2024-2025

CORBAN UNIVERSITY

ACADEMIC CATALOG

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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.

Corban University reserves the right to change any and all student charges, modify its services, or change its curriculum or programs of study should economic conditions, curricular revisions, or other relevant factors make it necessary or desirable to do so. While every effort is made to ensure the accuracy of the information in this catalog, Corban University has the right to make changes at any time without prior notice.

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

Welcome Corban Warriors to another great year! I'm excited for you and your academic journey.

Over the course of the next few semesters, you will embark on a path that will challenge you to grow spiritually, academically, and personally—all while in a community that wants you to succeed. By the time you cross the platform at your graduation, you will find yourself shaped to make a difference.

This catalog is your reference to help you know what to expect as a student. It's well known that we always need some basic expectations of ourselves and our community if we want to achieve our goals. This Academic Catalog is exactly that—a clear outline of the basic expectations you should have as a student from the Corban community and also the standards the Corban community has for you as a student.

In this document, you will find every degree major outlined, so you know the path you need to follow. You will also find some core distinctives that should encourage you! You'll notice things like:

- Every student takes Bible and theology courses as part of our shared core. Additionally, you should note our design to teach every class from a *distinctly biblical worldview.* Our mission—***To educate Christians who will make a difference in the world for Jesus Christ***—is something we take seriously around here!

- Our curriculum seeks to do two things: 1) It is intentionally broad in some areas in order to develop your critical thinking ability, hone your communication skills, and strengthen your collaborative work. But our programs are also, 2) sharply focused to give you a solid foundation to excel in multiple professional opportunities or take the next step into graduate school.

- Ground rules for engagement in your course of study are clearly articulated. I know that course expectations, rules, or regulations aren't usually anyone's favorite thing, but they are meant to be the guiderails for the journey. It helps you and Corban maintain a fair, uniform, consistent, and safe experience for all students.

As always, we are here and ready to help when you have questions (and believe me, you will have questions!) Your faculty and administration stand ready to help as you move forward in following God's calling on your life!

As your president, I'm praying that God will bless your time at Corban. I'm expecting God to do great things in your life as you walk through the amazing experience of Corban University. I can't wait to hear the stories of what God is going to do through you!

Onward!

John Mark Yeats, Ph.D.

President

TABLE OF CONTENTS

ACADEMIC CALENDARS **8**

UNIVERSITY PROFILE **14**

OUR HISTORY **14**

MISSION AND ACADEMIC GOALS **14**

STATEMENT OF FAITH **16**

ACCREDITATION AND AUTHORIZATION **18**

OUR AFFILIATIONS AND ENDORSEMENTS **19**

SALEM FACILITIES **20**

DIRECTORY **22**

BOARD OF TRUSTEES 22

ADMINISTRATION 23

FACULTY 24

ACADEMIC INFORMATION AND POLICIES **26**

STUDENT RESPONSIBILITY 26

ACADEMIC ADVISING 26

ACADEMIC APPEALS PROCESS 26

ACADEMIC INTEGRITY 27

ACADEMIC LOAD 29

ACADEMIC STANDING AND PROGRESS 29

ACADEMIC SESSIONS 30

ACADEMIC STANDARDS 30

ACADEMIC SUPPORT (See STUDENT SUPPORT SERVICES) 31

ADDING OR DROPPING COURSES (See REGISTRATION) 31

ADMISSION TO AN UNDERGRADUATE MAJOR 31

AUDITING COURSES 31

CAREER DAY 32

CERTIFICATE 32

CHALLENGING A COURSE 32

CHAPEL 32

CLASS ATTENDANCE 32

CLASSIFICATION OF STUDENTS 33

CLASSROOM CONDUCT 34

CONCENTRATION 34

COURSE CANCELLATION 34
COURSE CHANGES (see REGISTRATION) 34
CROSS-REGISTRATION WITH OAICU 34
CREDIT FOR PRIOR LEARNING (CPL) & ALTERNATIVE CREDIT 34
CREDIT HOUR MEASUREMENT 35
DEGREE 36
DIPLOMA REPLACEMENT 36
DISABILITIES POLICY 36
EQUAL OPPORTUNITY AND NON-HARASSMENT POLICY 39
ENDORSEMENT 39
EXPERIENTIAL LEARNING OPPORTUNITIES 39
FINAL EXAMINATIONS 43
GRADING SYSTEM 44
GRADE CHANGES 45
GRADUATION REQUIREMENTS AND COMMENCEMENT 45
GRADUATION HONORS 46
INCOMPLETE GRADE POLICY 47
INDEPENDENT/DIRECTED STUDY POLICY 47
INTERNSHIP PROGRAM 48
LEAVE OF ABSENCE 48
MAJOR 49
MILITARY EDUCATION 49
MILITARY LEAVE OF ABSENCE POLICY 49
RESERVE OFFICER TRAINING CORP (ROTC) 49
MINORS 50
POSTHUMOUS DEGREES 50
REPEATING A COURSE 52
SATISFACTORY ACADEMIC PROGRESS 52
SOCIAL SECURITY NUMBER USE 52
STUDENT SUPPORT SERVICES 52
TRANSCRIPT REQUEST 52
TRANSFER OF CREDIT (UNDERGRADUATE) 53
VETERANS BENEFITS: CHAPTER 31 or 33 53
WEATHER POLICY 53
ADMISSIONS 55
ADMISSION PROCEDURE FOR FRESHMEN (TRADITIONAL UNDERGRADUATES) 55

ADMISSION PROCEDURE FOR INTERNATIONAL STUDENTS 55
ADMISSION PROCEDURE FOR ONLINE UNDERGRADUATES 56
ADMISSION PROCEDURE FOR PRE-COLLEGE STUDENTS 56
ADVANCED PLACEMENT 57
CRIMINAL CONVICTIONS 57
HOMESCHOOLED STUDENTS 57
NON-DEGREE/NON-MATRICULATED STUDENTS 57
READMISSION OF FORMER STUDENTS 57
STUDENTS WITH DISABILITIES 58
TRANSFER EVALUATION CRITERIA 58
VETERANS 58
FINANCIAL INFORMATION 59
UNDERGRADUATE 2024-2025 TUITION AND FEES 59
GRADUATE PROGRAMS 2024-2025 TUITION AND FEES 69
DOCTOR OF MINISTRY TUITION AND FEES 2024 70
STUDENT LIFE 71
UNDERGRADUATE STUDENTS 71
GRADUATE STUDENTS 74
ACADEMIC DEGREES AND PROGRAMS OF STUDY 75
DEGREES & PROGRAMS OF STUDY BY SCHOOL AND DEPARTMENT 76
UNDERGRADUATE GENERAL EDUCATION CORE 79
GENERAL EDUCATION CORE REQUIREMENTS 82
DEPARTMENT OF HUMANITIES 83
GENERAL STUDIES 84
ENGLISH 85
HISTORY 89
INTERDISCIPLINARY STUDY 91
LIBERAL ARTS 92
LIBERAL ARTS DEGREE FOR OSCI 94
MEDIA ARTS 97
MUSIC 101
DEPARTMENT OF MATH AND SCIENCES 106
AGRICULTURE SCIENCE 107
BIOLOGY 109
COMPUTER SCIENCE 113
KINESIOLOGY 115

MATHEMATICS 117
NURSING 119
HOFF SCHOOL OF BUSINESS 123
BUSINESS ADMINISTRATION 124
MASTER OF BUSINESS ADMINISTRATION 127
MASTER OF BUSINESS INTELLIGENCE & ANALYTICS 128
MASTER IN EXERCISE AND FITNESS MANAGEMENT 129
MASTER OF PUBLIC ADMINISTRATION 130
MASTER OF PUBLIC SAFETY ADMINISTRATION 131
SCHOOL OF EDUCATION 137
TRADITIONAL UNDERGRADUATE EDUCATION 138
GRADUATE EDUCATION PROGRAMS 147
GRADUATE TEACHER LICENSURE PROGRAM (GTL) 153
MASTER OF SCIENCE IN EDUCATION (M.S.Ed.) 156
SCHOOL OF MINISTRY 159
MINISTRY 160
MINISTRY: KAIROS 164
INTERCULTURAL STUDIES 166
GRADUATE SCHOOL OF MINISTRY 169
MASTER OF ARTS IN CHRISTIAN LEADERSHIP (M.A.C.L.) 174
MASTER OF DIVINITY (M.DIV.) 176
WHOLE WORD INSTITUTE 178
DOCTOR OF MINISTRY PROGRAM (Moratorium Status beginning Fall 2022) 185
SCHOOL OF SOCIAL SCIENCES 191
COUNSELING PSYCHOLOGY 192
CRIMINAL JUSTICE 194
FORENSIC PSYCHOLOGY 196
MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING 198
CENTER FOR NONTRADITIONAL LEARNING 204
GENERAL EDUCATION CORE REQUIREMENTS ONLINE UNDERGRADUATE PROGRAMS 206
APPLIED BUSINESS 207
BIBLICAL & THEOLOGICAL STUDIES 210
INTERDISCPLINARY STUDIES 212
PSYCHOLOGY 213
CENTER FOR GLOBAL ENGAGEMENT 215
WHOLE WORD INSTITUTE (Previously IBLT): JERUSALEM, ISRAEL 216

UNIVERSITAS PELITA HARAPAN: TANGERANG, INDONESIA 217
STUDY ABROAD 217
FACULTY-LED INTERNATIONAL TRIPS 218
COURSE DESCRIPTIONS 219
TRADITIONAL UNDERGRADUATE COURSE DESCRIPTIONS 220
ONLINE PROGRAM COURSE DESCRIPTIONS 265
GRADUATE COURSE DESCRIPTIONS 270

ACADEMIC CALENDARS

TRADITIONAL UNDERGRADUATE CALENDAR 2024-2025

Fall Semester	**2024**
Residence halls open for new TUG students	Aug 24 (Sa)
New student and family orientation for new TUG students	Aug 24-25
Fall Semester Begins	Aug 26 (M)
Residence halls open for returning TUG students	Aug 26 (M)
TUG Classes begin	Aug 28 (W)
Close of TUG course registration	Sept 6 (F)
Study Day (No Classes)	Oct 11 (F)
Last day to withdraw from TUG course with a W grade (NO TUITION REFUND)	Oct 11 (F)
Last day to withdraw from the school and receive prorated tuition	Oct 25 (F)
TUG Registration for Spring Semester Opens	Oct 22 (T)
Career Day (No Classes, Required Workshops)	Nov 20 (W)
Thanksgiving vacation	Nov 27-29
Deadline for May Graduation Applications	Dec 1
Classes Resume	Dec 2 (M)
TUG Final exams	Dec 9-13
Residence Halls close at 2:00 p.m.	Dec 13 (F)
Fall Semester Ends	Dec 15 (Su)
Spring Semester	**2025**
Spring Semester Begins	Jan 6 (M)
Residence halls open for all students	Jan 6 (M)
Student Life registration and orientation for New TUG students	Jan 7 (T)
TUG Classes Begin	Jan 8 (W)
Close of TUG course registration	Jan 17 (F)
MLK Serve Day (no classes) Day of Service	Jan 20 (M)
President's Day (no classes)	Feb 17 (M)
Grad Finale: All students who are participating in 2023-24 graduation should attend	Feb 20 (Th)
Last day to withdraw from TUG course with a W grade (NO TUITION REFUND)	Feb 28 (F)
TUG Spring break	Mar 24-28
TUG Graduation Application Available	April 1 (T)
TUG Registration for Fall Semester Opens	April 8 (T)
Good Friday (no classes)	April 18 (F)
Last day of Instruction	April 25 (F)
TUG Final exams	April 28-May 2
Residence halls closed for all students	May 2 (F)
Commencement	May 3 (Sa)
Spring Semester Ends	May 4 (Su)
Summer Term	**2025**
Summer Term Begins	May 5 (M)
Close of course registration	May 14 (W)
Last date to drop a class and receive prorated tuition	July 7 (M)
Last day to drop any TUG course and receive W grade.	July 18 (F)
Summer Term Ends	Aug 24 (Su)

NONTRADITIONAL/ONLINE UNDERGRADUATE CALENDAR 2024-2025

Fall Semester	**2024**
Fall Semester Begins	Aug 26 (M)
Undergrad Online Fall A Session begins	Aug 26 (M)
Last day to add/drop Online Fall A courses w/o financial penalty	Aug 30 (F)
Last day to withdraw from Online Fall A courses w/ $10 fee and W grade - no tuition reimb.	Oct 11 (F)
Undergrad Online Fall A Session ends	Oct 20 (Su)
Undergrad Online Fall B Session begins	Oct 21 (M)
Last day to add/drop Online Fall B courses w/o financial penalty	Oct 25 (F)
Undergrad Nontraditional/Online Spring Registration begins	Nov 4 (M)
Last day to withdraw from Online Fall B courses w/ $10 fee and W grade - no tuition reimb.	Nov 22 (F)
Thanksgiving vacation	Nov 27-29
Final Deadline for all Grad Applications for May Graduation	Dec 1
Undergrad Online Fall B Session ends	Dec 15 (Su)
Fall Semester Ends	Dec 15 (Su)
Spring Semester	**2025**
Spring Semester Begins	Jan 6 (M)
Undergrad Online Spring A Session begins	Jan 6 (M)
Last day to add/drop Online Spring A courses w/o financial penalty	Jan 10 (F)
Last day to withdraw from Online Spring A courses w/ $10 fee and W grade - no tuition reimb.	Feb 7 (F)
Grad Finale: All students who are participating in 2023-24 graduation should attend	Feb 20 (Th)
Undergrad Online Spring A Session ends	Mar 2 (Su)
Undergrad Online Spring B Session begins	Mar 3 (M)
Last day to add/drop Online Spring B courses w/o financial penalty	Mar 7 (F)
Undergrad Nontraditional/Online Summer Registration begins	Mar 17 (M)
Spring break	Mar 24-28
Last day to withdraw from Online Spring B courses w/ $10 fee and W grade - no tuition reimb.	Mar 28 (F)
Final Deadline for all Grad Applications for August Graduation	May 1
Commencement	May 3 (Sa)
Undergrad Online Spring B Session ends	May 4 (Su)
Spring Semester Ends	May 4 (Su)
Summer Term	**2025**
Summer Term Begins	May 5 (M)
Undergrad Online Summer A Session Begins	May 5 (M)
Last day to add/drop Online Summer A courses w/o financial penalty	May 9 (F)
Last day to withdraw from Online Summer A courses w/ $10 fee and W grade - no tuition reimb.	June 6 (F)
Undergrad Online Summer A Session ends	June 29 (Su)
Undergrad Online Summer B Session begins	June 30 (M)
Undergrad Nontraditional/Online Fall Registration begins	June 30 (M)
Last day to add/drop Online Summer B courses w/o financial penalty	July 4 (F)
Final Deadline for all Grad Applications for December Graduation	Aug 1
Last day to withdraw from Online Summer B courses w/ $10 fee and W grade–no tuition reimb.	July 25 (F)
Summer B Session ends	Aug 24 (Su)
Summer Term Ends	Aug 24 (Su)

