and consistently apply Christian theology and biblical worldview within any cultural context.
- Students will be able to articulate and live out a biblical theology of spiritual transformation.
- Students will apply learned ministry leadership practices that reflect biblical principles and are informed by contemporary theory and practice.
- Students will be able to communicate Scripture clearly and accurately in both public proclamation and private counsel.
- Students will be able to communicate the gospel and its relevance effectively to those in their ministry and vocational circles.
- Students will be able to locate, evaluate and synthesize information from a wide variety of sources for improving biblical and theological thinking and practice.

### **OCCUPATIONAL OPPORTUNITIES**

The Master of Arts in Christian Leadership trains graduates to be effective in many leadership roles including associate pastors, non-profit managers, parachurch leaders, Christian school teachers, and community service leaders.

## MASTER OF ARTS IN CHRISTIAN LEADERSHIP PROGRAM OUTLINE (52)

### Core Courses (37)

#### Bible/Theology

TH501	God and His Word: Theological Foundations	3
TH502	Christ's Redemption: Christ and Humanity	3
TH503	God's People: The Spirit, the Church, and the Future	3
BI511	Interpreting Scripture	3
BI512	Learning and Living OT History	3
BI513	Learning and Living OT Poets and Prophets	3
BI522	Learning and Living Gospels and Acts	3
BI523	Learning and Living Epistles and Revelation	3

#### Christian Ministry

CM551	Becoming a Servant Leader	2
CM561	Supervised Leadership Experience (1 credit course taken twice)	2
	Christian Ministry Electives	9

#### Spiritual Formation Concentration (15)

CM501	Growing in the Lord	3
CM671	Ministering Cross-culturally	3
CM541	Building a Christ-centered Home	3
CM611	Counseling in Ministry or	3
CM 531	Teaching Scripture Open Elective	3

#### Non-profit Leadership Concentration (15)

BA613	Managing the Non-profit Organization	3
BA583	Organizational Behavior	3

#### *Two of the following:*

BA653	Human Resource Management	3
BA663	Financial Planning	3
BA683	Managing Change	3
BA623	Stewardship Issues for Non-Profit Organizations Open Elective	3

#### Christian Teaching Concentration (15)

ED532	Theories of Learning and Teaching	3
ED534	Teaching the Diverse Learner	3
ED511	Biblical Worldview and Education	3
CM531	Teaching Scripture Open Elective	3

## **INSTITUTE FOR BIBLICAL LANGUAGES AND TRANSLATION**

### **History and Development**

Corban University has developed an organizational partnership with the Christian not-for-profit **4.2.20** Foundation and their Institute for Biblical Languages and Translation (IBLT) department. This partnership will start with offering a graduate certificate in Biblical Hebrew for those serving as biblical Hebrew translators of the Old Testament in Israel and in other nations. Students who complete the 48-credit graduate certificate in biblical Hebrew offered in Israel will have the option to complete an additional 6-graduate credits which will culminate in a Master of Arts in Classical Hebrew from Corban University.

### **Vision, Mission & Goal for Institute for Biblical Languages and Translation (IBLT)**

**Vision:** The vision of the Institute is to see the full Word of God accessible to every person, with a special focus on oral learners, in a language and format they understand.

**Mission:** The mission of the Institute is to accelerate the training of translators in biblical languages so as to fulfill the vision.

**Goal:** The goal of the Institute is for sufficient consultants, teachers & mother-tongue translators to be trained in Biblical Hebrew so that Old Testament translation can begin in every language by 2033.

### **Graduate Certificate in Biblical Hebrew Translation Program Goals:**

1. Students will be able to accurately comprehend the Hebrew Bible within its linguistic context.
2. Students will be able to accurately interpret the Hebrew Bible within its linguistic, cultural and literary contexts.
3. Students will be able to make independent and responsible exegetical decisions based on the Hebrew Bible text.
4. Students will be able to access basic commentaries on the Hebrew Bible that are written in Hebrew.
5. Students will be able to locate, evaluate and synthesize information from essential sources for accurate Hebrew Bible comprehension and interpretation.

The Corban University- IBLT program goals align with the Corban University core themes and the graduate certificate department assessment plan will collect data based on key performance indicators to determine mission fulfillment. Assessment plans capture data to provide an iterative process and a culture of continuous improvement.

### **IBLT Financial Policies**

Corban University will charge the following tuition rate to completers of the Corban University- IBLT graduate certificate.

1. \$225 per Corban University credit hour or a total of \$1350 for 6 credits.
2. Students will be given one final transcript noting the awarded degree.
3. Additional transcripts will incur the standard university fee.

### **Student Admissions**

The following admission requirements will be adopted and followed within the Corban University –IBLT graduate certificate program.

All program applicants must:

1. Possess a passport from their home country.
2. Employment History.
3. Be a Christian as demonstrated by a written Christian testimony.
4. Have completed post-secondary course work. Submit official transcripts detailing at least 6 semester credits of biblical Hebrew course work.
5. Demonstrated fluency in English, French, Spanish, Russian or Hebrew for submitting written assignments
  - a. A majority of the instruction will be within the Hebrew immersive environment. Although most of the program will be conducted in Hebrew, some written material will be provided in English only.
  - b. Students must have a basic level of written English;
6. Three References
  - a. Professional References (2)
  - b. Pastoral Reference (1)
7. Documented Financial Arrangements
8. Completion of Personal Essays (5)

9. Agreement to the IBLT Statement of Standards
10. Granting of a multiple entry A/4 visa from the Ministry of Interior in Jerusalem for the applicant and all the applicant family members.

Continued enrollment in the Corban University Master of Arts in Classical Hebrew

1. Good standing in the Corban University- IBLT graduate certificate in biblical Hebrew translation
2. Completion of the 48-credit graduate certificate in biblical Hebrew translation
3. English fluency as demonstrated with a TOEFL score of 550 or above.

### Faculty and Leadership

#### Leadership

**Swarr, David, Ph.D.** President IBLT, 2017. Ph.D. Intercultural Organizational Leadership.

**Buth, Randall, Ph.D.** Vice President IBLT, Professor, 2000. Ph.D: Bible, Hebrew University of Jerusalem.

#### IBLT Faculty and Staff

Faculty name	Highest Degree(s) earned	Institution that granted the degree(s)
Sharon Tamar Buth Alley	Master of Arts: Hebrew Bible	The Hebrew University of Jerusalem
Niek Aretsen	Ph.D: Hebrew Language	Hebrew University, Jerusalem
Randall John Buth	Ph.D	UCLA
Jason Kyle Driescach	Ph.D: Bible	Hebrew University of Jerusalem
Jon "Yoni" Gerrish	MA: New Testament Backgrounds	Jerusalem University College
Vered Hillel	Ph.D	Hebrew University of Jerusalem
Aaron D. Hornkohl	Ph.D: Hebrew and Jewish Languages	The Hebrew University of Jerusalem
Ethan Knapp	MA: Comparative Religion	Hebrew University, Jerusalem

Naphtali S. Meshel	Ph.D: Bible	The Hebrew University of Jerusalem
Dorota Molin	Master of Philosophy: Hebrew Studies	University of Cambridge
Stephan Joseph Pfann	Ph.D: Ancient Semitic Languages	Hebrew University of Jerusalem

## MASTER OF ARTS IN CLASSICAL HEBREW PROGRAM OUTLINE (54)

### GRADUATE CERTIFICATE IN BIBLICAL HEBREW TRANSLATION (48)

#### COURSES TAKEN AT IBLT:

<b>Texts Land and Culture</b>	<b>5</b>
HB601 Texts, Lands and Culture: Classroom Teaching	2
HB602 Texts, Lands and Culture: Field Trips Part 1	1
HB603 Texts, Lands and Culture: Field Trips Part 2	1
HB604 Texts, Lands and Culture: Field Trips Part 3	1
<b>Modern Hebrew</b>	<b>16</b>
HB630 Modern Hebrew: Aleph	1
HB631 Modern Hebrew: Aleph+	1
HB632 Modern Hebrew: Bet	3
HB633 Modern Hebrew: Bet+	3
HB634 Modern Hebrew: Gimel	3
HB635 Modern Hebrew: Gimel+	2
HB636 Modern Hebrew: Dalet	3
<b>Biblical Hebrew</b>	<b>27</b>
HB640 Oral Foundations of Biblical Hebrew	6
HB641 Intermediate Biblical Hebrew: Part 1	6
HB642 Intermediate Biblical Hebrew: Part 2	3
HB643 Advanced Intermediate Biblical Hebrew: Narrative Texts	2
HB644 Advanced Intermediate Biblical Hebrew: Legal texts	2
HB645 Advanced Intermediate Biblical Hebrew: Poetry and Psalms	2
HB646 Advanced Biblical Hebrew: History of the Hebrew Language	3
HB647 Advanced Biblical Hebrew: Seminal and Paper	3

**Graduate Certificate Total Credits** **48 Credits**

#### COURSES TAKEN AT CORBAN UNIVERSITY

<b>Leadership Credits</b>	<b>6</b>
CM501 Growing in the Lord	3
CM551 Becoming a Servant Leader	3

**Master of Arts Graduate Total Credits** **54 Credits**

## **MASTER OF DIVINITY (M.DIV.)**

### **PROGRAM OVERVIEW**

The Master of Divinity is designed to train ministers who will serve as senior pastors, teaching pastors, missionaries, church planters and similar vocations. The degree has a total of 85 credits and consists of a Bible/Theology and broad ministry core (64 credits) and a choice of two concentrations (21 credits): Church Ministry and Biblical Languages.

The Master of Divinity provides depth of study in Bible and theology as well as the additional training in cross-cultural awareness, counseling and ministry philosophy. The church ministry track provides the educational base to pursue a Doctor of Ministry degree. The biblical language track provides the educational base to pursue a Doctor of Philosophy degree.

### **PROGRAM MISSION AND VISION**

The Master of Divinity equips its students to be leaders in the worldwide mission through evangelizing, preaching, teaching, and shepherding ministries. Every effort is made to send out well-balanced individuals who are capable of communicating the Word of God with conviction and clarity, and of ministering to the needs of people with love and effectiveness.

### **PROGRAM LEARNING OUTCOMES**

- Students will be able to understand the Bible, accurately interpret the Bible within its historical, cultural, and, geographical background, utilizing original languages.
- Students will be able to explain, defend, and consistently apply Christian theology and biblical worldview within any cultural context.
- Students will be able to articulate and live out a biblical theology of spiritual transformation.
- Students will design and convey a philosophy of ministry that is informed by Scripture and culture.
- Students will be able to communicate Scripture clearly and accurately in both public and private ministry settings.
- Students will be able to communicate the gospel and its relevance effectively to those in one's culture as well as to those of other cultures.
- Students will be able to locate, evaluate and synthesize information from a wide variety of sources for improving biblical and theological thinking and ministry practice.

### **OCCUPATIONAL OPPORTUNITIES**

youth pastor, chaplain, worship leader, teacher, evangelist, church planter or community leader.

The Master of Divinity prepares the graduate to serve in a wide array of ministries, including as a pastor, missionary,

## MASTER OF DIVINITY PROGRAM OUTLINE (85)

### Core Courses (64)

TH501	God and His Word: Theological Foundations	3
TH502	Christ's Redemption: Christ and Humanity	3
TH503	God's People: The Spirit, the Church, and the Future	3
TH511	Practicing Effective Research	1
TH521	Understanding Church History	3
TH601	Engaging Worldviews	3
TH660	Grappling with Theological Issues	6
	(Two 3 credit courses required)	
BI511	Interpreting Scripture	3
BI512	Learning and Living OT History	3
BI513	Learning and Living OT Poets and Prophets	3
BI522	Learning and Living Gospels and Acts	3
BI523	Learning and Living Epistles and Revelation	3
BI600	Learning and Living Bible Book Study	6
	(Two 3 credit courses required)	
CM531	Teaching Scripture	3
CM511	Preaching Scripture I	3
CM521	Preaching Scripture II	3
CM501	Growing in the Lord	3
CM541	Building a Christ-centered Home	3
CM551	Becoming a Servant Leader	2
CM561	Supervised Experience	4
	(1 credit for four semesters – 4)	

### Church Ministry Concentration (21)

CM641	Leading Ministries	3
CM651	Fulfilling the Church's Purpose	3
CM661	Ministering in the Church	3
CM671	Ministering Cross-culturally	3
CM611	Counseling in Ministry	3
	Open Electives	6

### Biblical Languages Concentration (21)

GR511	Grasping Greek I	3
GR522	Grasping Greek II	3
HB511	Grasping Hebrew I	3
HB522	Grasping Hebrew II	3
GR614	Developing Greek Exegesis Skills	3
HB614	Developing Hebrew Exegesis Skills	3
GR/HB625	Practicing G/H Exegesis: Books	3

## DOCTOR OF MINISTRY PROGRAM

### PROGRAM OVERVIEW

The Doctor of Ministry Program is a post-graduate professional degree designed to help ministry leaders integrate biblical and theological truth with disciplined reflection and ministry praxis. Building upon a foundation of graduate studies in Christian thought, Bible and ministry, the D.Min. program provides students the opportunity to undertake advanced study in personal and ministry formation. Under the guidance of reputable faculty with expertise in the area of their instruction, students interact with peers, engage in broad reading, and develop and implement new initiatives in their ministry contexts. Individuals engaged in vocational or bi-vocational ministry including senior and associate pastors, teachers, school administrators, counselors, chaplains, missionaries, and leaders of parachurch organizations will benefit appreciably from the program. The program consists of 30 credit hours taken through six modules (24 credits), three thesis-project seminars (3), and a thesis-project (dissertation) (3).

### PROGRAM LEARNING OUTCOMES

- Students will be able to advance their personal and professional development within the context of their current ministry.
- Students will be able to analyze and implement new models of ministry for enhanced effectiveness in areas pertinent to their primary context of service.
- Students will articulate a theology of spiritual formation based on God's transforming grace and truth.
- Students will be able to apply learned ministry leadership practices that reflect biblical principles and are informed by contemporary theory and practice.
- Students will be able to assess the effectiveness of personal and corporate leadership practice within their ministry.
- Students will be able to address crucial theological issues that impact ministry today.
- Students will be able to use research skills in their chosen fields of ministry.

Students' progress and growth in the program will be evaluated through pre-residency course work, module projects within the participant's ministry context, the advisement process, the thesis-project and its' public presentation.

### FACULTY

Each Doctor of Ministry cohort is led by a scholar-mentor from the primary field of study being addressed. Guest lecturers and Corban faculty supplement the instruction. Additional information about the D.Min. faculty can be found on the appropriate web page of the University.

### PROGRAM COMPONENTS

The Doctor of Ministry program consists of six modules and three seminars designed to be taken sequentially over three years. It includes a two-week residency each of these three years during which two intensive courses (modules) and one thesis-project seminar are taught.

#### 1. Pre-Residency Studies

Starting in January, approximately six months before each residency, students will undertake studies to prepare for the residency modules consisting of extensive reading and various writing projects. Students should plan to devote approximately 10-12 hours per week in preparation for the residency.

#### 2. Residency Modules

Each year, typically in June, students will attend two weeks of classes consisting of one module each week. A one-day thesis-project seminar will be included during these two weeks.

#### 3. Post-Residency Projects

Following each of the residencies, students will complete a major project for each of the modules and seminar as described and outlined in the course/seminar syllabi. The due-date for this project will be determined by the course professor. All course work must be submitted by October 15.. Permission to extend course work beyond this date may be granted from the cohort professor and/or the D.Min. director.

### Program Limitations

The Doctor of Ministry program is intended to be completed in five years; three years for the modular course work and two

years for thesis writing. The maximum time allowed for completion is six years. Additional time may be granted upon request due to extenuating circumstances.

## **PROGRAM TRACKS**

The Doctor of Ministry program includes two separate cohort tracks. The first D.Min. cohort track is in Strategic Leadership led by Dr. Gary McIntosh and Dr. Leroy Goertzen. The second D.Min. cohort track is in Christian Theology and Apologetics led by Dr. Wayne House.

### **1. Cohort in Strategic Leadership Overview**

The Doctor of Ministry in Strategic Leadership provides advanced training for individuals leading Christian Ministries. This program of study challenges students to reflect upon and assess their leadership experience and practice within their ministry contexts for the purpose of addressing those matters of philosophy, personality, and proficiency that can expand their leadership capacity and effectiveness. To this end, this integrative course will incorporate Biblical theology, leadership theory and practice, online peer interaction and learning, professional mentoring, and personal and corporate assessment. Special focus will be given to studying the principles of leadership that apply to both individuals and institutions as they relate to the character, values, skills, tasks, and context of leadership.

As the capstone degree within the ministry profession, the Doctor of Ministry in Strategic Leadership program is designed to advance the understanding and practice of leadership amongst ministry professionals such as Senior Pastors, Christian School Administrators, directors of para-church organizations and agencies, and members of administrative staff responsible for leading people, directing programs, and managing organizational assets.

### **2. Cohort in Theology and Apologetics Overview**

Two great challenges face leaders today: teaching the truth of God to a Christian public that is shaped more by cultural than Scripture and defending Christianity against the charges of a multitude of critics. To meet these challenges, this program equips leaders with the biblical, historical, scientific, and philosophical knowledge necessary to effectively engage our world with the Christian faith.

Foundational to Christian ministry is an in-depth knowledge of the teachings of the Bible and the ability to state and defend biblical truth. The Doctor of Ministry in Christian Theology and Apologetics at Corban University builds on the Bible and theology learned in a master's degree program. The D.Min. enables the minister to teach and preach the Word in a biblically faithful and transformational way (2 Tim 4:1). Because this advanced program expands and extends beyond the master's, students are expected to be sufficiently proficient in hermeneutics, theology and biblical studies.

## DOCTOR OF MINISTRY PROGRAM STRUCTURE (30)

COHORT	Strategic-Transformational Leadership	Christian Theology & Apologetics
<b>YEAR ONE</b>	<b>Personal Dimensions of Leadership</b>	<b>Foundations of Christian Theology</b>
Week 1 CM814	The Spiritual Life of a Leader (4)	CM815 Philosophic Foundations of Christian Theology (4)
Week 2 CM824	Personal Leadership Foundations (4)	CM825 Central Issues in Systematic Theology (4)
CM891	Thesis-Project Seminar (1)	CM891 Thesis-Project Seminar I (1)
<b>YEAR TWO</b>	<b>Philosophy of Leadership</b>	<b>Theology and the Local Church</b>
Week 1 CM834	Philosophic Foundations of Leadership (4)	CM835 Contemporary Expressions of Theology (4)
Week 2 CM844	The Culture of Leadership (4)	CM845 Personal Expressions of Theology (4)
CM892	Thesis-Project Seminar II (1)	CM892 Thesis-Project Seminar II (1)
<b>YEAR THREE</b>	<b>Essential Skills of Leadership</b>	<b>Exploring Apologetics</b>
Week 1 CM854	The Analytic Dimension of Leadership (4)	CM855 Apologetics and Christian Evidences (4)
Week 2 CM864	The Human Dimension of Leadership (4)	CM865 Apologetics and the Person and Work of Christ (4)
CM893	Thesis-Project Seminar III (1)	CM893 Thesis-Project Seminar III (4)
<b>YEAR FOUR</b>	<b>Thesis</b>	<b>Thesis</b>
CM894	Thesis-Project Writing (3)	CM894 Thesis-Project Writing (3)
<b>YEARS FIVE-SIX</b>	Thesis-Project Writing Continuation (0)	Thesis-Project Writing Continuation (0)

## DOCTOR OF MINISTRY ACADEMIC POLICIES

### ACADEMIC POLICIES

Faculty advisors are assigned to assist each student in successfully pursuing a course of study. However, ultimate responsibility for compliance with academic policy and graduation requirements rests with the student.

### ACADEMIC PROBATION

Students who receive a grade below a "B-" in any two of their residency weeks will be placed on academic probation and be required to meet with the program director to assess their academic progress. A written proposal will be submitted to the program director by the student detailing their plans to improve academic performance.

Academic probation will be lifted when the student completes two consecutive modules with a "B" average.

### PROGRAM DISMISSAL

Students may be required to withdraw from the program on the basis of their inability to maintain academic standards or entrance requirements. Students who receive three grades below a "B-" may be dismissed from the program. Students may also be dismissed because they no longer are able to meet entrance requirements, such as, being engaged in significant and substantial ministry. Prior to dismissal, students will be given ample opportunity to meet program requirements. Students who have been excused from the program will not be readmitted.

### ACADEMIC PROGRESS

A student's academic progress in the program is monitored closely through the quality of his/her work as assessed by the visiting professors and the D.Min. Director. Course work is graded by the visiting professor of each module in accordance with the requirements of their syllabus.

### ACADEMIC YEAR

The Doctor of Ministry Program operates on a schedule that follows the calendar year. Pre-residency work is done between early January and May 31; the two-week residency takes place typically in June; post-residency work commences immediately following the residency and continues through October 15.

## **ADVANCED STANDING**

Because the D.Min. program is a post-graduate degree that builds successively year by year, advanced standing is not typically given. This includes credit for life and ministry experience and of vocation-related training seminars and programs. Certain advanced-training, such as CPE units offered by the military will be considered on a case-by-case basis. The maximum number of modules for which advanced standing will be given is one.

## **ATTENDANCE**

Due to the brevity and intensity of the modular format, students may not miss more than 4 hours of class-time in any given module during the residency. The one day thesis-project seminars must be attended in their entirety. Recording class-time lectures does not substitute for personal presence in the classroom.

## **AUDITING COURSES**

Doctor of Ministry modules may be audited by three classes of individuals: 1) Corban University graduate students, 2) ministry professionals, and 3) Corban D.Min. students who are in their thesis-project stage or who have graduated. Corban D.Min. graduates may audit one module per year tuition-free.

Due to the nature of D.Min. modules, auditing students are considered full classroom participants. They are required to fulfill course expectations that the D.Min. Director establishes in cooperation with the professor for each module.

Auditing D.Min. modules is dependent upon available space and the final discretion of the D.Min. Director. Individuals interested in auditing should contact the Director for specific details.

## **COURSE SUBSTITUTIONS & EXEMPTIONS**

The nature of the Corban Doctor of Ministry program does not allow for course substitutions and exemptions.

## **DROPPING AND ADDING MODULES**

Students will be registered by the Academic Office for both modules for their cohort.. Due to personal or professional crises, students may request to drop a module. Such a request must be made in writing to the director of the program prior to the due date of the pre-residency assignments for that module.

Students who have received permission from the D.Min. Director to register for one module may submit a request to add a second module. The request can only be granted if 1) it is made within 6 weeks of the pre-residency assignments due-date, 2) the student is not on probation, and 3) there is adequate reason to believe that the student's situation will support the added academic load. Permission is granted by the D.Min. Director.

## **GRADE REQUIREMENTS**

D.Min. students are required to maintain a 3.0 grade point average to remain in good standing in the program. A grade less than a "B-" in two courses will result in that student being placed on probation. An additional grade below a "B-" will result in the need to reassess the student's continuation in the program and may lead to dismissal. This will be done by a committee made up of the D.Min. Director, the School of Ministry Dean and the Registrar.

## **GRADING SCALE**

Grades in the doctoral program follow the traditional A – F scale used in the undergraduate and graduate programs of Corban University. In the D.Min. program, however, any grade below a B- is considered grounds for academic probation and possible dismissal from the program.

## **GRADUATION REQUIREMENTS**

To graduate from the School of Ministry's Doctor of Ministry Program, the student must complete satisfactorily the following: All modular and seminar coursework and the thesis-project including the project presentation prior to graduation. (Students applying for graduation without having completed all coursework may have graduation postponed until all program requirements are met). Students intending to graduate must also maintain a minimum GPA of 3.0, settle all financial obligations to the university, and submit a formal application for graduation.

## **INCOMPLETES**

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

includes a contingency grade based on the work already completed. On rare occasions, an incomplete grade may be given due to the inability of a visiting professor to complete the grading process on time because of circumstances beyond his/her control.

To be considered for an incomplete grade, students must be passing the course, have completed the pre-residency course work and have attended the residency class-time. If the incomplete work has not been received by the final registration date for the upcoming year (November 30) or whatever time the professor and D.Min. Director agreed to, the instructor will assign a final grade based on the work completed. .

Students who know they will be unable to complete the module assignments on time must petition the D.Min. Director for additional time. A contract will be established with the D.Min. Director, which includes an appropriate completion date and any grade reductions.

### **REGISTRATION AND PAYMENT OF FEES**

Registration for D.Min. modules will open on October 15 of each year. Students already in the program will be automatically re-enrolled in the modules and thesis-project seminar offered for the upcoming year. A fee of \$100 per module will be added to the cost of tuition. (Please note that tuition and fees are subject to change.) No refunds on fees will be granted following the close of registration.

### **WITHDRAWAL FROM AND READMISSION TO THE PROGRAM**

Students may voluntarily withdraw from the program at any time but are subject to whatever financial policies are in force regarding tuition and fee reimbursements.

Withdrawal from the program may include a one-year leave of absence. The program's design requires students to register for modules each year. Students who have begun the D.Min. program but who are unable to register for the following year's modules will be required to take a one-year leave of absence from the program and pay the program continuation fee. A leave of absence does not extend the six-year maximum length of the program. A student who is absent from a residency without having been approved for a leave of absence will be removed from the program.

Students who have withdrawn from the program on a leave of absence may re-enter the program with the understanding that they will be subject to the current academic catalog, policies and pricing.

## **DOCTOR OF MINISTRY ADMISSION POLICIES**

### **ADMISSION PROCEDURES**

In order to register at Corban University School of Ministry, an Application for Admission must be completed with the Office of Graduate & Online Admissions. The Application includes:

1. A completed Application for Admission form;
2. Admissions Essays;
  - a. Explain how you came to know Jesus Christ as your Savior, including the Scriptural basis for your salvation and what in your life indicates that you are walking with the Lord.
  - b. What do you believe are the characteristics of an effective Christian minister/leader?
  - c. Relate your educational and vocational goals and indicate what you expect to gain from participation in Corban School of Ministry.
  - d. Relate any professional and/or lay ministry experience you have undertaken in a local church and/or parachurch organization.
  - e. Relate how you believe participating in the Doctor of Ministry program will personally benefit your life and ministry. Include an evaluation of your strengths, weaknesses and limitations.
3. An official transcript from the college at which the student earned their undergraduate degree, and the school from which the student earned their graduate degree, sent directly from the institution(s) to the Office Graduate & Online Admissions;
4. Resume;
5. References from a member of the student's leadership board, ministry colleague, and friend;
6. A completed Faculty Recommendation form;
7. A completed Ministry Organization Endorsement form;
8. A graduate-level research paper;
9. A non-refundable Application Fee of \$50.00.

The Admissions Committee reviews each application only after all data have been received. When the application has been completed satisfactorily, the applicant will be sent an email and a letter indicating the department's decision. The Director of the D.Min. program serves as the faculty advisor for all students and is available to offer assistance in all matters pertaining to the program.

#### **PRE-DOCTORAL EDUCATION**

The Doctor of Ministry program is designed to build upon three foundational fields of study: Christian Thought/Theology, Biblical Studies/Languages, and Christian Ministry. Students planning to apply for admission to the D.Min. program should have or seek to acquire a well-rounded education in these fields—something most graduate programs in Bible and theology or Christian ministry provide.

#### **TRANSFER CREDIT POLICY**

Up to 12 hours of D.Min. credit, representing three modules/courses, may be transferred into the program from other accredited seminaries. Exceptions to this policy will be considered by the D.Min. Director and the Dean of the School of Ministry. The transfer of courses is subject to the approval of the Director and Dean based upon their relevance to the current program emphasis and structure, and whether the courses represent a comparable level of academic and professional quality. Students requesting credit transfers should do so at the time of admission to the program. If requested after admission is approved, permission for transfer is subject to the decision of the program director and the Registrar's Office.

# COURSE DESCRIPTIONS

## COURSE NUMBERING SYSTEM

Courses are designated by numbers that reveal their difficulty and sequence.

### *Course Numbering Key:*

- Corban Language Institute Pathway courses are numbered by level:
  - Basic 03x
  - High Basic 04x
  - Low Intermediate: 05x
  - Bridge Courses: 06X or 09x
  - High Intermediate: 1xx
  - Special Topics: PW091-3 or PW191-3
- Courses numbered 1-99 are non-baccalaureate level and are not acceptable for a bachelor's degree.
- Courses numbered 100 through 299 are considered lower-division courses (freshman and sophomore years).
- Courses numbered 300 through 499 are considered upper-division courses (junior and senior years) and intended for undergraduates.
- Courses numbered 491-493 are generally special topics courses.
- Courses numbered 500 through 799 are graduate courses.
- Courses numbered 800 through 899 are doctoral courses.
- Courses numbered at the 900 level are reserved for professional development courses.

Courses offered online may reflect a different number because the credit value may be different. In most cases, courses online will have a SP suffix. For example BA131 would become BA131SP.

Corban provides opportunities for students to pursue a study of special interest under the guidance of competent faculty members. These courses are usually designated by numbers 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, PH399H would be Philosophy Honors.

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

## PATHWAY TO ENGLISH COURSE DESCRIPTIONS

### **BI031PW Basic Bible Reading (3)**

A practical class focused on Bible reading and application that teaches the devotional habit, introduces basic western theological language, provides a medium for practicing the English language, and begins the process of building a theological foundation requisite for future Corban Bible classes.

### **BI103PW Introduction to Biblical Literature (3)**

This introductory course focuses on surveying both testaments of the Bible with a focus on: the overall story and themes of scripture developed through sampling key biblical texts, a broad overview of the message and story of the Bible, and the individual people and stories that contributed to it.

### **HP031PW Fitness for Pathway (1)**

This course is designed to undergo activities with the student that give an introduction to a few of today's most popular team sports, basic diet and nutrition information, knowledge to a variety of new exercises and movements.

**HU060PW American Thought and Culture Bridge (3)**

The American Thought and Culture Bridge is a support and transition class for students enrolled in HU143: American Thought and Culture. The course acts as a “bridge” to regular Corban University undergraduate classes. It provides the additional support students need to understand class assignments, readings, vocabulary and cultural references associated with the topics in HU143. It assists students with the academic skills of writing, note-taking, reading, and listening as they apply them to the lectures and course syllabus expectations.

**HU101PW Introduction to American History and Culture (3)**

In the late 18th Century Hector St. John de Crevecoeur, a European who had settled on a farm in New York asked the question, “What is an American?”. This course is designed to answer that question for international students through the study of American history, religion, and philosophy. (*Gen Ed Social Science*)

**ID113PW Becoming a Master Student (3)**

The purpose of this course is to prepare students for greater academic, professional, and personal success. The course addresses holistic skills needed to be a successful university student through practicing academic skills, and exploring personal, cultural and leadership development.

**IE031PW Basic Grammar and Conventions (3)**

This course is intended to strengthen the abilities required for basic (A1) grammatical use, focusing on the structures of English orally, in writing, and while reading to facilitate greater general usage.

**IE032PW Basic Academic Reading (3)**

This course is intended to strengthen the abilities required for basic (A1) academic reading using critical thinking skills to comprehend, paraphrase, summarize, and respond to ideas expressed in a variety of texts - emphasizing speed, vocabulary expansion, and comprehension of ideas.

**IE033PW Basic Listening & Speaking (3)**

This course is intended to strengthen the abilities required for basic (A1) listening and speaking using strategies within the context of meaningful communication in an academic and employment setting to comprehend, interpret, and respond to discourse - demonstrating increased fluency from the previous level.

**IE034PW Basic Academic Writing (3)**

This course is intended to strengthen the abilities required for basic (A1) academic writing strategies to craft well-organized, well-developed, sentences varying lengths and for different purposes from both outside sources and personal experiences.

**IE041PW High Basic Grammar and Conventions (3)**

This course is intended to strengthen the abilities required for high basic (A2) grammatical use, focusing on the structures of English orally, in writing, and while reading to facilitate greater general usage.

**IE042PW High Basic Academic Reading (3)**

This course is intended to strengthen the abilities required for high basic (A2) academic reading using critical thinking skills to comprehend, paraphrase, summarize, and respond to ideas expressed in a variety of texts - emphasizing speed, vocabulary expansion, and comprehension of ideas.

**IE043PW High Basic Listening & Speaking (3)**

This course is intended to strengthen the abilities required for high basic (A2) listening and speaking using strategies within the context of meaningful communication in an academic and employment setting to comprehend, interpret, and respond to discourse - demonstrating increased fluency from the previous level.

**IE044PW High Basic Academic Writing (3)**

This course is intended to strengthen the abilities required for high basic (A2) academic writing strategies to craft well-organized, well-developed, sentences varying lengths and for different purposes from both outside sources and personal experiences with the focus of writing increasingly longer paragraphs.

**IE050PW TOEFL & Test Taking Skills (3)**

This course is intended to teach students general test taking skills, time management during a test, TOEFL vocabulary, and specific tips for the three different parts of the TOEFL PBT exam; listening, writing/structure, and reading. Students should leave the course with the skills necessary to improve in all areas of the TOEFL exam.

**IE051PW Low Intermediate Grammar and Conventions (3)**

This course is intended to strengthen the abilities required for low intermediate (B1) grammatical use, focusing on the structures of English orally, in writing, and while reading to facilitate greater general usage.

**IE052PW Low Intermediate Academic Reading (3)**

This course is intended to strengthen the abilities required for low intermediate (B1) academic reading using critical thinking skills to comprehend, paraphrase, summarize, and respond to ideas expressed in a variety of texts - emphasizing speed, vocabulary expansion, and comprehension of ideas.

**IE053PW Low Intermediate Listening & Speaking (3)**

This course is intended to strengthen the abilities required for low intermediate (B1) listening and speaking using strategies within the context of meaningful communication in an academic and employment setting to comprehend, interpret, and respond to discourse - demonstrating increased fluency from the previous level.

**IE054PW Low Intermediate Academic Writing (3)**

This course is intended to strengthen the abilities required for low intermediate (B2) academic writing strategies to craft well-organized, well-developed, and well-supported paragraphs of varying lengths and for different purposes from both outside sources and personal experiences.

**IE060PW Writing Tutorial (3)**

The Pathway Writing Tutorial class is designed to help students transition successfully from Pathway courses into regular undergraduate courses by improving their writing, grammar, and other study skills needed to meet academic challenges. Students will be required to complete assignments for undergraduate English and communication classes reflective to their ESL level and with intensive instruction in IE060.

**IE113PW Becoming a Master Student (3)**

The purpose of this course is to prepare students for greater academic, professional, and personal success. The course addresses holistic skills needed to be a successful university student through practicing academic skills, and exploring personal, cultural and leadership development.

**IE121PW High Intermediate Grammar and Conventions (3)**

This course is intended to strengthen the abilities required for high intermediate (B2) grammatical use, focusing on the structures of English orally, in writing, and while reading to facilitate greater general usage.

**IE122PW High Intermediate Academic Reading (3)**

This course is intended to strengthen the abilities required for high intermediate (B2) academic reading using critical thinking skills to comprehend, paraphrase, summarize, and respond to ideas expressed in a variety of texts - emphasizing speed, vocabulary expansion, and comprehension of ideas.

**IE123PW High Intermediate Oral Presentation Skills (3)**

This course is intended to strengthen the abilities required for high intermediate (B2) listening and speaking using strategies within the context of meaningful communication in an academic and employment setting to comprehend, interpret, and respond to discourse - demonstrating increased fluency from the previous level.

**IE124PW High Intermediate Academic Writing (3)**

This course is intended to strengthen the abilities required for high intermediate (B2) academic writing strategies to craft well-organized, well-developed, and well-supported paragraphs and essays of varying lengths and for different purposes from both outside sources and personal experiences.

**IE131PW Advanced Academic Grammar (3)**

This course is intended to strengthen the abilities required for advanced grammatical use and conventions in order to improve understanding of academic texts, increase writing proficiency and improve clearness of oral language needed for academic and professional success.

**IE132PW Advanced Academic Reading & Writing (3)**

This course is intended to strengthen the abilities required to comprehend and respond to academic texts, understand types of academic research and communicate effectively in writing using a well-organized and supported essay at least five paragraphs long.

**IE141PW High Advanced Academic Grammar (3)**

This course is intended to help students understand the form, function and use of complex grammar encountered in reading, writing and oral communication. This course emphasizes the usage of systematic functional grammar through the practice of studying the complex grammatical structures used in authentic academic settings integrated with writing skills.

**IE143PW Introduction to Debate (3)**

This introductory course is intended to build upon general oral English communication skills by focusing on public speaking, formal debate, as well as participating in and leading discussions

**IE144PW Introduction to Research Writing (3)**

This course is intended to expand on written communication skills by focusing on critical thinking and research writing. Students will understand the steps of research writing, how to evaluate and find sources and practice writing research writing for various academic disciplines.

**.PW091-PW093 Special Topics (1-3)**

Focused topics relevant to English language learners. Remedial credit level.

**PW 191-193 Special Topics (1-3)**

Focused topics relevant to English language learners. Undergraduate credit level.

**TH051PW Introduction to the Christian Faith (3)**

This is an introductory course focused on outlining core theology to create a foundation of understanding around the central beliefs of Christianity arising from key biblical texts and juxtaposing these concepts to other competing theologies arising from the diverse cultures of a diverse student body.

**SC090PW Life Science Bridge (2)**

This bridge course is a support and transition class for Pathway students enrolled in SC143. It assists students in the academic skills of problem-solving, critical-thinking, test taking skills and practical lab application as they apply to the objectives of SC143. The Life Science bridge provides an outlet for students to clarify questions on homework and deepen their understanding of basic biological principles.

**SO090PW General Sociology Bridge (3)**

This bridge course is a support and transition class for Pathway students enrolled in SO203 General Sociology. It is called a "bridge" course because it acts as a bridge to regular Corban University undergraduate classes. It provides the additional support students need to understand class assignments, readings, research, vocabulary and cultural references associated with the topic. It assists students in the academic skills of writing, note-taking, reading, and listening as they apply them to the lectures and course syllabus expectations.

**MA090PW Contemporary Math Bridge (2)**

This bridge course is a support and transition class for students enrolled in MA103. It is called a "bridge" course because it acts as a bridge to regular Corban University undergraduate classes. It provides the additional support students need to understand class assignments, readings, vocabulary and cultural references associated with the topic. It assists students in the academic skills of problem-solving, critical-thinking, basic math applications as they apply to the objectives of MA103. The math bridge provides an outlet for students to clarify questions on homework and deepen their understanding of contemporary math topics.

**SO090PW General Sociology Bridge (2)**

This bridge course is a support and transition class for students enrolled in SO203 General Sociology. It is called a “bridge” course because it acts as a bridge to regular Corban University undergraduate classes. It provides the additional support students need to understand class assignments, readings, research, vocabulary and cultural references associated with the topic. It assists students in the academic skills of writing, note-taking, reading, and listening as they apply them to the lectures and course syllabus expectations.

**TH041PW Christian Life and Witness (3)**

Christian Life and Witness considers standards of conduct and the practical application of Biblical principles to the experience of believers in our present age, and gives instruction in methods and equipment for personal soul winning, including memorization of key Scriptural passages and theological vocabulary in English

**TH051PW Introduction to the Christian Faith (3)**

This is introductory course focused on outlining core theology to create a foundation of understanding around the central beliefs of Christianity arising from key biblical texts and juxtaposing these concepts to other competing theologies arising from the diverse cultures of a diverse student body.

**TH052PW Spiritual Formation in Small Groups (1)**

This practical course is focused on providing an environment and curriculum for spiritual formation through peer led small groups that serve to support, challenge, and accountably nurture the student’s spiritual growth.

**TH090PW Discipling Leaders (1)**

This course is focused on developing basic Christian leadership skills through a mentored relationship and classroom teaching for the purpose of equipping growing leaders to become mentors of other students and leaders of peer small groups.

**TH233PW Biblical Worldview (3)**

This course is an in-depth study of worldviews and their impact on the lives of people. Particular attention will be paid to understanding a Biblical worldview, understanding various other religious or philosophical worldviews that are contextual to pathway students, and understanding how one could meaningfully dialogue with people in other worldview about truth and the gospel.

# UNDERGRADUATE COURSE DESCRIPTIONS (TRADITIONAL & ONLINE)

## AGRICULTURAL SCIENCE

### **AG103 Foundations of Agriculture and Agricultural Science (3)**

This course is an introductory seminar style course, designed to provide students an integrated perspective of various facets of the agriculture industry including plant and animal sciences, agronomy, water resource management, agribusiness, agricultural stewardship and ethics. Selected guests who are experts in their field will be invited to present lectures on topics related to agriculture, students will present their own literature review and the instructor will facilitate discussion. *Prerequisite SC143 or SC114 or equivalent introductory biology course.*

### **AG491-493 Special Topics in Agricultural Science (1-3)**

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

## ANTHROPOLOGY

### **AN303 Cultural Anthropology (3)**

This course involves a study of theories and methods of modern anthropology, and the cultures and peoples of our world. The anthropological study of mankind includes an examination of the worldview, characteristics, relationships, patterns, dynamics and growth of representative cultures. The underlying perspective for this course is that a biblical world view of culture, society and anthropology applies to all cultures but is not bound or limited by any particular culture. (Fall)

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

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

## ART

### **AT103SP Introduction to Art (3) (Online)**

This course examines the role of art in today's society. The components of this course are exploration of art media, and the analytical and descriptive study of visual art, both present and past, with its social implications. *Online course.* Offered as needed.

### **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. Fee: \$25.00

### **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.

**AT251 Introduction 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. *Available as Online Course. Offered as needed.*

**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****BA131 Business Applications (1) (Online)**

A hands-on course designed to introduce students to spreadsheet programs used in business. The class uses guided lab sessions to build basic and intermediate spreadsheet skills. (Fall and Spring) *Online course. Offered as needed.*

**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; wills and estates. (Fall)

**BA205 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) *Available as Online course. Offered as needed*

**BA206 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) *Available as Online course. Offered as needed*

**BA213 Information Systems (3)**

This course is a study of information systems and their use in solving business problems. Topics include competing with information systems, data resource management, networking, e-commerce, security, and software development. No prerequisites. \$25.00 (Fall) *Available as Online course. Offered as needed*

**BA215 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) *Available as Online course. Offered as needed*

**BA225 Micro Economics (3)**

A study of the individual units within the national economy. The focus is on topics dealing with firms and households. (Spring) *Available as Online course. Offered as needed*

**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) *Available as Online course. Offered as needed*

**BA305 Intermediate Accounting I (3)**

This course examines accounting theory and practice, disclosure requirements, concepts of valuation and the conceptual framework in financial statements, Primary coverage of assets and revenue recognition. Prerequisite: BA205, BA206. (Fall) *Available as Online course. Offered as needed*

**BA306 Intermediate Accounting II (3)**

This course examines accounting theory and practice, disclosure requirements, concepts of valuation and the conceptual framework in financial statements. Primary coverage of the liabilities, stockholders equity and special areas. Prerequisite: BA205, BA206, BA305.(Spring) *Available as Online course. Offered as needed*

**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. (Spring) *Available as Online course. Offered as needed*

**BA316 Taxation I (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. (Fall) *Available as Online course. Offered as needed*

**BA318 Business Ethics (3)**

Study of ethical behavior in the context of business. Topics include: the biblical foundation of ethics; applied philosophical ethics; ethical decision making in business; and, historical case studies.

**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: BA205, BA215, BA225. Prerequisites waived for Political Science Majors. (Fall) Fee:\$39 *Available as Online course. Offered as needed*

**BA324 Personal Selling & Sales Management (3)**

This class will examine and practice the techniques and use the tools examined to develop and understand selling skills. The content is focused on business- to-business sales from customer identification thru gaining agreement and customer follow-up. You will learn to identify customer problems and develop solutions that appeal to customers and fulfill the mission of the marketing program. (Spring) *Available as Online course. Offered as needed*

**BA325 Principles of Operations Management (3)**

This class will examine operations, execution through planning, operating, and controlling production of goods and services. Topics include: waiting-line management, quality assurance, production systems, project management, and inventory management. Computer and quantitative models used in formulating managerial problems. \$15 (Spring) *Available as Online course. Offered as needed*

**BA333 Marketing Principles (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: BA215, BA225 (Fall) Fee:\$25 *Available as Online course. Offered as needed*

**BA335 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. Prerequisite: BA131. (Spring) *Available as Online course. Offered as needed*

### **BA336 Social Media Marketing (3)**

Social media marketing is of increasing importance to many businesses and organizations. While Facebook, YouTube, Twitter and LinkedIn are used most frequently, the world of social media encompasses so much more. Through readings, guest speakers, case presentations and first-hand exposure to social media technologies, this course covers the concepts and application of social media marketing. It will also provide a unique opportunity to understand how social media is fundamentally changing the way companies operate. More specifically, students will learn how people - as individuals or organizations - can strategically use social media tools to engage their audience in new and exciting ways. (Spring – Odd) *Available as Online course. Offered as needed*

### **BA338 Administration in Sport & Recreation Management (3)**

This course reviews the principles of organizational structure and behavior within sport organizations. Topics include organizational policies and procedures, organizational effectiveness communication networks, ethics in sports, special legal considerations and sports and recreation leadership values. (Fall/Odd)

### **BA339 Event & Program Management (3)**

This course provides students with an understanding of the complexities involved in sport facility and event management. Sport facility management includes a variety of activities such as planning and designing a sports facility, staff management, facility marketing, developing revenue streams, and facility scheduling and operating. Sport event management consists of identifying goals of the event, detailing the check list of activities to be done, and coordinating people in the organizations involved to achieve those goals with the resources available. (Spring/Odd)

### **BA340 Facility Management (3)**

This course will focus on providing an understanding of the sport event management process. Particularly, the course will identify the key aspects of planning that an event manager must take into consideration leading up to a sport event. Additionally, we will discuss various sport management topic areas that are essential in sport event production. (Fall/Even)

### **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. (School of Education)

### **BA343 Program Organization (3)**

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

### **BA445 Project Management (3)**

Course on principles and practices. Students will learn the lifecycle of the project and how to integrate scope, time, cost, quality and resource management into project management planning. They will learn the value of communications and stakeholder management as they work with risk management and real time project applications. Students will also learn to customize project management toolkits that are adaptive to project types, cultures and environments.

### **BA350 Accounting Information Systems (3)**

This course is a study of accounting information systems and their use in producing reliable financial information and solving business problems. Systems covered include manual accounting, computerized accounting, and Internet electronic commerce applications. Topics include competing with information systems, data resource management, networking, e-commerce, security and internal controls, and software development. This class is a replacement for BA213 for Accounting Concentration only. (Spring)

**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. Prerequisites: Admittance to School of Education required. Co-requisites: ED331. (Spring) *Cross-listed with ED589. Students may not receive credit for both BA353 and ED589.*

**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, BA205, BA215. (Spring - Even)

**BA364 International Study Tour (3)**

This experiential learning course is a study of business in destination country and region. Topics include: regional business activity; politics, culture and business; microfinance; business as mission; and global economics. The course culminates in a study tour of destination country and region. (Spring – Even)

**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. (Fall - Odd) *Available as Online course. Offered as needed*

**BA403 Senior Capstone Project (3)**

A demonstration through practical application four major areas of business: management, operations, finance and marketing. Students will provide consulting services to a start-up or existing business, write a comprehensive business plan and make a public presentation of results to the student business community and the Salem community. Prerequisite: Senior class standing. 25.00(Spring) *Available as Online course. Offered as needed*

**BA406 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. (Spring - Odd)

**BA415 Advanced Accounting (3)**

Advanced financial accounting techniques and reporting procedures. Topics include consolidations, partnerships, foreign currency translation and governmental accounting. (Spring – Odd) *Available as Online course. Offered as needed*

**BA416 Cost Accounting (3)**

Cost Accounting studies cost behavior, profit planning and budgeting, motivation and control, cost accounting systems, and standard costing. (Fall - Even) *Available as Online course. Offered as needed*

**BA417 Auditing (3)**

Auditing presents the environment and professional nature of auditing; concepts of testing, evidence, internal control; and analysis of client accounting systems. (Spring - Even) *Available as Online course. Offered as needed*

**BA418 Taxation II (3)**

Expands students' knowledge of how tax laws affect sole proprietors, partnerships, corporations, and other business entities. In addition, the tax laws applicable to estates, gifts, trusts, tax exempt organizations, and foreign persons are explored. (Fall)

**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. Prerequisite: BA205, BA206, BA333 (Fall – Even)

**BA435 Marketing Communications (3)**

Marketing Communications are an integral part of building relationships with customers, stakeholders, shareholders, vendors, employees, and other constituency groups. This course examines the differing methods of effectively communicating with each of these groups including: advertising, sales promotion, direct marketing, and public relations using a wide array of channels. (Spring, Even) *Available as Online course. Offered as needed*

**BA464 Market Research (3)**

Market research is the engine that drives marketing business decision making from refining target markets, vetting new products, and much more. This class will focus on formulating the research question, potential data sources, and methodologies on how to gather, analyze, and interpret data. Additionally, students will learn the art of presenting the research results in a compelling way. Prerequisite: MA223 Statistics (Fall - Even) *Available as Online course. Offered as needed*

**BA473 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. (Spring) *Available as Online course. Offered as needed*

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

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

**BIBLICAL STUDIES****BI103 Introduction to Biblical Literature (3)**

This introductory course focuses on surveying both testaments of the Bible with a focus on: the overall story and themes of scripture developed through sampling key biblical texts, a broad overview of the message and story of the Bible, and the individual people and stories that contributed to it.

**BI105 Bible Study Methods (3)**

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

**BI105SP Bible Study Methods (3) (Online)**

An introduction to the principles and practice of the inductive approach to studying the Bible, the development of techniques, the utilization of tools, and the employment of various methods, such as synthesis and analysis. The basic principles of interpreting Scripture and understanding biblical literary genres are also presented. *Online courses. Offered as needed.*

**BI113 Survey of Biblical Literature I (3)**

This survey is an overview of the Old 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 Testament. Integration into our contemporary scene and personal application are stressed. *Available as Online course. Offered as needed*

**BI123 Survey of Biblical Literature II (3)**

This survey is an overview of the New Testament (NT) 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 Bible. Integration into our contemporary scene and personal application are stressed. *Available as Online course. Offered as needed*

### **BI223 The Pentateuch (3)**

An introduction to the first five books of the Bible, involving a general analytical and expository study of these books as well as a brief examination of the documentary hypothesis relating to the Mosaic authorship of the Pentateuch. Prerequisite: BI113 (Alt)

### **BI292 Bible Lands Study Tour (3)**

A study tour in the land that dramatically shaped many of the crucial events of the Bible. Guided field trips as well as teaching sessions introduce the students to the geographical regions, important sites, travel routes, and archaeological remains throughout the lands of the Bible. Course fee: \$65.00.

### **BI305 Feminism and the Bible (3)**

This course will focus on how the Bible can engage and interact with Feminism/Feminist Theory in contemporary society. On a hermeneutical level, students will interact with various forms of feminist interpretive theory (secular feminism, mainline Christian feminism, evangelical feminism). Further, students will engage key passages as they relate to female-male identity/roles in Christian thought (egalitarianism, complementarianism, hierarchicalism). On a practical level, students will engage with contemporary issues facing women (individual/gender value, personal security, societal activity) in light of relevant biblical passages.

### **BI312 Acts (3)**

An analytical and expository study of Acts as the origin and early development of Apostolic Christianity. Prerequisite: BI123 and BI105. (Fall, Alt.) *Available as Online course. Offered as needed*

### **BI313 Daniel-Revelation (3)**

An analytical and expository study of the critical problems, historical backgrounds, and prophetic significance of these books. Prerequisite: BI113 and BI105. (Spring, Alt.)

### **BI322 James (3)**

An analytical and expository study of the Epistle of James emphasizing the practical outworking of faith. Prerequisite: BI123 and BI105. (Alt) *Available as Online course. Offered as needed*

### **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: BI123 and BI105. (Fall and Spring) *Available as Online course. Offered as needed*

### **BI333 Corinthian Epistles (3)**

An analytical study of both epistles with an emphasis placed upon the doctrinal and practical problems in the Corinthian church and their contemporary applications. Prerequisite: BI123 and BI105. (Alt)

### **BI342 Pastoral Epistles (3)**

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: BI123 and BI105. (Alt)

### **BI352 Prison Epistles (3)**

Ephesians, Philippians, Colossians and Philemon are studied in this course. Attention is given to the cultural background of the recipients, the conditions of the churches, and the implications of the content of the epistles in the contemporary church. Prerequisite: BI123 and BI105. (Alt)

### **BI353 Hebrews (3)**

An analytical and expository study of the teaching of Hebrews, emphasizing the priestly ministry of Christ and the superiority of Christianity over Judaism. Prerequisite: BI123 and BI105. (Spring, Alt.)

**BI353SP Hebrews (3) (Online)**

An analytical and expositional study of the teaching of Hebrews, emphasizing the priestly ministry of Christ and the superiority of Christianity over Judaism. Prerequisite: BI123 and BI105. *Online course. Offered as needed.*

**BI362 Petrine Epistles (3)**

An analysis and exposition of I and II Peter emphasizing the significant doctrinal and practical issues for the Christian Life. Prerequisite: BI123 and BI105. (Spring, Alt.)

**BI372 Johannine Epistles (3)**

An analytical and expositional study of I, II, and III John. Prerequisite: BI123 and BI105. (Spring, Alt.)

**BI382 Psalms (3)**

A study of the background, theology, interpretation and literature of the book of Psalms. Besides providing an overview of the psalms collection, detailed consideration is given to key individual psalms. The role of psalms in ancient Israel's worship and their contemporary usage are discussed. Prerequisite: BI113 and BI105. (Spring, Alt.) *Available as Online course. Offered as needed*

**BI383 Life of Christ (3)**

Life of Christ includes a harmony of the Gospels and a careful study of the incarnate life of Christ as recorded in the Gospels. The course also sets the historic and geographic stage for the advent of Christ and familiarizes students with the political and religious atmosphere in which He lived. Prerequisite: BI123 and BI105. (Fall) *Available as Online course. Offered as needed*

**BI422 Old Testament Book Studies (3)**

This is a study of a selected Old Testament book or group of books not regularly included in the curriculum. BI422 may be repeated for credit. Prerequisite: BI113 and BI105.

**BI432 New Testament Book Studies (3)**

This is a study of a selected New Testament book or group of books not regularly included in the curriculum. BI432 may be repeated for credit. Prerequisite: BI123 and BI105.

**BI470 Old Testament Poets & Prophets (3)**

A study of the Old Testament books of Job through Malachi with an emphasis on their content, integrity, and theology within their historical, cultural, and, geographical backgrounds. The biblical meaning will also be related to contemporary Christian living, thinking and ministry. Prerequisite: BI113 and BI105. *Cross list with BI513. Students may not receive credit for both BI470 and BI513.*

**BI471 Learning & Living Gospels & Acts (3)**

A study of the four New Testament gospels and Acts with an emphasis on their content, integrity, and theology within their historical, cultural, and, geographical backgrounds. The biblical meaning will also be related to contemporary Christian living, thinking and ministry. Prerequisite: BI123 and BI105. *Cross list with BI522. Students may not receive credit for both BI471 and BI522.*

**BI472 Learning & Living OT History (3)**

A study of the Old Testament books of Genesis through Esther with an emphasis on their content, integrity, and theology within their historical, cultural, and, geographical backgrounds. The biblical meaning will also be related to contemporary Christian living, thinking and ministry. *Cross listed with BI512. Students may not receive credit for both BI512 and BI472.*

**BI473 Interpreting Scripture (3)**

An introduction to valid methodology in determining the original meaning of biblical texts and applying their modern significance. Special attention is given to the structure and underlying presuppositions of the original text and the problem of prior understanding on the part of the interpreter. Building upon the foundation of sound hermeneutical and exegetical principles, the student will gain skill in doing exegesis through observation of good exegetical models and through practice in personally applying the principles to selected texts. The examples and exercises in this course are based upon the English Bible, but are designed to prepare the student for effective biblical study, whether in translation or in the original languages. Prerequisite: BI123 and BI105 *Cross listed with BI511. Students may not receive credit for both BI473 and BI511.*

### **BI491-493 Special Topics in Biblical Studies (1-3)**

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

## **CHRISTIAN MINISTRY**

### **CM102 Introduction to Ministry (1)**

This course introduces students to the many facets of ministry. Students will be encouraged to explore various ministries and their own abilities as a means of discerning God's leading them into ministry. Students will also be introduced to all the ministry programs and be guided in the process of applying to the ministry major.

### **CM123 Cross-Cultural Internship (3)**

This course is designed to prepare students to lead cross-cultural, ministry-oriented trips and internships. It explores the purposes, preparation, and priorities needed to make short-term ministry in other cultural contexts both meaningful and life-changing. Practical topics are examined to prepare students to lead others to understand, process, and grow through their involvement in cross-cultural contexts and after returning home. *Cross listed IS123*

### **CM201 Sophomore Practicum (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 Theology of Ministry (3)**

An overview of the multiple facets of local and worldwide ministry, with the objective to enable students to assess their role within ministry, and to prepare a basic theological approach to ministry. (Fall)

### **CM213 Missional Living (3)**

This course provides a biblical, historical, cultural examination of God's mission to redeem and restore humanity to Him. It presents contemporary mission strategies and provides training in personal outreach and evangelism. It will challenge students to discover God's redemptive purpose in the world to invest their lives in spreading the gospel, make Christ-like disciples, and inspire the worship of God by all peoples. Fee:\$10 *Available online as needed. Cross listed IS213*

### **CM223 Women in Ministry (3)**

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)

### **CM233 Para-Church & Camping Ministry (3)**

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)

### **CM301 Junior Practicum (1)**

This practicum is designed to allow students to begin to explore involvement in church ministry, whether pastoral, youth, or children's ministries. The objective of this practicum is to allow the student a more active leadership role in a local church. Prerequisite: CM201.

### **CM302 Teaching the Bible (3)**

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 Enrollment is limited. Prerequisite: BI123 and BI105. (Fall and Spring)

### **CM303 Philosophy of Ministry (3)**

An investigation of the philosophical dimensions of ministry in a local church, community, para-church, cross-cultural, or Christian camping context. Students are expected to be active in ministry while enrolled. (Even Spring)

### **CM305 Discipleship (3)**

This course fulfills an upper-division, required course for Intercultural Studies majors and minors and may also serve as an

elective for Christian Ministry, Bible and Theology majors and other students from other disciplines. This course presents the authoritative command of Christ to all believers to make obedient disciples as a pattern and priority of life and through a variety of ministry initiatives. This course forms the basis for the believer's life and the process involved in growing as a disciple and of making disciples of others. This course provides the basic foundation for all of a believer's life and ministry endeavors, both within his or her own culture or in cross-cultural contexts. (Offered every 2 years)

### **CM333 Methodology of Ministry (3)**

This course focuses on developing a model of ministry within a local church, community, para-church, cross-cultural, or Christian camping context. The student will design a ministry model, which includes strategic programs built around theological, philosophical, and methodological foundations. (Odd Spring)

### **CM363 Children's Ministry (3)**

Course examines emphases in children's ministry theory, theological implications, biblical support, ministry philosophy, and general ministry praxis, fulfilling core track requirements within the Christian Ministry degree. While the course is specifically designed as a "concentration" specific course, students from the ministry major may take the course, fulfilling elective requirements in the Christian Ministry focused area. (Spring)

### **CM365 Youth Ministry (3)**

This is an upper division required course for the BS in Christian Ministries degree. The concentration of the course will meet overall basic emphases in youth ministry theory, theological implications, biblical support, ministry philosophy, and general ministry praxis, fulfilling core track requirements within the Christian Ministry degree. While the course is specifically designed as a "concentration" specific course, students from the ministry major may take the course, fulfilling elective requirements in the Christian Ministry focused area.

### **CM401 Senior Practicum (1)**

In this final practicum during the senior year the student should be well established in a church or community organization. This experience will provide an opportunity for the student to develop a specific area of interest in the form of a senior paper while involved in the practicum. Prerequisite: CM301.

### **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: BI105, (Spring)

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

A study of the dynamics of church health and growth with emphasis upon the biblical, sociological, cultural and missional factors that are crucial to the growth and reproduction of local churches and related ministries. Students will seek to discover biblical principles and develop practical and supra-cultural strategies that promote the planting, growth and reproduction of the church in all cultural contexts. *Cross listed with CM651. Students may not receive credit for both CM404 and CM651.*

### **CM412 Senior Seminar (3)**

This seminar includes the specialized ministries of church leadership - weddings, funerals, budgets, buildings, missions, counseling, staff relationships, etc. CM412 is for men. CM412W is for women. Specialists are utilized to provide a balanced emphasis. Prerequisite: CM301 & CM401 (Fall & Spring)

### **CM473 Preaching Scripture I (3)**

An introduction to the basic elements of sermon preparation and delivery for the purpose of developing exegetical and homiletical skill in biblical preaching. These elements include the process of expository preaching, sermon structure, organization and effective communication skills so that sermons are true to Scripture and relevant to today's audiences. Students will practice sermon delivery in supervised preaching experiences. Prerequisite: BI123 and BI105. *Cross listed with CM511. Students may not receive credit for both CM473 and CM511.*

### **CM474 Preaching Scripture II (3)**

A development of CM 511 designed to prepare the student to preach from the wide variety of biblical literary genres and in a variety of ministry settings. Attention will also be given to long-range sermon planning and advanced communication skills for preaching. Prerequisite: CM 473  
*Cross listed with CM521. Students may not receive credit for both CM474 and CM521.*

### **CM475 Church Planting (3)**

This course introduces students to the Biblical concept of church planting as a primary means of fulfilling the great commission. The focus of the class is to develop a multiplication mentality as a core value in the heart and mind of future ministry leaders. Students will be challenged to discover the Biblical framework for church planting as well as the practical rationale for this type of ministry. Students will learn how to establish and grow new churches, while developing a Biblical philosophy for cross cultural evangelism, discipleship, and leadership development.