GRADUATE CALENDARS 2024-2025

MASTER OF BUSINESS ADMINISTRATION, MASTER OF BUSINESS INTELLIGENCE AND ANALYTICS
MASTER OF PUBLIC ADMINISTRATION, MASTER OF PUBLIC SAFETY ADMINISTRATION,
MASTER IN EXERCISE AND FITNESS MANAGEMENT

Fall Semester	**2024**
Fall Semester Begins	Aug 26 (M)
Fall Session (A) Instruction begins	Aug 26 (M)
Last day to add/drop courses w/o financial penalty (Session A)	Aug 30 (F)
Last day to withdraw from courses w/ fee and W grade (Session A) - no tuition reimb.	Oct 11 (F)
Fall Session (A) ends	Oct 20 (Su)
Fall Session (B) Instruction begins	Oct 21 (M)
Last day to add/drop fall courses w/o financial penalty (Session B)	Oct 25 (F)
Registration for Spring	Nov 4 (M)
Last day to withdraw from courses w/ $10 fee (Session B) - no tuition reimb.	Nov 22 (F)
Thanksgiving vacation	Nov 27-29
Final Deadline for all Grad Applications for May Graduation	Dec 1
Fall Session (B) ends	Dec 15 (Su)
Fall Semester Ends	Dec 15 (Su)
Spring Semester	**2025**
Spring Semester Begins	Jan 6 (M)
Spring Session (A) Instruction Begins	Jan 6 (M)
Last day to add/drop spring courses w/o financial penalty (Session A)	Jan 10 (F)
Last day to withdraw from courses w/ $10 fee (Session A) - no tuition reimb.	Feb 7 (F)
Grad Finale: All students who are participating in 2023-24 graduation should attend	Feb 20 (Th)
Spring Session (A) ends	Mar 2 (Su)
Spring Session (B) Instruction Begins	Mar 3 (M)
Last day to add/drop spring courses w/o financial penalty (Session B)	Mar 7 (F)
Summer Registration begins	Mar 17 (M)
Spring break	March 24-28
Last day to withdraw from courses w/ $10 fee (Session B) - no tuition reimb.	March 28 (F)
Commencement	May 3 (Sa)
Spring Session (B) ends	May 4 (Su)
Spring Semester Ends	May 4 (Su)
Summer Term	**2025**
Final Deadline for all Grad Applications for August Graduation	May 1
Summer Term Begin	May 5 (M)
Summer Session (A) Instruction Begins	May 5 (M)
Last day to add/drop summer courses w/o financial penalty (Session A)	May 9 (F)
Last day to withdraw from summer courses w/ $10 fee (Session A) - no tuition reimb.	June 6 (F)
Summer Session (A) ends	June 29 (Su)
Summer Session (B) Instruction Begins	June 30 (M)
Registration for Fall	June 30 (M)
Last day to add/drop summer courses w/o financial penalty (Session B)	July 8 (F)
Last day to withdraw from summer courses w/ $10 fee (Session B) –no tuition reimb.	July 25 (F)
Final Deadline for all Grad Applications for December Graduation	Aug 1
Summer Session (B) ends	Aug 24 (Su)
Summer Term Ends	Aug 24 (Su)

CLINICAL MENTAL HEALTH COUNSELING PROGRAM CALENDAR 2024-2025

Fall Semester	**2024**
New Student Orientation	August 20
Fall Semester Begins	Aug 26 (M)
Session 1 (15 weeks)	August 26– December 15
Session 2 (1st 8 weeks)	August 26 – October 20
Session 2 Add/Drop Deadline	August 30
Session 1 Add/Drop Deadline	September 6
Last Day to Withdraw from Session 2	October 11
Last Day to Withdraw from Session 1	October 25
Session 3 (2nd 8 weeks)	October 21 – December 15
Session 3 Add/Drop Deadline	October 25
Spring Registration	November 5
Last Day to Withdraw from Session 3	November 22
Thanksgiving Break	November 27-29
Spring Graduation Applications Due	December 1
Fall Semester End	Dec 15 (Su)
Spring Semester	**2025**
Spring Semester Begins	Jan 6 (M)
Session 1 (15 weeks)	January 6– May 4
Session 2 (1st 8 weeks)	January 6 –Feb. 24
Session 2 Add/Drop Deadline	January 10
Session 1 Add/Drop Deadline	January 17
Last Day to Withdraw from Session 2	February 7
Last Day to Withdraw from Session 1	February 28
Session 3 (2nd 8 weeks)	Feb 24 – May 4
Session 3 Add/Drop Deadline	February 28
Last Day to Withdraw from Session 3	March 28
Summer Registration	March 17
Spring Break	March 24-28
Summer Graduation Applications Due	May 1
Spring Semester Ends	May 4 (Su)
Summer Semester	**2025**
Summer Term Begin	May 5 (M)
Session 1 (15 weeks)	May 5 – August 24
Session 2 (1st 8 weeks)	May 5 – June 29
Session 2 Add/Drop Deadline	May 9
Session 1 Add/Drop Deadline	May 16
Last Day to Withdraw from Session 2	June 6
Last Day to Withdraw from Session 1	July 18
Session 3 (2nd 8 weeks)	June 30 – August 24
Session 3 Add/ Drop Deadline	July 8
Last Day to Withdraw from Session 3	July 25
Fall Registration	June 30
Fall Graduation Application Due	August 1
Summer Term End	August 24 (Su)

GRADUATE EDUCATION CALENDAR 2024-2025

Fall Semester	**Fall 2024**
Fall Semester Begins	Aug 26 (M)
Grad Ed Instruction Begins	Aug 26
Grad Ed Add/Drop Date Deadline	Sept 6
Last day to withdraw from Grad ED course with a W grade (NO TUITION REFUND)	Oct 11 (F)
Registration for Spring session	Nov 14
Thanksgiving Break	Nov 27-29
May Graduation Application Due	Dec 1
Grad Ed Instruction Ends	Dec 6
Finals Exams	Dec 9-13
Fall Semester Ends	Dec 15 (Su)
Spring Semester	**Spring 2025**
Spring Semester Begins	Jan 6 (M)
Grad ED Instruction Begins	Jan 6
Grad ED Add/Drop Date Deadline	Jan 10
Grad Finale - All graduates should attend	Feb 20
Last day to withdraw from Grad ED course with a W grade (NO TUITION REFUND)	Feb 28
Registration for Summer session	Mar 24
Spring Break	March 24-28
Grad Ed Instruction Ends	April 25
Finals Exams	April 28 – May 2
August Graduation Application Due	May 1
Commencement	May 3
Spring Semester Ends	May 4 (Su)
Summer Term	**Summer 2025**
Summer Term Begins	May 5 (M)
Grad Ed Instruction Begins	June 2
Grad ED Add/Drop Date Deadline	June 6
Registration for Fall session	June 30
December Graduation Application Due	August 1
Grad ED Instruction Ends	August 10
Summer Term Ends	Aug 24 (Su)

GRADUATE SCHOOL OF MINISTRY 2024-2025

Fall Semester	**2024**
Fall Semester Begins	Aug 26 (M)
On Campus Instruction Begins	Aug 28 (W)
Grad Ministry Add/Drop Deadline	Sept 6 (F)
Study Day (No on campus Classes)	Oct 11 (F)
Last day to withdraw from Grad MIN course with a W grade (NO TUITION REFUND)	Oct 11 (F)
Registration for Spring session	Oct 22 (T)
Last day to withdraw from any course	Oct 25 (F)
Thanksgiving vacation	Nov 27-29 (W-F)
May Graduation Application Due	Dec 1
Final exams	Dec 9-13
Fall Semester Ends	Dec 15 (Su)
Spring Semester	**2025**
Spring Semester Begins	Jan 6 (M)
On Campus Instruction Begins	Jan 8 (W)
Grad Ministry Add/Drop Deadline	Jan 10 (F)
Martin Luther King Day (No on campus classes)	Jan 20 (M)
President's Day (No on campus classes)	Feb 17 (M)
Grade Finale – All graduates should attend	Feb 20 (Th)
Last day to withdraw from Grad MIN course with a W grade (NO TUITION REFUND)	Feb 28 (F)
Registration for Summer session	Mar 17 (M)
Spring break	Mar 24-28 (M-F)
Last day of instruction	Apr 25 (F)
Final exams	Apr 28 – May 2
August Graduation Application Due	May 1
Commencement	May 3 (Sa)
Spring Semester Ends	May 4 (Su)
Summer Term	**2025**
Summer Term Begins	May 5 (M)
Grad Ministry Add/Drop Deadline	May 14 (F)
Last day to withdraw from a summer course w/o financial penalty	June 6 (F)
Registration for Fall session	June 30 (M)
December Graduation Application Due	Aug 1
Summer Term Ends	Aug 24 (Su)

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" reflects 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 undergraduate, online undergrad programs, and graduate programs on campus and online. Corban's global partnerships extend around the world and include an accredited teacher education program at Universitas Pelita Harapan in Jakarta, Indonesia, a pastor training program in Uganda, and Bible translation training in collaboration with Whole Word Institute in Israel.

MISSION AND ACADEMIC 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 through to following:

GOALS AND OBJECTIVES

Goal: Transformative Learning
Corban University is committed to creating a transformative learning culture in which a sustainable biblical worldview takes shape.

Information Literacy
Corban graduates will be able to find and evaluate information relevant to their research needs.

Competent Thinking
Corban graduates will be able to integrate knowledge into a consistent biblical worldview.

Effective Communication
Graduates will be able to impact individuals and groups through writing and speaking well.

Professional Preparedness
Graduates will demonstrate the knowledge, skills, and behaviors required to succeed in their chosen field.

Biblically Discerning
Corban graduates will understand and apply scriptural themes, values, and doctrines within the context of their daily lives.

Goal: Holistic Development
Corban is committed to creating a community that promotes worship, creative expression, and activities that reflect God's character.

Campus Involvement
Students will engage in campus life to foster community vitality.
Artistic Engagement
Students will demonstrate an appreciation for, and participation in, the performing, visual, and media arts.
Christian Growth
Students will develop and grow in their spiritual life.
Interpersonal Relationship
Students will develop healthy relationships that enable them to bless others.

Goal: Christian Stewardship
Corban University promotes a life of stewardship and service toward God, humanity, and creation throughout its programs and supporting departments.

Multicultural Dependence
Graduates of Corban University will be those who celebrate the diversity of those made in the image of God and work across ethnic and cultural divides to unify the global body of Christ.

Global Understanding
Corban graduates will be aware of global movements and trends and bring a Christian ethic and practice to global engagement.

Responsible Citizenship
Graduates have acquired an awareness of the political and social realities at home, wherever that may be, and throughout the world. Corban graduates will leave with an understanding of their culturally significant past and present and an understanding of the uniqueness of national and international cultures.

STATEMENT OF FAITH

We believe in God the Father: an infinite, personal Spirit, perfect in holiness, wisdom, power, and love. We believe that He concerns Himself mercifully in the affairs of humanity, that He hears and answers prayer, and that He saves from sin and death all who come to Him through Jesus Christ. We believe God's knowledge is exhaustive; that He fully knows the past, present, and future independent of human decisions and actions. The Father does everything in accordance with His perfect will, though His sovereignty neither eliminates nor minimizes our personal responsibility.

We believe the sixty-six canonical books of the Old and New Testaments are the divinely inspired, infallible Word of God, without error in the original manuscripts, and God's complete, written revelation to humankind. The Bible is sufficient and trustworthy for life, faith, conduct, and practice, and is the supreme and final authority in all matters to which it speaks. We further believe there is but one true interpretation of Scripture, although there may be several applications. The true meaning lies in the text and is that which the divinely-guided author willed to convey. It is recoverable through careful application of a literal (grammatical, historical, contextual) method of interpretation under the guidance of the Holy Spirit, and in the community of Christ. The Holy Spirit illumines the text, enabling the reader to embrace the significance of what God has communicated, and to see the glory of Christ in the Word of God.

We believe in one God, Creator and Sustainer of all things, eternally divine existing in three persons: Father, Son and Holy Spirit; we believe that these are equal in every distinct perfection and they execute distinct but harmonious offices in the work of creation, providence, and redemption.

We believe that Jesus Christ is the incarnation of God's eternal Son. God the Son has precisely the same nature, attributes, and perfections as God the Father and God the Holy Spirit. We believe further that He is not only true God, but true man, conceived by the Holy Spirit and born of the virgin Mary. We also believe in His sinless life, His substitutionary atonement, His bodily resurrection from the dead, His ascension into heaven, His priestly intercession on behalf of His people, and His personal, visible return from heaven.

We believe in the Holy Spirit, His personality and His work in regeneration, sanctification, and preservation. His ministry is to glorify the Lord Jesus Christ, to implement Christ's work of redeeming the lost, and to empower the believer for godly living and service. We believe the Holy Spirit distributes spiritual gifts to believers as He wills for the common good. No gift signifies His baptism or filling, nor does any gift provide authoritative revelation beyond what has already been revealed in the Holy Scriptures. Life in the Spirit includes trials and does not guarantee physical health, material wealth, nor confirming outward signs.

We believe God originally created persons, male and female, in the image of God and free from sin. We believe all people are sinners by nature and choice and are spiritually dead. We also believe that those who repent of sin and trust Jesus Christ as Savior are regenerated by the Holy Spirit. We further believe that human life is precious and should be protected from beginning, at fertilization, until death.

We believe in salvation by grace through faith in the Lord Jesus Christ. We further believe that this salvation is based upon the sovereign grace of God, was purchased by Jesus Christ on the cross, is eternally secured by the Holy Spirit, and is received by faith, apart from any human merit, works, or ritual. We further believe salvation results in righteous living, good works, and proper social concern.

We believe God designed marriage to be a lifelong monogamous covenant relationship between one man and one woman. Marriage so defined is the only permissible context for any intimate sexual expression and is the foundation for human family. We affirm that gender is determined by our biological sex. God who made male and female in His image graciously provides our sexual identity at our conception.

We believe that the Church is the spiritual body of which Christ is the head. We believe that the true Church is composed of all persons who have been regenerated by the Holy Spirit. We believe that this body expresses itself in local assemblies

whose members have been immersed upon a credible confession of faith and have associated themselves for worship, for instruction, for evangelism, and for service. We believe the ordinances of the local church are believer's baptism by immersion and the Lord's Supper. We also believe in the interdependence of local churches and the mutual submission of believers to each other in love.

We believe that each local church is self-governing in function and must be free from interference by any ecclesiastical or political authority. We further believe that every human being is directly responsible to God in matters of faith and life and that each one should be free to worship God according to the dictates of conscience.

We believe that the supreme task of believers is to glorify God in their life and that their conduct should be blameless before the world. We further believe that they should be faithful stewards of their possessions and that they should seek to realize for themselves the full stature of maturity in Christ.

We believe in the bodily resurrection of the saved and lost, the eternal existence of all people either in heaven or hell, in divine judgment, rewards, and punishments.

The Statement of Faith of Corban University, Salem, Oregon,
Approved by the Board of Trustees, February 26, 2024.