### **CM491-493 Special Topics in Ministry (1-3)**

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

## **COMMUNICATION**

### **CO102 Fundamentals of Speech (3)**

An introduction to communication theory and practical aspects of communication as a Christian scholar. Students receive coaching through the steps of writing and delivering three types of speeches. Biblical worldview is emphasized. *Available as Online course. Offered as needed*

### **CO202 Visual Arts Foundation (3)**

This project-based course introduces the art of visual design and develops skills in graphic design, photography, print and layout design, and print production. Each project explores art appreciation and new career skills. *Enrollment is limited. (Fall) Fee:\$50*

### **CO211 Intercollegiate Debate (1)**

Preparation, practice and competition in intercollegiate debate. Students travel to tournaments on other campuses. Significant research is required. Specific emphasis on research skills and oral delivery techniques with application to tournament conditions. *This course may be repeated up to 8 semesters.*

### **CO212 Argumentation and Debate (3)**

Instruction and practice in competitive communication with general emphasis on critical thinking and mutual respect and specific emphasis on debate theory, research skills, outlining, argument formation, and oral delivery techniques with application to both real-world and tournament conditions. (Fall) Course Fee: \$75

### **CO213 Media and Society (3)**

Movies, TV, radio,, digital and print mediums are studied as media industries, creative arts and agents of redemption. (Alt)

### **CO222 Visual Arts II: Digital Storytelling (3)**

This course uses the CCTV studios to acquaint students with the aesthetics of digital storytelling, focusing on concepts and techniques of script writing, filming, lighting, non-linear editing and audio production for the development of career and ministry-focused documentaries and short features. (Spring) \$50

### **CO223 Oral Interpretation (3)**

A study of the art of communicating a literary work (and the Bible) in its intellectual, emotional, and aesthetic entirety.

### **CO233 Dramatic Arts I (3)**

This class will trace the roots of theatre to modern performance as well as examine the techniques, theories and principles of acting. Students will perform scenes, and critique both live performances and play scripts. *Enrollment is limited. (Spring, Alt.)*

### **CO243 Dramatic Arts II (3)**

This course will focus on advanced acting and basic directing skills. Students will both perform scenes for the class and direct scenes in which the other students perform. The class structure will be similar to a workshop/seminar process: collaborative and participatory with minimal lecture. (Offered as needed)

**CO253 Using Creativity to Future Proof your Career (3)**

Develops Creativity skills needed help media arts students not only better navigate the volatile job market, but also give them key tools to innovate new kinds of convergent media resources, a practical requirement at this dawn of a new age in digital communication.

**CO254 Illustration, Cartooning and Photography (3)**

Static (non-moving) illustrations will continue to play a key role in the success of business and educational resources and campaigns in both print and digital media. This course emphasizes universal composition principles, hands-on practice and a focus on commercial art over fine art

**CO263 Print Journalism I (3)**

Introduces the craft of journalism – its history, components and application – with an emphasis on practical interviewing, newswriting, and editing. Students learn news values and the basics of writing for mass media, including Associated Press style. Prerequisite: EN123, EN132 (Fall)

**CO283 Journalism and Integrated Media (3)**

Goes beyond the classroom, taking students into city halls and courthouses to do public affairs reporting. Covers the implications and importance of a free press. Simultaneously helps students use a variety of social media forums including the blog format, Twitter, Storify, and others, to tell a story and become published experts in specific areas of interest. (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 for a 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 As Needed)

**CO313 Animation (3)**

An introduction to the art and science of animation, both 2D and 3D. Students will get practice in creating their own short animations, suitable for convergent media resources, websites and more. Prerequisite: CO254 \$50

**CO314 Programming and Game Design (3)**

This class combines an introduction to programming with hands-on experience in developing both 2D and 3D games. Prerequisite CO313. \$50

**CO321-323 Journalism Lab (1-3)**

Journalism Lab is more newsroom than traditional classroom. Students work as a staff to produce the monthly student newspaper, daily online news site, and annual yearbook. Provides hands-on experience in interviewing, reporting, writing, editing, photography and graphic design. These “clips” are often a student’s first published work; they help students obtain internships, which lead to post-university employment. May be repeated; maximum credit allowance of 6 semester hours.

**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: CO102. *Enrollment is limited.* (Alt)

**CO344 Studio Voice and Audio Production (3)**

Students study vocal and recording techniques appropriate for radio, television, internet and developing mediums. Students choose from a variety of projects (sports broadcasting, documentary narration, vlogs, podcasts, etc.). CCTV. Prerequisite: CO202

**CO354 Visual Arts III: Graphic Design & Production (3)**

Students study the visual art of graphic design and the related aspects of production in order to produce art appropriate for the developing mediums.

**CO355 Media Entrepreneur (3)**

Course designed to equip students with the nuts and bolts of what it takes to succeed as a freelancer. Scheduling, finances, billing, building relationships, training to do the things one really doesn't want to do, but has to do if one is to succeed

**CO363 Language and Culture Acquisition I (3)**

A practical approach to language and culture learning, this course focuses on cross-cultural skills for building relationships, theories of language and language acquisition, and strategies and techniques for language learning. Students may learn to speak any language, provided they can regularly visit speakers of that language. (Fall) *Cross list IS363*

**CO373 Language and Culture Acquisition II (3)**

During this course, students add to the language and culture learning skills they initiated in Introduction to Language and Culture Learning. Using their first experiences at charting their language learning objectives and interacting with speakers of their target language, students will be guided and coached through an expansion of their knowledge and mastery of language forms and functions. Increasing communicative competency in the target language is central to the course. Prerequisite: CO363. (Spring) *Cross list IS373*

**CO383 Narrative Theory: Writing for New Media (3)**

Explores narrative theory and examines examples of narrative excellence in order to promote good storytelling. Students produce writing projects for new media. Prerequisite: EN123.

**CO403 Intercultural Communication (3)**

An introduction to the principles and processes of intercultural communication. Emphasis is given to perception, ways of thinking; verbal and non-verbal communication, social organization and translation problems. Intercultural relations will consider culture shock and adjustment as well as cross-culture conflict management. (Spring) *Cross list IS403*

**CO413 Communication Internship (3)**

Internships in cooperation with public relations, 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.

**CO417 Media Studio Production Practicum (3)**

The course is designed to help students integrate all previous coursework, writing, filming, storytelling, theory, collaboration as preparation to write, create, produce and broadcast several episodes of a studio based cable television program. CCTV Prerequisites CO222, \$50

**CO423 Persuasive Theory and Writing (3)**

Concentrates on persuasive writing. Included are sections on argumentation, business writing, reviews, letters to the editor and the ethics of persuasion. *Enrollment is limited.* Prerequisite: EN123, EN132. (Spring)

**CO424 Media Law and Ethics (3)**

Uses case studies to explore constitutional protections and limitations (copyright, censorship, libel, licensing, information access, privacy) while analyzing the foundations of moral reasoning and ethics.

**CO473 Cinematography: Directing and Editing (3)**

Examines the art of Cinematography and uses celebrated examples to promote the development of professional directing and editing skills. Students produce film/video pieces for portfolio development and to benefit a community selected by the student and the instructor. CCTV. Prerequisites: CO222 or CO354.

**CO475 Convergent Media (3)**

Skills based capstone course will help students integrate the varied media skills they have acquired over their academic careers. They will work together in teams to create a convergent media resource (or transmedia campaign) capable of generating income in the marketplace—and if it makes money, a healthy chunk of the profits goes back into their pockets.

Prerequisite: Senior Standing

### **CO491-493 Special Topics in Communication (1-3)**

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

## **CRIMINAL JUSTICE**

### **Criminal Justice Student Association (0)**

Membership in the Criminal Justice Student Association allows CJ and forensic psych. majors and minors to take law enforcement firearms training courses. The Corban Firearms Courses are available to criminal justice and forensic psychology majors and minors only. Students will have an opportunity to become familiar with and fire a variety of firearms used by law enforcement professionals after attending a mandatory safety class. CJ and forensic psych. students may use hours accumulated in firearms training toward their internship. The Criminal Justice Student Association also takes part in team building and social activities each semester.

Course fee: \$85.

### **CJ103 Administration of Justice (3)**

The *Administration of Justice* is a foundational course for criminal justice students preparing for a career in law enforcement/public safety and the criminal justice system. Career paths include, but are not limited to police - city, county, state and federal; corrections – adult and juvenile; parole & probation; private security/investigations and law. This course will cover the American criminal justice system; a brief look at criminology (causes of criminal behavior); police officers and law enforcement operations; courts; prosecution and defense; corrections; parole & probation and juvenile justice.

### **CJ213 Corrections (3)**

This course will provide students with a practical understanding of today's operations of corrections, both adult and juvenile, including correctional history and theory; challenges facing correctional staff, administrators and policy makers, population and costs; different types of correctional facilities; programs and costs and career opportunities. (Alt. years)

### **CJ313 Concepts of Criminal Law (3)**

This course examines the philosophy, structures and codes of criminal law that govern the state and federal systems. Emphasis will be given to specific crimes, related law, codes and legal principles through case studies. (Alt. years)

### **CJ323 Criminology (3)**

This course provides an insight into history, theories, science and research in the field of criminology, assisting the criminal justice student in understand the origins of crime, the criminal and the impact on society and the criminal justice system. Students will research historical period where crime played a major role in forming societal norms. Through practical exercises, students will wrestle with ethical and moral dilemmas commonly encountered in the criminal justice profession. (Alt. years)

### **CJ333 Crisis Counseling (3)**

Students making the decision to enter into the fields of Police, Fire, Corrections, Parole/Probation, Counseling, Social Services and Education are ultimately faced with situations that can generate a crisis. This course is designed to present crisis intervention in a way that effectively describes actual strategies to alleviate or minimize the crisis. Course material will help the student understand the many factors that contribute to the cocktail of crisis. This course provides a perspective that enables the student to experience what crisis workers in social service setting are experiencing as they operate. (Alt. years)

### **CJ343 Criminal Investigation (3)**

This course will cover all of the elements of criminal investigations, from basic to complex, including but not limited to interview techniques, the collection and preservation of evidence and documentation of the investigation. This course will give students an understanding of the fundamentals involved in the investigation of crime and will cover the different types of criminal investigations such as property crimes and crimes against persons and explore the various and specific techniques used in each. (Alt. years)

### **CJ353 Serial Violence (3)**

Students will research and study the biological, psychological and sociological causes of violent crime and terrorism; motivational context; profiling; types of violent crime and terrorism including domestic violence; serial murder; serial rape; and various types of terrorism, both foreign and domestic. This course will explore various aspects of these subjects as they relate primarily to contemporary life and society. Students will also study the impact on victims, the criminal justice system, society, governments and economies and will research prevention and treatment strategies. (Alt. years)

### **CJ363 White-Collar Crime (3)**

This course will explore the immense array of fraud and theft known as white-collar crime. Students will examine the significant financial, physical, emotional and social costs of white-collar crime as well as the widespread victimization caused by these crimes. Students will research and study the challenges in discovering white-collar crimes; collecting and preserving special and specific types of evidence involved in these cases; ambiguous laws, rules and legal definitions; prevention measures specific to white-collar crime and the challenges of prosecution and sanctions. Students will also study the psychological profile of persons who commit white-collar crime. (Alt. years)

### **CJ403 Ethics, Communication and Reporting (3)**

This course covers three of the most important areas of criminal justice study and skill development - ethics, communication and reporting. **Ethics** - Through practical exercises using ethical dilemma case studies, students will learn why ethics and having a strong moral compass are essential for the criminal justice professional. Students will develop skills to help them navigate ethical dilemmas and avoid common pitfalls. **Communication** - Ninety-five percent of the work of a criminal justice officer involves effective communication in one form or another. Effective communication can instill confidence, defuse situations, articulate the facts of a criminal investigation and convey compassion. Through practical application, students will practice and apply the written and oral communication skills necessary for a criminal justice officer. **Reporting** - This course will cover report writing techniques for all aspects of criminal justice including law enforcement, corrections, parole and probation, forensic/scientific reports and many others. This course will have practical application of writing, reviewing and defending reports as it pertains to review by a supervisor, prosecuting attorney and defense attorney in a courtroom setting. (Alt. years)

### **CJ413 Juvenile Delinquency (3)**

This course provides a study of juveniles and how they affect and are affected by the current juvenile justice system. The causes and treatment of delinquency will be reviewed, along with the procedures utilized at both the county and state level, as well as the issues of prevention and intervention. Employment opportunities in the field of juvenile corrections will also be discussed and explored. (Alt. years) *Available as Online course. Offered as needed*

### **CJ433 Legal Aspects of Evidence (3)**

This course will cover the key rules of evidence and the applicability of these rules in criminal matters and provide an understanding of the rationale behind these rules. The course will provide information on the proper use of search and seizure laws, including the use of search warrants, and the admissibility of evidence in legal proceedings. This course will also provide the opportunity for students to speak with professionals working in evidence related areas of the Criminal Justice System. (Alt. years)

### **CJ441-446 Internship (1-6)**

This course is designed to provide the criminal justice student with hands-on experience working in a criminal justice agency in their specific area of interest. This course allows the student to master skills in a professional environment, thus adding authenticity to the learning experience and providing valuable contacts and references for possible future employment. Students will complete a 150-hour internship program in a criminal justice system agency or agencies depending on specific interests. Fee: \$25

### **CJ453 Victimology (3)**

Victimology is the social scientific study of criminal victimization. The study of victimization seeks to explain crime, but through more of a focus on the victims of crime. This course will focus on the following areas: Research and theory on victimization, including the psychology profile of certain types of victims and the role victims play in their own victimization; rates of victimization and how they differ according to social categories (race, ethnicity, age, class, gender, etc.); consequences of victimization, i.e. the impact of criminal victimization upon individuals' mental (and physical) health, but also the macrosocial costs of victimization, including economic; practical responses to victimization including the history and development of the "victims' rights movement," as well as social policy and services aimed at restoring victims (Restorative Justice). (Alt. years)

## EDUCATION

### **ED102 Introduction to Education (2)**

This course examines education in America and teaching as a profession from the Christian perspective. Emphasis is given to educational philosophies, historical perspectives, contemporary issues, governance, Oregon State licensure requirements, and other professional concerns. It is a required initial teacher education course for all education majors, preferably taken during the fall or spring semester of their freshman year. Class enrollment is limited. Prerequisite: Freshman or Sophomore class classification and/or being a transfer student. (Fall and Spring)

### **ED111 Field Experience I - OPE I (1)**

During this course 30 hours of an observation/participation experience is required to introduce students to education from the teacher's perspective. Students will be placed in an appropriate age level classroom (EC, EL, ML, HS) and may choose either a Christian or a public school. This course is to be completed in the semester immediately following ED102 or taken in the same semester. Prerequisite: ED102 or Corequisite: ED102. (Spring)

### **ED214 Intercultural Communication and OPE II (2)**

This course examines the issues of culture in its relation to language learning and acquisition as well as exposes students to the historic precedents, legal issues, and best practices of bilingual education. Students will explore issues related to communicating with culturally diverse families. The 30 hours of field experience allow students to see the practical side of the theory they learn in this class and to gain further insight into education from the teacher's perspective. Prerequisite: ED111, sophomore classification, or approval of Director. (Fall and Spring)

### **ED222 Infant, Child, and Adolescent Development (3)**

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). Prerequisite: ED102 or Corequisite: ED102. (Fall and Spring)

### **ED233 Psychology of Education (3)**

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. Prerequisite: ED102, or Corequisite: ED102. (Fall and Spring)

### **ED302 Elementary Classroom Management and Discipline (2)**

An examination of the strategies and theories of classroom management. This includes the physical environment, the psychosocial 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. Prerequisite: Admittance to School of Education required or approval of director. (Spring)

### **ED304 Secondary Classroom Management & Discipline (2)**

An examination of the strategies and theories of classroom management. This includes the physical environment, the psychosocial environment, management of daily routines, giving directions, records management, and various approaches to classroom discipline. The focus is on management and discipline in the middle and highschool classroom. Prerequisite: Admittance to School of Education required or approval of director. (Spring)

### **ED311 Introduction to Linguistics & Language Acquisition (3)**

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

**ED312 Teaching Exceptional Learners – Elementary (2)**

A course designed to introduce the student to the broad range of special needs of children that will be encountered in the regular elementary 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 with dyslexia, and those who are culturally and linguistically diverse. Prerequisite: Admittance to School of Education required. (Fall)

**ED315 Teaching Exceptional Learners - Secondary (2)**

A course designed to introduce the student to the broad range of special needs of children that will be encountered in the regular secondary 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. Prerequisite: Admittance to School of Education required. (Fall)

**ED316 Adaptive and Inclusive Lifespan Physical Education (2)**

This course is designed to give students a background in how to effectively teach physical activity to individuals with disabilities. In addition the course will provide some basic knowledge of the history of adapted physical education; federal and state laws pertaining to the education of individuals with disabilities and gifted and talented individuals; psychological psychomotor, social and behavior characteristics of individuals; program planning and teacher effectiveness including assessment, task analysis and behavior management. Furthermore, this class will prepare future teachers to enhance their ability to effectively adapt instruction to meet the needs of exceptional students in a physical education program. (Alt. 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 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: ED233, Admittance to School of Education required or approval of director. *Cross-listed with ED530. Students may not receive credit for both ED330 and ED530.* (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 an edTPA, which will be taught as a part of ED331L. Prerequisite: ED330, Corequisite: ED331L, Admittance to School of Education. *Cross-listed with ED531. Students may not receive credit for both ED331 and ED531.* (Spring)

**ED331L Field Experience III – Alignment Practicum (1)**

This course is taken concurrently with ED331 Instructional Alignment II and either a content methods course (for ML/HS authorization levels) or MA393 Math for Elementary Teachers III (for EC/EL authorization levels). Students will teach a unit of instruction in a public or private classroom at their chosen primary authorization level. Students will be observed by both the classroom teacher and a university supervisor. Prerequisite: Admittance to School of Education required or approval of director. Corequisite: ED331. (Spring) Course fee: \$75.

**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: Admittance to School of Education or approval of director. (Fall, Spring, Summer)

**ED415 The ESOL Classroom: Methods, Materials, and Issues (2)**

This course focuses on instructional strategies for developing social and academic English in ELL students. Participants explore and learn about commonly used programs, methods and materials; as well as Oregon's English Language Development standards. Additionally, this course examines the issues in the areas of social justice and educational equity that surround ELL programs and their students. Lastly, the course challenges participants to act as advocates in their school and communities on behalf of their ELL students. (Fall)

**ED416 Content Area Instruction and Assessment–ESOL (2)**

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

**ED418 ESOL/Bilingual Practicum (2)**

(In conjunction with one of the student teaching authorizations.)

The practicum is a supervised teaching experience of 90 contact hours in two authorization levels, and will be arranged individually for each candidate. The practicum is an opportunity to apply the learning from coursework. Candidates are to demonstrate competence in teaching both English and academic content to ELL students at a variety of English proficiency levels. In addition, candidates for the Bilingual Endorsement must demonstrate proficiency in the classroom use of the designated foreign language. Course fee: \$100. Prerequisite: Admittance to School of Education required. (Spring and Fall)

**ED440CL Children's Literature (2)**

An introduction to and an overview of literature for early childhood and elementary aged children. The emphasis is on reading the literature itself and learning the criteria for evaluating children's literature. Effective methodology to use/teach children's literature in the classroom is stressed. (Spring)

**ED440FA Methods in Fine Arts (2)**

This course focuses on the study of fine arts (music, visual art, drama and dance) as well as the methods for teaching fine arts to children in the early childhood and elementary classrooms. These methods will be complimented by the study of the philosophies of arts in education as well as brief history of the arts. Prerequisite: Admittance to School of Education required. (Spring)

**ED440LA Language Arts (2)**

This course focuses on materials and strategies for developing literacy in elementary classroom, focusing on writing, speaking, and listening. Class activities will help prepare students for the early childhood (EC) and elementary (EL) levels of licensure. Lessons will include developmentally appropriate activities that are related to language arts instruction. Prerequisite: Admittance to School of Education required or approval of director. Corequisite: ED462EB. (Fall)

**ED440PE Physical Education (2)**

A course designed to introduce students to the broad range of physical fitness and movement education concepts necessary for early childhood through the elementary child. The course will expose students to general fitness concepts, developmental levels for skill development, curriculum and lesson planning tools, and legal responsibilities of physical education teachers in the early childhood and elementary classroom. Prerequisite: Admittance to School of Education required. (Fall)

**ED440SH Science and Health (2)**

This course prepares early childhood/elementary pre-service teachers to teach science and health in the classroom. The course will expose students to scientific literacy, general fitness concepts, and developmental levels for general wellness, curriculum and lesson planning tools, and general health and science content for teachers in the early childhood and elementary classroom. The focus is on strategies that encourage learners to become active participants in science and health as well as to reinforce content mastery by the student. Prerequisite: Admittance to School of Education required. (Fall)

**ED440SS Social Studies (2)**

This course is focused on content, strategies and materials for teaching social studies in the elementary classroom. Course requirements and activities will engage students in the evaluation of social studies curriculum, planning for effective instruction and assessment of social studies knowledge and skills. Students will also write a position statement regarding the effective teaching of social studies and design two social studies unit plans appropriate for two different elementary grade levels. Prerequisite: Admittance to School of Education required. Corequisite: ED462. (Fall)

**ED443 Elementary Reading Methods (3)**

This course is designed to introduce elementary education students to the major approaches and techniques for teaching reading in the early childhood/elementary classroom. Students will examine the developmental, remedial, and corrective techniques in reading methodology. Included is the diagnosis of pupil deficiencies in reading, designing appropriate instructional tasks, accommodating for exceptionalities (e.g. dyslexia), and organizing the classroom to facilitate successful instruction. (Spring)

**ED456 ML/HS Literacy Across Content Areas (3)**

This course is designed to explore various aspects of literacy as it applies to middle level and high school students in content area classrooms. Special emphasis will be placed upon strategies that will facilitate the development of reading, writing, speaking, listening, and thinking skills within the specific disciplines in which you will be teaching. Today's educational climate requires every teacher to be a literacy teacher and this course will prepare you to know and communicate academic language effectively to your students as well as train you in a variety of methods to improve and increase the vocabulary, language function, syntax and discourse of your students in your area of content. Students will be challenged to evaluate their own literacy so they may more effectively direct the literacy learning of their future students. Admittance to School of Education required. *Cross-listed with ED556. Students may not receive credit for both ED456 and ED556.* (Fall)

**ED462EB Clinical Placement - Block (4)**

This is a semester-long practicum in conjunction with ED440 Senior Block Courses. This student-teaching experience meets the requirements for adding a second authorization to an Oregon teaching license. Students will spend a minimum of three days per week in their assigned classroom, teach at least one unit of study culminating in an edTPA, and attend a weekly seminar designed to reinforce, supplement, and build upon the student teacher's classroom experience and professional growth. Prerequisite: senior classification and approval of director and CEP. (Fall) Course fee: \$475.

**ED46310/ED46312 Clinical Placement (10/12)**

This is a 15-week practicum consisting of both a student teaching experience and professional development seminars. Students will be in a classroom full-time (teacher hours), and will teach at least one unit of study culminating in a work sample. The student teaching experience meets the requirements for the first authorization of an Oregon teaching license. The Professional Development Seminars meet throughout the semester to reinforce, supplement, and build upon the student teacher's classroom experience and professional growth. Prerequisite: senior standing and consent of director and CEP. (Fall and Spring) Course fee: \$300 (*Intended for Elementary Education students*)

**ED464 Clinical Placement – 5 Weeks (2)**

This is a 4-6 week practicum designed to allow students to add a second authorization to an Oregon teaching license. Students will be in a classroom full-time (teacher hours), and will teach at least one unit of study culminating in a Capstone. Prerequisite: senior standing and consent of director and CEP. (Fall and Spring) \$475

**ED465 Added Endorsement (2)**

This is a 4-6 week practicum designed to allow students to add a third authorization level to an Oregon teaching license. Students will be in a classroom full-time (teacher hours), and will teach at least one unit of study culminating in a work sample. Prerequisite: senior standing and approval of director and CEP. (Fall and Spring) Course fee: \$125

**ED46710/ED46712 Clinical Placement (10/12)**

This is a 15-week practicum consisting of both a student teaching experience and professional development seminars. Students will be in a classroom full-time (teacher hours), and will teach at least one unit of study culminating in a work sample. The student teaching experience meets the requirements for the first authorization of an Oregon teaching license. The Professional Development Seminars meet throughout the semester to reinforce, supplement, and build upon the student teacher's classroom experience and professional growth. For some situations where multiple endorsements are being pursued, this

practicum may last 10 to 12 weeks instead of 15. Prerequisite: senior standing and consent of director and CEP. (Fall and Spring)  
Course fee: \$775 (*Intended for Secondary Education Students*)

### **ED483 Preparing and Leading Educational Travel Experiences (3)**

This course is designed to prepare future teachers to design and lead a student trip. Students will learn how to plan for a student travel trip that supports and enhances a school curriculum and core standards. There will be opportunity to evaluate and compare touring companies, as well as the discussion of planning a trip without outside assistance. Students will design pre-trip information designed for parents, students, and administrators, and will plan educational experiences that coincide with the travel before, during, and after travel occurs. There will be dialogue about managing groups of students abroad, cultural awareness required with travel, and basic group travel safety procedures. Finally, the course will culminate with a travel abroad experience for students. *Cross-listed with ED683. Students may not receive credit for both ED483 and ED683.* (Fall – Odd)

### **ED491-493 Special Topics in Education (1-3)**

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

## **ENGLISH**

### **EN081 Basic College Writing (1)**

This workshop, called The Corbanator covers a variety of grammar/punctuation/spelling topics.

### **EN093 Writing Matters (3)**

A paragraph-based approach will be used to immerse students in the types of assignments they will be pursuing in college. Grammar will be emphasized through the writing process, rather than as a collection of assignments that function as stand-alone activities. Students will demonstrate an appropriate-level of accomplishment on various assignments used in University classes. (As needed)

### **EN123 College Writing I (3)**

Designed to prepare students to think, write clearly and explore “the redeemed human voice,” this course involves producing various types of essays for personal enrichment and publication. EN123 is a prerequisite for EN132 (Fall, Spring). *Available Online*

### **EN132 College Writing II (3)**

Prepares students to perform undergraduate-level research utilizing peer-reviewed journals. Students produce research papers that promote critical thinking through textual analysis and synthesis and through addressing logical fallacies and research protocols. EN123 is a prerequisite (Fall, Spring).

### **EN143 Faith and the Literary Imagination (3)**

Nobel Prize winner Saul Bellow described literature as "a conversation with the dead," a continuing dialogue about what it means to be human. This course offers students a seat at the round table where the conversation is going on. This course teaches the skills that allow students to better hear what creators of literature have said over centuries of carefully crafted pieces of that conversation. Addresses the elements of poetry, fiction and drama, the literary tools such as symbolism, imagery, form, the varieties of rhyme, and the many other elements and devices that writers from David and Isaiah to Shakespeare and Milton, W.B. Yeats and Arthur Miller, Dylan Thomas and J.R.R. Tolkien have wielded in memorable and sometimes dazzling fashion. (Fall, Spring).

### **EN222 Creative Writing (3)**

This is an introductory creative writing course. Students will write poetry, drama, and fiction. Students will read examples, critique each other’s work, and complete various exercises designed to spark their imagination and stimulate their writing skills. (Fall, Alt.)

**EN224 Western Literature I (3)**

Western Literature I is a class which explores what Matthew Arnold called “the best that has been thought or spoken.” Accordingly, this class examines the great classic works of literature from Homer to a Milton. The course explores a number of genres including epic, drama, and poetry, and will include, but not limited to, consensus masterpieces such as the *Odyssey*, *Oedipus The King*, *Confessions*, *Canterbury Tales*, *Divine Comedy*, *Hamlet*, and *Paradise Lost*.

**EN234 Western Literature II (3)**

Western Literature II has a similar approach and scope as Western Literature I, but covers great works of literature since 1700 and follows it up to the modern era. As such, students will read selections of works from Swift, Voltaire, Goethe, Dickens, Hugo, Tolstoy to mention just some of the heavyweights, along with poetry and assorted writers of the 20th century to mention just some of the prominent authors.

**EN307AW American Literature: American West (3)**

Few periods in any nation’s history have prompted so many novels, movies, legends, iconic figures and team mascots as the period from Lewis and Clark’s Voyage of Discovery (1804-1806) to the end of the open range following the winter of 1886-87. This course will examine two Wests, the real one revealed in Lewis and Clark’s journals and Osborne Russell’s *Journal of a Trapper*, and the West of the imagination, the West of early dime novels and “oaters,” and later, more historically astute, fiction. (Rotating)

**EN307CW American Literature: Civil War (3)**

This course goes behind the battles and timelines of America’s great struggle with itself to study what diarists, poets, fiction writers and orators had to say about the public and personal effects of The War Between The States. There is pain here, and anguish, anger and love, bitterness and hope, the voices of the patriot and the private and the nurse, and finally the voice of Walt Whitman mourning the death of Lincoln, the “western fallen star,” as the funeral train makes its slow journey across America to the tomb in Illinois. This class will chart not only the war reported in newspapers and history books, but the war recorded in the human heart. (Rotating)

**EN307MA American Literature: Diverse Writers (3)**

Covering major African-American, Asian-American, Chicano, and Native-American literature in their historical contexts, this course also examines the silences perpetuated on minority writers. The class readings include novels and poetry. (Spring, Alt.)

**EN307N American Literature: 19<sup>th</sup> Century (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. (Fall, Alt.) *Available Online*

**EN307T American Literature: 20<sup>th</sup> Century (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 *To Kill a Mockingbird* by Harper Lee. 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. (Fall, Alt.) *Available Online*

**EN310E World Literature: European Literature (3)**

Starting with Homer’s epic poetry, this class studies some of the significant works of Europe, paying special attention to emerging genres (the modern novel, satire), styles and philosophical movements (enlightenment, existentialism, nationalism, colonialism). The course covers authors such as Machiavelli, Michiewicz, Cervantes, Moliere, Voltaire, Goethe, the Grimm brothers, Hugo, Kipling, Kafka, and Camus.

**EN310MD World Literature: Modern Drama (3)**

Overviews major American and European drama from 1884 to the present, emphasizing methods and influence. Offered as needed.

**EN310R World Literature: Russian (3)**

Surveys the great Russian novelists and playwrights of the last 150 years. Authors include Turgenev, Gogol, Dostoevsky, Tolstoy, Chekhov, Gorki, Pasternak, and Solzhenitsyn. (Fall, Alt.)

**EN3131 Poetry Writing (3)**

Helps students improve their skills in a workshop format. Students will be coached on imagery and symbolism, voice, tone, format, and editing. Students will analyze published poems and write various kinds of poetry. The course will guide students in market research and publication. The course will also include guest lectures from area poets. (Fall, Alt.)

**EN3133 Short Story Writing (3)**

Offers instruction in the production of short fiction. Students will be coached in such elements of fiction as setting, character, dialogue, action, and plot. In addition, students will learn professional skills in marketing short fiction, including market research, submission formatting and etiquette, and working with editors. (Spring, Alt.)

**EN3134 Script and Screen Writing (3)**

Students will be coached in the production of play scripts and screenplays. This workshop-formatted course will focus on dramatic story structure: including instruction in dialogue, setting, the arc of conflict, character development and revelation, and stage direction and screen action. The course will culminate in the presentation of scripts and screenplays during an evening of Readers Theatre. (Spring, Alt.)

**EN323I English Literature: Irish (3)**

A study of contemporary Irish literature, focusing on authors who have been actively publishing since the 1970s. Context for contemporary Ireland will allow for some study of James Joyce, but primarily the course will sample more modern novels and poetry. Authors studied will include Joyce, Deane, Doyle, Heaney, Eavan Boland, Edna O'Brien. (As needed)

**EN323MA English Literature: Middle Ages (3)**

A study of literature from the times of Beowulf to Malory with particular emphasis on Chaucer and Arthurian legend. Some of the Middle English will be read in the original, the rest in translation. (Spring, Alt.)

**EN323NT English Literature: 19<sup>th</sup> and 20<sup>th</sup> Centuries (3)**

Students will study 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. (Spring, Alt.)

**EN323SN English Literature: 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. (Spring, Alt.)

**EN323R English Literature: Renaissance (3)**

Studies 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. (Rotating)

**EN325 English Lit/World Lit: Masterpieces of Christian Literature I (3)**

This course focuses on the major English Christian literary artists beginning with passages in the Bible through authors of the late 18<sup>th</sup> Century. The focus will be on influential English Christian writers, with particular emphasis on Chaucer, Spenser, the 17<sup>th</sup> century devotional poets and both Milton and Bunyan. Devotional material and other non-fiction works will be included as well as poetry ranging from lyric poetry to drama and the epic. (Alt. Fall or Spring)

**EN343 Creative Writing Nonfiction (3)**

Builds on skills developed and reinforced in EN123. In this course students produce narrative and reflective essays that grow out of personal experience. Course enrollment is limited to allow time for multiple drafts to be presented to the class for editing and discussion.

**EN353 ML/HS Content Methods —Language Arts (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: Admittance in School of Education required. Corequisite: Currently enrolled in ED331 Instructional Alignment II or approval of director. *Cross-listed with ED581.* (Spring)

**EN373 Literary Criticism (3)**

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)**

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)

**EN385 World Literature: Eastern European (3)**

Explores questions of place, identity, sensibility, entitlement, voice and empowerment in the works of Polish writer Tadeusz Borowski; Czech writers Bohumil Hrabal and Ota Pavel; Latvian writers, Inga Abele and Valentin Jacobsons; Romanian writer, Herta Mueller; Hungarian writer, Imre Kertesz; and Jewish/Yiddish authors Isaac Singer and Sholem Alecheim. (Fall, Alt.)

**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)

**EN413S English Literature: Shakespeare (3)**

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, Spring, Alt.)

**EN423M2 English Lit/World Lit: Masterpieces of Christian Literature II (3)**

Examines literature by major Christian writers beginning in the 18th Century and extending through the present day. Includes William Blake, Alfred Lord Tennyson, Christina Rossetti, Gerald Manley Hopkins, T. S. Eliot, Graham Greene, Dostoevsky, Tolstoy, Flannery O’Conner, George Macdonald, and C.S. Lewis and the Inklings, as well as various contemporary writers from throughout the world. (Spring)

**EN433 Senior Capstone (0)**

Provides an opportunity for a small group to investigate a designated author or work in depth. Students will prepare both short papers and a significant long paper or project. (Fall and Spring)

**EN433DP English Literature: Devotional Poets (3)**

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. (Spring, Alt.)

**EN443 Specific Studies (2, 3)**

An intensive study of a single important literary figure or genre. Offered on demand. (Fall and Spring)

**EN443CS C. S. Lewis (3)**

Covers an eclectic bundle of C.S. Lewis’s work, paying special attention to philosophical and theological motifs.

**EN443LL World Literature: Literature of Love (3)**

This course offers a survey of the literary expressions of love from ancients to contemporaries. Begins with a chronological overview, then examines common themes, and concludes with a study of some of the notable genres of love poetry.

**EN443MI Milton (3)**

Examines Milton’s literary sources, his contemporaries, his prose, and his creative influence on English poetry. Class sessions include close readings of his work and examinations of theological, historical and political contexts.

**EN443JT J.R.R. Tolkien (3)**

This course will focus on Tolkien's literary artistry with a view to understanding his conception of Christian myth and the impact of faith on imagination.

**EN443WM World Literature: Western Mythology (3)**

Because a large body of literature, art and scripture (e.g. Acts 14, 15 and 19) references myth, this course is designed to acquaint students with Greco-Roman mythology, the Arthurian stories, and the mythology of the Norse and Celtic traditions.

**EN463NW Novel Writing (3)**

This course is designed to look at both how stories are made to give students opportunities to engage in the crafting of longer fiction. Students will participate in writing exercises, critique each other's work, discover their writing style(s), and examine what it means to write from a biblical worldview. Students will outline a novel and will complete two chapters. (Spring, Alt.)

**EN465 Advanced Creative Writing (3)**

This course is an extension of the approaches practiced in Introduction to Creative Writing. Students will continue to explore ways of generating ideas for their work. Advanced Creative Writing is designed to offer Creative Writing majors the opportunity to continue to hone their skills as creative writers. In this course, students will choose one or more of the following genres (poetry, short story, literary nonfiction, or playwriting and/or screenwriting) and will study and practice that genre in depth. The instructor and the student will then craft an individual plan of study for the semester. Students will also learn the ins and outs of publishing. (Alt. Fall)

**EN491-493 Special Topics in English (1-3)**

Focused studies on specific issues in English or literature. Requires instructor and department approval.

**EXERCISE SCIENCE****ES243 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: SC234 w/lab and SC244 w/lab (Spring) Course fee: \$35

**ES312 Motor Development (3)**

A study of the human development relating to the acquisition of motor skills, patterns, and control throughout the life span. The content of the course is mainly based on reviewing historical and current research to establish normal sequence of development necessary for acquiring functional and specialized movements. The course also addresses factors impeding or facilitating normal motor development through the life span. (Fall)

**ES313 Motor Learning (3)**

A study of the process involved in learning movement in various activities and sports throughout the life span. Practical application of motor learning principles will include experiential activities in basic body management, body control, and fundamental motor skills. Analysis of movements based on perceptual concepts, mechanical principles, critical elements, and sequential progressions will be applied to foundational, advance, and rhythmic movement patterns. Emphasis of the lab will be on teaching, observing, and assessing the process of motor learning. (Spring)

**ES401 Senior Research I (3)**

This class begins with a study of appropriate activity-related research methodology. The course is a writing-intensive experience that includes an in-depth review of literature, a research proposal, letter of consent when necessary and references too many periods, an application for approval from the Human Subjects Review board. The student surveys the literature, gaining critical reading skills, and organizes existing knowledge into a written review. Writing technique is critiqued through both faculty and peer review. The research proposal is to be used as a springboard for research conducted in ES402 Senior Research II. (Fall) Course Fee:\$45

**ES402 Senior Research II (3)**

Experimental research is performed under the guidance and in the area of expertise of a faculty member that may include specialized topics in kinesiology/biomechanics, exercise physiology, nutrition, sport finance/budgeting, and physical activity. Students must have a pre-approved written proposal from Research I along with an accepted Human Subjects Review board

document, carry out the research, write the thesis, and orally defend it at a research symposium. Application details can be obtained from the Junior Research Seminar instructor, faculty research advisor, or department chair. Prerequisites: MA223, ES401. (Spring) Course Fee:\$45

### **ES403 Therapeutic Exercise (3)**

Methods, theories, and techniques in the rehabilitation of injuries to athletes and others engaged in physical activity. The evaluation of injuries relative to rehabilitation. The course includes basic components of a comprehensive rehabilitation program and theory and principles associated with the use of special evaluation/therapeutic exercise techniques. Laboratory experiences include practical use of manual testing techniques, goniometry, and the application of selected types of manual exercises. Prerequisites: SC234 w/lab, SC244 w/lab, ES423 (Fall) Course Fee: \$35

### **ES413 Nutrition (3)**

A study of normal, sport and special population nutrition for all ages relating to physical development and health; functions of the food macronutrients, vitamins and minerals, hydration and their requirements for digestion, absorption, metabolism, and planning of normal diets. Nutritional programs for the sports-minded people; current carbohydrate loading procedures, pre, during and post competition nutrition, myths and fantasies. Special populations nutrition; obese, seniors, special needs youth and young adults. (Fall)

### **ES423 Physiology of Exercise (3)**

Practical application of physiological principles relating to physical activity in exercise, conditioning and sport performance. Prerequisites: SC234 w/lab and SC244 w/lab. (Spring) Course Fee:\$35

### **ES443 Biomechanics (3)**

Biomechanics is an introduction to mechanical, neuromuscular, and anatomical bases of human movement. The purpose of the course is to provide meaningful information concerning the biomechanical aspects of human performance in order to aid the instructor, exercise scientist, coach or therapist in evaluation and teaching of motor skills. The course provides an interdisciplinary approach to the quantitative and qualitative study of human motion, kinesiology, as it relates to basic loco motor and advanced physical movements or skills. This course also provides a scientific basis for evaluating the safety of movement-related activities. The expected outcome of this course is that the student will be able to understand and utilize the course content to become a reflective practitioner. Prerequisites: SC234 w/lab and SC244 w/lab. (Fall) Course Fee:\$35

### **ES460-ES466 Internship/Field Experience (1-6)**

Offered on demand after fall term of junior year. Practical professional experience within the sports and fitness management field, designed to give students on the job training while working under the supervision of professionals in public and/or private organizations. The internship is expected to provide students with experience in a wide variety of situations, planning, leadership, supervision, administration, evaluation, etc. Prerequisite: Junior standing and consent of instructor and program advisor. May be repeated for credit.

### **ES473 Exercise Prescription (3)**

This course is the study of the theory and principles behind the development of exercise programs. Students will learn how to accurately assess and stratify, evaluate contraindications and disease risk, and develop individual exercise prescriptions based upon sound scientific research. Exercise prescriptions will be developed in accordance with the guidelines set forth by the National Strength and Conditioning Association and the American College of Sports Medicine. Students will sit for the ACSM cPT exam. HE401 will be required for the exam. Prerequisite: SC234 w/lab, SC244 w/lab, ES423. (Spring) Course Fee: \$35

### **ES483 Epidemiological and Health Determinants (3)**

The main purpose of this course is to provide students with an understanding of how social factors contribute to racial/ethnic, socioeconomic and gender disparities in health and health care. Historical and current epidemiological studies and statistics will be used to examine the state of global and national health affairs. We will examine how relationships such as interpersonal forms of discrimination, marriage, and social ties may contribute to health disparities. We will also examine the ways in which neighborhood and community context, as well as inequalities in socioeconomic status materially shape health and access to health care services. Individual characteristics such as acculturation and patient preferences may also contribute to disparities and will be explored briefly, but are not a major focus of this course. (Spring) Course Fee:\$35

## GREEK LANGUAGE

### **GR470, GR471 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) *GR470: Cross list with GR511. Students may not receive credit for both GR470 and GR511. GR471: Cross list with GR522. Students may not receive credit for both GR471 and GR522.*

### **GR472, GR473 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: GR470, 471. *Cross list with GR614. Students may not receive credit for both GR472 and GR614.*

### **GR491-493 Special Topics in Greek (1-3)**

Focused studies on specific issues in the Greek language. Requires instructor and department approval.

## HEBREW LANGUAGE

### **HB473 Grasping Hebrew I (3)**

An introduction to the fundamentals of biblical Hebrew. Special attention is given to the acquisition of a good basic vocabulary and a thorough knowledge of the verbal system, both in the building of verbal paradigms and in parsing skills. Basic Hebrew syntax will be introduced. *Cross list HB511. Students may not receive credit for both HB473 and HB511.*

### **HB474 Grasping Hebrew II (3)**

Building on HB473, a further development of the fundamentals of biblical Hebrew. Special attention is given to the acquisition of a good basic vocabulary and a thorough knowledge of the verbal system. Hebrew syntax is emphasized by extensive practice in translation. Additional attention will be given to reading from the Hebrew Scriptures, accompanied by studies in syntax and in exegetical method. Prerequisite: HB473. *Cross list with HB522. Students may not receive credit for both HB474 and HB522.*

## HEALTH

### **HE212 Health Education (2)**

A basic study of health principles and problems that confront the university student, family and community. Special consideration is given to implications for human sexuality and family; mental, emotional and spiritual health; and consumer education. (Alt years)

### **HE353 Methods/Materials in Health Education**

This course is designed to aid the student in the understanding, development, implementation, and analysis of skills, resources, and materials for the middle-level and high-school health class. Areas emphasized include subject-specific pedagogical methods, standards-based practice, assessment, and differentiation. Integration of the content with students' biblical worldview will be stressed and students will use that to develop a rationale for Health instruction. Prerequisite: Amittance to School of Education required. *Cross listed with ED587. Students may not receive credit for both HE353 and ED587.*

### **HE401 First Aid and C.P.R. (1)**

Instruction in basic emergency medical aid and safety procedures (American Red Cross certificate in First Aid and Cardio-Pulmonary Resuscitation). (Fall and Spring) Course fee: \$30

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

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

## HISTORY

### **HI114 American History I (3)**

American History covers the era of discovery, through the Colonial and Revolutionary periods, the War of 1812, the century of expansion, and the Madisonian “Era of Good Feelings”.

### **HI124 American History II (3)**

This course is a continuation of HI124, including the outbreak of World War I to the present.

### **HI205 Introduction to Historical Study (3)**

A course that describes and teaches the methods that historians employ; surveys the extant historiography; and provides an intro to scholarship in American, European, and World history at Corban.(Fall, Alt.)

### **HI214 Western Civilization I (3)**

Western Civilization (Part I) explores the historically-based origins and realities of political conflict, social revolution, and modes of cultural exchange. However, much time will also be devoted to studying philosophies that impacted the human experience—including Classicism, Platonism, Aristotelianism, Scholasticism, Neoplatonism, and Humanism—thereby refining our collective understanding of these perspectives in relation to the Christian worldview. (*Gen Ed Social Science*)

### **HI224 Western Civilization II (3)**

Western Civilization (Part II) also explores the historically-based origins and realities of political conflict, social revolution, and modes of cultural exchange. However, much time will be devoted to studying secular philosophies that impacted the broad human experience—including enlightenment individualism, romanticism, Marxism, Darwinian naturalism, existentialism, nihilism, and post-modernism—thereby refining our collective understanding of these perspectives in relation to the Christian worldview. (*Gen Ed Social Science*)

### **HI233 A History of Film (3)**

A historical survey of innovative and/or influential films and filmmakers—primarily in the English language—spanning the last century. (Alt. years)

### **HI254 History of the American West (3)**

Adventure, hardship, beauty, injustice – these are some of the many words that come to mind when you think of the American West. Many historical prisms, including the Rocky Mountain fur era, the mining West, and the state and federal government managed West are used to examine this wonderful region. Two areas of special focus are the Pacific Northwest, and great artists who have depicted the West in drawings, paintings and photos. (Alt. years)

### **HI254SP History of the American West (3) (Online)**

Adventure, hardship, beauty, injustice – these are some of the many words that come to mind when you think of the American West. Many historical prisms, including the Rocky Mountain fur era, the mining West, and the state and federal government managed West are used to examine this wonderful region. Two areas of special focus are the Pacific Northwest, and great artists who have depicted the West in drawings, paintings and photos. *Online Course*. Offered as needed.

### **HI293 Turning Points in History (3)**

History has its dramatic turning points. This course places the lens on decisions and discoveries that changed the world. A debate can change the course of a nation in one legislative session. A tactical battle decision can give victory to the side which seemed on the edge of defeat. One more experiment gives an inventor the answer to what seemed an insoluble problem. One prayer can change the destiny of a human being. By way of readings, investigation, debate, and discussion, this is a study of historical turning points, of which many, still impact us today. (Alt. years)

### **HI303LA: History of Latin America (3)**

During this course you will learn about the histories and peoples of Latin America from pre-history to present times, the geography of the areas, and their complex history. The course will begin with Latin America’s earliest inhabitants, move through European exploration and settlement and finally with the establishment of the Latin American republics as unique countries. Students should be prepared for an intensive look into what forces, both natural and historical, have shaped the Latin American countries and made them the kaleidoscope of governments, places and people it is today.

**HI303MA History of Modern Africa (3)**

A survey of the political, social, and intellectual trends that shaped the African continent from the late colonial period through the present. (Spring, Alt.)

**HI307 America in Biography (3)**

This course introduces the student to biography as a genre of historical literature. It focuses on selected figures in American history who were central personalities for their times, such as Jonathan Edwards, Thomas Jefferson, Abraham Lincoln, and Franklin Roosevelt. The student will read and critique significant biographical works and develop annotated bibliographies for each selected figure. (Alt. years)

**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. years)

**HI325 Early Republic & Antebellum America (3)**

A historical study of the enormous creativity—including political, religious, cultural, economic, and technological changes—inaugurated by the American Revolution and ending on the eve of the Civil War. (Fall, odd years)

**HI332 A History of Ancient Greece & Rome (3)**

A historical survey of the myriad cultural forces—philosophical, political, economic, & religious that shaped Greece and Rome from ca. 1500 B.C. to ca. 500A.D. It serves as both a major elective in World History as well as part of the general education curriculum – specifically a course that may meet part of the History/Humanities elective requirement within the Gen Ed. (Alt. Spring)

**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. Among the great ideas, sagas, and individuals studied within this course are Jewish rabbinic wisdom, the travail of the Jews in the 20<sup>th</sup> century, the transformative power of Christianity working within the Roman Empire, and the legacy of Christian humanitarianism as seen in the life of William Wilberforce. (Alt. years)

**HI333SP History of Judaism and Christianity (3) (Online)**

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. Among the great ideas, sagas, and individuals studied within this course are Jewish rabbinic wisdom, the travail of the Jews in the 20<sup>th</sup> century, the transformative power of Christianity working within the Roman Empire, and the legacy of Christian humanitarianism as seen in the life of William Wilberforce. *Online Course*. Offered as needed.

**HI363 Developing Nations (3)**

In this course many cultural prisms are used to view the challenges and potential of newly industrialized and less developed nations. Religious, ecological, economic, and political issues confronting selected nations in Latin America, Africa, Middle East, and Asia are studied and discussed. Regional films, articles, and music are incorporated. (Alt. years)

**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. years)

**HI393 The American Civil War Era (3)**

A study of the people and issues pertinent to this important period in the history of the United States. The course is designed to introduce the student to the principal factors that led to the Civil War, as well as the significant results of the internecine struggle. (Alt. years)

**HI393SP The American Civil War Era (3) (Online)**

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. *Online Course*. Offered as needed.

**HI395 American Military History 1607-1898 (3)**

A survey of the political, social, and institutional trends that gradually shaped American military policy from the colonial era through the post-Civil War campaigns in the West. (Alt. years)

**HI396 American Military History Since 1898 (3)**

A survey of the political, social, and institutional trends that shaped American military policy from the Spanish-American-Filipino War through the post-9/11 era. (Alt. years)

**HI403EA A History of Modern East Asia (3)**

An introductory survey of the political, economic, and cultural forces that shaped the countries of China, Japan, Korea, and Vietnam from the eighteenth century to present. (Alt. years)

**HI403FR History of American Foreign Relations (3)**

A survey of myriad factors – ideological, political, economic, and religious – influencing the structure and conduct of American foreign relations from the late-nineteenth century to the present. (Alt. years)

**HI411-413 Special Topics in American (1-3)**

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

**HI413CR Colonial and Revolutionary America (3)**

This course is a study of the political, social, and religious history of the North American colonies from 1607 through the Revolutionary and Constitutional periods to 1790. Emphases include the transformation of European and African settlers into distinctly American people and the formation of a new nation. (Alt. years)

**HI420 History of Modern Europe (3)**

This course is a study of Europe from the seventeenth century to the present. Special attention is given to the modern economic, social, religious, and political revolutions; national and imperial rivalries; World Wars I and II; and post-war adjustment. (Alt. years)

**HI421-423 Special Topics in World History (1-3)**

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

**HI423ME 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. (Alt. years)

**HI424 Christian Ethics & the Problem of Evil in World War II (3)**

This course is designed to delineate Christian ethical responsibilities in the geo-political realm. Using World-War-Two-era Germany as a historical case study, this course specifically aims to measure the collective responses—in socio-political, military, and religious terms—to the evils of Nazism. (Alt. years)

**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. (Alt. years)

**HI453 America Since 1945 (3)**

A study of the major political, economic, diplomatic, and cultural developments in the United States since 1945. 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. years)

**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. years)

**HI480 Thesis (3)**

A revamped version of the research capstone for History majors, this course (previously HI493 Historiography and Methodology) will now allow students to focus entirely on the research and writing process due to the simultaneous creation of a new 200-level History course (Intro to Historical Study) that will tackle the historiographic and methodological components earlier in the students' program of study. (Spring, 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. Activities offered may vary by semester. Activities may be repeated for credit. Fees vary based on activity.

**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. This fulfills the skill-oriented activity required for graduation. Activities offered may vary by semester. Activities may be repeated for credit. Fees vary by activity.

**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) Course fee: \$90

**HP231 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. (Fall and Spring) Activities may vary. Variable Fees based on Activity.

**HP250 Health and Fitness (3)**

This course explains the need for maintenance of a healthy lifestyle. Includes study of the relationship between nutrition and health and the effects of stress and cardiovascular disease upon the pulmonary and circulatory systems of the body. Students will be presented with current research related to health and wellness and will complete assessments of body composition and develop an exercise program to improve upon their current level of fitness.

**HP321 Directing Experience in Exercise Activity (1)**

This is a course for the student to put into practice the theory they learned in the ES473 (course). The student will assist an instructor with a fitness oriented activity course. Some of the duties will be to evaluate, teach exercises and concepts, monitor student progress, adjust programs, fitness test, develop forms for such tests, create a fitness test, and provide assistance where necessary to safe guard the clients. Prerequisite: ES473 and ES423. \$15 (Fall and Spring)

**HP322 Coaching Sports: Theory and Practice (3)**

An introductory course designed to aid the student in coaching children, adolescents, and adults. This course will examine the role and responsibility of the coach, psychological and physiological factors affecting sports participation, conditioning and training, coaching styles, teaching methods and public relations. In doing so, the students will begin to examine a sport of their choice and complete an 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 for that sport. Attendance at appropriate sport clinics and practicum/internship experience may be required.

### **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. *Cross-listed with ED586. Students may not receive credit for both HP353 and ED586.* (Fall)

- HP381BK Coaching Basketball (1)
- HP381BB Coaching Baseball (1)
- HP381FB Coaching Football (1)
- HP381SO Coaching Soccer (1)
- HP381SB Coaching Softball (1)

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

The course is designed to provide practical professional experience within the coaching field, designed to give students on the job training while working under the supervision of professionals in public and/or private athletic organizations. The internship is expected to provide students with experience in a variety of situations, planning, leadership, supervision administration, evaluation, etc. (Spring, Alt).

### **HP491-493 Special Topics in Human Performance (1-3)**

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

## **HUMANITIES**

### **HU153 Introduction to the Liberal Arts (3)**

Introduces students to the richness of holistic worldview education through exposure to the various liberal arts disciplines and to how they each help us to become more adept at “thinking Christianly” about ourselves and the world surrounding us. Includes a component where students have the opportunity to experience a variety of cultural and community experiences at Corban University.

### **HU133 American Thought and Culture (3)**

This course provides a study of American history, literature, religion, philosophy, and fine arts, from the country’s origins through the civil war. The aim is to encourage students to develop a rich, interdisciplinary consciousness of America’s intellectual and cultural traditions.

### **HU143 American Thought and Culture (3)**

This course provides a study of American history, literature, religion, philosophy, and fine arts, from the late nineteenth century to the contemporary period. The aim is to encourage students to develop a rich, interdisciplinary mindfulness of America’s intellectual and cultural traditions.

### **HU193 Leadership and Worldview Seminar (2)**

This course is designed to introduce students to the concept of 'worldview' thinking and analysis by applying principles derived from Christian apologetics and a study of selected philosophical worldviews driven by pluralism and relativism as contrasted and compared with a Christian worldview. Included is an introduction to general leadership concepts and how leadership can be exercised in the contemporary culture. Special attention will be given to servant leadership. A variety of learning methods will be used including: textbook reading, newspaper articles, role playing and other experiential methods to promote learning. (Summer)

### **HU212 Fine Arts Appreciation (3)**

A survey of painting, sculpture, architecture, and music throughout history; drama, dance, and literature will also be mentioned. The aesthetic qualities of significant works of art will be discussed from a Christian perspective. The prerequisite is a course in world history.

**HU222 Reading the World and Searching for God (Through Art, Music, Myth and Poetry) (3)**

In this course, students will study art, music, myth, and poetry from ancient times up through the 20th Century in their historical contexts, keeping in mind the three major worldview questions mankind has tried to answer from the beginning – Where do we come from? Why are we here? Where will we go when we die?

**HU223 Art History of the Western World (3)**

Lower Division Course: The Art History of the Western World course focuses on the major artists and art works, including sculpture, architecture, and painting, from ancient artifacts to the present day. The emphasis will be almost exclusively on western art. Particular focus will be given to what are considered the greatest artists and universally acknowledged masterpieces. (Fall and/or Spring)

**HU233 Western Thought and Culture (3)**

This course spans from ca. 3000 B.C. to ca. A.D. 1700. The course is designed to provide a basic framework for understanding the shared human experience, especially through the intellectual and cultural heritage of the western world. Selected elements of culture serve as the focal points of intellectual discourse. Of great interest will be the world views of various kingdoms and ethnic groups, specifically their prevailing concepts of human nature of God, and of beauty. Ultimately, the intention is to promote and enable meaningful Christian thinking as students consider their relationship to the worldviews and cultures.

**HU243 Western Thought and Culture (3)**

This course spans from ca. A.D. 1700 to the present. The course is designed to provide a basic framework for understanding the shared human experience, especially through the intellectual and cultural heritage of the western world. Selected elements of culture serve as the focal points of intellectual discourse. Of great interest will be the worldviews of various nation-states and ethnic groups, specifically their prevailing concepts of human nature, of God, and of beauty. Ultimately, the intention is to promote and enable meaningful Christian thinking as students consider their relationship to these worldviews and cultures.

**HU253 Sport in American Culture (3)**

The course is designed to introduce the student to the historical overview of sport in America, along with cultural issues involved with sport in American society such as politics, business, media, education, religion, race, and gender. (Alt. years)

**HU255 Shakespeare in Film and Performance (3)**

Lower division course designed for non majors, focuses on the major film productions of Shakespeare's plays to the present day. Accordingly, the emphasis in this course will be divided between the reading the plays as text and connecting that to various performances, primarily in film but also to live performances, insofar as that is possible. Meets Gen Ed Humanities elective.

**HU333 Great Britain Academic Tour (3)**

This interdisciplinary course is designed with an overall theme of integrating history, literature, art, Christian spirituality and culture within the specific geographic context of England, Ireland, and Scotland. Students will have the opportunity to tour sites that date as far back as 3000 B.C., including, but not limited to the following: National Museum of Scotland, Holyrood, Stratford upon Avon, the Roman Baths, Stonehenge, Blenheim Palace, the Tower of London, the Globe Theatre, Oxford, Numerous castles, St. Patrick's Cathedral, Trinity College, and more... (Alt. Spring)

**HU443 Liberal Arts Internship (3)**

Course promotes the experiences students need to thrive in a fast changing job market. Internship provides students with the opportunity to learn how to better navigate the volatile job market, and promotes the development of necessary abilities, insight and wisdom

**HU495 Christianity & the Liberal Arts Capstone (3)**

Provides an opportunity for students to investigate a relevant academic topic through the lens of the liberal arts and a Christian world view. Students will follow a research plan, with benchmark assignments along the way. The culmination of the class will be a significant research project/essay to be presented to the campus community in an appropriate venue.

## **INTERCULTURAL STUDIES (MISSIONS)**

### **IS110CT Cultural Intelligence for Future Leaders (3)**

Cultural intelligence is the ability to comprehend cultural differences and to work effectively with people from a range of cultures. This course is designed to prepare future leaders for intercultural settings and contexts. *Limited to Camp 10 students.* Offered as needed.