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

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
American Institute of Certified Public Accountants
Association of Christian Service Personnel
Association for Christians in Student Development
Association for Title IX Administrators
Christian Adult Higher Education Association
Christian Business Faculty Association
College and University Personnel Association
Council for Christian Colleges and Universities
Council for Higher Education Accreditation
International Alliance of Christian Education
National Association of Christian College Admissions Personnel
National Association of College Admissions Counselors
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 College Placement Association
National Institute of Independent Colleges and Universities
National Council for State Authorization Reciprocity Agreements
Northwest Commission on Colleges and Universities
Northwest Placement Association
Oregon Alliance of Independent Colleges & Universities
Oregon Association of College Registrars and Admissions Officers
Oregon Association of Colleges of Teacher Education
Oregon Association of Student Financial Aid Administrators
Oregon Chapter -- CUPA HR
Oregon Society of Certified Public Accountants
Salem Area Chamber of Commerce
Society for Human Resources Management
Western Association of Student Financial Aid 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

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill

SALEM FACILITIES

(See map on next page)

25—Schimmel Hall, named for former Academic Dean, John Schimmel, is the principal administrative building. Schimmel has the offices of the president, provost, registrar, financial services, human resources, marketing, advancement, career services, student support, and Center for Global Engagement, as well as a classroom. The Travis Memorial Dining Hall and kitchen are on the ground floor along with Campus Care.

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's office is on the fifth floor.

On the west side of the "H," the ground-level floor contains the campus apparel store, IT offices, and mailroom. The second floor houses the main part of the library collection and includes several study rooms and two large solariums. The third floor houses additional library collections, offices, study rooms, the Prewitt-Allen Archaeological Museum, and computer labs. The top floor houses the science laboratories.

Corban University Library has more than 80,000 volumes. Corban's membership in the Oregon Private Academic Library Link (OPALL) provides access through Corban Search to an additional 500,000 titles and 750,000 volumes. The library also has access to over 20,000 full-text journals through Corban Search. The Corban University Library is open to the public.

20 – Younger Center, on Western Way as you enter the main entrance, houses the Office of Admissions, the visitor Welcome Center, and a student computer lab.

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 locker rooms.

Corban has four residence halls on campus: **Aagard Hall (1), Balyo Hall (78), Davidson Hall (80), and 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, music and theatre performances, and large classes.

40 – The Outdoor Athletic Complex, built in 2021, includes a state-of-the-art track and field complex and competition turf field for soccer and lacrosse. The complex is available to host high school competitions, club practices, regional and state tournaments, youth camps, and community events, as well as being home to Corban's men's and women's track and field, men's and women's soccer, and women's lacrosse programs.

76 – The Beach Volleyball Courts were added in 2019 as the first beach volleyball competition courts on a college campus in Oregon. They serve Corban's beach volleyball team as well as being available for tournaments and other competitions.

1	Aagard Residence Hall
2	Clock Tower
11	Athletic Activities Office
12	Farrar Hall *(Campus Safety)*
14	Music House B
16	President's House
18	Music House A *(Center for Nontraditional Learning, offices)*
20	Younger Center *(Admissions, student computer lab)*
21	Academic Center Terrace
22	Klatch (outdoor fire pit, mini-amphitheater)
23	Inspiration Garden Walk
25	Schimmel Hall *(President, Provost, Registrar, Financial Services, Student Support, Student Life, Center for Global Engagement, HR, Marketing, Advancement, Campus Care, Emitte Center, Dining Hall)*
26	Academic Center *(Library, mailroom, apparel store, IT, classrooms, faculty offices, computer labs, science labs)*
27	Pavilion *(Student Center, coffee shop, classrooms)*
28	Psalm Performing Arts Center
29	Psalm Music Annex
36	The Art Barn *(design lab and art studio)*
37	The Milk Shed *(Idea and conversation space)*
40	Outdoor Athletic Complex
41	Soccer Field
42	Softball Field
4620-4650	Student Townhouses
65	Prewitt-Van Gilder Residence Hall (PVG)
75	C. E. Jeffers Sports Center
76	Beach Volleyball Courts
78	Balyo Residence Hall
80	Davidson Residence Hall
81	Prayer Chapel
82	Amphitheater
90	Caulkins Classroom

DIRECTORY

BOARD OF TRUSTEES

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ADMINISTRATION

PRESIDENT'S CABINET

Cornman, Thomas H.L., Provost and Senior Vice President, 2019. B.S. Cairn University; M.Div. Talbot School of Theology; M.A. Temple University; Ph.D., University of Illinois.

Garrett, Mechelle L., Chief Diversity Officer and Associate Vice President for Community Belonging and Global Engagement, 2022. B.B.A. University of Houston; B.S. University of Houston, M.S. University of Houston, M.A. Trinity Evangelical Divinity School; Ed.D., University of Southern California

Jaworski, Brian R., Vice President for Student Life and Dean of Students, 2022. B.A. Moody Bible Institute; M.Div. Trinity Evangelical Divinity School; Ph.D. Azusa Pacific University; Cert. Strengths-Oriented Higher Education.

Wade, Jordan, Vice President for Business and Chief Business Officer, 2023. B.A. University of Oklahoma, M.A. John Brown University, MDiv. Midwestern Baptist Theological Seminary.

Johnson, Shannon, Vice President for Advancement, 2021. B.A. Seattle Pacific University; M.A. George Fox University.

Yeats, John Mark, President 2023. B.A. Criswell College; GDip (Mst) University of Oxford; M.Div. The Southern Baptist Theological Seminary; Ph.D. Trinity International University.

ACADEMICS

Bernard, Bryce A., Dean of Hoff School 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.

Cooper, Christina, Chair, Math and Sciences, 2015. B.A. Anderson University; M.A. Indiana University; Ph.D. Indiana University.

Imig, Aaron M., Dean of School of Education, 2010. B.A. Dordt College; M.S.Ed. Dordt College; Ed.D. George Fox University.

Stark, Ryan J., Chair of Humanities, 2010. B.A. Minnesota State University; M.A. University of South Dakota; Ph.D. Texas Christian University.

Tripp, Linda, Executive Assistant to the Provost, 2022. B.S Corban University.

Trott, Garrett B., University Librarian, 2005. Professor of Library Science, 2022. B.S. Multnomah Bible College; M.T.S. Trinity Western University; M.L.S. Emporia State University. D. Min. Corban University.

Trull, Gregory V., Dean of School of Ministry, 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.

Weber, Richard M., Associate Provost for Online and Nontraditional Learning, 2021. B.M. Millikin University; M.A., M.Div. Trinity Evangelical Divinity School; Ph.D. Marquette University.

ACADEMIC AND STRATEGIC INITIATIVES

Flores, Holly, Executive Assistant to the President and VP for Advancement, 2001. A.A. Shasta College.

ATHLETICS

Pilgeram, Bill, Athletic Director and Head Women's Basketball Coach, 2018. B.S. Carroll College; M.A. Gonzaga University.

CAMPUS SAFETY

Roth, Mike, Director of Campus Safety, 2012. B.A. Corban University; M.B.A. Corban University. M.P.S.A. Corban University.

ENROLLMENT MANAGEMENT

Lindsey, Jordan, Associate Vice President for Enrollment Management and Marketing, 2015. B.S. Corban University, M.S. Full Sail University.

FINANCIAL AID

Raygor, Armand, Director of Financial Aid, 2024, Computers in Business, A.A.S. Harpers College, B.S. National Louis University.

MARKETING & COMMUNICATIONS

Benham, Rebekah, Director of Marketing and Communications, 2014. Study Abroad, Keble College, Oxford University; B.S. Corban University, M.B.A. Northwest Christian University.

REGISTRAR

Edwards, Eugene, University Registrar, 2005. B.S. Corban University; M.A. Western Seminary.

STUDENT LIFE

Garrett, Mechelle L., Associate Vice President for Community Belonging and Global Engagement, 2022. B.B.A. University of Houston; B.S. University of Houston, M.S. University of Houston, M.A. Trinity Evangelical Divinity School.

Jaworski, Brian R., Vice President for Student Life & Dean of Students, 2022. B.A. Moody Bible Institute; M. Div. Trinity Evangelical Divinity School; Ph.D. Azusa Pacific University; Cert. Strengths-Oriented Higher Education.

FACULTY

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

Bailey, Beth J., Director of Nursing, 2023. B.S.N. Ball State University; M.S.N. Education Indiana Wesleyan University; D.N.P. Indiana Wesleyan University.

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

Beaman, Chelsey, Assistant Director of Nursing, 2024. B.S.N. Western Governors University; M.S.N. Western Governors University.

Bruce, Scot D., Professor of History, 2006. B.A. Taylor University; M.A. University of Colorado; Ph.D. University of Nebraska.

Calkins, Loren, Assistant Professor of Psychology, 2023. B.A. Moody Bible Institute; B.A. University Wisconsin – Green Bay; MSMFT. University Wisconsin – Stout.

Carter, Paul D., Assistant Professor of Kinesiology, 2021. B.S. Warner Pacific College; M.S. California University of Pennsylvania

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

Connor, Ryan J., Assistant Professor of Clinical Mental Health Counseling, 2019. B.S. Amridge University; M.A. Marshall University; D.Min. Lincoln Christian Seminary.

Cooper, Christina, Professor of Biology, 2015, Chair, Math and Sciences, 2018. B.A. Anderson University; M.A. Indiana University; Ph.D. Indiana University.

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

Dixon, Kristin, Professor of Education, 2013. B.A. Oregon State University; M.Ed. Oregon State University; Ed.D. George Fox University.

Flint, Sandra, Assistant Professor of Criminal Justice/Forensic Psychology, 2019. B.S., J.D. University of Wyoming.

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

Gilbert, Corey, Professor of Counseling Psychology, 2013. B.A. Ouachita Baptist University; MAMFC Southwestern Baptist Theological Seminary; MACE Southwestern Baptist Theological Seminary; Ph.D. Capella University. Post-Doc., Sex Therapy, Richmont Graduate University.

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

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

Hedlund, Evan J.D., Associate Professor of Mathematics, Director of the Mathematics Program, Director of the Honors Program, 2016. B.S. Corban University; M.S. Oregon State University.

Hills, James P., Professor Emeritus, 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.

Jones, E. Allen, 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.

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

Knaus, Clinton, Assistant Professor of Chemistry, 2021. PharmD Purdue University; M.S. Oregon State University.

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

Medyanik, Kristine, Assistant Professor of Business, 2018. B.S., Old Dominion University; M.B.A., University of Phoenix; D.B.A., Northcentral University.

Nelson, Susie, Assistant Professor of Agriculture Science, Director of Agriculture Science Program, 2021. B.S. Oregon State University; M.S. Oregon State University; Ph.D. Oregon State University.

Newton, Jordan M., Director of Kairos Program, Associate Professor, 2022. B.A. Corban University; M.Div. Western Seminary; D.Min. Corban University.

Ochsner, Gina, Associate Professor of English, Writer in Residence, 2009. B.A. George Fox University; M.S. Iowa State University; M.A. University of Oregon.

Schelske, Lori, Associate Professor of Clinical Mental Health Counseling and Chair of Clinical Mental Health Counseling, 2013. B.A. University of Michigan; M.A. Azusa Pacific University; Ph.D. Oregon State University.

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

Sotelo, Dominique, Assistant Professor of Clinical Mental Health Counseling, 2021. B.A. Willamette University; M.A. George Fox University; Ph.D., Oregon State University.

Squires, Felicia, Professor of English, 2016. B.A. Northwest Christian College; M.A. East Tennessee State University; Ph.D. The Catholic University of America.

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

Stark, Ryan J., Chair of Humanities, 2019; 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.

Thomas, Deborah, Associate Professor of Computer Science, 2020. B.S. Bethel University; M.S. University of Notre Dame; Ph.D. University of Notre Dame.

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

Yanike, Naomi, Assistant Professor of Media Arts, 2020. B.A. Augustana University; Graduate Certificate, Human Resources and Corporate Training, University of Nebraska at Omaha; M.A. University of Nebraska at Omaha.

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' academic requirements are governed by the catalog in effect when they enroll for the first time at Corban University and by the policies regarding program changes. Other policies may change during their time of study. 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 formulating plans for changes in educational goals.

For the first semester, first-time freshmen are assigned an advisor who is specially selected and trained to help the new student make adjustments to university life. This advisor helps schedule classes. In addition, the advisor serves as instructor for a one-credit course called IDS101 Freshman Seminar. Before the end of the first semester, first-time freshmen may be assigned a different academic advisor in the department in which they plan to complete a major.

Transfer students wishing to enroll are referred immediately to a faculty 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 seven calendar days of the previous decision. During the appeals process, students will be temporarily suspended from involvement in all non-classroom and non-instructional related activities.

Appeal Process for class/course issues:

- Meet with the faculty member in person and discuss the issue, seeking resolution.
- 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 seven calendar 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 seven calendar days to the provost who will review the appeal and meet with the 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 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 a hallmark of 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. Students that have been found in violation of an offense to the level of failure of a course may not withdraw from/drop a course while an academic integrity matter is pending or after the decision of the appeal has been made.

Principles of Academic Honesty

1. Academic honesty at Corban University is based on 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. Students 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 on a computer, copying from another paper either before or during the exam, or by any other means.
6. Theft of examination papers or another 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 the 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 course 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 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 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 they feel that it requires further action, they 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 of the Academic Integrity policy violation and will be required to meet with their advisor to discuss the ramifications of a repeated offense.

Second Offense:

1. 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 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 the 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 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 the 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 to the provost as to whether or not to dismiss. 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.

Academic Discipline Academic Offense	**Minimum Penalty**	**Maximum Penalty**
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. Fifteen 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 12-14 hours. Full-time enrollment (completing 12 units each semester) is required of the following students: international students, athletes, 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 GPA in order to graduate, while a graduate student must earn the cumulative GPA 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 12-14 hours a semester and may be required to enroll in the IDS111 Student Success Seminar, or to create a learning success plan with the associate director of student support. 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 (or the program specific requirement) 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 associate director of student support. The student will be placed on a continuing probation status and be required to limit their 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 readmitted upon demonstration to the registrar and appropriate dean that they are ready to resume graduate-level studies.

Readmittance will require a petition from the student stating why they wish to resume their studies and 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 their time away.

Academic Dismissal:

A student not making satisfactory progress may be dismissed. The University may dismiss any student who earns a 0.0 GPA 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 GPA (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 readmission 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 aid 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 minimum semester GPA of 2.0, and graduate students with a minimum semester GPA 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 15-16 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. Traditional class sessions are 50 or 75 minutes.

Most graduate programs offer classes in all three semesters, however the D.Min. program has a unique term structure. 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. Depending on the program, courses are offered in an accelerated, hybrid, or semester-long online format.

ACADEMIC STANDARDS

–Undergraduate: Although a grade of "D" is considered 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 GPA 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)

ADMINISTRATIVE WITHDRAWAL FROM A COURSE

Corban University administration has the authority to withdraw a student from a course due to lack of attendance in face-to-face classes, or due to non-participation in online classes. Administrative withdrawals may affect a student's financial aid awards, residential status, and/or student visa status.

Instructors will maintain accurate class attendance. The Registrar's office will regularly monitor course attendance.

To facilitate proper financial aid disbursement, students may be withdrawn if they have never attended a class by the add/drop date.

The registrar's office may administratively withdraw a student from a class if the student has not attended the class for 14 consecutive calendar days. When the University does not conduct classes for five consecutive calendar days, these days will not count toward the 14 days (e.g., Spring Break). Withdrawal after the last day to withdraw from a course without a grade penalty, may be given a WF.