### **IS123 Cross-Cultural Internship (3)**

This course is designed to prepare students to lead cross-cultural, ministry-oriented trips and internships. It explores the purposes, preparation, and priorities needed to make short-term ministry in other cultural contexts both meaningful and life-changing. Practical topics are examined to prepare students to lead others to understand, process, and grow through their involvement in cross-cultural contexts and after returning home. *Cross Listed CM123*

### **IS213 Missional Living (3)**

This course provides a biblical, historical, cultural examination of God's mission to redeem and restore humanity to Him. It presents contemporary mission strategies and provides training in personal outreach and evangelism. It will challenge students to discover God's redemptive purpose in the world to invest their lives in spreading the gospel, make Christ-like disciples, and inspire the worship of God by all peoples. Fee: \$10 *Available online as needed. Cross Listed CM213*

### **IS350 Foundations of TESOL (3)**

The English language is a valuable commodity in the world today. Because of this, teaching English has become an outreach strategy in the United States, and a missions strategy around the world. This course is part of a series of courses that equip students to teach English to adult speakers of other languages (TESOL). Topics include missiological perspectives on the use of TESOL, language acquisition theory, symbolic and pragmatic motivations for language learning, bilingualism and language interference, approaches to teaching adults cross-culturally, and an introduction to teaching for reading, writing, speaking and listening. CO363 recommended before enrollment. *Cross-listed with CO365. Students may not receive credit for both IS350 and CO365. (Alt. 2 years – Fall)*

### **IS355 Literacy and Orality (3)**

This course explores literacy as a technology of power and access, the cognitive and socioeconomic changes that accompany literacy, as well as examining the phenomenon and practices of orality. In practical application, this course considers orality and literacy as strategies for the communication of Scripture and the Gospel message, as well as implications for communication strategies in post-literate societies. (Alt. 2 years – Fall)

### **IS359 TESOL Practicum (3)**

A guided hands-on classroom and tutoring experience with adult speakers of other languages. Exploration of teaching theories and skills using actual students. Course will utilize the Corban Language Institute's, English Language Intensive "Pathways" program to fulfill tutoring hours. Students will fulfill a certain number of hours of tutoring, with bi-weekly tutor meetings for troubleshooting, debriefing, guidance in methods and materials, and intercultural relationships. In addition, Corban TESOL certificate students may serve alongside qualified TESOL instructors in several community programs. The focus of the practicum is to use TESOL instructional skills as intercultural service. (Spring/Summer when needed)

### **IS363 Language and Culture Acquisition I (3)**

A practical approach to language and culture learning, this course focuses on cross-cultural skills for building relationships, theories of language and language acquisition, and strategies and techniques for language learning. Students may learn to speak any language, provided they can regularly visit speakers of that language. (Fall) *Cross list CO363*

### **IS373 Language and Culture Acquisition II (3)**

During this course, students add to the language and culture learning skills they initiated in Introduction to Language and Culture Learning. Using their first experiences at charting their language learning objectives and interacting with speakers of their target language, students will be guided and coached through an expansion of their knowledge and mastery of language forms and functions. Increasing communicative competency in the target language is central to the course. Prerequisite: CO363. (Spring) *Cross list CO373*

**IS403 Intercultural Communication (3)**

An introduction to the principles and processes of intercultural communication. Emphasis is given to perception, ways of thinking; verbal and non-verbal communication, social organization and translation problems. Intercultural relations will consider culture shock and adjustment as well as cross-culture conflict management. (Spring) *Cross list CO403*

**IS421-423 Cross-Cultural Field Work (1-3)**

Academic credit is available for supervised participation in a number of summer ministry programs. The program advisor will direct students in the course requirements. Application to the department must be prior to the summer ministry. Students are responsible to meet any mission agency requirements and raise financial support.

**IS433 Contemporary Missions History (3)**

This course fulfills an upper-division, elective for Intercultural Studies majors and minors and offered as an elective for other Christian Ministries, Bible, and Theology students. This course traces the progress of the Lord's Great Commission from the days of the Protestant Reformation to the present. The focus is upon key people, principles, practices, and movements that have served to advance the progress of the Great Commission. The course could also be offered as an elective for students of other disciplines at Corban. The course will be offered every two years.

**IS435 Contemporary Missiological Issues (3)**

This course is intended to prepare students to successfully live, thrive, and minister in an increasingly diverse and complex world. This course will expose students to critical needs, challenges, creative strategies, and contemporary Missiological issues found in a variety of religious and cross-cultural ministry contexts. The course is structured to equip students to examine key challenges to the fulfillment of the Lord's Great Commission, and be prepared to live biblically, navigate effectively, and minister creatively in an increasing complex and globalized world, by making faithful and obedient disciples of Jesus Christ.

**IS437 Social Justice in Global Context (3)**

Christian mission strategies have historically included developmental efforts in the areas of education and commerce, and mercy ministries in the areas of medicine and relief work. In addition, Christian outreach has a tradition of advocacy on the behalf of the powerless or marginalized, including women, children and slaves. This course will combine a brief historical overview of these efforts along with foundational concepts drawn from social sciences, and exploration of current best practices among Christian and secular organizations.

**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)

**ID111 Student Success Seminar (2)**

The purpose of this course is to prepare students for greater academic, professional, and personal success. The course addresses academic skills and explores personal and leadership development.

**ID203 Student Leadership Development (3)**

This course will combine theories and skills of leadership and counseling with practical application as each student leads 15-20 residential students. Students will gain awareness of and experience utilizing resources and methods to guide them in healthy conflict management, crisis intervention, spiritual formation, team management and event planning/coordination. (Fall)

### **ID211 Birds & Botany of Western Oregon (1)**

This course is an introduction to identifying the birds and botany of Western Oregon. It teaches the student to recognize birds by sight and by sound. It focuses on bird and plant species found on the Corban campus as well as three local wildlife refuges. Enhancing a Christian philosophy of sound environmental stewardship is also an important emphasis within this course.

## **MATHEMATICS**

### **MA103 Contemporary Math (3)**

An introductory mathematics course designed to bring the variety and usefulness of mathematics to the non-specialist. 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. (Fall and Spring) *Course offered Online as needed*

### **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. (Fall and Spring) *Course offered Online as needed*

### **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. (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. (Fall, Spring) *Course offered Online as needed.*

### **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. (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. Prerequisite: MA233. (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. Prerequisite: MA243. (Fall, odd years)

### **MA262 Calculus IV: Multivariable (2)**

This course completes the calculus sequence. The math student will learn about multivariable calculus. These things include partial derivatives, multiple integration, and differential equations. *Enrollment is limited.* Prerequisite: MA253. (Spring, even years)

### **MA313 Higher Geometry (3)**

A survey of various geometric topics and proofs. These include transformational geometry, topology, Euclidean and non-Euclidean geometry, integer geometry, and historical geometry proofs by the likes of Hippocrates and Archimedes. Prerequisite: MA233 (Fall, even years) \$30

**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. Prerequisite: MA233 (Spring, odd years)

**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: Admittance to School of Education required. Corequisite: ED331 Instructional Alignment II or approval of director. *Cross-listed with ED582. Students may not receive credit for both MA353 and ED582.* (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. Prerequisite: MA223. (Spring, even years)

**MA364 Theory of Numbers (3)**

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. Prerequisite: MA233 (Spring, odd years)

**MA370 History of Mathematics (3)**

The student will be guided through the selection and reading of sources relevant math history. The history of mathematics is a study of some of the men and women that have shaped the mathematical landscape over the last 3000 years. Great theorems throughout history are studied in depth, from the quadrature of the lune to the sum of reciprocal squares, as well as the historical backdrop for these theorems.

**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. Prerequisite: junior standing or consent of director. (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. Prerequisite: junior standing or consent of director. (Spring)

**MA403 Math Analysis (3)**

The ideas of Calculus and proofs are examined in detail in this course. These ideas include limits, sequences and series, convergence, differentiation, integration, and continuity. Prerequisite: MA243. (Fall, odd years)

**MA423 Abstract Algebra (3)**

Abstract Algebra begins with an introductory look at inductive proof and then leads to an in-depth study of algebraic systems including groups, rings, and fields. The applications of this course range from transformational geometry to cryptography. *Enrollment is limited.* Prerequisite: MA243 (Fall, even years)

**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.

**MA471 Game Theory and Cryptology I (1)**

The first course of a two-term sequence, which covers general theory in game theory and cryptology. Using combinatorial games an understanding of beginning and end game strategies is developed. The course also covers the historical development of cryptology from antiquity to the present. Some of the topics include: Caesar ciphers, frequency analysis, Enigma, public key cryptography, RSA, and DES. Students must enroll in both the Fall and Spring sections of the course.

### **MA472 Game Theory and Cryptology II (1)**

The second course of a two-term sequence, which covers game theory and cryptology. Within game theory, we hone skills acquired in the first term, and develop a stronger understanding of end game strategy using combinatorics, probability, and graph theory. With the foundation of cryptology from MA491, the course focuses on developing stronger skills and techniques in cryptanalysis to prepare students for competition. Students must enroll in both the Fall and Spring sections of the course (MA491 and MA492).

### **MA491-493 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 through cross-registration. See Special Programs section of the catalog.

## **MUSIC EDUCATION**

### **ME111 Supplemental Private Lessons (4)**

To further prepare the music educator, Music Education majors will take 4 semesters (1 credit each) of supplementary private lessons in Woodwinds, Brass, Percussion and Strings. Decisions about which instruments to study are made in conjunction with the student's advisor. Fee: 1 credit = \$341

### **ME202 Foundations of Music Education (2)**

This course addresses foundational principles and practices for all music educators. Topics include classroom management, the history of music education, professional development, and developing one's philosophy of music education. Attention will be given to administrative operation of music education programs, curriculum design and implementation, and management of music materials and resources. Prerequisite: MU123, ED 102, any Instrumental Techniques course, and concurrent registration in ME300. (Spring)

### **ME231 Percussion Techniques (1)**

Focuses on preparation for teaching instrumental music at the elementary and secondary levels. Attention is given to the fundamentals, addressing common problems inherent in playing and teaching at a basic level.

### **ME241 Woodwind Techniques (1)**

Focuses on preparation for teaching instrumental music at the elementary and secondary levels. Attention is given to the fundamentals, addressing common problems inherent in playing and teaching at a basic level. \$25

### **ME251 Brass Techniques (1)**

Focuses on preparation for teaching instrumental music at the elementary and secondary levels. Attention is given to the fundamentals, addressing common problems inherent in playing and teaching at a basic level. \$25

### **ME261 String Techniques (1)**

Focuses on preparation for teaching instrumental music at the elementary and secondary levels. Attention is given to the fundamentals, addressing common problems inherent in playing and teaching at a basic level.

### **ME300 Musicianship Core (0)**

Music education professional activity engages music education majors in professional organizations and activities. MU300 students are able to become involved in their future peer organizations, attend professional conferences and developmental seminars, and build connections with music education professionals. Membership fee is assessed each term. \$50

### **ME343 Methods and Materials for Early Childhood and Elementary Level Music (3)**

This course includes music education methods and materials for teaching amid the social and cognitive wonders of children pre-school through elementary age. Microteaching allows students to develop and demonstrate understanding of classroom management and teaching techniques for general music lessons and group treble singing. Students will survey the Oregon

Department of Education's goals, state-adopted music curricula, budget planning, creating and teaching lessons, planning units of instruction, and research in music education. Fieldwork may be required. Pre-requisite: ME202. (Spring, Alt. years)

### **ME353 Methods and Materials – Choral (3)**

ME353 lays a solid foundation for the study and practice of teaching mixed, treble, and male choral ensembles in the middle and high school classroom. Topics include working with the changing voice, developing intonation, blend and balance, approaches to sight-singing, selecting repertoire, concert planning, personal teaching style, classroom management, unit planning and lesson teaching. Microteaching allows students to develop and demonstrate practical skills in addressing each of these areas. Fieldwork may be required. Prerequisite: ME202. (Fall, Alt. years)

### **ME363 Methods and Materials – Instrumental (3)**

This course provides a study of methods and materials for teaching instrumental music in grades five through twelve. The focus is on teaching secondary school band and orchestra. Specific content includes recruiting, instrument selection, beginning methods, rehearsal techniques, and classroom management for instrumental ensembles. Microteaching allows students to develop and demonstrate practical skills in addressing each of these areas. Fieldwork may be required. Prerequisite: ME202. (Fall, Alt. years)

## **MUSIC PERFORMANCE**

### **MP Applied Music (private lessons) (1-2 credits)**

Applied music lessons in voice, piano, guitar, organ and all orchestral instruments are offered through Corban. Students will be placed at appropriate level of study (MP091, MP111/112, MP211/212, MP311/312, and MP411/412) based on their ability. (NOTE- MP091/92 study does not count towards the music major or music minor degree requirements) 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 30-minute lesson every week and a jury examination at the end of the semester. Two credits may be earned for a 60-minute lesson weekly and a jury exam. (Fall and Spring) Course fee: 1 credit hour = \$341, \$371, \$391; 2 credit hours = \$682, \$742, \$782

### **MP131 Keyboard Class I (1)**

This class is an introduction to the piano keyboard designed to develop basic piano facility. The class is limited to seven students per section. There is no prerequisite for this course (no prior instruction in piano is expected). (Fall and Spring)

### **MP141 Keyboard Class II (1)**

This course offers technical studies and basic piano instruction, designed to develop general piano facility. Prerequisite: MP131 or consent of instructor. (Fall and Spring)

### **MP151V1 Voice Class I (1)**

Students in this class will receive instruction in basic vocal techniques; recommended as preparation for private lessons or for basic information about using the voice. There is no prerequisite for this course. (Fall)\$35

### **MP171G Beginning Guitar (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 Intermediate Guitar (1)**

This course provides further instruction in playing the guitar. Prerequisite: MP171G or consent of instructor. (Fall and Spring)

### **MP231 Keyboard Class III (1)**

This course provides instruction in technical studies and basic piano literature with an introduction to playing hymns and praise songs. Prerequisite: MP141 or consent of instructor. (Fall and Spring)

**MP241 Keyboard Class IV (1)**

Students will receive continued instruction in elementary piano literature, technical studies, and playing hymns and praise songs in this class. The successful completion of this course equips the student to pass the piano proficiency requirements. Prerequisite: MP231 or consent of instructor. (Fall and Spring)

**MP312CO & MP412CO Private Conducting (2)**

These private lessons in conducting are available to students who have completed MU332. (Fall and Spring) Fee \$675

**MP312CM & MP412CM Applied Composition (2)**

This is an opportunity for individualized instruction in composing and/or arranging music. Prerequisite: completion of MU223 and instructor approval. Fee \$675

**MP351VE Vocal Ensemble (1)**

This small ensemble is made up of vocalists by audition or permission of instructor. (Offered when needed)

**MP351CC Chamber Choir (1)**

The singers in Chamber choir are an auditioned select ensemble that focuses on the study and performance of significant choral repertoire. The choir performs on campus, in the community, and internationally. Members are expected to participate for the full year. May be repeated for credit. (Fall and Spring)

**MP351CN Concert Choir (1)**

All students are welcome to sing in Concert choir. The choir is non-auditioned and performs a variety of choral literature on campus and in the community. May be repeated for credit. (Fall and Spring)

**MP371 Ensembles**

An applied music experience designed to introduce performers to the vast repertoire for the given ensemble, and to extend their musical skills through consistent rehearsal and practice, individual and ensemble technical development, and performances. (Sections below)

**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. The course is open to all Corban students who have previous band experience. May be repeated for credit. (Fall and Spring)

**MP371CB Chamber Brass Ensemble (1)**

This small ensemble is made up of brass players by audition or permission of instructor. (Offered as needed)

**MP371CS Chamber String Ensemble (1)**

This small ensemble is made up of string players by audition or permission of instructor. (Offered as needed)

**MP371CW Chamber Woodwind Ensemble (1)**

This small ensemble is made up of woodwind players by audition or permission of instructor. (Offered as needed)

**MP371G Guitar Ensemble (1)**

This ensemble is made up of guitarists of various levels of experience. Prerequisite: MP171G2 or permission of instructor. (Offered as needed)

**MP371PE Percussion Ensemble (1)**

This small ensemble is made up of percussionists by audition or permission of instructor. (Offered as needed)

**MP371J Jazz Band (1)**

The jazz band consists of brass, reed, and rhythm section players who perform jazz band literature, jazz combo literature as well as arrangements of hymns and praise songs. May be repeated for credit. (Fall and Spring)

**MP371OR Chamber Orchestra (1)**

The chamber orchestra is an ensemble of string players (violin, viola, cello, and bass) supplemented by other instruments as needed. They perform standard orchestral repertoire and other literature as selected by the director. This group may collaborate with the band or choirs for some performances. May be repeated for credit. (Fall and Spring)

**MP371WW Woodwind Ensemble (1)**

This small ensemble is made up of woodwinds by audition or permission of instructor. (Offered as needed)

**MP381 Junior Recital (1)**

A junior recital of approximately one-half hour may be given after two to three years of private study, based upon the approval of the music faculty. The student must be studying the instrument (or voice) in private lessons at the 300 or 400 level in the semester during which the recital is presented. Prerequisite: Completion of the Musicianship Core as a music major. (Fall and Spring) \$200

**MP481 Senior Recital (1)**

A senior recital may be given by a performance major, following approval by the music faculty, after studying the instrument at the 400 level for one or more semesters and after presenting a junior recital. The program will last at least 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. Prerequisite: MP381, Junior Recital. (Fall and Spring) \$300

**MP491 Off-Campus Ensembles (1)**

Students may be given credit for participation in certain off-campus ensembles that do not duplicate or approximate ensemble opportunities on campus. Music faculty approval required.

**MUSIC****MU103 Music Workshop I: Fundamentals of Songwriting (3)**

Explore the fundamentals of music through the study of pop and worship songs – and try your hand at writing your own songs – in this course designed for both aspiring and experienced musicians. Learn, analyze, and apply the foundational and structural elements of songwriting through this collaborative, growth-oriented experience. Learn to notate songs you hear and songs you write, including simple melodies and harmonies. Students will learn to perform fundamental musical tasks using voice, piano, guitar, or bass. Previous music experience is helpful but not required. (Spring)

**MU111AS Aural Skills I (1)**

Students will build skills in sight singing and ear training at the beginning level. Emphasis is on the recognition and reproduction of intervals, scales, and triads, along with rhythmic exercises. Solfege and hand signs will be used. There is no prerequisite for this course. (Fall)

**MU113 Music Theory I (3)**

This course provides study of the basic harmonic elements of music, with emphasis on notation, scales, intervals, triads, key signatures, and beginning 4-part voice leading. Includes experience in the use of the computer for notating music. The student must be concurrently enrolled in MP131 or have demonstrated equivalent piano skills in an audition. The student must also be concurrently enrolled in MU111AS or have demonstrated mastery in a placement test. (Fall)

**MU121AS Aural Skills II (1)**

Students will receive further training in sight singing and ear training, utilizing intervals, scales, and triads in melodies. Rhythmic and melodic dictation will be included. Prerequisites: MU111AS or consent of instructor. (Spring)

**MU122 Music Appreciation (3)**

This class is a study of the elements of music as found in classical music literature of all historic periods. Music of other styles may also be sampled. Offered as needed. *Available Online*

**MU123 Music Theory II (3)**

This course explores elementary harmony, including the nature of triads, cadences, harmonic progressions, and non-harmonic tones as well as further study of voice leading. The student must be concurrently enrolled in MP141 and MU121AS or have demonstrated equivalent skills. Prerequisites: MU113, MU111AS. (Spring)

**MU132 Technology in Worship and Education (2)**

This course explores the role of technology in corporate worship services. Students will become familiar with operating sound systems, video systems, lighting systems, recording, MIDI, etc. (Fall, odd years)

**MU160WA Worship Arts Practicum - Freshman (0)**

The student will participate weekly in a local church ministry for a minimum of 2 hours per week during their freshman year. (Fall or Spring)

**MU203 Music Workshop II: Creating Music for the Church (3)**

Expand your musical skills by studying, writing, and arranging popular music and worship songs. Survey the vast history (Old Testament to the present) of Christian worship through song. Learn, analyze, and apply the elements of songwriting through this collaborative, growth-oriented experience. Learn to notate and arrange songs you hear and songs you write, in a variety of keys and styles. Students will learn to perform songs using voice, piano, guitar, or bass. Prerequisite: MU 103 or MU 123. (Spring, Alt.)

**MU211AS Aural Skills III (1)**

This is a continuing study of ear training and sight singing, including altered tones and melodic and harmonic dictation. Prerequisites: MU121AS and MP141 or consent of instructor. (Fall)

**MU213 Music Theory III (3)**

Students will continue to study harmony, including non-dominant seventh chords, altered non-harmonic tones and secondary dominants, modulations to closely related keys, and borrowed chords. The student must be concurrently enrolled in MP231 and MU211AS or have demonstrated equivalent skills. Prerequisite: MU123, MU121AS, and MP141. (Fall)

**MU221AS Aural Skills IV (1)**

This course provides advanced study of ear training and sight singing with melodic and harmonic dictation and harmony. Prerequisites: MU211AS and MP231. (Spring)

**MU223 Music Theory IV (3)**

This is an advanced study of harmony, including modulation, borrowed chords, augmented 6th and Neapolitan 6th chords, 3rd relationships in harmony, and 9th, 11th, and 13th chords. The skills used in choral arranging will be discussed. The student must be concurrently enrolled in MP241 and MU221AS or have demonstrated equivalent skills. Prerequisites: MU213, MU211AS, and MP231. (Spring)

**MU232 Lyric Diction (2)**

Students will be introduced to correct diction for singing in English, Italian, Latin, German, and French, based on the use of the International Phonetic Alphabet. Prerequisite: MP111VOCA. (Offered when needed) \$36

**MU240 Music in Film (3)**

A study of film music in the United States and Europe. Students will become familiar with a selected repertoire of films that illustrate general stylistic traits from specific eras. Central to our work in this class is the critical viewing of film to assess the interaction of narrative and music. We will also seek to understand the influence of political and social history, geographical location, and musical function on composers and their compositions for film. At the end of the semester, you should be able to recognize the main stylistic currents, composers, and pivotal films in the area of film music.

**MU260WA Worship Arts Practicum - Sophomore (0)**

The student will participate weekly in a local church ministry for a minimum of 2 hours per week during their Sophomore year. (Fall or Spring)

**MU300 Musicianship Core (0)**

A Noncredit course used as a competency check that is a requirement for specific upper level music courses. The student will demonstrate competence in Music Theory, Piano Proficiency, private lessons (pass the 300 level jury exam), ensemble participation and minimum GPA in all music classes. Complete details are listed in the Music Student Handbook. (Fall and Spring)

**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: MU223. (Fall, Alt.)

**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: MU123. (Fall)

**MU322 Form and Analysis (2)**

Students will examine and analyze the structural forms of music. Prerequisite: MU223. (Fall, Alt.)

**MU323 Music History II (3)**

Students will survey music in the 19th, 20th, and 21st centuries. Emphasis will be given to European and American composers and their works. Students will listen to recorded and live performances of significant music from these eras. Prerequisite: MU123. (Spring)

**MU332 Conducting I (2)**

This course provides an introduction to the basic patterns and skills of conducting, both choral and instrumental. Prerequisite: MU123. (Fall)

**MU342 Conducting II (2)**

This class offers further study of the techniques and skills of choral and instrumental conducting. Prerequisite: MU332. (Spring)

**MU361 Worship Arts Internship – Junior (1)**

The student will participate weekly in a local church ministry for a minimum of 8-10 hours per week. The intern must submit a written proposal signed by the local church supervisor to the Worship Arts director for approval before beginning the internship. Prerequisite: Completion of Musicianship Core. (Fall and Spring)

**MU382 Worship Leadership (2)**

This class will explore the many aspects of leading a worship ministry and examine the relationships within church leadership and the worship ministry. Emphasis will be on each student identifying the specific leadership qualities that God is nurturing in them. Prerequisite: TH312. (Fall, Alt.)

**MU403 Worship Planning and Administration (3)**

Students in this class will explore and design worship services that incorporate various ways of worshipping 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. (Fall, Alt.)

**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. Prerequisites: MU223. (Offered as needed)

**MU413 Pedagogy & 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) \$36

MU413CL Clarinet Pedagogy & Literature  
MU413DR Double-Reed Pedagogy & Literature  
MU413FO Flute Pedagogy & Literature  
MU413GT Guitar Pedagogy & Literature  
MU413HN Horn Pedagogy & Literature  
MU413HS High String Pedagogy & Literature  
MU413OB Oboe Pedagogy & Literature  
MU413LB Low Brass Pedagogy & Literature  
MU413LS Low String Pedagogy & Literature  
MU413PO Piano Pedagogy & Literature  
MU413PR Percussion Pedagogy & Literature  
MU413SX Saxophone Pedagogy & Literature  
MU413TP Trumpet Pedagogy & Literature  
MU413VO Voice Pedagogy & Literature  
MU413WW Woodwind Pedagogy & Literature

### **MU421 Christian Musicianship Seminar: Capstone (1)**

This course is required for all music majors to be taken during the next to last semester at Corban University and is designed to help students write their Philosophy of Christian Musicianship. The class sessions will help students identify the influences that influence their approach to music and assist in constructing a clear philosophical statement of Christian Musicianship.

### **MU461 Worship Arts Internship – Senior (1)**

The student will participate weekly in a local church ministry for a minimum of 8-10 hours per week. The intern must submit a written proposal signed by the local church supervisor to the Worship Arts director for approval before beginning the internship. Prerequisite: Completion of Musicianship Core. (Fall and Spring)

### **MU491 General Music Final Project (1)**

A student doing a General Music final project should present a proposal to the advisor, describing the scope of the study or project and the method to be employed. After the advisor approves the proposal, the student will begin working on the project and will meet regularly for guidance and evaluation. At the end of the project, the student will write a reflection paper to record what was experienced and what was learned during the project. Prerequisite: Completion of Musicianship Core. (Fall and Spring)

### **MU493 Worship Arts Final Project (3)**

A student doing a final project should present a proposal to the advisor, describing the scope of the study or project and the method to be employed. After the advisor approves the proposal, the student will begin working on the project and will meet regularly for guidance and evaluation. At the end of the project, the student will write a reflection recording what was experienced and what was learned during the project. Prerequisite: MU461. (Fall and Spring)

## **PHILOSOPHY**

### **PH213 The Worldview Seminar (3)**

The Worldview Seminar covers Christian and non-Christian worldviews from a biblical-philosophical perspective. The course enables students to appraise their lives and disciplines within the framework of a Christian worldview, and it teaches students how to interact gracefully with non-Christian worldviews

**PH223 Logic and Rhetoric (3)**

Students will study various aspects of logic, focusing especially on the construction of sound arguments and the recognition of fallacies.

**PH243 Philosophy and the Fantastic (3)**

This course invites a philosophical study of works in the realm of the fantastic broadly conceived, including the comic book imaginary, science fiction, and fantasy. The primary aim is to teach students how to approach such texts from the standpoint of a mature and adventuresome Christian worldview.

**PH253 Philosophy and Video Games w/ Lab (3)**

This course invites a study of the ethical, aesthetic, epistemic, and ontological dimensions of video games, with a lab component wherein students play and theorize select games.

**PH303 History of Philosophy (3)**

Students will study key ideas in the history of philosophy, from ancient times to the contemporary milieu.

**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 survey course considers the nature, goals and processes of politics in theory and practice as understood through the sub-disciplines of Political Philosophy, Comparative Politics, International Relations, and American Government. Basic research methods used in political science will be introduced. Students will complete a 30-hour practicum as part of this course. (Fall)

**PO203 American Government (3)**

This course is an introduction to the structure and operation of the executive, legislative, and judicial branches of the American federal government as they have been formed by the Constitution and subsequent legislation. Priority is given to domestic affairs with lesser focus on foreign policy. (Fall)

**PO213 Comparative Politics (3)**

An examination of modern political systems using the comparative method to understand various governing structures and their underlying ideologies. Institutions for comparison include parties, interest groups, civil society, elections, legislatures, judiciaries, and executives. (Alt. years)

**PO223 State and Local Government (3)**

A survey of the practical operation, contemporary issues and problems relative to government at the state and local level, especially related to Oregon. (Alt. years)

**PO233 International Relations (3)**

The examination of how relations are structured among sovereign states and international institutions. Special attention is given to the nature of the nation-state system, globalization, realism, liberalism, economic and political development, and regional politics. (Alt. years)

**PO243 Political Philosophy (3)**

This introductory course in the history of political thought examines such concepts as freedom, authority, and justice and related theories, as representative modern and pre-modern political thinkers understand them. (Spring)

**PO271 – PO276 Internship (1 - 6)**

This course is designed to provide the political science student with hands-on experience in a professional environment. Special attention is given to the student's application of classroom instruction to the work world. Students will complete at least 450-hours (9 credits) of internship before graduation through agencies related to the political world.

**PO353 Political Ethics and Interest Groups (3)**

This course applies philosophical ethics and political theory to practical issues associated with contemporary American politics, policy, and interest groups. Topics to be considered include interest group formation, organizational strategies, abortion, euthanasia, immigration, affirmative action, war, and distributive justice. Pre-requisites: PO243. (Spring)

**PO423 Political Leadership (3)**

This course examines political leadership through the lens of multiple leadership models, considering how cultural, ideological, economic, and political factors determine types of leadership opportunities. Focuses include leading with hard and soft power; influencing political processes and bureaucratic structures with and without political authority and position; and preparing students to manage the challenges, stresses, and dangers of political leadership. (Fall)

**PO433 Religion and Politics (3)**

This course assesses the role of religion in politics globally. Special attention is given to evangelicals in modern U.S. politics, the history of church-state relations, and comparative models integrating religion and politics. (Alt. years)

**PO464 Constitutional Law (3)**

An examination of the historical development of the Constitution of the United State through practice and important court decisions. Special attention is given to judicial review, federalism, separation of powers, interstate commerce, the due process clause, and civil liberties. (Alt. years)

**PO491-493 Special Topics in Political Science (1-3)**

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

**PO498 Political Science Research Seminar (3)**

The course serves to tie together each student's unique course of study. Students will reflect on career goals and how to operate successfully as a Christian in politics. Students will be introduced to advanced political science research methods and will complete and present a major research project. (Spring)

**PSYCHOLOGY****PS105 General Psychology (3)**

This course is an introduction to the scientific study of human behavior and will introduce students to many of the problems, methods, and findings of modern psychology, as well as provide a historical and Christian worldview perspective for these findings. This introductory course is a three credit prerequisite for all advanced psychology courses. (Fall and Spring) *Available as an Online Course. Offered as needed*

**PS205 Lifespan Development (3)**

This course offers students a life-span approach to the physical, cognitive, psycho-emotional and spiritual/moral development of humans at various ages. Major developmental theories are examined in the light of a biblical perspective for human growth. (Fall and Spring) *Available as an Online Course. Offered as needed*

**PS207 Counseling Skills (3)**

This course introduces students to theory and skills essential to effective interpersonal relations. Emphasis is placed on interviewing strategies for the analysis and assessment of family life issues for the purpose of appropriate educational recommendations. The outcomes are intended to enhance personal and professional growth. (Spring) *Available as an Online Course. Offered as needed*

**PS208 Industrial Organizational Psychology (3)**

This course is designed to develop students' awareness of the application of psychology in organizations and industries. *Available as an Online Course. Offered as needed*

**PS215 Social Psychology (3)**

This course is a study of human thought, emotion, and behavior in an interpersonal context. (Fall). *Available as an Online Course. Offered as needed*

**PS218 Community Agency Counseling (3)**

This course introduces students to the field of social work, and focuses specifically on the helping relationship and available community resources. Course content involves assessing, evaluating and referring individuals, groups, and families to appropriate agencies. *Available as an Online Course. Offered as needed*

**PS225 Statistics for the Behavioral Sciences (3)**

A study of basic statistical procedures for psychological research, including correlation, bivariate regression, t-tests, analysis of variance (one-way and factorial), and several nonparametric procedures. Prerequisite: PS105 (Fall) *Available as an Online Course. Offered as needed*

**PS228 Neuroscience and Wellness (3) (Online)**

This course examines theories and research of brain development and wellness and how it is related to living, loving, learning, struggles, and success. Includes specifics on brain systems, mental health, disabilities, and related psychiatric disorders. Also includes strategies and methods to nourish brain development and optimize its function to enhance behavioral, social, physical, and spiritual growth.