Non-attendance and withdrawal from a course may reduce the amount of financial aid a student receives, delay graduation, or necessitate repayment of aid already received, and does not relieve a student of their obligation to pay the tuition and fees due to the University.

Attendance is defined as being physically present during a class meeting, or actively participating in an academically related assignment.

ADMISSION TO AN UNDERGRADUATE MAJOR

Admission to Corban does not imply automatic admission to a major. Admission procedures vary for each program.

All undergraduates 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 a 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. Students desiring to change a course from non-credit (audit) to credit 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 noncredit (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 will be available 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.).

CAREER DAY

Corban University Career Day is a dedicated day to prepare students through career development workshops by major, allow students to practice through mock interviews with outside professionals, and connect with hiring employers from a wide array of industries.

CERTIFICATE

A certificate is a structured set of courses demonstrating that a student has completed coursework in an applied area of study but is not degree earning. Semester hours may vary. A certificate may complement or be concurrent with an approved program of study. The certificate will appear on the student's 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 department chair a meaningful understanding of the course content, a written exemption from taking the course may be granted; however, no academic credit will be given.

CHAPEL

Chapel is an important element in a Christ-centered college experience. On Mondays, Wednesdays, and Fridays at 10:00 a.m. all Corban University offices are closed so that the Corban community can come together to worship, hear from various speakers, and share in a community-wide meeting three times a week. For the 2024-2025 academic year, all Traditional Undergraduate students who have 89 or less semester hours of coursework completed (transfer and completed at Corban) by the first day of the fall semester, are required to attend a total of 26 chapels during each term. Students who do not attend a total of 26 chapels a term may appeal to the Vice President for Student Life. All absences will be considered in the appeal process. For the 2025-2026 academic year, all Traditional Undergraduate students will be required to attend chapel 26 times each term. An optional Wednesday night student-led chapel will be offered throughout the academic year.

CLASS ATTENDANCE

Regular class attendance is expected of all students. Classroom participation is important as each course is designed to help students achieve the course outcomes. Students may miss class without penalty as outlined below:

	50-minute class periods (three-credit hour courses)	**75-minute class periods (three-credit hour courses)**	**Block classes meeting on a single day not including labs (three credit hour courses)**
Maximum allowed absences, including institutionally approved absences	2 X the number of credit hours for the course. i.e., a three-hour course allows for 6 50-minute periods of absence.	2 X the credit hours for the course. i.e., a three-hour course allows for 4 75-minute periods of absence	2 X the credit hours for the course. i.e., a three-hour course allows for 2 150-minute periods of absence.
One Letter Grade Reduction	1st 50-minute absence after meeting the maximum number minutes allowed.	1st 75-minute absence after meeting the maximum number of minutes allowed.	1st 50-minute absence after meeting the maximum number minutes allowed.
Two Letter Grade Reduction	2nd 50-minute absence after meeting the maximum number minutes allowed for 3	**Intentionally left blank**	2nd 50-minute absence after meeting the maximum number minutes allowed.

	credit hour classes and failure of course for 2 credit hour courses.		
Failure of Course	3rd 50-minute absence after meeting the maximum number of minutes allowed for 3 credit hour classes.	2nd 75-minute absence after meeting the maximum number of minutes allowed.	3rd 50-minute absence after meeting the maximum number of minutes allowed.

Labs and other one credit hour courses: Students may miss up to two labs or class periods. However, without a bona fide reason for absence (athletic competition, theatre, music, or documented medical or personal issue) the lab may not be made up. In all cases the third absence will result in a failing grade for the course.

Exceptional Circumstances
Students who experience exceptional circumstances that cause absences beyond the limits as outlined above may be granted relief from this attendance policy. Information submitted about such circumstances will be required to include certification by Student Support, a health care provider, Student Life, or faculty verification, and are subject to review.

Institutional activity absences, including athletics, music, theatre, and other approved institutional activities, count toward the maximum absences allowed. Faculty must allow the work missed, including quizzes, exams, and assignments to be completed in a reasonable amount of time after the absence.

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 their on-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, and 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 their 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 B.A. or B.S. 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 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 their 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 nine upper-division hours per semester. 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. Students 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 affected students. If this is not possible, students will be granted a full refund. Students 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 per semester at one of the undergraduate member institutions in the Oregon Alliance of Independent Colleges & Universities (OAICU) at no additional tuition cost. 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.
- 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 requiring 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 Board, 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) of degree credits 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 24 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, the 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 a 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 of 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 studying outside of class will be monitored using the online course evaluation forms required of all students at the close of each term. Students will provide an estimate of the time spent studying outside of scheduled times of instruction.

CROSS-CULTURAL FIELDWORK

Corban's cross-cultural fieldwork 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. Cross-cultural fieldwork may satisfy academic requirements.

DEGREE

Degree should be used in reference to the type and level of an academic degree. Examples of degrees offered at Corban are the Associate of Arts, Associate of Science, 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 70 credits may be transferred in from a 2-year institution, dual credit work, Advanced Placement, CLEP, and/or International Baccalaureate.
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 diplomas would depend on stock available and may entail an additional charge. Current University officers will sign the diploma, and the original degree name and graduation date will be 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 in current possession of a diploma reading "Corban College" may request to have their diploma reissued 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 is $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 on an evaluation by a professional in the healthcare or mental health field, such as a physician, psychiatrist, psychologist or school psychologist. Original or notarized copies must be provided before accommodations 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 on a case-by-case assessment of the impact of the student's disabilities on their 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.

An individualized education program (IEP) or Section 504 plan, if available, will help identify services that have been effective for the student. However, postsecondary education presents different demands than high school education, and what each student needs 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 associate 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, digital 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 associate 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 causing undue hardship for the program.

At the beginning of each semester, students are to come to Student Services to review and sign an Accommodation Letter. Students will be advised to make an appointment to meet with their professor to discuss the accommodations. Students are not required to disclose their 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 instead 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 associate 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 the Office of Student Support and the Office of Student Life. The Office of Student Life consults with student support concerning how specific concerns can best be met.

Privacy of Records: Student support maintains records in accordance with University policy for the handling of student records 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 Office of Student Support and the Office of Student Life. Documentation is not 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 fall under the 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 Office of Student Support 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 a learning disability after enrolling at Corban University. When this occurs, all efforts will be made to make adjustments when the appropriate paperwork has been provided to the associate director of student support. The ensuing 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 student and appropriate University personnel be in communication with each other to ensure the necessary care, support, and treatment is received. The following serve as guidelines when these situations arise:

Occasional/Short-term illness

If a student misses occasional classes due to illness, it is their responsibility to work with the professor in order to account for missed work. It is also the student's responsibility to understand attendance policies as articulated in their 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 the Student Support Team. Students may request the assistance of this team, or will be assigned to receive assistance 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 a 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 who are interested in any program of study the opportunity to gain experience and earn credit through learning by "observing and doing." A variety of internship, practicums, 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 a student's academic advisor. Generally, 50 clock hours are required for each credit earned.

- The maximum number of credit hours for practicum 1 and internships is six.
- The maximum number of practicum II credit hours is 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's degrees is 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 a faculty member(s) (classroom sessions) concurrent with experience must be registered for during the 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 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; Web: 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 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.

Requests 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 considered educational records, but are considered confidential by professional standards. General health data and information used by the University in making decisions 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 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 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 their 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 student seeks 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 Attorney General of the United States
    (c) The Secretary 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
(8) Institutions from which the student has received, applied for, or sought financial aid.

V. Release of Grades
Reports of student grades are not routinely sent to the student's 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 student grades is prohibited unless:
    (a) Each student signs a waiver of their right to privacy
    (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 is used.
The returning of papers via an *open* distribution system, e.g., stacking them on an open table, is a violation of a student's right to privacy, unless students submit a signed waiver to the instructor for such a 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 will 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 will be given an opportunity to present to the panel evidence relevant to the issues raised and the panel will issue a written response. The student may be assisted or represented by individuals of their choice at their 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 their 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, providing an important maturation point for college students.

For parents in the 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**. In no case should a student plan to leave campus prior to the end of their last examination.**

The final examination schedule is shown below for the traditional undergraduate program.

Students are required to take their final examinations at the scheduled times. Examinations may be rescheduled only in cases of:

- An exam schedule conflict (two exams at the same hour or more than three in a day)
- A documented disability

Please contact the Registrar if you have questions or need to reschedule an examination. Rescheduled exams will be proctored in the Student Support Center.

In the event an emergency prevents a student from taking a scheduled exam, rescheduling will only be permitted with approval from the Registrar and at the Registrar's discretion.

FINAL EXAMINATIONS SCHEDULE

FINAL EXAM SCHEDULE 2024-2025				
CLASS MEETING/START TIMES:	**December 9 April 28**	**December 10 April 29**	**December 11 April 30**	**December 12 May 1**
M/W/F or any combination of these days	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**
8:00	**8:00-10:00**			
9:00			**8:00-10:00**	
11:00	**10:30-12:30**			
12:00			**10:30-12:30**	
1:00	**1:00-3:00**			
2:00/2:15			**1:00-3:00**	
3:00	**3:30-5:30**			
4:00-5:15 p.m.			**3:30-5:30**	
5:30			**6:00-8:00 p.m.**	
Evening	**Held at their usual class time**			
T/TR or any combination of these days*	**MONDAY**	**TUESDAY**	**WEDNESDAY**	**THURSDAY**
7:30/8:00		**8:00-10:00**		
9:00				**8:00-10:00**
10:15-10:30		**10:30-12:30**		

11:45/12:00/12:30				**10:30-12:30**
1:30		**1:00-3:00**		
3:00				**1:00-3:00**
4:00-5:15 p.m.		**3:30-5:30**		
5:30 p.m.				**6:00-8:00 p.m.**
Evening	**Held at their usual class time**			

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 in order to be assessed for the maximum amount of financial aid available. Specific information regarding what grants, scholarships, and loans are available can be found at www.corban.edu.

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 contacting the financial aid office.

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 *(used for internships, practicums, and student teaching only)*
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 the repeat course with an "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 ensures 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, or at the time designated by the registrar's office. 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. Notices 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.

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 credit hours must have the correct balance between upper and lower division courses as outlined in the particular program. The B.A. degree requires study in a foreign language. This is demonstrated by the successful completion of at least 12 semester hours of study in a foreign language.
2. **Double Concentrations:** If a student is completing multiple concentrations, a single major with multiple concentrations will be issued. Students 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 if those majors are 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 declared 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 all surveys, inventories, and departmental or institutional assessments, as requested.
10. 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) toward the 120-credit total required for graduation.
    a. The maximum number of Human Performance (HPR) credit hours (121, 131, 250) that any individual may count towards General Education is 3 hours. Varsity Sports (HPR201) are not Gen Ed applicable. The maximum number of HPR credit hours (121, 131,201) that any individual may count towards graduation is five hours.
2. Students may have up to eight credit hours of Music Performance (MUP) 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 or student life 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 and 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.
ork with a faculty member on a senior project.

Admission/Program Requirements

Incoming freshmen with a minimum 3.7 high school GPA, along with returning and transfer sophomores (with a minimum 3.5 GPA) are invited to apply to the honors program. To apply to the honors program, students are expected to email the Director of the Honors Program. Graduation from the honors program is achieved by successfully fulfilling the following requirements.

1) Maintain a cumulative grade point average of at least 3.5.
2) Attend and complete honors program events/activities as described in the yearly handbooks during at least four semesters.
3) Complete at least three courses from the honors program curriculum.
4) Read and provide satisfactory response papers to the Honors Program Core Book List.

(*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 $250 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.

Honors Program Director: Evan J.D. Hedlund; Associate Professor of Mathematics; Director of the Mathematics and Honors Programs.

HUMAN SUBJECTS REVIEW COMMITTEE

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

Applications can be mailed to the HSR Committee at 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 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 filled out by the instructor and are available in the Office of the Registrar.

An "X" grade indicates that experiential learning (such as a practicum or internship) or a 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 GPA may work with a faculty member and advisor to design a course of special study that is 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, dean of the school, 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. To receive approval for such study, students must have extenuating circumstances that were not preventable or easily anticipated, 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, dean of the school, and the registrar.

The following applies to both types of study:

1. The professor's schedule allows the addition, and they are willing.
2. Students may not enroll in more than 15 hours of independent or directed study over a four-year course of study.
3. Students may not enroll in more than six hours per semester.
4. A course syllabus must be attached to the petition.
5. Faculty members will receive a stipend for teaching these courses. If more than four students request to take a course, the course in question will be organized as an online course.
6. 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 their 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 taken.
2. No more than nine hours of directed study are taken over the course of study.
3. M.S.Ed. and GTL program students only:
    a. The Directed study fee does not apply to content elective courses for students in the M.S.Ed. or GTL program that the 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 a directed study is in addition to tuition charges. The exception being M.S.Ed. or GTL content courses required as part of the student's program.

INTERNSHIP PROGRAM

Corban offers students interested in any program of study the opportunity to gain experience and earn credit through experiential learning in an internship program. Internships are required by some majors. In an internship, students will participate under the guidance of an experienced and approved professional in the field of study. 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 a breakdown of internships and practicums.

LEAVE OF ABSENCE

Leave of Absence is defined as 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 those 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 is necessary to graduate, some programs may require a higher GPA for the major. A minimum of 25% (nine 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 declared 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 University for review. An official copy of the student's DD214, DD295, or an AARTS transcript is required for military education and occupational credits.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill

MILITARY LEAVE OF ABSENCE POLICY

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

- Students 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.
- Students 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 as officially withdrawing. Non completion of a withdrawal form will result in tuition being charged to the last date of attendance in an academically related activity.
- If the deadline to drop a class has passed, 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. These 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, or 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 who are 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 a student'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 from upper-division courses. 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 (three credits maximum) per semester at no additional tuition cost.

a. TUG students who are enrolled full time are allowed to enroll in an additional online course (three 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 three 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.
f. TUG students requesting more than one online course must petition the Office of the Registrar and complete the Undergraduate Online Registration Form.
g. Full-time TUG students that currently have a "Provisional" or "Academic Probation" status will not be allowed to enroll in an online course.
h. Full-time TUG students will not be able to register for an online course after the start of the eight-week class session.

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.

REGISTRATION

All students are expected to self-register on the days designated on the University calendar, and to begin classes on the first day listed. 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 the tuition payment policy, 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 the 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 via the SIS, but it is strongly recommended that students consult their advisor before making changes to 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, or 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 seventh week of class. Changes in variable credit courses such as internships cannot be made after the seventh 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 "WF" grade for the course.
5. Courses cannot be dropped in the last two weeks of class for the purpose of avoiding 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 confirmation. The effective date of the course change will be the date when the completed form is received by the Office of the Registrar

NOTE: For education and counseling summer semester, the same policies and practices apply even if the course is a two-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, they must repeat that course. A student may also repeat 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 regarding 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 the 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 requires 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
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 a 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 for 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

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. Official transcripts may be requested and paid for online at: https://www.corban.edu/registrar/transcript-request/. For an unofficial transcript, please email registrar@corban.edu and provide your date of birth and a current email to receive the unofficial transcript.

TRANSFER OF CREDIT (UNDERGRADUATE)

Generally, upper-division credit is not allowed for lower-division courses taken at a two-year college, and no more than 70 credits of the degree may be transferred in from a two-year institution, CLEP, Advanced Placement (AP), Life Learning Paper (LLP), International Baccalaureate (IB), or any Credit for Prior Learning (CPL). 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 for submitting 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.

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 that 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 the Schools section within this catalogue for admission requirements to specific programs.

VETERANS BENEFITS: CHAPTER 31 or 33

Below is Title 38 (2018) stated from the VA. Corban University will be in compliance with Title 38.
In adherence to the Veterans Benefits and Transition Act of 2018, section 3679 of title 38, Corban University permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. *The date on which payment from VA is made to the institution*
2. *90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility*

Corban University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet their financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

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 via Corban's campus alert system.

WITHDRAWING FROM THE UNIVERSITY

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 any time. 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 form is available in the Office of the Registrar. Students are responsible to initiate the withdrawal, obtain the necessary signatures on their withdrawal, 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 then 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 online undergrad program are different.

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

Information concerning how withdrawals affect financial aid, as well as additional refund information, is found in the Financial Information section of this catalog.

Withdrawal Date
Students attending on-campus programs are required to request a withdrawal form from the Office of the Registrar. The date the form 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 the Office of the Registrar is notified of the student’s withdrawal.

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 serve as the midpoint of the semester. However, on a case-by-case basis, the WD may serve as 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, other than summer classes between high school graduation and college matriculation. 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 or call (503) 375-7005 or (800) 845-3005.

1. Students are encouraged to complete their applications online at www.corban.edu beginning June 15. The Application for Admission includes a brief personal faith statement regarding the applicant's relationship to Jesus Christ. The application must also include contact information for an individual who has an understanding of the applicant's Christian faith and is willing to serve as a reference. It is recommended that this person be a leader in the applicant's church. This cannot be a family member. Finally, the application requests the student's self-reported GPA.
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 final GPA.** A cumulative 2.70 GPA and a standard, or honors, diploma is recommended.

Once the applicant has been admitted and deposits are paid, the University will send packets of information, along with electronic forms to be completed regarding housing and health. 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. Complete the Application for Admission online at www.corban.edu. The application includes a brief personal faith statement regarding the applicant's relationship with Jesus Christ.
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 five passes with a grade of "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), or International Credential Evaluations (incredevals.org).
3. Pay a non-refundable application fee of $50 USD, which must accompany the International Student Application.

4. 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 GSCE 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
5. Submit International Christian Character Reference.

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

Successful candidates for Corban's online programs will:

- Complete the application online at www.corban.edu. The Application for Admission includes a brief personal faith statement regarding the applicant's relationship to Jesus Christ. The application must also include contact information for an individual who has an understanding of the applicant's Christian faith and is willing to serve as a reference. It is recommended that this person be a leader in the applicant's church. This cannot be a family member. Finally, the application requests the student's self-reported GPA.
- Submit official transcripts from all previously attended colleges (if applicable).

Call to schedule an information session with an admissions counselor by e-mailing admissions@corban.edu or calling (503) 581-8600 or (800) 845-3005.

ADMISSION PROCEDURE FOR PRE-COLLEGE STUDENTS

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

Eligibility Requirements

It is recommended that an applicant have completed their junior year of high school and be at least 16 years of age prior to the end of their first semester of enrollment. An applicant who has completed their senior year of high school is not eligible. Pre-college students must earn grades of "C" or better in the courses taken at the University to remain in the program.

Application Procedures for Pre-College

1. Apply online at www.corban.edu. The Application for Admission includes a brief personal faith statement regarding the applicant's relationship to Jesus Christ. The application must also include contact information for an individual who has an understanding of the applicant's Christian faith and is willing to serve as a reference. It is recommended that this person be a leader in the applicant's church. This cannot be a family member.
2. Submit an academic transcript for all courses taken in high school from the ninth grade to the present. High school students may enroll in no more than seven semester hours during any regular semester. Pre-college students in good standing are automatically admitted to Corban following graduation from high school. All additional credentials must be received before university enrollment.

Cost and Credit

Pre-college students may take a maximum of 14 semester hours (over two semesters) with a tuition charge of $65 per credit hour. Additional course fees may apply. Credit earned during pre-college courses 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 academic records from both high school and college.

To facilitate the transition between colleges, each transfer student is assigned an academic advisor with whom they 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 the student 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 communicated 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. 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. On 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 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) may be from Advanced Placement (AP), International Baccalaureate (IB), A-level work, or its equivalent.

CRIMINAL CONVICTIONS

It is the policy of Corban University 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 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. 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 homeschooled. 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.

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 six 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 complete 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 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 disabilities. Documentation of an existing disability is required. Students are encouraged to contact the Office 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 at a two-year college, and no more than 50% (60 credits) of the degree may be transferred in from a two-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 grade lower than a "C-" will transfer from another institution. Students are responsible for submitting either a college catalog or course syllabus should one be needed. Corban does not transfer GPAs, 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 made available for each transfer applicant. All matriculating transfer applicants are required to send final and official college transcripts to the University before the start of classes.

After enrolling and completing a semester at Corban, the transfer student assumes a new cumulative GPA that is subject to academic policies established by the University.

TUITION DEPOSIT

All applicants for admission and readmission must submit a tuition deposit. This deposit must be submitted to the Office of Admissions by May 1. Deposits received after May 1 are under the condition that space is available. Please note that the deposit is only refundable up until the May 1 deadline.

Following 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 benefits through the Veterans Administration well in advance of registration to help ensure that the necessary paperwork will be completed in time. The Veterans webpage (https://www.corban.edu/registrar/veterans/) may provide links to 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.

UNDERGRADUATE 2024-2025 TUITION AND FEES

TRADITIONAL UNDERGRADUATE

	Semester	Per Year
Tuition Charges		
Full Time Tuition Package Rate (12-18 cr)	$ 18,586	$ 37,172
Part Time: 1-5 credits (per credit)	$ 1,100	
Part Time: 6-11 credits (per credit)	$ 1,100	
Overload per credit (above 18 credits hours)	$ 1,100	
Pre-College/Dual Credit (per credit)	$ 65	
Study Abroad Tuition	Per Program	
Residence Charges (Per Semester)		
Balyo or Davidson Standard (Double/Triple)	$ 3,588	
Balyo or Davidson Single	$ 4,588	
Prewitt/Van Gilder Standard (Double/Triple/Quad)	$ 3,273	
Prewitt/Van Gilder Single	$ 4,273	
Aagard Double	$ 3,273	
Aagard Single	$ 4,273	
Townhouse Double	$ 3,273	
Townhouses Single	$ 4,273	
Meal Plans: (Per Semester)		
A meal plan is required for all residents. No changes may be made after the close of registration.		
Weekly 19 (Includes $150 Warrior Dollars)	$ 2,757	
Weekly 17 (Includes $125 Warrior Dollars)	$ 2,598	
Weekly 15 (Includes $100 Warrior Dollars)	$ 2,498	
OPTIONAL COMMUTER BLOCK PLANS: Flat price listed below		
Block 200 (Includes 200 meals & $200 Warrior Dollars)	$ 2,343	
Block 100 (Includes 100 meals & $100 Warrior Dollars)	$ 1,116	

ADDITIONAL FEES AND COSTS

COURSE FEES*:

Course	Cost per Course
AGS222L	$75
AGS225L	$75
ART13100	$25
BIO210L0/BIO220L0	$75
BIO234LO/BIO244LO	$75
BIO304LO	$75
BIO330LO	$75
BIO374L0	$60
BIO443LO	$75
BIO444LO	$75
BUS20300	$100
BUS40300	$25
CHM214LO/CHM224L	$75
CHM215L0/CHM230L0	$60
CHM314LO/CHM324LO	$75
CHM3200	$75
CJU27300	$65
CML81400	$100
CML82400	$100
CML83400	$100
CML84400	$100
CML85400	$100
CML86400	$100
CML89500	$1,000
CML89600	$500
CNL51200	$50
CNL51300	$50
CNL561/562/563	$50
CNL564/565/566	$50
Criminal Justice Internship	$25
EDU331L0	$100
EDU41800	$50
EDU462EB	$350
EDU46312	$300
EDU46500	$125
EDU46710/46712	$450
EDU531L	$125
EDU56300	$300
EDU56400	$150
EDU56600	$125

Course	Cost per Course
EDU56700	$450
EDU567A0	$450
EDU61800/618MH	$100
EDU618EL	$100
EDU718	$100
HLT40100	$75
HPR12100	$15
HPR12101	$15
HPR121AF	$60
HPR121AS	$60
HPR121FC	$15
HPR121PC	$15
HPR121SD	$60
HPR121ST	$15
HPR121XC	$75
HPR13100	$100
HPR131AR	$55
HPR131B0	$15
HPR131BL	$15
HPR131BT	$15
HPR131BW	$94
HPR131FF	$40
HPR131HS	$350
HPR131MA	$30
HPR131SC	$225
HPR131SD	$75
HPR131TO	$35
HPR131TT	$15
HPR131V0	$15
HPR131WH	$350
HPR401	$35
KIN24300	$35
KIN34100	$25
KIN34300/KIN44300	$35
KIN40100	$45
KIN40200	$45
KIN40300	$35
KIN42300	$35
KIN47300	$549
MA461/463	$100

Course	Cost per Course
MEA20200	$50
MEA22200	$50
MEA26400	$50
MEA32300	$50
MEA34400	$50
MEA35400	$50
MEA41700	$100
MEA41800	$100
MEA41900	$100
MEA47300	$100
MGT32300	$39
MKT32500	$15
MKT33300	$25
MKT336	$25
MKT393	$25
MKT464	$25
MTH10300	$75
MTH11300	$75
MTH31300	$30
MTH31300	$30
MTH36400	$25
MUE11100	$341
MUE24100	$25
MUE25100	$25
MUE300ED	$55
MUP111	$341
MUP11100	$341
MUP111B0	$371
MUP111G0	$341
MUP111HO	$341
MUP111P0	$341
MUP111PP	$341
MUP111S0	$371
MUP111V0	$391
MUP111W0	$371
MUP112B0	$742
MUP112G0	$682
MUP112H0	$682
MUP112P0	$682
MUP112PP	$682

Course	Cost per Course
MUP112S0	$742
MUP112V0	$782
MUP112W0	$742
MUP151V1	$35
MUP211B0	$371
MUP211G0	$341
MUP211H0	$341
MUP211P0	$341
MUP211PP	$341
MUP211S0	$371
MUP211V0	$391
MUP211W0	$371
MUP212B0	$742
MUP212G0	$682
MUP212H0	$682
MUP212P0	$682
MUP212PP	$682
MUP212S0	$742
MUP212V0	$782
MUP212W0	$742
MUP311B0	$371
MUP311G0	$341

Course	Cost per Course
MUP311H0	$341
MUP311P0	$341
MUP311PP	$341
MUP311S0	$371
MUP311V0	$391
MUP311W0	$371
MUP312B0	$742
MUP312C0	$675
MUP312CM	$675
MUP312G0	$682
MUP312H0	$682
MUP312P0	$682
MUP312PP	$682
MUP312S0	$742
MUP312V0	$782
MUP312W0	$742
MUP38100	$200
MUP411B0	$371
MUP411G0	$341
MUP411H0	$341
MUP411P0	$341
MUP411PP	$341

Course	Cost per Course
MUP411S0	$371
MUP411V0	$391
MUP411W0	$371
MUP412B0	$742
MUP412C0	$675
MUP412CM	$675
MUP412G0	$682
MUP412H0	$682
MUP412P0	$682
MUP412PP	$682
MUP412S0	$742
MUP412V0	$782
MUP412W0	$742
MUP48100	$300
MUS413V0	$36
PHY215LO/PHY230LO	$75
SCI133L0	$75
SCI143L0	$75
SCI39100/SCI39200/SCI39300	$50

*Course fees are non-refundable after the course drop date.

OTHER FEES:

Athletic Participation Fee (per year)	$ 325
Audit Fee (per credit)	$ 65
Course Registration Change Fee	$ 10
Course Withdrawal Fee	$ 10
CPR/AED Transfer Fee	$ 75
Criminal Justice Association (Criminal Justice, Forensic Psychology majors and minors; per sem.)	$ 85
Dual Credit (per credit)	$ 65
Education Association (Education majors and minors; per semester)	$ 10
Education Technology Update Fee (Education majors and minors; per semester)	$ 10
Enrollment Fee (entry year only)	$ 150
Graduation Application Fee (non-refundable)	$ 150
Counseling Services Fee (Undergraduate students only; per semester)	$ 35
Hoff School of Business Association (Business Administration majors and minors; per semester)	$ 20
Independent/Directed Study Fee (per course)	$ 300
Late Payment Fee	$ 25
Ministry Association (Ministry, Intercultural Studies and Kairos majors; per semester)	$ 45
Parking Fee (Undergraduate students only; per semester)	$ 35
Payment Plan Fee (per semester)	$ 55
Psychology Association (Counseling Psychology, Psychology majors and minors; per semester)	$ 25
Research Symposium Fee (Assoc. of Health Sci, Ag Sci, Biology, Exercise Sci, Health Sci, Kinesiology, Counseling Psychology, Forensic Psychology, Psychology majors; per year)	$ 10

Rescheduling Final Exam (per exam)	$ 25
Returned Payment Fee	$ 25
Sports Medicine Fee (per year)	$ 200
Student Activity Fee (per semester)**	$ 531
Transcript Fee	$ 10

** Funds student government, services, intramurals, technology, and security.

UNDERGRADUATE ONLINE PROGRAM

Tuition (per credit hour)	$ 450
Technology fee (per semester)	$ 40
Enrollment Deposit (due after acceptance)	$ 100
Graduation Application Fee (non-refundable)**	$ 150
Independent Study/Directed Study fee (per course)	$ 300
Life Learning Paper (LLP) or Business and Professional Training (BPT) submissions (per credit with a max of $800 for four or more credits)	$ 200

STUDENT ACCOUNTS POLICIES (UNDERGRADUATE and GRADUATE)

COURSE CHANGES REFUND POLICY

No tuition or fee 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.

If a student fully withdraws from the University, the following tuition refund policy applies:

For 15-week courses:

Weeks 1-2	100% refund
Week 3-4	75% refund
Week 5-8	50% refund
Week 9	40% refund
Week 10-16	0% refund

For 8-week courses:

Week 1	100% refund
Week 2	75% refund
Week 3-4	50% refund
Week 5	40% refund
Week 6-8	0% refund

*For term specific dates, visit corban.edu/student-accounts/student-accounts-refund-policy/

PAYMENT POLICY

For traditional undergraduate students not on a monthly payment plan, the account balance (charges minus financial aid) is **due each semester, on the first day of the term.**

A payment plan service is provided by the University at a cost of $55 per semester. Semester balances can be split over five equal payments and set up on an automatic payment for your convenience. To have a five-month payment plan, the student

must enroll by July, for the fall semester, or December, for the spring semester. After this point, the plan is only eligible for the remaining months of the term. The payment plan is designed to have the full balance paid by the end of each term. Students can enroll for this payment plan in their student portal at corban.populiweb.com by clicking on the "Financial" tab. Payment dates are the 5th or 20th of each month. If a student is enrolled in a payment plan and has a payment overdue by more than 10 days, a $25 late payment fee may be assessed. If two payments are missed, the student is no longer eligible for the payment plan, and the balance is subject to the 1.5% monthly finance charge.