**PS235 Social Science Research Methods (3)**

An examination of the research methods of psychology and the philosophy behind their use and an opportunity to apply these skills in research. Prerequisite: PS105, PS225 or MA223. (Spring) *Available as an Online Course. Offered as needed*

**PS305 Personality Theories (3)**

This course is the study of classical theories of personality. These theories are critiqued from both a scientific and biblical perspective. (Spring) *Available as an Online Course. Offered as needed*

**PS306 Learning and Memory (3)**

Examines learning through the Pavlovian and Skinnerian traditions from the early twentieth century up to the present day. Students will apply their course learning outside the classroom. Prerequisite: PS105 (Fall, odd years)

**PS307 Human Sexuality (3)**

This course investigates the biblical basis of sexuality. A basic introduction to human sexuality, counseling for sexual issues, and a theology of sex will be addressed. Special issues in sexuality will be discussed, as well as, the basics of sexual biology and psychology, sexual development, and sexual dysfunction. Students will also be challenged in their biblical analysis of special issues in sex research. (Fall) *Available as an Online Course. Offered as needed*

**PS308 Psychology of Addiction (3)**

This course 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. (Fall, even years) *Available as an Online Course. Offered as needed*

**PS309 Forensic Psychology (3)**

This course is intended for advanced undergraduate psychology and criminal justice majors who are interested in forensic psychology. This course will explore the application of psychological science to legal matters. Special attention will be given to developing an understanding of the most prevalent mental disorders that are encountered in forensic evaluations and how forensic psychologists assists judges and juries in determining criminal responsibility and punishment. Students will learn about the insanity defense, capital murder and the death penalty, competency to stand trial, and child custody matters. Additional topics to be covered include the psychological underpinnings and motivations for sexual offenses, murder, active shooter and repeated criminal behavior. Prerequisite: PS105

**PS315 Abnormal Psychology (3)**

This course 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. Prerequisite: PS105. (Spring) *Available as an Online Course. Offered as needed*

**PS318 Psychology of Women (3)**

This class will study research concerning the psychology of women. Students will analyze social, cultural, historical, and spiritual influences on individual psychology.

**PS325 Sensation and Perception (3)**

A survey of the current scientific models, concepts, and integrative theories that encompass the field of human sensory and perceptual studies, with a special emphasis on the neurological and cognitive features of vision. Prerequisite: PS105. (Spring, odd years) *Available as an Online Course. Offered as needed*

**PS328 Family Systems (3)**

This course introduces the student to various models of family therapy used today. Structural and strategic family therapies will be presented, as well as multigenerational family therapy and experiential family therapy. Each approach will highlight key figures in the field and their models will be discussed from a Christian counseling perspective. Specific issues of working with families will be highlighted. (Fall, odd years) *Available as an Online Course. Offered as needed*

**PS335 Counseling Theories (3)**

This course introduces the student to various theories of counseling in use today, including psychodynamic, behavioral humanistic and family system approaches. Key figures in the field will be highlighted and their theories will be examined from historical, scientific and biblical perspectives. (Fall) *Available as an Online Course. Offered as needed*

**PS406 History and Philosophy of Psychology (3)**

An examination of the historical development of the field of psychology with specific emphases on its relationship with science, its engagement with Christian religious belief and practice, and its role as an intellectual force in Western culture. Junior or Senior classification. Prerequisite: PS105 or approval of instructor (Spring, odd years)

**PS407 Marital/Premarital Counseling (3)**

This course will consider the dynamics of the marital relationship as well as the premarital. The dynamics of these relationships will be explored and considered in the counseling process and discussed from a Christ-centered perspective. It will encompass the varying strategies and techniques that are utilized in the counseling process. Each student will develop a premarital counseling model. Biblical counseling models as well as alternatives to traditional therapy approaches will be discussed. (Fall) *Available as an Online Course. Offered as needed*

**PS408 Trauma Therapy (3)**

This course introduces various theories of crisis counseling and trauma therapy, such as critical incident stress management (CISM) and debriefing (CISD). A second emphasis is trauma models of therapy: trauma and dissociation, assessments, treatments, and therapies. Special cases will focus on grief, sexual assault, sexual abuse, and relational trauma. (Spring) *Available as an Online Course. Offered as needed*

**PS415 Internship (3)**

This course blends the undergraduate major's experience in a real world, supervised employment, or volunteer work setting with the student's best effort to reflect on that experience in the context of their academic discipline. In other words, a successful Internship experience should promote learning – learning to do well in the workplace but also learning how the scholarly discipline of psychology is connected to that work. The successful experience will also position the student more favorably for graduate study or a professional career following graduation. Junior or Senior classification. Prerequisite: PS105. (Fall and Spring) *Available as an Online Course. Offered as needed*

**PS418 Group Dynamics (3)**

This class is 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' skills in a group setting.

**PS425 Advanced Research Lab (3)**

This course is designed to be a continuation of PS235 (Social Science Research Methods). This course will further a student's knowledge and experiences in the area of empirical research psychology. In addition to critically evaluating current literature, students will be required to design, conduct, analyze, and report the results of a semester-long project. Practical and ethical considerations of actually conducting a research project will be emphasized. Prerequisite: PS105, PS235. Offered as needed.

**PS438SP Psychology of Death and Dying (3) (Online)**

This course will introduce lifespan development and the final stages of the process of Death and Dying. Students will compare and contrast historical and modern attitudes toward death and dying found in literature, rituals, religion, philosophy, film, medico-legal issues, and in the process of clarifying the attitudes and values of diverse peoples. *Online Course. Offered as needed.*

**PS491-493 Special Topics in Psychology (1-3)**

This course includes a variety of focused studies on specific issues related to psychology and Christianity.

**PS495 Psychology and Christianity (3)**

This course is an overview of some basic approaches to the integration of psychological science with Christian truth. The two do not always correspond. This interdisciplinary integration is explored through various models that scholars have attempted to use. Students will engage in thoughtful discussion on difficult integrative topics and develop their own perspectives and convictions regarding integration. Requires Senior status. Prerequisite: PS105. (Spring) *Available as an Online Course. Offered as needed*

**SCIENCE****SC110SP Biological Origins (3) (Online)**

This course is an examination of arguments for the origin of life, the development of biological diversity, and the origin of humans. Naturalistic evolution will be examined and critiqued from the perspective of intelligent design.

**SC114 Biology I: Cell Biology and Genetics (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) *Enrollment restricted to Health Science majors or by approval of instructor.*

**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 and molecular genetics. Concurrent enrollment in SC114 is required. *Enrollment restricted to Health Science major or by approval of instructor.* Lab fee: \$60 (Fall)

**SC124 Biology II: Organismal Biology (3)**

Biology II is a survey of principles of organismal biology. The following topics are covered during this course: viruses, prokaryotes, protists, animal nutrition, circulation, and respiration, defenses of the body, regulation of the internal environment, chemical signals and animal reproduction. Concurrent enrollment in SC124L is required. Prerequisite: SC114 (Spring) *Enrollment restricted to Health Science majors or by approval of instructor.*

**SC124L Biology II Lab (1)**

This laboratory course involves "hands-on" opportunities to investigate biological principles related to various taxonomic groups and human anatomy and physiology. Concurrent enrollment in SC124 is required. (Spring) Lab fee: \$60. *Enrollment restricted to Health Science major or by approval of instructor.* (Spring)

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

This course focuses on the nature and practices of science. The course also presents the history and context for the development of understanding of astronomy, physics, and chemistry through studies of selected topics. Energy is a unifying theme of these topics. Through the study of God's creation, the student will also be challenged to better understand their Creator. Specific subject knowledge will be developed and applied. Concurrent enrollment in SC133L is required. Note: Health Science majors may not take this course. (Fall and Spring)

**SC133L Scientific Inquiry: Physical Sciences Lab (0)**

Students will complete 12 laboratory experiments investigating the physical sciences. The experiments will emphasize the application of the scientific method. Concurrent enrollment in SC133 is required. Lab fee: \$60

**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, the classification of life, the characteristics of life, cellular processes, body systems, genetics and the omnipotence of God, the Creator. Concurrent enrollment in SC143L is required. (Fall and Spring) Note: Health Science majors may not take this course.

**SC143L Scientific Inquiry: Life Sciences Lab (0)**

Students will conduct laboratory investigations and activities utilizing scientific methodology. Concurrent enrollment in SC143 is required. Lab fee: \$60 (Fall and Spring)

**SC143SP Scientific Inquiry: Life Sciences and Lab (3) (SPS)**

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, the classification of life, the characteristics of life, cellular processes, body systems, genetics and the omnipotence of God, the Creator. *Online Course*. Offered as needed.

**SC213 Biology of Plants and Animals (3)**

This course is an examination of the protozoans, invertebrates, vertebrates, cyanobacteria, algae, fungi, bryophytes, seedless vascular plants, gymnosperms, and angiosperms. Prerequisites: SC114, SC124 (Fall) Note: This course may not be taken by Health Science majors.

**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) *Enrollment restricted to Health Science majors or by approval of instructor.* (Fall)

**SC214L General Chemistry I Lab (1)**

Laboratory experiments are used to demonstrate chemical principles. Activities will investigate reaction processes, apply atomic theories and energy concepts, and utilize stoichiometry. Concurrent enrollment in SC214 is required. Lab fee: \$60. *Enrollment restricted to Health Science majors or by approval of instructor.* (Fall)

**SC220SP Biological Origins (3) (Online)**

This course is an examination of arguments for the origin of life, the development of biological diversity, and the origin of humans. Naturalistic evolution will be examined and critiqued from the perspective of intelligent design. A research paper will be written, and a presentation will be given on a topic related to biological origins. *Prerequisite: SC114 – Biology I. Health Science major elective.*

**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 (Spring) *Enrollment restricted to Health Science majors or by approval of instructor.* (Spring)

**SC224L General Chemistry II Lab (1)**

Laboratory experiments demonstrate and investigate chemical principles. The activities will investigate reaction processes, apply atomic theories and energy concepts, and utilize stoichiometry. Concurrent enrollment in SC224 is required. Lab fee: \$60. *Enrollment restricted to Health Science majors or by approval of instructor.* (Spring)

**SC234 Human Anatomy and Physiology I (3)**

A study of the structure (anatomy) and function (physiology) of the human body. Topics to be covered include the chemical basis of life, cell structure and metabolism, tissues, the integumentary system, skeletal system, muscular system, nervous system, and endocrine system. Concurrent enrollment in SC234L is required. (Fall)

**SC234L Human Anatomy and Physiology I Lab (1)**

The laboratory course provides students with a hands-on investigation of cells, tissues, the integumentary system, skeletal system, muscular system, nervous system, and endocrine system. Concurrent enrollment in SC234 is required. Lab fee: \$60. (Fall)

**SC244 Human Anatomy and Physiology II (3)**

A study of the structure (anatomy) and function (physiology) of the human body. Topics to be covered include the cardiovascular system; lymphatic system and immunity; respiratory system; digestive system; metabolism and nutrition; urinary system; fluid, electrolyte, and acid-base balance; reproductive system; and development and inheritance. Concurrent enrollment in SC244L is required. Prerequisite: SC234 and SC234L (Spring)

**SC244L Human Anatomy and Physiology II Lab (1)**

The laboratory course provides students with a hands-on investigation of the cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system, and reproductive system. Prerequisite: SC234 & 234L Concurrent enrollment in SC244 is required. Lab fee: \$60. (Spring)

**SC252SP Human Genetics (3) (Online)**

This course is an examination of the basic principles of human genetics including the following topics: cell cycle, mitosis, meiosis, Mendel's Laws, Non-Mendelian genetics, sex determination and sex linkage, molecular genetics, and various genetic technologies. A laboratory component is involved. *Online Course*. Offered as needed.

**SC262 Bioethics (3)**

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

**SC264 Intro to Microbiology (3)**

This course is a lower division course in which students will study the functional anatomy of bacteria, viruses, how to culture and control their growth, and how to recognize the signs and symptoms of disease. Concurrent enrollment in Intro to Microbiology lab required. Pre-requisites: SC114, SC214 (Spring)

**SC264L Intro to Microbiology Lab (1)**

This course is a lower division laboratory section in which students will study the functional anatomy of bacteria, viruses, how to culture and control their growth, and how to recognize the signs and symptoms of disease. Concurrent enrollment in Intro to Microbiology required. Lab fee: \$60 (Spring)

**SC271 Introduction to Literature Review (1)**

Students will develop their skills and knowledge of scientific methodology, critical thinking, science reading, and science communication. This course specifically helps students to improve their science literacy and presentation skills. Prerequisites: SC114, SC124. (Fall)

**SC273 Introduction to Forensic Science (3)**

Forensic science applies science to the law and encompasses numerous scientific disciplines. This course will introduce students to scientific methods and applications of analytical data to form appropriate conclusions in the analysis of physical evidence. This course will cover such areas as latent finger print collection and identification, serology/blood spatter analysis, toxicology, autopsy analysis, chromatography (drugs and toxins), DNA analysis and other related areas. The course will also include a segment on the reality of forensic science vs. Hollywood, crime scene documentation and investigation ethics. This course includes a lab where students will practice hands-on methods of identifying, collecting and analyzing forensic evidence. Prerequisites: PS105, CJ103. \$65

**SC304 Medical Microbiology (3)**

This course involves an examination of functional anatomy of bacteria, viruses, fungi and protozoans. Topics such as pathogenicity, microbial control, epidemiology, and immunology are covered. The infectious diseases of the various body systems are also covered. Concurrent enrollment in SC304L is required. Prerequisites: SC114, SC124, SC214, SC224 (Fall)

**SC304L Medical Microbiology Lab (1)**

This laboratory course involves an examination of various microorganisms, methods of staining, culturing and isolating bacteria and an examination of the medical applications of various laboratory techniques. Concurrent enrollment in SC304 is required. Lab fee: \$60 (Fall)

**SC314 Organic Chemistry I (3)**

Organic Chemistry provides an examination of the basic principles of organic chemistry. The emphasis is on molecular structure, reactions of functional groups, and mechanisms of reactions. Concurrent enrollment in SC314L is required. Prerequisite: SC224 (Fall)

**SC314L Organic Chemistry I Lab (1)**

Organic Chemistry Lab provides experiences in techniques used in the study of organic chemistry and in organic reactions through the analysis and synthesis of organic compounds. Laboratory experiments will be conducted on both micro and macro scales. Concurrent enrollment in SC314 is required. Lab fee: \$60 (Fall)

**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)

**SC324L Organic Chemistry II Lab (1)**

Organic Chemistry Lab provides experiences in techniques used in the study of organic chemistry and in organic reactions through the analysis and synthesis of organic compounds. Laboratory experiments will be conducted on both micro and macro scales. Concurrent enrollment in SC324 is required. Lab fee: \$60 (Spring)

**SC343 Health Care Practice (3)**

This is an upper division Health Science course designed to train and equip students in the basics of health care, to prepare them to assess and promote sustainable community-based health practices in the developing world. Upon completion of this course, students will have the opportunity to travel to support medical professionals in providing health care services to the people of Haiti. Each year, during the fall semester, students must apply and be accepted as part of the Haiti Medical Mission team in order to take this course.

**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. Note: Health Science majors may not take this course. Prerequisite: Admittance in School of Education required. Co-requisite: ED331. *Cross-listed with ED583. Students may not receive credit for both SC353 and ED583.* (Spring)

**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. Prerequisite: SC124. Note: Health Science majors may not take this course.

**SC374 Genetics (3)**

This course examines Mendelian genetics, the chromosomal basis of inheritance, non-Mendelian genetics, genetic mapping, mutations and DNA repair, gene expression, gene regulation, and biotechnology. Concurrent enrollment in SC374L is required. Prerequisites: SC114, SC124, SC214, SC224. (Spring)

**SC374L Genetics Lab (1)**

The laboratory course involves experimentation and analysis of genetic principles in the areas transmission genetics and molecular genetics. Concurrent enrollment in SC374 is required. Lab fee: \$60 (Spring)

**SC381 Genetic and Reproductive Technologies (1)**

This course is an examination of genetic and reproductive technologies and the issues related to them. Included in this course will be an examination of the moral status of embryos and fetuses. The effect of the legislative regulation of reproductive technologies will also be explored. Students will develop a personal, philosophical framework for evaluating genetic and reproductive technologies. Prerequisites: SC114, SC214. (Offered when needed.)

**SC391 Scientific Research Experience (1)**

This upper division course designed is for Health Science students to perform research projects under the guidance of a faculty member from the Science department. This upper division course designed is for Health Science students to perform research projects under the guidance of a faculty member from the Science department. Registration for credit can only be made after the supervising faculty member and the department chair approve the formal research plan. \$25

**SC4031 Biochemistry (3)**

Chemistry of biological systems: amino acids, proteins, enzymes and catalysis; carbohydrates, lipids and membranes; metabolism and its regulation; gene structure, replication and expression. Prerequisites: SC114, SC124, SC435, SC314, SC324 or co-requisite enrollment in SC324, with permission of instructor. (Spring, Alt)

**SC412 Advanced Physiology I (3)**

This course will cover the topics of cellular communication, neurology, endocrinology, and reproductive physiology. Principles of homeostatic operation, regulation, and integration from the cellular to the organismal level are emphasized. Content will include how pathophysiological mechanisms disturb homeostasis and result in disease. Prerequisites: SC114, SC124, SC214, SC224, SC234, SC244. (Fall)

**SC414 Physics I (3)**

Physics I focuses on the study of energy within mechanics, heat, kinetic theory, and sound. The use of vector descriptions and computations will be emphasized. The course requires proficiency in the use of algebra and trigonometry. Concurrent enrollment in SC414L is required. (Fall)

**SC414L Physics I Lab (1)**

Physics I Lab provides the student with hands on investigation of moving objects, forces, thermodynamics, and mechanical waves. Students will design experiments, collect and analyze data, and prepare lab reports. Concurrent enrollment in SC414 is required. Lab fee: \$60 (Fall)

**SC422 Advanced Physiology II (3)**

This course will cover the topic of cardiovascular physiology, respiratory physiology, and renal physiology. Principles of homeostatic operation, regulation, and integration from the cellular to the organismal level are emphasized. Prerequisites: SC114, SC124, SC214, SC224, SC234, SC244. (Spring)

**SC424 Physics II (3)**

Physics II focuses on the study of energy related to electricity, magnetism, optics and modern physics. Field theories will be emphasized. The course requires proficiency in the use of algebra and trigonometry. Concurrent enrollment in SC424L is required. (Spring)

**SC424 Physics II Lab (1)**

Physics II Lab provides the student with hands-on investigation and applications of electricity, magnetism, optics, and modern physics. Students will design experiments, collect and analyze data, and prepare lab reports. Concurrent enrollment in SC424 is required. Lab fee: \$60 (Spring)

**SC434 MCAT: Medical College Assessment Test Prep (3)**

This upper division Health Science course is designed to prepare students for the Medical College Acceptance Test. The course is taught by trained Kaplan Test Prep Instructors and uses Kaplan's MCAT curriculum. The course is designed along the American Association of Medical Colleges' MCAT test blueprint, including its 10 foundational concepts, 31 content categories, and 4 scientific inquiry and reasoning skills. Each lesson focuses on a collection of specific learning outcomes based on the MCAT 2015 exam design. This is a Pass/Fail Course. \$1600

**SC435 Cell and Molecular Biology (3)**

Examination of eukaryotic cell structure and function at the molecular level with specific emphasis on membranes, organelles, cytoskeleton, signaling, division, differentiation, energetics, apoptosis, gene structure and function, DNA replication, RNA and protein synthesis, viruses, and analysis of experimental methodologies used to study subcellular components. Concurrent enrollment in SC435L is required. Prereqs: SC114, SC124, SC214, SC224. (Spring)

**SC435L Cell and Molecular Biology Lab (1)**

This laboratory course provides students with the opportunity to run various cell and molecular biology experiments with emphasis on development of such laboratory techniques as mammalian cell culture, RNA extraction, RNA gel electrophoresis, reverse transcription, primer design, polymerase chain reaction, and DNA gel electrophoresis. Concurrent enrollment in SC435 is required. Prerequisites: SC114, SC124, SC214, SC224. Lab fee: \$60 (Spring).

**SC443 Virology and Immunology (3)**

This course is an upper division course in which students will explore the variety of viruses in our world and the diseases they cause. Since the components of a virus dictate how it will replicate and the mechanism by which it causes disease, students will learn to distinguish between viruses and be able to predict how they will affect the body. In addition, students will learn how God has created our bodies to fight against viruses through both our innate and adaptive immune systems. The components of each of these systems and their relationships with viral infection will be studied. Finally, students will learn how vaccines are used to protect against viruses and how viruses can be used as vectors for biotechnology purposes. Prerequisites: SC114, SC124, SC435 and labs (Fall).

**SC443L Virology and Immunology Lab (1)**

This laboratory course involves an examination of viruses including methods of culturing them, assessing their virulence, and determining immunological responses to various viral infections. Concurrent enrollment in SC443 is required. Lab fee: \$60 (Spring)

**SC471 Advanced Literature Review (1)**

Students will develop their skills and knowledge of scientific methodology, critical thinking, science reading, and science communication. This class meets with Introduction to Literature Review; students in Senior Seminar will write a research paper regarding their capstone, and will present and critique their capstone projects to the class. Prerequisites: SC114, SC124, SC271. (Spring)

**SC481-483 Internship (1-3)**

Internships are provided in cooperation with a health-care site designed to give the student the opportunity to explore the setting and opportunities in health care.

**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) *Available online*

**SO333SP Family Violence and Dysfunction (3) (Online)**

This course is an examination of the nature and consequences of violence that occurs within the family and community setting. Issues to be studied include spousal abuse, intimate partner violence, dating violence, and elder abuse as well as prevention and treatment for offenders and victims. This social phenomenon will be studied using theory and existing research, and case studies will be analyzed and discussed within the context of current developments. *Online Course.* Offered as needed.

**SO335SP Child Abuse and Neglect (3) (Online)**

This course is an examination of the nature and consequences of violence that occurs within the family setting, specifically to children birth through 17. Issues to be studied include child physical abuse, sexual abuse, emotional abuse and neglect as well as prevention and treatment for offenders and victims. The issues of abuse and neglect will be studied using theory and research, and case studies will be analyzed and discussed within the context of current developments. *Online Course*. Offered as needed.

**SO343SP Marriage and the Family (3) (Online)**

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. *Online course*. Offered as needed.

**SO353SP Parenting (3) (Online)**

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. *Online Course*. Offered as needed.

**SO363SP Ethnicity, Social Class and the Family (3) (Online)**

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. *Online Course*. Offered as needed.

**SO491-493 Special Topics in Sociology (1-3)**

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

**SOCIAL SCIENCE****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. Students will explore current theory, methodology, and instructional materials and challenged to investigate prominent worldviews and develop a personal worldview from a Christian perspective. This course will involve collaboration, reading and sharing, and the development of a resource notebook and a work sample. Prerequisite: Admittance to School of Education required. Corequisite: ED331 Instructional Alignment II. *Cross-listed with ED584. Students may not receive credit for both SS353 and ED584.* (Spring)

**SS403SP Family Facilitation Programming (3) (Online)**

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. *Online Course*. Offered as needed.

**SS413SP Ethics & Policies in Behavioral Health (3) (Online)**

This course introduces the student to the legal, ethical and professional concerns in the Behavioral Health field. *Online Course*. Offered as needed.

**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 First Year Spanish – Term 1 (3)**

This course is designed to promote practical conversational Spanish *and basic grammar* skills for students whose first language is not Spanish and/or who have no previous Spanish training. (Fall)

### **SP123 First Year Spanish – Term 2 (3)**

This course expands practical conversational skills *and basic grammar* for students whose first language is not Spanish but who have previous Spanish training and/or experience through SP113. (Spring)

### **SP213 Second Year Spanish – Term 1**

This course reviews Spanish grammar and involves practice in speaking, reading, and writing. Oral practice includes literary and cultural readings. First in a sequence of two. Prerequisite: SP 113 and SP123 or previous Spanish training.(Fall)

### **SP223 Second Year Spanish – Term 2**

This course involves intensive practice in speaking, reading, and writing and promotes literary and cultural readings. Prerequisite: SP213 or permission of the Instructor. (Spring)

## THEOLOGICAL STUDIES

### **TH132 Biblical Evangelism (3)**

Biblical Evangelism emphasizes the practical application of Biblical principles to the experience of believers in our present age, and gives instruction in methods and resources for personal witness. (Spring)

### **TH205 Introduction to Theology (3)**

Introduction to Christian Theology is a study of Christian doctrine that helps the student develop an integrated system of theology, which relies on God's revelation in the Bible. Introduction to Christian Theology will address the classical areas of evangelical theology: the Bible, God/The Trinity, Christ, the Holy Spirit, Humanity/Sin, Salvation, the Church, and the End Times.  
*Available Online*

### **TH233 Biblical Worldview (3)**

An in-depth study of the Christian worldview, founded on the biblical themes of Authority & Truth, Creation, Fall, and Redemption. Particular attention is given to biblical epistemology (the nature, basis and validity of knowledge), metaphysics (the nature of God, man, and all creation), and axiology (ethics, aesthetics, and values), as well as an analysis of non-Christian worldviews. *Limited to Camp 10 students and Dual Credit students.* Offered as needed.

### **TH262 Bioethics (3)**

Bioethics examines issues of science and bioethics related to the beginning-of-life, the end-of-life, and genetic technologies. (Spring, Alt.) *Cross-Listed SC262*

### **TH303 Religious Movements (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 worldview. Methods of missionary encounter with these religions and cults will be presented to equip the student for evangelism that is more effective. (Fall)

### **TH312 Theology of Worship (3)**

Examines the central themes of worship within Scripture to further develop a personal understanding 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. (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: BI105. (Spring)

**TH342 Johannine Theology (3)**

A study of the themes or motifs in the Apostle John's gospel and epistles. Prerequisite: BI103, BI105, TH205 (Alt)

**TH363 Biblical Theology of Mission (3)**

This is a foundational course for intercultural studies. It presents a thorough examination of the nature of God and His redemptive plan as revealed throughout Scripture for humanity. (Offered every 2 years)

**TH399 Christianity and Contemporary Culture (2)**

This course will use theological reflection to develop an understanding of contemporary culture and its relationship to the Christian faith that will give guidance, support and depth to Christian life-long ministry. This course will familiarize the student to the nature and history of Christianity's interaction with Western culture. The student will learn to 'exegete' sources of cultural understanding including film, literature, music, and television; this exegesis will help the student evaluate innovative approaches to the Christian faith, which responds effectively to contemporary culture.

**TH403 Apologetics (3)**

This course is a study of defending the Christian faith for edifying the believer and for responding to the broad range of objections brought against it by unbelievers. The biblical, theological and philosophical foundations of apologetics are developed for students to have a lasting impact in any culture, but especially in the West. The course provides opportunities for personal contact with non-Christians during the semester. Prerequisite: TH205. (Fall, Alt.)

**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: TH205 (Fall, Alt.)

**TH463 Biblical Spiritual Formation (3)**

This course is designed to give an overview of the dynamics involved in the formation of mature character in the life of a Christian. Students will develop a biblical theology of Christian spiritual formation and develop an appreciation for the traditions and rich heritage of faith found within Christian spirituality through the ages. *Cross list with CM501. Students may not receive credit for TH463, &CM501*

**TH472 God and His Word (3)**

A thoughtful overview of Christian theology in the areas of bibliology, theology proper and angelology. The student will be encouraged to develop his or her theological grid and gain exposure to theological terminology, scriptural support for doctrines, theologians and historical developments, which have played a major role in Christian theology. Student will develop their own doctrinal statement reflecting their understanding of biblical teaching in the focus area of Christian theology. *Cross list with TH501. Students may not receive credit for both TH472 and TH501.*

**TH473 Christ's Redemption: Christ and Humanity (3)**

A thoughtful overview of Christian theology in the areas of anthropology, hamartiology and Christology. The student will be encouraged to develop his or her theological grid and gain exposure to theological terminology, scriptural support for doctrines, theologians and historical developments, which have played a major role in Christian theology. Student will develop their own doctrinal statement reflecting their understanding of biblical teaching in the focus area of Christian theology. *Cross list with TH502. Students may not receive credit for both TH473 and TH502.*

**TH474 God's People: The Spirit, the Church, & Future (3)**

A thoughtful overview of Christian theology in the areas of soteriology, pneumatology, ecclesiology, and eschatology. The student will be encouraged to develop his or her theological grid and gain exposure to theological terminology, scriptural support for doctrines, theologians and historical developments, which have played a major role in Christian theology. Student will develop their own doctrinal statement reflecting their understanding of biblical teaching in each area of Christian theology. *Cross list with TH503. Students may not receive credit for both TH474 and TH503.*

**TH475 Understanding Church History (3)**

An analysis of those events, movements, and ideas that characterized the church from its inception through the controversies at Nicaea, the rise and growth of the state church until its full expression in the period ending with Boniface VIII, the movements

and ideas that culminated in the Protestant Reformation, and a survey of developments since the Reformation with specific stress on the emergence of contemporary denominationalism and theological thought in the controversies centered in modern rationalism and humanism. *Cross list with TH521. Students may not receive credit for both TH475 and TH521.*

**TH483 Theological Research and Writing (3)**

A practical introduction to systematic and progressive methodology for doing comprehensive research in theological and biblical studies. The student also learns the procedure for developing a standardized written style and format. TH491-493

**TH493-99 Special Topics in Theology (1-3)**

## GRADUATE COURSE DESCRIPTIONS

### BUSINESS ADMINISTRATION

#### **BA513 Leadership and Ethics (3)** *(Teach out)*

This course is designed to explore leadership with a biblical lens. Through the light of biblical ethical theory, candidates examine how organizational leaders respond to the situations they face. Candidates also reflect on and apply their own values and ethical understanding to shed light on situations they often face as managers. Fee: \$20

#### **BA523 Economic Analysis and Policy (3)** *(Teach out)*

An analysis of the impact of macroeconomic influences. Determinants of trade balances, inflation, employment rates and monetary/fiscal policy in economic growth are assessed. Attention is given to descriptive and normative aspects of industry structure and growth within the context of bi-national and multi-national agreements.