All major credit cards are accepted for payment online, and a 1.5% convenience fee will be charged at the time of payment. Delinquent accounts (no payment and/or no payment plan) may be assessed a monthly 1.5% finance charge on the unpaid balance. There is no fee for electronic check payments.

No transcripts or diplomas will be issued for students with a balance due.

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 fafsa.gov in order to be assessed for the maximum amount of financial aid available. Specific information regarding what grants, scholarships, and loans are available can be found at www.corban.edu.

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 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 POLICY

UNDERGRADUATE AND GRADUATE

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 its institutional aid. Progress is measured by: (1) the student's cumulative grade point average, (2) pace of progression (the number of earned credits in relation to attempted credits), 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 Grade Point Average: Undergraduate students who drop below a 2.00 cumulative GPA do not meet the standards of Satisfactory Academic Progress. Graduate students who drop below a 3.00 cumulative GPA (2.5 GPA for Graduate School of Ministry) do not meet the standards of Satisfactory Academic Progress. Students may receive further communication from the Financial Aid Office if their semester GPA falls below 2.0 GPA.

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 lose all eligibility for financial aid. The loss of financial aid eligibility may be appealed; appeals that are approved will result in one semester of Financial Aid Probation or the approval of an Academic Plan which may cover a longer period so the student can attain satisfactory academic progress at a measurable point in the future (ex: two semesters). The Academic Plan should be created by the student and his/her academic advisor and/or the Student Support department. Refer to the Academic Plan template and samples for guidance on constructing this plan. The Financial Aid Office will need to approve the Academic Plan. Please see more information about these standings below. Notification of SAP standings will be communicated to the students to their Corban e-mail account.

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

Loss of Eligibility: Students lose eligibility for all federal, state and institutional aid, including grants, scholarships, loans and work-study. Donors or administrators of private outside scholarships often request to be notified of the student's SAP standing as a condition of their award. Private student loan lenders may allow a student who is not meeting SAP standards to receive those specific funds. 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. Loss of Eligibility may be appealed; appeals that are approved will result in one semester of Financial Aid Probation or the approval of an Academic Plan which may cover a longer period so student can attain satisfactory academic progress at a measurable point in the future (ex: two semesters).

Financial Aid Appeals: Students notified that they have not met SAP standards 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. However, appeals received prior to the first week of the term will be considered for that term. 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 and/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 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 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 loses financial aid eligibility 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 University 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.

SATISFACTORY ACADEMIC PROGRESS FOR VETERANS

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

1. To receive VA benefits, undergraduate students certified as full time must enroll in 12 credits each semester. Students considered Three-quarter time must enroll in nine credits each semester, and those considered half time must enroll in six credits each semester. Full-time graduate students must enroll in six credits each semester, and half-time students must enroll in three credits each semester.
2. Students must complete certified credits with a passing grade, and a minimum cumulative grade point average of 2.00, or be placed on academic probation. The VA determines that a C- or above is passing. Probationary students are reported to the VA each semester. If a 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.
3. 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 Subsidized and Unsubsidized Direct 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/admissions-aid/tuition-aid/. You may also email questions to financialaid@corban.edu or call (503) 375-7006.

STUDENT TUITION PAYMENT POLICY

The timely and complete payment of student accounts is an essential element for mission sustainability. In light of this, payment in full of tuition and fees minus awarded financial aid is due by the Friday prior to the start of a course in any semester. Payment in full means:

1. Payment in full of all tuition and fees
2. An established monthly payment plan with Financial Services covering the full amount due.
3. Accepted financial aid that is shown as pending for the full amount due.

Failure to provide payment in full or establish a payment plan may result in disenrollment from the courses at the end of business on the first scheduled day of classes. Furthermore, Corban will place a financial lock on students with stale balances (unpaid balances without a plan for remuneration) from previous semesters. Financial Services will remove the lock, permitting the student to enroll again once full payment is made.

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

Financial aid is prorated based on the number of days the student attended, up to the 60% point in the semester. 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. This will be completed within 45 days after the date of determination that the student withdrew. A revised financial aid award letter will be provided to the student.

If a student received Corban-funded aid, it may be prorated 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 University. Federal financial aid is returned in the following order:

Federal Direct Unsubsidized Loans (other than PLUS Loans)
Federal Direct Subsidized Loans
Federal Direct PLUS Loans
Federal Pell Grants
Federal Supplemental Educational Opportunity Grant Program
Federal TEACH Grants
Iraq and Afghanistan Service Grant

After the 60% point in the semester

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

In the event that financial aid has not yet been disbursed to a student's account at the time of withdrawal, the student will receive a post-withdrawal disbursement of aid in the amount for which they are eligible. This will be completed within 45 days after the date of determination that the student withdrew.

Add/Drop Period

Traditional Undergraduate Program

The add/drop period for Corban's 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 incurred room-and-board expenses, those charges will be prorated. Students may be eligible for a prorated amount of financial aid regardless of how many days they were enrolled.

All Other Programs

Students enrolled in a program other than the traditional undergraduate program should check with their 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 Office of Financial Services within 45 days of the DOD.

If a student does not repay the overpayment or make payment arrangements during that 45-day period, the University 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

When students withdraw from the University, the date the Office of the Registrar is notified will be considered the Withdrawal Date.

If a student fails to report their withdrawal to the Office of the Registrar, the withdrawal date will be the midpoint of the semester. However, on a case-by-case basis, the withdrawal date 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 ceases participation in academically related activities, they may be administratively withdrawn by the University at any point in the term.

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 a class 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 they will attend a module beginning later in the semester. A letter or email sent to the Office of the Registrar and the Office of Financial Aid is considered written confirmation.

If the University 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 they were scheduled to attend? If the answer is no, this is not a withdrawal. If the answer is yes, proceed to question two.
2. When the student ceased to attend, or failed to begin attendance in a course they were 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, proceed to question three.
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 institutional 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 (five 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 student financial aid, contact the Office of Financial Aid at (503) 375-7006 or financialaid@corban.edu.

GRADUATE PROGRAMS 2024-2025 TUITION AND FEES

MASTER'S LEVEL

2024-2025 TUITION AND FEES

MBA, MBIA, MPSA, MPA, MEFM Tuition (per credit hour)	$ 565
Graduate Education (M.S.Ed & GTL) Tuition (per credit hour)	$ 645
Clinical Mental Health Program Tuition (per credit hour)	$ 645
School of Ministry/Master level (per credit hour)	$ 510
School of Ministry/WWI (IBLT) Certificate Completers (per credit hour)	$ 225
Audit Fee (per credit hour)	$ 65
Enrollment Deposit Grad Programs (due after acceptance)	$ 200
Graduation Fee (non-refundable)	$ 150
Independent Study/Directed Study fee (per course)	$ 300

Course fee information can be found in the course fee chart.

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 Office of Financial Aid is always available to assist with financial aid needs. A summary of available programs can be found at www.corban.edu.

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

REFUND POLICY FOR COURSE CHANGES

Tuition refunds for a course or complete withdrawal are based on these timelines:

For 15-week courses:

Weeks 1-2	100% refund
Weeks 3-4	75% refund
Weeks 5-8	50% refund
Week 9	40% refund
Weeks 10-16	0% refund

For 8-week courses:

Week 1	100% refund
Week 2	75% refund
Weeks 3-4	50% refund
Week 5	40% refund
Weeks 6-8	0% refund

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. Tuition and financial aid calculations will be made based on federal requirements.

DOCTOR OF MINISTRY TUITION AND FEES 2024

TUITION

D.Min. Tuition	$ 415.00	Per credit hour
D.Min. Tuition	$ 1,660.00	Per Module (4 x $415)
Thesis Project Seminar	$ 415.00	Each Seminar
Audit Tuition (Current SOM student-per module)	$ 400.00	Per Module
Audit Tuition (Non-SOM student-per module)	$ 500.00	Per Module

FEES & EXPENSES

Application Fee (one time)	$ 50.00	Paid once with initial application
D.Min. Fee (non-refundable)	$ 200.00	100.00 yearly fee per module
Enrollment Deposit	$ 200.00	Due after acceptance
Graduation Fee	$ 150.00	Paid even if "in absentia"
Program Continuation Fee	$ 500.00	Paid upon one-year leave of absence
CML89500 Thesis-Project Fee	$ 1,000.00	Due when first draft is submitted
CML89600 Thesis Continuation Fee	$ 500.00	Paid yearly after the 5th year

Course fee information can be found in the course fee chart.

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. A payment plan service is provided by the Office of Student Financial Services at a cost of $55 per year. Student payment can be split over 10 equal payments (January-October) and set up on an automatic payment. Students can enroll in this payment plan through their student portal, at corban.populiweb.com, by clicking on the "Financial" tab. If a student is enrolled in a payment plan, and has a payment overdue by more than 10 days, a $25 late payment fee may be assessed. If two payments are missed, the student is no longer eligible for the payment plan, and the balance is subject to the 1.5% monthly finance charge.

All major credit cards are accepted for payment online, and a 1.5% convenience fee will be charged at the time of payment. There is no fee for electronic check payments.

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 for students with a balance due.

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. program director 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 build environments that are conducive to student success. Providing students with a wide variety of opportunities to build relationships is vital to a thriving campus environment and is foundational to all aspects of the student life experience.

ATHLETICS and INTRAMURALS

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, men's wrestling, women's indoor volleyball, women's beach volleyball, women's lacrosse, 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 the Student Fitness Center. Students may also participate in a wide array of recreational and competitive sports through participation in intramurals.

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 students to enroll in Bible and theology courses to satisfy degree requirements.
- Chapel Gatherings: Chapel occurs on Monday, Wednesday, and Friday mornings, and is intended for both students and employees. A student-led chapel meets on Wednesday nights. Chapel is a requirement for all first year, sophomore, and junior level students.
- Church Attendance: all students are expected to attend church regularly and participate actively in the service and life of a local evangelical church.

PHYSICAL AND MENTAL HEALTH

The Corban University Counseling Center is located in Music House B and offers a variety of support services for the undergraduate population. For more information regarding these services, please consult Corban's website.

There are medical and urgent care clinics located within three miles of campus. In addition, there are two emergency rooms located within fifteen minutes. AED kits are available in all residence halls and administrative buildings across campus.

The University is not responsible for injuries sustained through the use of its facilities or athletic equipment, or for injuries occurring in classes, during school activities, or while taking part in experiential learning programs, church and community service assignments, or intramural and 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 Office of Student Life.

In addition, students are required to provide documentation of their immunization record.

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 Student Life 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 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 situation, however, living in the company of others only works if each individual is willing to put aside their own preferences in order to honor the whole. We believe this attitude, when put into action, is a prime example of positive Christian counterculture, setting believers apart from the world around them in a positive way, and is an expectation laid out 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, and abide by, the contents of the Student Life 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 Student Life Handbook. For further information, contact the Office of Student Life.

STUDENT PROGRAMS AND ORGANIZATIONS

Student Activities Board

The purpose of the Student Activities Board (SAB) is to provide students with educational and social programs designed to further the mission of Corban University. These programs are designed to encourage student engagement and participation in their overall student experience. Programs are offered throughout the year.

Student Government Association

All traditional undergraduate students who have paid the student activity fee are considered members of the Student Government Association (SGA). The purpose of SGA 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. SGA elections are held each year, and appointed positions are also available for roles that may include responsibilities over areas such as finance and administration, marketing and communications, student ministries, student initiatives, and community engagement.

New Student Organizations and Special Projects

Any student wanting to initiate a student organization or a special project may obtain the necessary forms in the SGA office. Student organizations, or special projects, must be formed around specific interests and must abide by the guidelines established for recognition by the SGA and the Student Life department. 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

Traditional undergraduate students who wish to live off campus must meet at least one of the following conditions:

- Registers for less than 12 units.
- Will turn 21 years of age and will achieve junior status (60 or more credits) prior to the first day of the semester.*
- Married or over the age of 22.
- Living with parent at the parent's primary residence.

** Note: Students who only meet one of these two requirements are not considered eligible to live off campus. Both requirements must be met prior to the first day of the semester.*

Off-campus students must live with roommates of the same gender.

Residential students must submit an off-campus housing form to Student Life to be eligible to live off campus. Once the form is submitted and at least one of these conditions is confirmed, the student will be considered a commuter.

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

Each residence hall has a capable staff available for advice and guidance. This staff works together to develop and maintain

living environments that encourage a sense of belonging.

Every effort is made to assign new students with compatible roommates. Complete information concerning residence hall policies may be found in the Student Life Handbook.

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 Office of Student Life by May 1. If an applicant is accepted for admission after May 1, they have four weeks to submit the housing deposit. The deposit is refundable prior to the May 1 deadline. Students should fill out an online housing preference form and turn it in with their 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. Students 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 area coordinator. Failure to obtain 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 the 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's completion will allow no refunds, but the student may continue to use their meal plan.

MEAL PLANS

All on-campus residents, including townhouse residents, are required to select a meal plan each semester. On-campus residents with 60 credits or less must select one of the weekly plans. Residential students who have earned more than 60 credits must select a weekly plan or the "Block 200" plan. Townhouse residents must select any weekly or block plan. Commuter students have the option to purchase any block plan.

Students select their meal plans when applying for housing. Returning students will make their meal plan selections for the full academic year (fall and spring semesters) when signing up for housing for the following year. No meal plan changes may occur after May 3, 2024. New students beginning in the Fall 2024 semester will select a meal plan during the initial housing application process and may change meal plans until August 1, 2024. New students beginning in the Spring 2025 semester will select a meal plan when applying for housing and may change meal plans until December 1, 2024. Block plans may be added at any time during the semester but may not be removed after the dates listed above, and no refunds will be given.

Campus Dining offers hot meals each day during designated hours between 7:30 a.m. and 7:30 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, throughout the day and evening. Common Grounds sells coffee, 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 crime 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

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, or on call, 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 student orientation.

GRADUATE STUDENTS

CHRISTIAN CONDUCT FOR GRADUATE AND ONLINE STUDENTS

Corban University holds the responsibility of providing guidelines for Christian conduct. These guidelines are designed to help students discern between appropriate conduct that is biblically affirmed, life-giving, and community building, and conduct that runs counter to the University's biblical values and beliefs. that which is God honoring and that, which hinders Christian testimony. Conduct should be motivated by a personal relationship, and love for, God and for others (Matt. 22:34-40). Students are not to engage in actions and activities 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, students are expected to conduct themselves in a manner consistent with biblical principles of godly living. Students are encouraged to develop the skill of living wisely, making choices that demonstrate the ability to apply biblical principles in areas of conduct that is debatable in nature.

For married students, the student's immediate 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, and/or children deserve loving care and support while a student is engaged in academic study.

ACADEMIC DEGREES AND PROGRAMS OF STUDY

DEPARTMENT OF HUMANITIES

DEPARTMENT OF MATH AND SCIENCES

HOFF SCHOOL OF BUSINESS

SCHOOL OF EDUCATION

SCHOOL OF MINISTRY

SCHOOL OF SOCIAL SCIENCES

CENTER FOR NONTRADITIONAL LEARNING

CENTER FOR GLOBAL ENGAGEMENT

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 Business Intelligence and Analytics (MBIA)
Master of Arts in Counseling (MAC)
Master of Arts in Christian Leadership (MACL)
Master of Arts in Classical Hebrew (MACH)
Master of Arts in Divinity (M.Div.)
Master in Exercise and Fitness Management (MEFM)
Master of Public Administration (MPA)
Master of Public Safety Administration (MPSA)
Master of Science in Education (M.S.ED)
Doctor of Ministry (D.Min.)

DEGREES & PROGRAMS OF STUDY BY SCHOOL AND DEPARTMENT

DEPARTMENT OF HUMANITIES

General Studies (A.A.)
English (B.A. /B.S.)
- Communication
- Creative Writing
- Humanities
- Journalism
- Literature

History (B.A. /B.S.)
Interdisciplinary Studies (B.A. / B.S.)
Liberal Arts (B.A. /B.S.)
Media Arts (B.A. /B.S.)
- Creative Media
- Film
- General Media Arts

Music (B.A. /B.S.)
- General Music

Minors
- Communication
- English
- History
- Humanities
- Media Arts
- Music
- Philosophy
- Writing

DEPARTMENT OF MATH AND SCIENCES

Agriculture Science (B.A/B.S)
- Agriculture Business
- Agriculture Science

Biology (B.A. /B.S.)
- Biokinetics (Pre-Physical Therapy)
- Biology
- Biomedical Sciences

Computer Science (B.A./B.S.)
Health Science (A.S.)
Kinesiology (B.A. /B.S.)
- Applied Kinesiology
- Sports and Recreation

Mathematics
Nursing (B.S.)

Minors
- Biology
- Chemistry
- Mathematics

HOFF SCHOOL 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
Master of Business Intelligence and Analytics
Master in Exercise and Fitness Management
Master of Public Administration (MPA)
Master of Public Safety Administration (MPSA)

SCHOOL OF EDUCATION

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

Intercultural 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)

SCHOOL OF MINISTRY

Ministry* (B.A. / B.S. / MACL)
Christian Ministry (B.S/ MACL)
Intercultural Education (B.S/ MACL)
Ministry - Kairos Program* (B.A. / B.S. / M.Div.)
Church Ministry (B.S./M.Div.)
Intercultural Studies*(B.S./ MACL)
General Intercultural Studies
Language and Culture
TESOL

* ***Intercultural, Ministry, Ministry-Kairos majors are accelerated (fast-track) programs.***

Minors

Bible
Christian Ministry
Intercultural Studies
Linguistics
TESOL

Master of Arts in Christian Leadership (MACL)

Christian Teaching
Non-profit Leadership
Spiritual Formation

Master of Arts in Classical Hebrew (WWI)

Graduate Certificate in Biblical Hebrew Translation (Non-Degree)

Master of Divinity (M.Div.)

Church Ministry

Doctor of Ministry (D.Min.)

Strategic Leadership

SCHOOL OF SOCIAL SCIENCES

Counseling Psychology (B.A. / B.S.)
General Counseling Psychology
Marriage & Family
Trauma & Addictions
Criminal Justice (B.A. /B.S.)
Forensic Psychology (B.A. /B.S.)

Minors

Counseling Psychology
Criminal Justice
Forensic Psychology

Master of Arts in Counseling (MAC)

NONTRADITIONAL ONLINE PROGRAM:

Applied Business (A.A.B.) *Online Only*
Applied Business (B.A. / B.S.) *Online Only*
Biblical and Theological Studies (B.A./B.S.) *Online Only*
Interdisciplinary Studies, B.S.
Psychology (B.A. / B.S.) *Online Only*

CENTER FOR GLOBAL ENGAGEMENT:

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

Academic Study Tours:	Interdisciplinary and departmental academic tours (Israel, Honduras, Turkey, Uganda, and others).
Study Abroad:	Off-campus, study programs offered by other universities and organizations.
Cross-Cultural Field Work:	Summer overseas work under the direction of a career missionary. Meets some academic and service requirements.
Honors Program:	Provides academic enrichment beyond the regular undergraduate curriculum. Admission determined by GPA and test scores.
ROTC:	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.

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 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.

Holistic Development

Corban is committed to creating a community that promotes worship, creative expression and activities that reflect God's character. Development of all aspects of the created person is essential to enabling students to fully express themselves as people created in the image of God. A holistic approach encourages physical and emotional health as well as a well-developed spiritual life and deep social relationships. Engagement and intentional strategies for collaborating with others are used to equip and enhance interpersonal and intrapersonal awareness.

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 positive changes in society. Using resources and personal talents to serve others demonstrates a life of integrity and service.

See General Education Outcomes Chart on following page.

UNIVERSITY THEME	UNIVERSITY OBJECTIVE	GEN ED LEARNING OUTCOME	KEY ASSESSMENT
Transformative Learning	**Information Literacy:** 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	**Effective Communicator**: 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	**Competent Thinking**: 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	**Missional Focus:** 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	**Servant Leadership**: 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)

Bible Minor Requirements (18)

Prorated based on transfer hours accepted at point of matriculation: 30 hrs=15 credits, 60 hrs = 12 credits

All students are required to take BIB103, BIB105, THE205, ITC Elective

Students who complete the 18 credits, including 6 credits of upper division, with a C- or better will receive the Bible Minor. First year college students are excluded from the prorated agreement.

BIB103	Intro to Biblical Literature	3
BIB105	Bible Study Methods	3
THE205	Introduction to Theology	3
ITC	Intercultural Studies Elective	3
CMI	Christian Ministry Elective	3
BIB/THE	Bible or Theology Elective	3

Communications (9)

WRI123	College Writing I	3
WRI132	College Writing II	3
COM102	Fundamentals of Speech **or** approved course with oral presentation component	3

Humanities (9)

ENG/HUM	English Literature or HUM prefix Elective	3
PHL213	The Worldview Seminar	3
	Humanities Elective	3

Mathematics and Sciences (9)

MTH	Math elective	3
SCI	Science w/Lab elective	3
MTH/SCI	Math or Science elective	3

Social Sciences (9)

HIS114/124	American History I **or** II	3
	Non-U.S. History Elective	3
	Non-History Social Science Elec	3

General Education (6)

IDS101	Freshman Seminar	1
	General Education Electives*	5

****(Any Gen Ed Discipline & HPR121/131/250***
HPR limited to 3 total hours, No Varsity Sports.
Prorated Bible must be made up with Gen Ed Electives)

BACHELOR OF ARTS (61)

Bible Minor Requirements (18)

Prorated based on transfer hours accepted at point of matriculation: 30 hrs=15 credits, 60 hrs = 12 credits

All students are required to take BIB103, BIB105, THE205, ITC Elective

Students who complete the 18 credits, including 6 credits of upper division, with a C- or better will receive the Bible Minor. First year college students are excluded from the prorated agreement.

BIB103	Intro to Biblical Literature	3
BIB105	Bible Study Methods	3
THE205	Introduction to Theology	3
ITC	Intercultural Studies Elective	3
CMI	Christian Ministry Elective	3
BIB/THE	Bible or Theology Elective	3

Communications (9)

WRI123	College Writing I	3
WRI132	College Writing II	3
COM102	Fundamentals of Speech **or** approved course with oral presentation component	3

Humanities (18)

ENG/HUM	English Literature or Approved Lit based HUM prefix Elective	3
PHL213	The Worldview Seminar	3
	Foreign Language	12**

Mathematics and Sciences (6)

MTH	Math elective	3
SCI	Science w/Lab elective	3

Social Sciences (9)

HIS114/124	American History I **or** II	3
	Non-U.S. History Elective	3
	Non-History Social Science Elec	3

General Education (1-6)

IDS101	Freshmen Seminar	1
	General Education Electives	met in Humanities

****(Any Gen Ed Discipline & HRP121/131/250***
HPR limited to 3 total hours, No Varsity Sports.
Prorated Bible must be made up with Gen Ed Electives)

*****B.A. degree requires the equivalent of 12 credits of study in a foreign language. This requirement may be fulfilled 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.
2. CLEP and transcript 6 cr or 12 cr. Remaining credits in humanities.
3. COM363, COM373 Language & Culture Acquisition I, II and 6 additional credit hours of foreign language.
4. Two foreign languages may be selected with the minimum of 6 credits in each language.
5. Completion of the Corban Language Institute Pathway to English advanced fluency courses.
6. 12 credits of study in a Foreign Language.

DEPARTMENT OF HUMANITIES

UNDERGRADUATE PROGRAMS

GENERAL STUDIES
ENGLISH
HISTORY
INTERDISCIPLINARY STUDY
LIBERAL ARTS
MEDIA ARTS
MUSIC

GENERAL STUDIES

GENERAL STUDIES (ASSOCIATE OF ARTS) (60)

Biblical Studies		**(12)**
BIB103	Intro to Biblical Literature	3
BIB105	Bible Study Methods	3
THE205	Introduction to Theology	3
ITC	Intercultural Studies Elective	3
Communications		**(9)**
WRI123	College Writing I	3
WRI132	College Writing II	3
COM102	Fundamentals of Speech **or** Oral Communications course	3
Humanities		**(9)**
ENG/HUM	English Literature or HUM prefix Elective	3
PHL213	The Worldview Seminar	3
	Humanities Elective	3
Mathematics and Sciences		**(9)**
MTH	Math elective	3
SCI	Science w/Lab elective	3
MTH/SCI	Math or Science elective	3
Social Sciences		**(9)**
HIS114/124	American History I **or** II	3
	Non-U.S. History Elective	3
	Non-History Social Science Elec	3
General Education		**(12)**
IDS101	Freshman Seminar	1
	General Education Electives*	11

(Any Gen Ed Discipline & HPR121/131/250 HPR limited to 3 total hours, No Varsity Sports.)

ENGLISH

PROGRAM OVERVIEW

Students learn skills such as creative problem solving, adaptive thinking, textual analysis, and rhetorical discernment, all of which employers desire, and all of which help emerging professionals to make a difference in the world for Jesus Christ. Our classes cultivate portable skills that keep students marketable wherever they go in this rapidly changing environment:

- creative and critical thinking skills (how to read and understand texts, visual rhetoric, and other aspects of art)
- compelling communication skills (how to write, perform, and produce at the highest level)
- analytical and interpretive skills (how to interpret texts, data, and the arts, situating them in history and culture).

Even more, students will engage in life-long friendships that encourage their appreciation of the arts as an aspect of God's redemptive voice.

The Literature Concentration invites students to pursue the great conversations in literature from the ancient to the contemporary world. Upper-division courses include literature, philosophy, and advanced writing. Students can also pursue these studies abroad in Oxford, England, 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 coaching, and faculty-supported internships help students develop portfolios rich with the kinds of writing, speaking, performance, and visual art abilities sought by employers in a wide variety of careers and ministries.

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. Graduates transfer classroom and internship skills to print, digital, and mobile mediums.

The Creative Writing Concentration allows students time to focus on their development as writers. In small, intimate courses, students read and critique each other's writing, practice their various genres, learn how to submit and publish their work, and develop skills for success in a variety of career paths. Distinguished, highly published faculty teach these 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 a wide range of entrepreneurial students and those who want to attend graduate studies in various fields, including literature, the arts, ministry, and law.

PROGRAM MISSION AND VISION

The mission of the English program is to prepare students who 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: to help students pursue the active, creative, lifelong adventure of learning , and to encourage students to worship and serve God through the study of great writing and art. Additionally, we believe that education is more than course work and competency requirements and more than simply preparing for a career. Education helps us to find and use our redeemed voices 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.

OCCUPATIONAL OPPORTUNITIES

Personal mentoring, small class sizes, and faculty-supported internships enhance each graduate's prospects for pursuing careers in writing, editing, teaching, web design, media arts, journalism, public relations, cinema, corporate communication, human resource management, theater, 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

Tamara P. McGinnis
Gina Ochsner
Felicia Squires
Ryan Stark
Colette G. Tennant
Marty Trammell
James P. Hills, Emeritus

MAJORS
English, B.S. or B.A.
CONCENTRATIONS
- Communication
- Creative Writing
- Humanities
- Journalism
- Literature

Education: Language Arts*
*requirements are listed under Education

MINORS
Communication
English
Humanities
Philosophy
Writing

CORE REQUIREMENTS FOR ALL ENGLISH MAJORS (16)

Writing Core 3
WRI123 College Writing 1

Theory Core 3
ENG373 Literary Criticism
MEA383 Narrative Theory: Writing for New Media

Language Core 3
ENG 383 Nature & Structure of English
WRI 423 Persuasive Theory & Writing

Literature Core 6
ENG224 Western Literature 1
ENG234 Western Literature 2
HUM222 Reading the World
ENG143 Faith and the Literary Imagination

Capstone 1
ENG433 Senior Capstone Course

B.S. IN ENGLISH: LITERATURE (40)

Core English Requirements		**(16)**
Specific Requirements		**(24)**
ENG	Upper-Division Electives At least one class each selected from English, American and World Literature	18
WRI	Writing 200-400 Electives In addition to WRI123, WRI132	6

B.S. IN ENGLISH: COMMUNICATION (42)

Specific Requirements (27)

MEA202	Visual Arts Foundation	3
MEA213	Media and Society	3
MEA222	Visual Arts II: Digital Storytelling	3
COM223	Oral Interpretation	3
JNR283	Integrated Media & Publication	3
COM333	Organizational Comm.	3
COM343	Advanced Speech	3
MEA383	Narrative Theory	3
WRI423	Persuasive Theory & Writing	3

Choose 6 credits from the following

WRI343	Creative Writing Nonfiction	3
MEA344	Studio Voice, Audio, Podcast	3
PHL303	History of Philosophy	3
PHL223	Logic and Rhetoric	3
ITC403	Intercultural Communication	3
COM413	Communication Internship	3

Choose 9 credits from the following

ENG/HUM/COM/WRI 200-400

B.S. IN ENGLISH: CREATIVE WRITING (40)

Core English Requirements		**(16)**
Specific Requirements		**(24)**
WRI222	Creative Writing	3
WRI3131	Poetry Writing	3
WRI3134	Script and Screen Writing Or	3
WRI463NW	Novel Writing	
WRI3133	Short Story Writing	3
WRI343	Creative Writing Nonfiction	3
WRI465	Adv. Creative Writing	3
ENG	Literature Electives 200-400 level courses	6

B.S. in ENGLISH: HUMANITIES (40)

Core English Requirements		**(16)**
Specific Requirements		**(24)**
PHL223	Logic and Rhetoric	3
PHL303	History of Philosophy	3
ENG/PHL	Upper-Division Literature or Philosophy	6

200-400 Literature, Writing or Philosophy Courses 12

B.S. in ENGLISH: JOURNALISM (43)

Core English Requirements		**(16)**
Specific Requirements		**(27)**
MEA213	Media and Society	3
JRN263	Journalist Writing I	3
MEA283	Integrated Media & Publication	3
MEA323	Media Lab	3
MEA413	Media Internship	3
WRI423	Persuasive Theory & Writing	3
MKT333	Marketing Principles	3
WRI343	Creative Writing Nonfiction	3
PHL303	History of Philosophy OR	3
THE333	Christian Ethics	3

MINOR IN ENGLISH (21)

Prerequisites: Six units of lower division literature.