#### **BA533 Financial Management (3)** *(Teach out)*

This course is designed to explore the foundational concepts of business finance, including the time value of money, security pricing, valuation, portfolio risk and return and derivative securities.

#### **BA534 Finance Reporting and Control (5)**

This course provides a broad overview of accounting (communication), finance (decision-making) and control (risk management) activities within an organization.

#### **BA543 Marketing Management (3)** *(Teach out)*

This course is designed to help students make strategic marketing decisions in an increasingly complex business environment. The foundational principles of marketing will be addressed, and special attention will be given to the rapid changes occurring in the marketplace.

#### **BA544 Technology and Operations (5)**

This course is a study of information technology and operations management for the transformation of inputs into outputs to satisfy customers. Emphasis will be given to value, effectiveness, and efficiency. Topics will range from philosophy of technology to continuous improvement.

#### **BA553 Managing Information Technology (3)** *(Teach out)*

Issues of strategic planning and control related to information technology and e-commerce are discussed based on contemporary case studies.

#### **BA554 Marketing and Data Analytics (5)**

This course will enable students to understand marketing theory while exposing them to data analytic practices. Using case studies, students will utilize data mining, segmentation, and other analytical methodologies in the assessment of marketing decision making. Additionally, students will interpret customer insights using data analytics through a marketing lens in real-world examples.

#### **BA563 Managing the Global Business (3)** *(Teach out)*

An exploration of key business functions in an increasingly global environment.

#### **BA564 Leadership and Organizational Behavior (5)**

This course is both an investigation of Leadership and Organizational Behavior. Students will examine Leadership through both traditional and contemporary leadership theories while developing an awareness of their own personal leadership capabilities. Organizational Behavior will study human behavior in organizations emphasizing theoretical concepts and practical methods for understanding, analyzing, and prediction individual, group, and organizational behavior.

#### **BA573 Accounting for Managers (3)** *(Teach out)*

A comprehensive overview of financial information systems with a focus on the use of financial reports in management. A basic understanding of accounting is presumed, and at least three hours of undergraduate accounting is strongly recommended.

**BA574 Contemporary Issues in the Marketplace (5)**

This course has been designed to enable students to explore selected leading-edge issues in global business and organizational environments with respected professionals in the marketplace. It provides an opportunity to apply management and Biblical concepts to practical business situations. The work of a guest professional in business will form the foundation of the course and students will interact with the professional throughout the semester.

**BA583 Organizational Behavior (3) (Teach out)**

The study of human behavior in organizations. Emphasizes theoretical concepts and practical methods for understanding, analyzing, and predicting individual, group, and organizational behavior.

**BA584 Business Strategy and Entrepreneurship (5)**

This course is a study of the fundamentals of business strategy from ideation through to full business maturation. Learners will be exposed to the processes used to form business ideas, as well as how to successfully execute those ideas in a competitive business landscape.

**BA593 Strategic Management (3) (Teach out)**

The purpose of this capstone course, taken in the final term as the last course in the program, is to fully integrate and exercise what you have learned during your time in the Corban University Hoff School of Business MBA program. Strategic management is about putting all of the pieces together – and that is what you will be doing. Forming a viable business strategy based on the external environment and the strengths and weaknesses your firm brings to that environment is the beginning of a path to success, and is typically done by the executive management team. Effectively executing that strategy is the job of each functional area manager, and responding to unexpected results, competitive responses and environmental shifts (including unexpected events) begins the cycle anew.

**BA613 Managing the Non-Profit Organization (3) (Teach out)**

Issues facing managers in the non-profit sector will be discussed and include program planning, selecting and managing boards, fund raising, financial and budgeting challenges, and developing strategies. *Required for Non-Profit Management Emphasis.*

**BA623 Stewardship Issues for Non-Profit Organizations (3) (Teach out)**

This course investigates the range of fundraising elements in the non-profit organization, including fundraising strategies, grant writing, program management, and methods and approaches to fundraising. *Required for Non-Profit Management Emphasis.*

**BA633 Project Management (3) (Teach out)**

This course aims to introduce students to the key concepts of project management, provide and understanding of the differences between projects, and equip them with the knowledge of how to manage projects well.

**BA653 Human Resource Management (3) (Teach out)**

Theories, concepts, and procedures involved in managing human resources. Examination of the correspondence between organizational strategies and human resources needed to carry out those strategies. Topics include job analysis, compensation and benefits, performance management, succession planning, career development issues, legal considerations, and international issues

**BA663 Financial Planning (3) (Teach out)**

This course examines personal financial planning concepts, including budgeting, credit, borrowing, insurance, investing and estate planning.

**BA673 Entrepreneurship (3) (Teach out)**

This course introduces entrepreneurship, with an emphasis on identifying, evaluating and developing new venture opportunities. Topics include opportunity identification and evaluation, startup strategies, business valuation, business plan development, attracting stakeholders, financing the venture, managing the growing business and exit strategies.

**BA683 Managing Change (3) (Teach out)**

Utilizing current books, articles, Scripture, facilitated discussion and case study analyses, Managing Change looks at the biblical aspects of leading in the midst of change.

## **BIBLICAL STUDIES**

### **BI511 Interpreting Scripture (3)**

An introduction to valid methodology in determining the original meaning of biblical texts and applying their modern significance. Special attention is given to the structure and underlying presuppositions of the original text and the problem of prior understanding on the part of the interpreter. Building upon the foundation of sound hermeneutical and exegetical principles, the student will gain skill in doing exegesis through observation of good exegetical models and through practice in personally applying the principles to selected texts. The examples and exercises in this course are based upon the English Bible, but are designed to prepare the student for effective biblical study, whether in translation or in the original languages. *Cross list with BI473. Students may not receive credit for both BI473 and BI511.*

### **BI512 Learning and Living OT History (3)**

A study of the Old Testament books of Genesis through Esther with an emphasis on their content, integrity, and theology within their historical, cultural, and, geographical backgrounds. The biblical meaning will also be related to contemporary Christian living, thinking and ministry. *Cross-listed with BI472. Students may not receive credit for both BI512 and BI472.*

### **BI513 Learning and Living OT Poets and Prophets (3)**

A study of the Old Testament books of Job through Malachi with an emphasis on their content, integrity, and theology within their historical, cultural, and, geographical backgrounds. The biblical meaning will also be related to contemporary Christian living, thinking and ministry. *Cross list with BI470. Students may not receive credit for both BI470 and BI513.*

### **BI522 Learning and Living Gospels and Acts (3)**

A study of the four New Testament gospels and Acts with an emphasis on their content, integrity, and theology within their historical, cultural, and, geographical backgrounds. The biblical meaning will also be related to contemporary Christian living, thinking and ministry.

### **BI523 Learning and Living Epistles and Revelation (3)**

A study of the New Testament epistles and Revelation with an emphasis on their content, integrity, and theology within their historical, cultural, and, geographical backgrounds. The biblical meaning will also be related to contemporary Christian living, thinking and ministry.

### **BI600 Learning and Living Bible Book Study (3)**

Bible book electives provide an opportunity to engage in in-depth analytical study of selected books in both the Old and New Testaments. The nature of each book will determine the approach used in course development. However, each book will be analyzed within its historical, cultural, literary, and grammatical setting in order to determine its intended meaning and significance for today.

Prerequisite: BI511

## **CHRISTIAN MINISTRY**

### **CM501 Growing in the Lord (3)**

An introductory study of the nature and practice of Christian/spiritual formation. The theological foundations for spiritual formation will be explored as it pertains to man's sinful condition (original sin), the transforming power of the cross, and the New Covenant ministry of the Spirit working in conjunction with the God-ordained means of grace. Biblical principles are identified and applied that will lead students to evaluate their own relationship with God amidst the struggles faced in ministry, and to discern and cultivate realistic and personal strategies that will nurture their love for God and others. Special attention is devoted to the dangers of moral formation and the importance of community as the context for Christian formation. *Cross list with TH463. Students may not receive credit for both CM501 and TH463.*

### **CM511 Preaching Scripture I (3)**

An introduction to the basic elements of sermon preparation and delivery for developing exegetical and homiletical skill in biblical preaching. These elements include the process of expository preaching, sermon structure and organization and effective communication skills so that sermons are true to Scripture and relevant to today's audiences. Students will practice

sermon delivery in supervised preaching experiences.

*Cross list with CM473. Students may not receive credit for both CM473 and CM511.*

**CM521 Preaching Scripture II (3)**

A development of CM 511 designed to prepare the student to preach from the wide variety of biblical literary genres and in a variety of ministry settings. Attention will also be given to long-range sermon planning and advanced communication skills for preaching. Prerequisite: CM 511

*Cross list with CM474. Students may not receive credit for both CM474 and CM521.*

**CM531 Teaching Scripture (3)**

A study of the essentials for effective Bible teaching and key principles of learning and teaching. Students will practice using creative classroom methods in supervised teaching experiences.

**CM541 Building a Christ-centered Home (3)**

A study designed to provide a biblical understanding of the issues, responsibilities, and problems in developing and maintaining Christ-centered families.

**CM551 Becoming a Servant Leader (2)**

A core course designed to help students gain an accurate knowledge of themselves in how they have been shaped and prepared by God for an optimal role in furthering His purposes. Using a variety of inventories, life-mapping, personal reflection, interviews, and direction from the instructor, students will be assisted in assessing how their gifting, natural abilities, experience, personality and passion contribute to their development in leadership. (Course Fee)

**CM552 Youth Mentoring Ministry in the Church (3)**

The Church is built on mentoring. Jesus mentored His disciples and they in turn mentored others until they “turned the world upside down.” This course will examine the biblical and sociological basis for mentoring ministry to reach youth in the community and in the church. We will explore the research-based practices that make those relationships safe and effective.

**CM561/562 Supervised Experience (1-2)**

Supervised field-based experience in the student’s intended vocational context, under the supervision and encouragement of an experienced mentor.

**CM593 Special Topics in Church Ministry (3)**

Focused study on a specific topic in the field of Christian ministry. Offered as needed. (Course Fee)

**CM611 Counseling in Ministry (3)**

A study of biblical principles of counseling together with a review of major counseling theories and practices, legal issues, and special problems encountered in ministry counseling.

**CM641 Leading Ministries (3)**

A core course designed to help those in Christian ministry develop a biblical theology of leadership and discern how that applies to today’s diverse ministry contexts. In doing so, the Scriptures will be examined against the background of current leadership thinking in order to build a foundation for leadership that is biblically based and culturally informed. Special focus will be given to studying the principles of leadership that apply to both individuals and institutions as they relate to the character, values, skills, tasks, and context of leadership. Finally, students will have the opportunity to discover and explore their own particular style of and capacity for leadership. (Course Fee)

**CM651 Fulfilling the Church’s Purpose (3)**

A study of the biblical directives concerning church ministry, allowing for needed adaptation to current cultures, and directing the student in analyzing competing methodologies and perspectives of church ministry from a biblically based foundation.

*Cross-listed with CM404. Students may not receive credit for both CM651 and CM404.*

**CM661 Ministering in the Church (3)**

An examination of the nature of leading ministries with emphasis upon the person and role of the pastor in conjunction with his ministry opportunities in the church. Principles of leadership and administration of the church are examined in light of Scripture and general managerial practice, along with practical training in the various areas of pastoral ministry.

**CM671 Ministering Cross-culturally (3)**

A study of the elements and expressions of culture as they influence ministry, with special attention given to specific skills for exegeting a cultural setting for ministry.

**CM814 The Spiritual Life of a Leader: How Leaders are Transformed (4)**

The Spiritual Life of a Leader is a core course designed to enable ministry leaders to reflect upon their relationship with God more knowledgeably, perceptively and objectively amidst the responsibilities and challenges of ministry leadership. Students will develop and apply realistic transformative strategies designed for their own spiritual growth within the context of Christian community. Special attention will be given to the exploration of the theological foundations of spirituality as it pertains to the human condition before God, the transforming power of the cross, and the New Covenant ministry of the Spirit working in conjunction with the God-ordained means of grace. \$100

**CM815 Philosophical Foundations of Christian Theology (4)**

Before approaching the systematic study of the Christian faith there is need to first examine certain philosophical questions that underpin theology. What is theology? What is the nature of divine revelation? What is the nature of doctrine? What is the nature of theological meaning and interpretation? What is the relationship of faith to reason? What is the nature of theological language? Is it even possible to develop a systematic theology from the biblical text? Is it possible to know truth, and if so, how? Often known as prolegomena (what is studied or said first), this course examines these fundamental questions to build a solid biblical foundation for Christian theology.

**CM824 Personal Leadership Foundations: How God Shapes Leaders (4)**

Personal Leadership Foundations is a core course designed to help ministry leaders gain a deeper knowledge of themselves in how they have been shaped and prepared by God for an optimal role in His mission. Students will be led through an assortment of assessments that facilitate profound reflection upon their personal and professional lives to the end that they will be able to competently and confidently grow in their calling and cooperate with the Spirit's transformative work in and through their ministry context. \$100

**CM825 Central Issues in Systematic Theology (4)**

The Christian Church holds to a myriad of doctrines within its many branches. Some of those doctrines are central to the Christian religion while others are extensions of these essential teachings. Secondary and tertiary theological concerns also exist. The central beliefs are firmly rooted in Scripture and have been articulated in creeds and confessions throughout history. This course seeks to explore in depth the necessary beliefs of Christianity that should unite us as well as those that are non-essential, which should not divide us.

**CM834 Philosophic Foundations of Leadership: How Leadership Works (4)**

This course examines the philosophic foundations of leadership from a biblical and socio-historical perspective. Students will be directed to consider past and present leadership theory and praxis in light of Scripture. Best practices will be identified and examined in concert with Scripture in order to build a foundation for leadership that is rooted in the historical Christian faith and culturally informed and relevant. \$100

**CM835 Contemporary Expressions of Theology: Worship, Mission and Proclamation (4)**

The local expression of the Christian Church has been given necessary elements that make it the Church of Christ. Calvin said that the Church is wherever the Scriptures are preached and the sacraments are practiced. At the minimum, these elements are not arbitrary or optional components of what it means to be a true church versus some artificial alternative. This course addresses the biblical nature, function, and mission of the church in relation to its contemporary expressions in worship, mission, and proclamation of the Word. This course will examine how to truly incorporate the work of Scripture and the Holy Spirit within the life of the church as envisioned by the apostolic church and its Head, Jesus Christ.

**CM844 The Culture of Leadership: How Leaders Exegete Ministry Culture (4)**

The course assists students in the practice of ethnography. How organizations develop, maintain and change their cultures will be introduced. Students will learn to conduct a 360-degree assessment of their organizations in terms of ministry effectiveness. \$100

**CM845 Personal Expressions of Theology: Orthodoxy and Orthopraxy (4)**

“Knowing Theology is a necessary yet inadequate responsibility for the Christian. The New Testament author, James, exhorts believers to be doers of the Word rather than hearers only. Believing Scripture (orthodoxy) must be demonstrated by practicing its truths (orthopraxy). This course will discuss how to faithfully practice the teachings of Scripture marked by righteousness rather than using them to support personal preferences. Students, then, will be assisted in understanding and teaching others how to apply the Word of God accurately to life in order to lead and serve a transformed people (Rom 12:1-3).

**CM854 The Analytic Dimension of Leadership: How Leaders Develop the Strategic Plan (4)**

The course focuses on the content of leadership and how leaders develop it. Leadership practices such as visioning, strategic planning, goal setting, team building, and leadership development will be examined from a biblical and socio-historical perspective. Students, in cooperation with their governing board(s), will create a strategic plan for their ministries and/or develop the resources necessary to implement it. \$100

**CM855 Apologetics and Christian Evidences (4)**

Often it has been said that apologetics is not needed because the truth does not need defending, or that it is an improper substitute for Gospel proclamation. This course will examine how Christian ministry practitioners can use apologetics to strengthen the faith of believers and remove roadblocks to the reception of the Gospel. Various apologetic methods will be examined and compared with their usage in the Bible. As part of the course, students are expected to engage in two apologetic episodes, one with a Christian and one with a non-Christian.

**CM864 The Human Dimension of Leadership: How Leaders Manage the Strategic Process (4)**

The course addresses the various roles, responsibilities and challenges of leadership regarding the people they serve and lead. This will include such topics as how leaders navigate change, manage conflict, deal with difficult people, and handle communication. \$100

**CM865 Apologetics and the Person and Work of Christ (4)**

The course addresses a number of apologetic topics that are met when studying Scripture or encountering challenges to the truth by Christians and non-Christians, including matters of science and the Christian faith, questions relating to biblical veracity, and the teaching of Scripture regarding the nature and person of Christ.

**CM891 Thesis-Project Seminar I (1)**

This course prepares students to conduct research in preparation for writing a thesis-project including an introduction to the use of Turabian and those requirements of form and style necessary for writing a doctoral-level project.. Additionally, this course familiarizes students with the entire thesis-project process and introduces them to its specific components. Students will identify a problem of ministry within their context of service, create a research question and hypothesis and develop a thesis-project pre-proposal.

**CM892 Thesis-Project Seminar II (1)**

This course equips students to develop a valid and suitable methodology that serves as the “project” of the thesis-project. Additionally, students will be guided through the process of writing an acceptable proposal that includes a preliminary review of literature and an outline of biblical and theological material pertinent to the thesis-project topic. The course is intended to culminate in the submission and official acceptance of the student’s thesis-project proposal.

**CM893 Thesis-Project Seminar III (1)**

This course is designed to help students become oriented to methodological approaches used for validating social research. Students will learn how to organize, administer and evaluate their projects. Special focus will be given to enabling students to administer a suitable methodology to test their project hypothesis, draw concise and accurate conclusions, and develop a means by which the project results can be reported. The course is intended to culminate in the submission of the first draft of the Research and Methodology chapter of their thesis-project.

**CM894 Thesis-Project Writing (3)**

Students register for this thesis-project unit upon completion of all program course work, typically in January of their fourth year. Students undertake the necessary work to complete their thesis-project and submit a final draft in preparation for an oral defense. A thesis-committee will be organized consisting of the thesis-project mentor and reader to help guide the participant through the writing process, approving each aspect of the thesis-project from the initial proposal through to the final draft.

**CM895 Doctoral Thesis Continuing (0)**

This course constitutes year two of writing their Thesis Project. This course includes a \$1,000 fee.

**CM896 Doctoral - Continuing (0)**

This course constitutes year three of writing the Thesis Project and under certain conditions can be repeated. This course includes a \$500 fee.

**COUNSELING****CN501 Counseling Theory & Skills I (4)**

This course introduces students to theories of counseling and psychotherapy from a historical-chronological perspective. As students are exposed to these models (including psychoanalytic therapy, Adlerian therapy, person-centered counseling, Gestalt therapy, humanistic-existential therapy, and a variety of cognitive-behavioral) they will be encouraged to incorporate their own values about the human change process and their faith with these theories and counseling processes in order to begin to define their own theoretical orientation to counseling. Students will begin micro skills identification and practice.

**CN501A Skills I (2)**

This course is designed to develop competencies in basic counseling processes and skills. To facilitate competencies students will participate in self-critique, peer critique and supervisor critique of videotaped interviews with peer clients. This course is designed for transfer students who may have previously taken a theory/skills class, in order to determine skill level.

**CN502 Counseling Theory & Skills II (4)**

This course will examine theories as they apply to the treatment of children. As students are exposed to these models (including psychoanalytic therapy, Adlerian therapy, person-centered counseling, Gestalt therapy, humanistic-existential therapy, and a variety of cognitive-behavioral), they will be encouraged to incorporate their own values about the human change process and their faith with these theories and counseling processes in order to begin to define their own theoretical orientation to counseling. Students will also continue micro skills identification and practice.

**CN512 Practicum (2)**

This course is designed to continue the development of competencies in basic counseling processes and skills. This is the first 100 hours of a 700-hour field experience at an agency setting. Students will complete a 100 hour supervised practicum experience including 4 weeks of job shadowing, and 11 weeks of individual direct client service (40 hours total), 1 hour of weekly individual supervision, and 1 ½ hours weekly group supervision. The practicum will take place in an agency setting. There is an additional fee for this course. Fee: \$50

**CN521 Introduction to Family Counseling (3)**

This course is an overview of major theoretical approaches to marriage and family counseling. Students are introduced to techniques and interventions in systems therapy approaches and they will begin to develop competencies essential for assisting families in improving relationships.

**CN522 Counseling Across the Life Span (3)**

This course is a study of the relationship of human development to the counseling profession. Theories of human growth and development including affective, behavioral, cognitive, physical, neurobiological and moral development. Theories of personality, and learning will be explored as each pertain to understanding the relationship of human development to counseling children and adults.

**CN523 Group Counseling (3)**

This course is an experiential and conceptual introduction to the therapeutic group experience including group counseling approaches, models and theories, and group facilitation skills, issues of group leadership, power, and process, group counseling goals, composition, and phases. An experiential group experience is included in this course.

**CN531 Foundations of the Counseling Profession (3)**

This course is designed to introduce the student to the field of counseling. This course addresses the foundations of mental health counseling, its theoretical and philosophical basis, historical antecedents, current theories, ethical issues, professional identity, and values, multi-cultural and diversity practice issues, social advocacy opportunities, and provides an overview of current practice environments.

**CN532 Social & Cultural Foundations (3)**

This course addresses how living in a multicultural society affects clients who are seeking clinical mental health counseling. Students will investigate attitudes and perspectives regarding gender, race, ethnicity, sexual orientation, age, and other cultural differences. Particular emphasis will be placed upon biblical, historical, and cultural perspectives and the impact current views have on the counseling relationship. Students will be encouraged to expand their points of view of diverse populations leading toward successful therapeutic relationships and an acceptance of all persons.

**CN533 Career, Life Planning, & Consultation (3)**

This course is designed to investigate the concept of career as a lifespan process. Students investigate theories of adult career development as well as strategies and methods to facilitate clients' career decisions. Emphasis is placed on the decision-making process, issues of career counseling with special populations, and the role of counselor consultation.

**CN534 Appraisal of the Individual (3)**

This course provides for the development of a framework for understanding assessment's role throughout in the counseling process. Students will learn the principles of assessment including concepts of measurement, assessment methods, and the role that the application of assessment plays in the counseling process.

**CN535 Psychopathology, Diagnosis and Treatment Planning (3)**

This course introduces the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools such as the Diagnostic and Statistical Manual (DSM). Students will explore principles and models of psychosocial assessment, case conceptualization, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans and principles of diagnosis.

**CN536 Addiction Counseling (3)**

This course will explore the theory and techniques of addiction treatment including assessment, counseling theory, and interventions. The course is designed to introduce students to issues associated with addictions including substances, gambling, and eating disorders, etc. and the resulting impact on client and community systems.

**CN537 Ethical and Legal Issues (3)**

This course is designed to provide an overview of professional ethics and state law as applied to the counseling profession. Ethical standards are discussed from an historical and practice perspective, and an ethical decision-making model is explored. Laws that affect the professional practice of mental counseling are presented and examined. Professional issues, concerns, and associations are discussed.

**CN538 Crisis, Disaster and Trauma Counseling (3)**

The course examines the implications that crisis, trauma, and disasters have on clients. Assessment and intervention skills based on an understanding of developmental stages, cultural diversity, and the unique nature and impact of crisis will be discussed. Counselor personal reactions and experiences will also be explored. Students will examine relevant research on crises, suicide, interpersonal neurobiology, and disasters as well as appropriate treatment planning and diagnosis.

**CN539 Psychopharmacology for Counselors (2)**

This course is designed to introduce the fundamentals of psychotropic medications and their therapeutic applications to the non-medical clinical mental health care provider. Ethical practice issues, practical issues of assessment, counselor consultation, and referral will be explored.

**CN541 Research Methods (3)**

This introductory course examines quantitative and qualitative research methodology in the social sciences. Introductory statistical concepts, such as measures of central tendency and variability, standard scores, and hypothesis testing are explored. Students will learn how to critically evaluate research relevant to the practice of clinical mental health counseling.

**CN561-563 Internship (3)**

The internship is the culminating field experience of the program and requires completion of a supervised experience of 600 clock hours over at least two semesters. This experience is designed to provide the student with on-site placement in a public or private mental health setting that creates the bridge between training and professionalism. Components of the learning experience

include direct client service, individual supervision, group supervision, peer learning, video/audio tape review and consultation. (Credits variable 1-3 for each term). There is an additional fee for this course. \$50

**CN601 Theology & Counseling (2)**

This is the first of three courses designed to examine topics regarding the integration of counseling and theology. The first course provides an overview of various Bible Doctrines including: Theology Proper, A Trinitarian view of God, Hamartiology, Anthropology, Salvation, Sanctification, and Eschatology. Students will begin to develop their theory of the nature of man, how people change, and a biblical integration of counseling.

**CN602 The Theology of Counseling and Christian Growth (2)**

The second of three courses will explore various views of integration of psychology and theology. Students will examine the topics of sin and grace as they relate to the human condition. The student will continue the development of a theory of biblical integration and counseling.

**CN603 The Theology of Faith, Hope & Love (2)**

This course is the third of three courses and is a continuation of CN602. The course continues the examination of Christian teaching and established schools of counseling/psychology. Students will continue to develop a theory of biblical integration and counseling that culminates in a biblical integration paper.

**EDUCATION****ED501 Christian Scholarship Seminar (1)**

This seminar during every student's first semester in the M.S.Ed program will provide an overview of the unique nature of Christian Higher Education and the value of bringing a biblical worldview into academic scholarship. Students will also be introduced to writing expectations for the culminating Thesis project and receive individual guidance from their advisor to outline their M.S.Ed completion plan. (Every Semester)

**ED511 Biblical Worldview in Education (3)**

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

**ED513 Biblical Leadership in an Educational Environment (3)**

In this course students will examine the nature of biblical leadership, consider traditional theories and styles of leadership, and work to develop their own identity as leaders in an educational environment. They will study current issues in educational leadership and articulate the positive difference both formal and informal leaders can make in a given educational setting. Students will have the chance to reflect on and apply their own values and understanding to shed light on situations they are likely to face as educational leaders. (Fall)

**ED530 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. Microteaching sessions will allow students to practice the use of major teaching strategies. The course will culminate with the design and development of a three-day teaching unit, including all supplemental instructional materials. *Cross-listed with ED330. Students may not receive credit for both ED330 and ED530.* (Fall)

**ED531 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 student preparation for understanding and completing an edTPA or some type of teacher assessment portfolio. *Cross-listed with ED331. Students may not receive credit for both ED331 and ED531.* (Spring)

**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. (Summer)

**ED533 Technology in Education (3)**

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. (Summer)

**ED534 Teaching the Diverse Learner (3)**

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

**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. (Summer)

**ED542 Assessment for Learning (3)**

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

**ED545 Law, Policy and Politics in Education (3)**

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

**ED550 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. Students will address understanding and strategies for instruction that include a variety of diverse learners, specifically, second language learners and students with dyslexia. (Spring)

**ED551 Methods in Mathematics (2)**

This course is intended to examine and openly challenge knowledge, beliefs, and assumptions about the learning and teaching process for early childhood/elementary students in mathematics. Candidates engage in activities designed to enhance conceptual understanding and connect it to procedural knowledge. They explore what it means to teach elementary mathematics in a standards-based system (i.e., using standards to plan instruction, using scoring guides to assess student work, critically examining curricula). (Fall)

**ED556 Literary Across Content Areas (3)**

This course is designed to explore various aspects of literacy as it applies to middle level and high school students in content area classrooms. Special emphasis will be placed upon strategies that will facilitate the development of reading, writing, speaking, listening, and thinking skills within the specific disciplines in which you will be teaching. Today's educational climate requires every teacher to be a literacy teacher and this course will prepare you to know and communicate academic language effectively to your students as well as train you in a variety of methods to improve and increase the vocabulary, language function, syntax and discourse of your students in your area of content. Students will be challenged to evaluate their own literacy so they may more effectively direct the literacy learning of their future students. Admittance to School of Education required. *Cross-listed with ED456. Students may not receive credit for both ED456 and ED556.* (Fall)

**ED557 K-12 Methods in Physical Education Instruction (3)**

This course provides foundational knowledge and application in effective teaching physical education instruction strategies for all authorization levels. (Spring)

**ED558 Multiple Subjects Methods (1)**

Designed for **all** authorization levels; Integrated thematic instruction, planning and strategies. Candidates will study and participate in multiple-method instruction across content areas. Objectives for EC/EL candidates will focus instruction in science and social studies as the foundation for integrated instruction. Objectives for EL/ML and ML/HS candidates will focus on the candidate's content area specialty as the foundation for integrated instruction. (Summer)

**ED562 Clinical Placement – 10 Weeks (4)**

The candidate completes a 10-week full-time teaching experience at an authorization level of his/her choice: early childhood, elementary, middle level, or high school. The experience includes the development and teaching of a Capstone Project. (A \$300 fee is collected at registration for the costs of classroom teacher supervision and travel expenses for a university supervisor.)

**ED564 Clinical Placement – 5 Weeks (2)**

The candidate completes a 5-week full-time teaching experience at an additional authorization level of his/her choice: early childhood, elementary, middle level, or high school. The experience includes the development and teaching of an edTPA. (A \$475 fee is collected at registration for the costs of the edTPA, the classroom teacher supervision and travel expenses for a university supervisor.)

**ED565 Alignment Practicum (1)**

This practicum requires the candidate to be in a classroom for a minimum of 40 hours (15 hours minimum in same class), and will include at least 10 opportunities to teach the whole class. The 10 lessons can be taught in small or large group settings. Students should pace their hours during the semester to be prepared to teach and video TPA lesson(s) the first week of November or April depending upon whether fall or spring semester. The university supervisor and cooperating teachers will make one formal teaching observation each, and both the university supervisor and cooperating teacher will complete a dispositional evaluation of the candidate at the end of the practicum. (A \$75 fee is collected at registration for the costs of classroom teacher supervision and travel expenses for a university supervisor.) Scheduling is flexible, in accordance with the following options:

- 2 hrs/day five days a week for 4 weeks
- 2 hrs /day three days a week for 7 weeks
- 4 hrs/day five days a week for 2 weeks
- All day one day each week for 6 weeks
- All day every day for 2 weeks – best option even though it is more than minimum 40 hrs

**ED566 Added Endorsement Practicum (2)**

This practicum is designed for candidates seeking an added endorsement to an existing Oregon teaching license. The practicum requires a minimum of 90 hours in the classroom, which may include professional collaboration and staff development time in addition to student contact time. The candidate is required to observe and support the classroom teacher, develop familiarity with content area curriculum and instructional strategies, provide assistance to individual students or small groups of students and to be fully responsible for a minimum of 10 instructional periods. A \$125 fee will be assessed in addition to tuition to compensate the cooperating teacher and meet mileage expenses for the supervising teacher.

**ED567A Clinical Placement (6)**

The candidate completes a 15-week full-time teaching experience at the single authorization level of his/her choice: early childhood, elementary, middle level, or high school. The experience includes the development and teaching of an edTPA and Capstone . (A \$775 fee is collected at registration for the costs of the edTPA, the classroom teacher supervision and travel expenses for a university supervisor.)

**ED568 Special Topics Seminar: Classroom Management (1)**

In this series of four Saturday morning workshops, Early Childhood/Elementary candidates will investigate various approaches to classroom management and begin developing their own management philosophy and strategies. If time allows, additional focus will be given to integrating the Arts and PE in their classrooms. Secondary teaching candidates will examine issues relating to Middle School models and methods of instruction. They will also consider various approaches to secondary classroom management and begin developing their own management philosophy and strategies. (Spring - 4 Saturdays)

**ED581 Language Arts Methods (3)**

This course is designed to help secondary candidates develop specific teaching skills related to the content area of Language Arts. This course examines the content of middle and high school language arts. Students explore current theory, methodology and instructional materials. This course will involve collaboration, reading and sharing, and the development of a resource notebook and a teaching portfolio. Cross-listed with EN353. *Students may not receive credit for both EN353 and ED581.* (Spring)

**ED582 Math Methods (3)**

This course is designed to help secondary candidates develop specific teaching skills related to the content area of Math. This course will support the notion that we teach mathematics not as work, expecting students to struggle and forget much of what they have learned, but rather teach so as to invite and mentor students into a life-long love of mathematics. *Cross-listed with MA353. Students may not receive credit for both ED582 and MA353.* (Spring)

**ED583 Science Methods (3)**

This course is designed to help secondary candidates develop specific teaching skills related to the content area of Science. The focus will be to prepare pre-service high school biology teachers to become competent professionals who can guide and facilitate learning in a biology course. The philosophy of science and the purposes, strategies, issues, materials, equipment in the teaching of science will be examined. *Cross-listed with SC353. Students may not receive credit for both SC353 and ED583.* (Spring)

**ED584 Social Science Methods (3)**

This course is designed to help secondary candidates develop specific teaching skills related to the content area of Social Sciences. In this course you will examine the content of secondary social studies programs. You will explore current theory, methodology, and instructional materials. You will be challenged to investigate prominent worldviews and develop a personal worldview from a Christian perspective. This course will involve collaboration, reading and sharing, and the development of a resource notebook and a work sample. *Cross-listed with SS353. Students may not receive credit for both SS353 and ED584.* (Spring)

**ED585 PE and Health Education Methods (3)**

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

**ED586 PE Methods (3)**

This course is designed to help secondary candidates develop specific teaching skills related to the content area of Physical Education. The course is designed to aid the student in understanding, developing and implementing the processes of curriculum design, instructional procedures/strategies, and program development in physical education. Highlights of the course will be principles and methods in planning, development of goals, objectives, and the preparation of materials and procedures in the physical education class setting. *Cross-listed with HP353. Students may not receive credit for both HE353 and ED586.* (Spring)

**ED587 Health Methods (3)**

This course is designed to help secondary candidates develop specific teaching skills related to the content area of Health. This course is designed to aid the student in the understanding, development, implementation, and analysis of skills, resources, and materials for the middle-level and high-school health class. Areas emphasized include subject-specific pedagogical methods, standards-based practice, assessment, and differentiation. *Cross-listed with HE353. Students may not receive credit for both HE353 and ED587.* (Spring)

**ED588 Business Methods (3)**

This course is designed to help secondary candidates develop specific teaching skills related to the content area of Business. This course is designed to prepare students for the initial stage of teaching by developing an understanding of the nature, organization, and administration of business, marketing, and technology programs in secondary schools. Students will participate in curriculum development, explore areas of change in the professional world of teaching business, examine state requirements within the content area, build teaching strategies in business, marketing, and technology, apply those strategies in the design of instruction for these content areas, and effectively integrate business, marketing, and technology instruction in high school classrooms. *Cross-listed with BU353. Students may not receive credit for both BU353 and ED588.* (Spring)

**ED589 Early Childhood/Elementary Music Methods (2).**

A study of the various instructional methods, materials and techniques used in the teaching of general, choral and instrumental music in kindergarten through grade six. Course includes curriculum design with national music standards as well as performing, responding and creative assessments; computer-assisted instruction and integrated technology; familiarity with recorder pedagogy; a survey of classroom management strategies and ideologies; focused observation opportunities; micro and macro teaching experiences; and exposure to various methodologies and approaches to music education. Course experiences are highly participatory to facilitate improvement of musical and pedagogical skills. *Cross-listed with MU343. Students may not receive credit for both MU343 and ED589.* (Spring)

**ED590 Secondary Instrumental Methods (2)**

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

**ED591 Secondary Choral Methods (2)**

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

**ED592 Contemporary Pedagogy in Music (2)**

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

**ED599 Special Topics: (3)**

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

**ED601 Introduction to Educational Research and Analysis (3)**

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

**ED602 Thesis (3)**

Students will be guided in supplementing the thesis bibliography begun in ED601, organizing the resources for thesis writing and work with the instructor/advisor to meet a series of writing and review deadlines through the course of the semester. Significant attention will be provided also to the process of viewing academic literature and theses through the lens of a biblical worldview. *Candidates not finishing their Thesis by the end of the semester will be required to take one credit of Thesis work each semester until completed or withdrawing from the program.* (Spring)

**ED611 Introduction to Linguistics and Language Acquisition (3)**

This course examines the nature of language. Key linguistic terms are presented and applied to the ESOL classroom. The course also surveys the language backgrounds of Oregon's ELL population, identifies common language struggles of each group, and compares and contrasts the acquisition and development of listening, speaking, reading and writing in first and second languages. Candidates also determine professional goals as related to ESOL education. *Cross-listed with ED311. Students may not receive credit for both ED311 and ED611.* (Fall)

**ED614 Intercultural Communication and Teaching (3)**

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

**ED615 The ESOL Classroom: Method, Materials and Issues (3)**

This course focuses on instructional strategies for developing social and academic English in ELL students. Candidates explore and learn about commonly used methods and materials and explore the new ELD (English Language Development) standards and methods which are currently being implemented in Oregon. The course also focuses on models of collaborative teaching and building learning/teaching communities with colleagues. Prerequisite ED 311 or ED611. (Spring)

**ED616 Content Area Instruction & Assessment –ESOL (3)**

This course centers on the ways in which all content areas may serve to strengthen ELL student fluency and language competency. This course will focus on sheltered and scaffolded instruction (including GLAD and SIOP), with specific emphases on developing ELL student comprehension, vocabulary enrichment, and developmental writing. Candidates will also develop fair and useful assessment tools to determine literacy and academic learning and practice the administration, scoring, and interpretation of formal and informal tests of language proficiency. Prerequisite ED 311 or ED611. (Spring)

**ED618 ESOL/Bilingual Practicum (2)**

The practicum is a supervised teaching experience of 90 contact hours in two authorization levels, and will be arranged individually for each candidate. The practicum is an opportunity to apply the learning from coursework. Candidates are to demonstrate competence in teaching both English and academic content to ELL students at a variety of English proficiency levels. In addition, candidates for the Bilingual Specialization must demonstrate proficiency in the classroom use of the designated foreign language. Pre-requisite ED611, ED614, ED615, ED 616. May be taken concurrently with ED615, ED616. Course Fee: \$125. (Fall or Spring)

**ED 621 Foundations of Language Acquisition and Literacy Development (3)**

This course focuses on theoretical foundations, current prevailing and competing theories in oral language acquisition and how it affects written language development. It emphasizes psychological, cognitive and psycholinguistic principles that underlie the reading process. This course also addresses the stages of literacy development in children and adolescence. Candidates will look at the implications of various literacy theories and developmental issues as they impact literacy instruction.

**ED625 Current Issues and Literacy Leadership (3)**

This course is designed to develop candidates' familiarity with current issues in literacy instruction including Common Core State Standards (CCSS) and culturally responsive instruction. It also focuses on recent trends in the administration and implementation of district, school and classroom reading programs. Candidates will also examine effective practices in literacy instruction, and develop their expertise in communicating assessment and research data to stakeholders, organizing school-wide and individual reading programs, and aligning literacy programs with CCSS. (Spring)

**ED626 Literacy Assessment and Intervention (3)**

This course focuses on the knowledge and skills necessary to diagnose children's reading. Selection and use of formal/informal assessment tools, understanding of basic measurement concepts, and analysis of results toward instruction planning for individuals and schools will be explored. Additionally, several reading intervention programs and approaches will be discussed and evaluated including Response to Intervention (RTI).

**ED632 Integrated Reading and Writing Methods across the Curriculum (3)**

This course focuses on building the candidates' understanding and repertoire of effective literacy instruction strategies across the curriculum of all K-12 students, from the development of emerging readers' decoding, fluency and comprehension skills to the development of basic and advanced literacy skills on the part of upper elementary and adolescent learners. The main emphases will be learning strategies that cultivate students' joy in reading as well as teaching them how to read for meaning across genres and content areas so that they all become actively literate.

**ED634 Practicum – Elementary Reading Intervention Specialist (2)** This practicum provides candidates with the opportunity to teach younger students in the private or public school settings under supervision. The practicum emphasizes the use of instructional materials, strategies and techniques learned and selected in light of extensive research and knowledge from coursework. Pre-requisite or co-requisite: ED621, ED625, ED626, ED 632. Course Fee: \$125. (Fall or Spring)

**ED638 Practicum – Secondary Reading Intervention Specialist (2)**

This practicum provides candidates with the opportunity to teach middle/high school students in the private or public school settings under supervision. The practicum emphasizes the use of instructional materials, strategies and techniques learned and selected in light of extensive research and knowledge from coursework.

Pre-requisite or co-requisite: ED621, ED625, ED626, ED 632. Course Fee: \$125. (Fall or Spring)

**ED683 Preparing and Leading Educational Travel Experiences (3)**

This course is designed to prepare future teachers to design and lead a student trip. Students will learn how to plan for a student travel trip that supports and enhances a school curriculum and core standards. There will be opportunity to evaluate and compare touring companies, as well as the discussion of planning a trip without outside assistance. Students will design pre-trip information designed for parents, students, and administrators, and will plan educational experiences that coincide with the travel before, during, and after travel occurs. There will be dialogue about managing groups of students abroad, cultural awareness required with travel, and basic group travel safety procedures. Finally, the course will culminate with a travel abroad experience for students. *Cross-listed with ED483. Students may not receive credit for both ED483 and ED683.* (Fall – Odd)

**PROFESSIONAL/CONTINUING EDUCATION COURSES****ED901 Teachers as Brain Changers (1)**

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

**ED902 Advanced Teachers as Brain Changers (1)**

This course continues on the work from ED901 with further emphasis on pedagogical practice and implementation in both the classroom and in educational counseling situations. Includes brain development, behavioral connections, prefrontal cortex, anterior cingulate gyrus, basal ganglia, limbic system, temporal lobes, parietal lobes, and other brain structures and how they are involved in classroom learning in areas of behavior modification, counseling, self-esteem building, character development, teaching, and overall success.

**ED910A Beginning Teacher Mentor Program: Year 1 (3)**

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

**ED910B Beginning Teacher Mentor Program: Year 2 (3)**

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

**ED911 Mentor Academy: Inquiry into Practice (6)**

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

**ED912 Beginning Counselor Mentor Program (3)**

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

**ED913 ENVOY Classroom Management Strategies (1)**

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

**ED921 Teaching Towards Transformation: A field-based educator experience (1)**

Topics explored in this course include learner-centered teaching practices, coaching and mentoring as professional development, best instructional practices for English language learners, instructional practices promoting student engagement and deeper learning, formative assessment practices, teaching and learning in an international context, role of education in international development, role of education in a contextual timeline from emergency and crisis to reconstruction and recovery. Requirements for the one-credit version of the course available from instructor.

**ED922 Teaching Towards Transformation: A field-based educator experience (2)**

Topics explored in this course include learner-centered teaching practices, coaching and mentoring as professional development, best instructional practices for English language learners, instructional practices promoting student engagement and deeper learning, formative assessment practices, teaching and learning in an international context, role of education in international development, role of education in a contextual timeline from emergency and crisis to reconstruction and recovery. Requirements for the two-credit version of the course available from instructor.

**ED923 Teaching Towards Transformation: A field-based educator experience (3)**

Topics explored in this course include learner-centered teaching practices, coaching and mentoring as professional development, best instructional practices for English language learners, instructional practices promoting student engagement and deeper learning, formative assessment practices, teaching and learning in an international context, role of education in international development, role of education in a contextual timeline from emergency and crisis to reconstruction and recovery. Requirements for the three-credit version of the course available from instructor.

**FORMER GRADUATE EDUCATION PROGRAM COURSES**

*(No longer required in Graduate Education Program. Offered only by director approval and faculty availability in unique circumstances, additional Independent Study Fee applied.)*

**ED510 Philosophy of Education (3)**

This course presents major philosophies and discusses the effects of those philosophies on education. Each candidate develops a position paper outlining his/her own philosophy of education from a Christian perspective. This course is required for a teaching certificate from the Association of Christian Schools International.

**ED521 Introduction to Research and 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.

**ED525 Mixed Methods Research (2)**

This course introduces the basic issues of theory and method in qualitative and quantitative research and shows how both methods can complement and enhance data collection strategies. Candidates will learn how to negotiate research relationships, identify personal bias, conduct interview, balance the competing demands of formal experimental and survey design principles with the practical constraints of the real world, use research instruments and identify relevant target populations. Candidates will also learn how to use the different methodologies to triangulate data.

**ED536 Classroom Teacher-Counselor (3)**

This course focuses on the classroom teacher's obligations and opportunities for guiding and counseling students in academic and personal areas. It acquaints the teacher with the varied needs and characteristics of children and adolescents, basic concepts and techniques of group and individual counseling and guidance, and means of incorporating these factors in a practical, functional classroom program. Particular emphasis is placed on the interrelationships of the classroom counselor with staff associates, parents and other specialized resource personnel (arranged upon request and contingent upon faculty availability).

**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 also develop and critique social studies and science curriculum.

**ED569 Special Topics Seminar: Middle School (1)**

In this series of four Saturday morning workshops, candidates will examine various approaches to classroom management and begin developing their own management philosophy and strategies. Secondary candidates will examine issues relating to Middle School Models and Methods. Special Topics Workshop (4 Saturdays)

Classroom Management	EC/EL ML/HS
Classroom Management	EC/EL ML/HS
Arts	EC/EL
PE	EC/EL
ML Methods	ML/HS
ML Methods	ML/HS

**ED570 Work Sample Methodology (1)**

Depending on the needs of individual students, this course will provide an introduction, review or extended period of study for the required teacher education Work Sample. Students will work under the guidance of a university supervisor to design a unit of study, implement instruction and analyze their students' learning gains. Emphasis will be on instruction aligned with Oregon content standards, meeting the needs of all students, considering biblical worldview perspectives that inform the teaching, and selecting the most effective instruction and assessment strategies.

## **ED605 Continuing Teacher License Portfolio (2)**

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

## **ENGLISH**

### **EN513 Literary Perspectives: Readings and Analysis (3)**

(by special arrangement, limited availability)

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

## **GREEK**

### **GR511 Grasping Greek I (3)**

An introduction to the fundamentals of New Testament Greek, including orthography, phonology, morphology, and basic syntax, with a strong emphasis upon vocabulary acquisition. *Cross list with GR470. Students may not receive credit for both GR470 and GR 511.*

### **GR522 Grasping Greek II (3)**

Building on GR 511, a further development of the fundamentals of New Testament Greek, including orthography, phonology, morphology, and basic syntax, with a strong emphasis upon vocabulary acquisition. Additional attention will be given in reading New Testament texts and introducing intermediate syntax. Prerequisite: GR 511. *Cross list with GR471. Students may not receive credit for both GR471 and GR522.*

### **GR614 Developing Greek Exegesis Skills (3)**

A detailed effort to inculcate in the student sound principles for interpreting the Greek New Testament text. The exegetical method offered will enable the student to deal with historical and literary contextual matters and also to address text-critical, lexical, grammatical, and historical-cultural questions which arise in the target passage. The student will engage extensively in the actual practice of Greek exegesis. This course is prerequisite to all Greek exegesis book courses. Prerequisite: GR 522. *Cross list with GR472. Students may not receive credit for both GR614 and GR472.*

### **GR625 Practicing Exegesis: Books (3)**

Exegetical study of New Testament books from the Greek text, emphasizing the expository, theological, and practical teachings. In addition to translation, attention is given to the argument of the book, its literary and historical backgrounds, and the legitimate application of its truth. May be repeated under different titles. Prerequisite: GR522. *Cross list with GR473. Students may not receive credit for both GR625 and GR473.*

## **HEBREW**

### **HB511 Grasping Hebrew I (3)**

An introduction to the fundamentals of biblical Hebrew. Special attention is given to the acquisition of a good basic vocabulary and a thorough knowledge of the verbal system, both in the building of verbal paradigms and in parsing skills. Basic Hebrew syntax will be introduced.

*Cross list with HB473. Students may not receive credit for both HB473 and HB511.*

### **HB522 Grasping Hebrew II (3)**

Building on HB 511, a further development of the fundamentals of biblical Hebrew. Special attention is given to the acquisition

of a good basic vocabulary and a thorough knowledge of the verbal system. Hebrew syntax is emphasized by extensive practice in translation. Additional attention will be given to reading from the Hebrew Scriptures, accompanied by studies in syntax and in exegetical method. Prerequisite: HB 511. *Cross list with HB474. Students may not receive credit for both HB474 and HB522.*

**HB601 Texts, Land, and Culture: Field Trips – Classroom Teaching (2)**

Biblical texts and ancient inscriptions related to the sites are read and discussed in Hebrew. The cultural, historical, and geographical interactions with the biblical texts are emphasized. A description and overview is provided in biblical Hebrew.

**HB602 Texts, Land, and Culture: Field Trips Part One (1)**

Various sites in Israel are visited and biblical texts and ancient inscriptions related to the sites are read and discussed in Hebrew. The cultural, historical, and geographical interactions with the biblical texts are emphasized. A description and overview is provided in biblical Hebrew, with a time for questions and answers on location (in both Hebrew and English).

**HB603 Texts, Land, and Culture: Field Trips Part Two (1)**

This is a continuation of the course, Texts, Land, and Culture, and includes visits to sites around the country as well as museums. Biblical texts and ancient inscriptions related to the sites are read and discussed in Hebrew. The cultural, historical, and geographical interactions with the biblical texts are emphasized. A description and overview is provided in biblical Hebrew, with a time for questions and answers on location (in both Hebrew and English). There is an introduction to the high holy days of Rosh ha-Shana, Yom ha-Kippurim, and Sukkot with a focus on biblical roots and related key terms.

**HB604 Texts, Land, and Culture: Field Trips Part Three (1)**

Various sites in Israel are visited and biblical texts and ancient inscriptions related to the sites are read and discussed in Hebrew. The cultural, historical, and geographical interactions with the biblical texts are emphasized. A description and overview is provided in biblical Hebrew, with a time for questions and answers on location (in both Hebrew and English).

**HB614 Developing Hebrew Exegesis Skills (3)**

An advanced study of Hebrew syntax and its application to biblical exegesis, with considerable reading in the different areas of the Old Testament. It stresses acquisition of proficiency in Hebrew and Old Testament exegesis. Prerequisite: HB 522

**HB625 Practicing Hebrew Exegesis: Books (3)**

Exegetical study of Old Testament books from the Hebrew text, emphasizing the expository, theological, and practical teachings. In addition to translation, attention is given to the argument of the book, its literary and historical backgrounds, and the legitimate application of its truth. May be repeated under different titles. Prerequisite: HB 522

**HB630 Introduction to Modern Hebrew: Aleph (1)**

The course provides orientation in modern Hebrew, and a fuller grasp of the Hebrew language. The many connections with Biblical Hebrew in vocabulary and morphology are highlighted, as well as differences, like the lack of the thematic verb system. Emphasis is on student interaction and practice speaking.

**HB631 Introduction to Modern Hebrew: Aleph+ (1)**

The course continues to lay a foundation in modern Hebrew. The many connections with Biblical Hebrew in vocabulary and morphology are highlighted, as well as differences, like the lack of the thematic verb system. Emphasis is on student interaction and practice speaking.

**HB632 Modern Hebrew: Bet (3)**

This course continues the instruction and use of modern Hebrew, with a focus on verbal communication. Students will be introduced to printed articles in easy Hebrew.

**HB633 Modern Hebrew: Bet+ (3)**

This course continues the instruction and use of modern Hebrew, with a focus on verbal communication.

**HB634 Modern Hebrew: Gimel (3)**

This course continues to build vocabulary and fluency in modern Hebrew. Instruction includes reading and discussing printed articles.

**HB635 Modern Hebrew: Gimel + (2)**

This course continues to build vocabulary and fluency in modern Hebrew. Instruction includes reading and discussing printed articles, with a focus on controlling verbal forms in communication. Readings introduce Hebrew commentary material from Da'at Miqra on some texts studied in the parallel course, History of the Hebrew language.

### **HB636 Modern Hebrew: Dalet (3)**

This course continues to build vocabulary and fluency in modern Hebrew. Instruction includes reading and discussing printed articles, with a focus on controlling verbal forms in communication. Readings introduce Hebrew commentary material from Da'at Miqra on some texts studied in the parallel course, Seminar in Biblical Hebrew Interpretation.

### **HB640 Oral Foundations of Biblical Hebrew (6)**

In order to learn biblical Hebrew at a fast pace and to internalize it, a person must re-orient and re-map their cerebral neurons to process biblical Hebrew as a human language. This module provides a spoken biblical Hebrew environment and an opportunity for those with a previous background in biblical Hebrew to re-lay the foundations of biblical Hebrew so that it is integrated within the oral-aural networks of the brain. Participants will practice responding and using the language in a supportive, playful environment. Natural language processes will be sped up, as will reading skills. This module becomes the foundation for the further development of the program and persons with advanced analytical knowledge of biblical Hebrew have profited from this module and recommend it. Oral Foundations of Biblical Hebrew is a beginning Hebrew language course based on the book of Jonah. Students enter the Hebrew language through in-class TPR (Total Physical Response) and TPRS (Teaching Proficiency through Reading and Storytelling). Noun and verb morphology and syntax patterns for biblical Hebrew narrative are introduced and contextually absorbed. The narrative of Jonah is read, with an emphasis on comprehension, combined with memorizing dialogues and Bible passages (Deut 6:4-9), and participating in 'live' language drills. Two field trips offer students a chance to experience the biblical text and language in its physical setting.

### **HB641 Intermediate Biblical Hebrew: Part One (6)**

An intermediate biblical Hebrew course, based on a selection of biblical texts chosen to illustrate particular features of the language. This course integrates the syntax, morphology, and discourse structures of Biblical Hebrew (text linguistics), while expanding comprehension through reading. The classroom functions 90% or more of the time in Biblical Hebrew, using an immersion approach, and including TPRS (Teaching Proficiency through Reading and Storytelling). Verb morphology is reviewed, both regular and weak verbs. There is a special focus on discourse grammar and text linguistics. This looks at the syntax and the structural and explicit choices that a biblical author makes in writing a text. Memorization of Bible passages (Ex. 20), and participating in 'live' language use helps in internalization. Two field trips offer students a chance to experience the biblical text and language in its physical setting. *Pre-requisite: HB640 Oral Foundations of Biblical Hebrew*

### **HB642 Intermediate Biblical Hebrew: Part Two (3)**

A continuation of Intermediate Biblical Hebrew: Part One, based on a selection of biblical texts chosen to illustrate particular features of the language. This course integrates the syntax, morphology, and discourse structures of Biblical Hebrew (text linguistics), while expanding comprehension through reading. The classroom functions 90% or more of the time in Biblical Hebrew, using an immersion approach, and including TPRS (Teaching Proficiency through Reading and Storytelling). Verb morphology is reviewed, both regular and weak verbs. There is a special focus on discourse grammar and text linguistics. This looks at the syntax and the structural and explicit choices that a biblical author makes in writing a text. Memorization of Bible passages (wisdom lit./poetic), and participating in 'live' language drills, helps in internalization.

### **HB643 Advanced-Intermediate Biblical Hebrew: Narrative Texts (2)**

An advanced-intermediate course based on a selected narrative text. Beyond the continued reinforcement of verb morphology and syntax patterns for Biblical Hebrew, there is a focus on understanding the literary choices made by the biblical author(s) and the literary function of the texts. This course applies the principles of discourse grammar from the Intermediate Biblical Hebrew courses. The instruction is in Hebrew to enhance long-term retention and to facilitate future studies in either advanced Biblical Hebrew or other dialects of Hebrew. Instruction is in Hebrew.

**HB644 Advanced-Intermediate Seminar in Biblical Hebrew Interpretation: Legal texts (2)**

This course focuses on selected legal texts in the Torah. Various strata of legal texts are viewed in their intra-biblical relationship as well as their social and historical roles in the history of Israel, opening up a canonical and cultural resource for Christian readers and Bible translators. Instruction is in Hebrew.

**HB645 Advanced-Intermediate Biblical Hebrew Interpretation: Poetry & Psalms (2)**

This course focuses on Hebrew poetic literature in the Bible, including wisdom, psalmic, and prophetic literature. The verbal system within poetry is examined, along with an understanding of the literary styles and structures used by biblical poets. This course increases a student's poetic vocabulary, and gives cultural background to better appreciate the poetic selections. Instruction is in Hebrew.

**HB646 Advanced Biblical Hebrew: History of the Hebrew Language (3)**

This course includes representative readings that illustrate the features and strata of Ancient Hebrew, First-Temple Hebrew, Second-Temple Hebrew, and Mishnaic Hebrew. An understanding of the development of the Hebrew language is useful in guiding students in evaluating exegetical proposals in secondary literature. Instruction is in Hebrew.

**HB647 Advanced Seminar in Biblical Hebrew Interpretation: Seminar and Paper (3)**

This course is designed to integrate the language skills and background accumulated in the program. Selected texts from Isaiah (or other texts, rotated yearly) will be studied. Students will engage exegetical issues and focus on developing a research topic. Three weeks are devoted to lectures and readings around selected texts. Instruction is in Hebrew. The final week is left free for completing a 10-15 page paper.

**HB625 Practicing Hebrew Exegesis: Books (3)**

Exegetical study of Old Testament books from the Hebrew text, emphasizing the expository, theological, and practical teachings. In addition to translation, attention is given to the argument of the book, its literary and historical backgrounds, and the legitimate application of its truth. May be repeated under different titles. Prerequisite: HB 522

**HISTORY****HI513 Historical Perspectives: Reading and Analysis (3)** (by special arrangement, limited availability)

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

**MATH****MA563 Math History (3)** (by special arrangement, limited availability)

The student will be guided through the selection and reading of sources relevant math history. The history of mathematics is a study of some of the men and women that have shaped the mathematical landscape over the last 3000 years. Great theorems throughout history are studied in depth, from the quadrature of the lune to the sum of reciprocal squares, as well as the historical backdrop for these theorems.

## THEOLOGICAL STUDIES

### **TH501 God and His Word: Theological Foundations (3)**

A thoughtful overview of Christian theology in the areas of bibliology, theology proper and angelology. The student will be encouraged to develop his or her theological grid and gain exposure to theological terminology, scriptural support for doctrines, theologians and historical developments which have played a major role in Christian theology. Student will develop their own doctrinal statement reflecting their understanding of biblical teaching in the focus area of Christian theology. *Cross list with TH472. Students may not receive credit for both TH501 and TH472.*

### **TH502 Christ's Redemption: Christ and Humanity (3)**

A thoughtful overview of Christian theology in the areas of anthropology, hamartiology and Christology. The student will be encouraged to develop his or her theological grid and gain exposure to theological terminology, scriptural support for doctrines, theologians and historical developments which have played a major role in Christian theology. Student will develop their own doctrinal statement reflecting their understanding of biblical teaching in the focus area of Christian theology. *Cross list with TH473. Students may not receive credit for both TH502 and TH473.*

### **TH503 God's People: The Spirit, the Church, and the Future (3)**

A thoughtful overview of Christian theology in the areas of soteriology, pneumatology, ecclesiology, and eschatology. The student will be encouraged to develop his or her theological grid and gain exposure to theological terminology, scriptural support for doctrines, theologians and historical developments which have played a major role in Christian theology. Student will develop their own doctrinal statement reflecting their understanding of biblical teaching in each area of Christian theology. *Cross list with TH474. Students may not receive credit for both TH503 and TH474.*

### **TH511 Theological Research and Writing (1)**

A practical introduction to systematic and progressive methodology for doing comprehensive research in theological and biblical studies. The student also learns the procedure for developing a standardized written style and format.

### **TH516 Research Teams (3)**

A faculty-guided team-based research project that gives opportunity for students to develop graduate level information research skills through study of and practice with research methods, research design, acquisition of resources through technology, resource evaluation, and preparation of written and oral research presentations.

### **TH521 Understanding Church History (3)**

An analysis of those events, movements, and ideas that characterized the church from its inception through the controversies at Nicea, the rise and growth of the state church until its full expression in the period ending with Boniface VIII, the movements and ideas that culminated in the Protestant Reformation, and a survey of developments since the Reformation with specific stress on the emergence of contemporary denominationalism and theological thought in the controversies centered in modern rationalism and humanism.

### **TH601 Engaging Worldviews (3)**

A study of the biblical and theological principles which delineate truly Christian thinking and conduct within culture. Emphasis is placed upon evaluation of current worldview systems and techniques for developing and communicating a Christian worldview across cultures.

### **TH660 Grappling with Theological Issues (3)**

An intensive study of a specific issue within theology. Particular focus will be on issues making significant impact on culture and ministry today. Content of course will vary. Students may enroll in course twice.

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