Choose One:

WRI222	Creative Writing	
WRI343	Creative Writing Nonfiction	3
WRI423	Persuasive Theory & Writing	

Specific Requirements:

ENG/PHL/COM		3
ENG	300-400 American Literature	3
ENG	300-400 British Literature	3
ENG	300-400 World Literature	3
ENG413S	Shakespeare	3
	Or	
HUM255	Shakespeare in Film	
ENG307MA	American Lit: Diverse Writers	3
	Or	
ENG330	Women's Literature	

MINOR IN COMMUNICATION (24)

Prerequisites: Six units of lower division literature.

MEA213	Media and Society	3
THR233	Dramatic Arts I	
	Or	3
COM223	Oral Interpretation	
JRN263	Print Journalism I	3
COM212	Argumentation & Debate	
	Or	3
COM343	Advanced Speech	
COM333	Organizational Comm.	3
COM403	Intercultural Communication	3
WRI423	Persuasive Theory & Writing	3
	One of the following:	3
MEA323	Media Lab	
MEA202	Visual Arts Foundation	
MEA222	Visual Arts II: Digital Storytelling	

MINOR IN HUMANITIES (18)

PHL303	History of Philosophy	3
PHL223	Logic & Rhetoric	3
OR		
PHL243	Philosophy & the Fantastic	
ENG/HUM/PHL	Humanities Electives	6
ENG/HUM/PHL	300-400 Electives	6

MINOR IN PHILOSOPHY (18)

Philosophy Requirements		**(12)**
PHL213	The Worldview Seminar	3
PHL243	Philosophy and the Fantastic **or**	
PHL253	Philosophy and Video Games	3
PHL303	History of Philosophy	3
PHL323	Logic and Rhetoric	3
Theology Electives ***(Choose one)***		**(3)**
THE399	Christianity & Contemporary Culture	3
THE413	Contemporary Theology	3
THE403	Apologetics	3
THE333	Christian Ethics	3
THE493	Special Topics	3
Elective ***(Choose one appropriate to major and/or interest)***		**(3)**
CML303	Philosophy of Ministry	3
MEA213	Media and Society	3
MEA424	Media Law and Ethics	3
CJU323	Criminology	3
ENG373	Literary Criticism	3
HIS233	A History of Film	3
HIS424	Christian Ethics and the Problem of Evil	3
MTH370	History of Mathematics	3
PHL493	Special Topics in Philosophy	3
POL243	Political Philosophy	3
PSY406	History and Philosophy of Psychology	3
PSY495	Psychology and Christianity	3
THE262	Bioethics	3

MINOR IN WRITING (18)

Prerequisites:

WRI123	College Writing I	3
WRI132	College Writing II	3

Writing Minor Course Requirements (18)

Students must take 18 hours from the following course list:

PHL323	Logic & Rhetoric	3
WRI222	Creative Writing	3
WRI3131	Poetry Writing	3
WRI3132	Play Writing	3
WRI3133	Short Story Writing	3
WRI343	Creative Writing Nonfiction	3
WRI463	Novel Writing	3
WRI423	Persuasive Theory & Writing	3

HISTORY

PROGRAM OVERVIEW

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 insight into 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 to 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.

History majors are certainly well-prepared for careers in the field, often beginning with further education in graduate school. In fact, over the past decade, Corban history graduates have achieved a stellar acceptance rate (over 90%) at American and British graduate institutions. However, like generations of liberal arts students before them, the vast majority of Corban history majors go into career fields beyond the realm of history itself, from entrepreneurial or corporate business to law, from state and federal government agencies to missions. This is because the broad, holistic framework of a liberal arts education is ideal. Graduates in fields like history possess an array of highly marketable skill sets, such as:

- Information Synthesis
- Critical Thought/Analysis
- Written & Oral Communication Skills
- Highly Developed Collaborative Skills
- Cultural Awareness & Real-World Knowledge

Though not limited to the following options, History majors would be well-suited for these History-related careers:

- Secondary Education – History/Social Studies
- Higher Education: History Faculty
- Historian (Park Service: State or National)
- Museum Curator/Director (e.g., State Historical Society)

Though not limited to the following options, History majors are also well-suited for these non-History careers:

- Ministry
- Criminal Justice/Law Enforcement
- Attorney
- Author/Journalist
- Filmmaking
- Marketing/Communications
- Entrepreneur
- Diplomat
- Intelligence Analyst

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

MAJOR
Bachelor of Science:
- History

*B.S. in Social Studies Education
*requirements for this major are listed under Education: Social Studies Education.

MINOR
History

B.S. IN HISTORY (42)

Core Requirements for all History Majors		**(6)**
HIS114	American History I	3
HIS124	American History II	3

Select two courses from the following: (6)

ANT303	Cultural Anthropology	3
BUS210	Contemporary Economics	3
POL103	Introduction to Politics	3
POL203	American Government	3
SOC203	General Sociology	3

Upper-Division Requirements		**(18)**
HIS303MA	History of Modern Africa	3
HIS315	Studies in World History: The American Empire	3
HIS332	History of Ancient Greece and Rome	3
HIS383	History of the British Empire	3
HIS403EA	History of Modern East Asia	3
HIS453	America Society Since 1945	3

Electives - Select at least four classes from the following: (12)

HIS210	Special Topics: American History	3
HIS220	Special Topics: World History	3
HIS233	History of Film	3
HIS310	Special Topics: American History	3
HIS320	Special Topics: World History	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)**
HIS114/HIS124	American History I or II	(3)
HIS214/HIS224	Western Civilization I or II	(3)

Specific Requirements		**(21)**
HIS303MA	History of Modern Africa	3
HIS383	History of the British Empire	3
HIS403EA	History of Modern East Asia	3
HIS453	American Society Since 1945	3
HIS ___	History Electives	9

INTERDISCIPLINARY STUDY

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 academic advisors 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 division chair of each academic discipline and the registrar.

Area of Study #1: **(18)**

Course Number	Course Title (100 + level)	3
Course Number	Course Title (100 + level)	3
Course Number	Course Title (100 + level)	3
Course Number	Course Title (300 + level)	3
Course Number	Course Title (300 + level)	3
Course Number	Course Title (300 + level)	3

Area of Study #2: **(18)**

Course Number	Course Title (100 + level)	3
Course Number	Course Title (100 + level)	3
Course Number	Course Title (100 + level)	3
Course Number	Course Title (300 + level)	3
Course Number	Course Title (300 + level)	3
Course Number	Course Title (300 + level)	3

Between the two areas of study, one area must have
one extra course of 300 + level for a total of 20+ upper-division credits

LIBERAL ARTS

PROGRAM OVERVIEW

The liberal arts program offers students the opportunity to develop those portable concepts and skills necessary to be successful in any number of professions: these skills include curiosity, intellectual agility, the capacity to think critically and creatively, the capacity to communicate effectively, and the ability to understand the world in a holistic, culturally literate way.

Inspired in part by Ernest Boyer's *Scholarship Reconsidered*, the liberal arts degree hopes to instill in students the following abilities, attitudes, and commitments:

1. Scholarship of Discovery:
    a. A commitment to knowledge for its own sake
    b. The capacity to investigate, wherever it may lead
    c. A commitment to process, not just outcomes, in the making of meaning
2. Scholarship of Integration:
    a. A desire to provide meaning and perspective to isolated facts
    b. An ability to make connections across disciplines, bringing new insight
    c. A capability to place research into larger intellectual patterns
3. Scholarship of Application:
    a. A capacity to use research to engage consequential problems and to serve communities
    b. A talent to use scholarship to address the needs of the larger world, drawing upon specific fields of knowledge
    c. An ability to use scholarship to engage in professional activities
4. Scholarship of Teaching:
    a. An ability to transmit knowledge
    b. A capacity to extend knowledge creatively in new directions
    c. A desire to be agents of positive change

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 social understanding.
2) Biblical discernment, evinced in biblical literacy at deep levels.
3) Strong critical and creative thinking skills demonstrated 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 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	Misisonal 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	

LIBERAL ARTS DEGREE FOR OSCI

PROGRAM OVERVIEW

Oregon Department of Corrections, Corban University and Paid In Full Oregon have partnered to bring a four-year Bachelor of Science degree program to the Oregon State Correctional Institution. Paid In Full Oregon is a non-profit organization founded with the purpose of partnering with DOC and Corban University, "to provide inmates a fully accredited bachelor's degree; transforming inmates into spiritual leaders and impacting the prison population throughout the State of Oregon." This program is about transforming lives by transforming adults in custody into spiritual leaders and then sending those leaders throughout DOC to transform the lives of others. Graduates will not remain at OSCI, rather they will be sent to other institutions to serve as mentors to others.

This particular educational offering is only available to students within the ODOC system. Twenty-five students will be enrolled each year, for a maximum capacity of 100 students. Adults in custody will be transferred to OSCI from other institutions if accepted into the program. This is a voluntary program. The minimum requirements are:

- Minimum of eight years left on sentence at time of enrollment
- Non-Cash Incentive Level of 3. Level 2s may be considered with institution review and approval on a case-by-case basis
- High school diploma or equivalent
- Successful application, which will include a short essay, included in the application packet for four years.
- Agreement to mentor others following completion of degree within the Oregon Department of Corrections.
- Sincerely desire the program for reasons stated in the mission.

The liberal arts degree offered at OSCI is intended to give students an opportunity to develop the general skills necessary to serve others in the areas of psychology, social service, and leadership while they complete their sentences within the ODOC system and, following release, to a broader community beyond the walls.

Gaining inspiration from Ernest Boyer's ideas of scholarship in *Scholarship Reconsidered*, 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 gives meaning to the effort
2. Scholarship of Integration:
    a. Giving meaning and perspective to isolated facts
    b. Making connections across disciplines, interpreting and drawing them 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 must not just be "citizenship activities," but 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 social understanding.
2. Biblical discernment, evinced in biblical literacy at deep levels.
3. Strong critical thinking skills demonstrated 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 networking.

FACULTY

Cross-Departmental Faculty

MAJORS

Liberal Arts, B.S.

B.S./B.A LIBERAL ARTS

GENERAL EDUCATION REQUIREMENTS	**60**
BIBLICAL STUDIES	**18**
BIB113 Survey Bible Literature I	3
BIB123 Survey Bible Literature II	3
BIB105 Bible Study Methods	3
THE205 Introduction to Theology	3
CMI302 Teaching the Bible	3
ITC437 Social Justice in Global Context	3
COMMUNICATIONS	**9**
WRI123 College Writing I	3
WRI132 College Writing II	3
COM102 Fundamentals of Speech	3
HUMANITIES	**9**
HUM222 Reading the World, Searching for God	3
PHL213 The Worldview Seminar	3
ENG143 Faith & The Literary Imagination	3
SOCIAL SCIENCES	**9**
HIS114 American History Survey I	3
HISXXX Non-US History Elective	3
PSY105 General Psychology	3
MATHEMATICS AND SCIENCES	**9**
MTH103 Contemporary Math	3
SCI143 Scientific Inquiry: Life Sciences	3
BIO283 Ecology and Evolution	3
OR	
SCIXXX Non-Lab Science	3
GENERAL EDUCATION ELECTIVES	**6**
HUM110 Orientation Seminar	3
PSY215 Social Psychology	3
Total General Education Credits	**60**

LIBERAL ARTS REQUIREMENTS	
Liberal Arts Core Requirements	**13**
HUM153 Introduction to the Liberal Arts	3
ART103 Introduction to Art	3
HUM222 Reading the World , Searching For God (fulfilled in Gen Ed)	
HUM443 Liberal Arts Internship	4
HUM495 Liberal Arts Capstone	3
Cultural Literacy	**6**
SOC363 Ethnicity Social Class and the Family	3
SOC333 Family Violence and Dysfunction	3
Biblical Discernment	**6**
BIB223 The Pentateuch	3
THE463 Biblical Spiritual Formation	3
Critical Thinking	**6**
PHL303 History of Philosophy	3
THE333 Christian Ethics	3
Holistic Worldview	**6**
THE303 Religious Movement	3
THE403 Apologetics	3
Professional Preparedness	**6**
BUS303 Leadership	3
PSY308 Psychology of Addiction	3
Required Electives	**18**
PSY205 Lifespan Development	3
PSY207 Counseling Skills	3
PSY304 Advanced Counseling Skills	3
PSY315 Abnormal Psychology	3
PSY408 Trauma Therapy	3
PSY498 Psychology & Christianity	3
Total Credits Required for Graduation	**121**

MEDIA ARTS

PROGRAM OVERVIEW

The media arts program inspires students to develop their creative potential and produce and deliver great content in various media formats, with concentrations in film studies and creative media, as well as a general degree option. We prepare students to be Christian thought leaders who understand media as an aspect of God's redemptive voice, through which we share the gospel. We write, design, and produce intelligent and aesthetically rich media for the marketplace, ministry, and missions.

Career options in media that were once hard to imagine have now been fully integrated into the mainstream job market. New Media has changed how we communicate, locally, globally, and interculturally. Storytelling, content creation, design thinking, innovation, and production are now highly marketable skills. The shifting media landscape has accelerated in recent years for many reasons, and we find ourselves fully immersed in a digital economy with fields of opportunity for media professionals.

Media arts is more than art for the media industry. We prepare 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 emphasizes current studies in creativity, and the essentials of becoming a successful media entrepreneur, both critical in today's freelance and gig economy.

We believe every student has the capacity to be creative and is called to live out their Imago Dei identity. We recognize that each student enters our program with God-given gifts. This specific path of education in media arts aims to turn gifts into talents, which are the media skills needed to help students unlock doors to careers.

We want students to join the media arts program willing to let us sharpen their God-given gifts into talents. Bring us the bright ones who are full of ideas. Bring us the unique thinkers who love flexibility and imagination. Bring us the individuals who desire independence and want to become courageous and confident in their work. Bring us the hungry, humble, and smart ones who are teachable and ready to learn.

We know that with great power comes great responsibility. Technology and models for producing and delivering media content are constantly evolving, but the need for a foundation in our biblical, ethical, and legal understanding of media remains timeless. When we move out of all the media hype and media habits, we ask questions to promote critical thinking in media arts. What is the agenda behind which media is created? How are some images and ideas marginalized while others are prevalent? What is the impact of media and society on our world? How does media influence politics, art, and culture? What is the role of government regulation of media? How do we interpret media? How does media contribute to globalization? How does the information age change our understanding of authority, credibility, and expertise? And so much more.

We structure the media arts program to give students choice and flexibility while developing as professionals. Our curriculum allows students to charter a personalized journey of study. Courses offer room for students to do class projects in their preferred medium or explore a new one. Our teaching philosophy includes: 1) giving and receiving feedback, 2) learning how to work on a team, 3) meeting deadlines, and 4) viewing failure as an opportunity for rapid improvement. Students are encouraged to collaborate on projects outside of class time and integrate into the Corban and Salem media communities.

We build media portfolios. The Media Arts major provides a graduated course of study that culminates in internships and a student-focused senior capstone course that requires a finished portfolio of work in preparation for the job market or graduate studies. 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. Students are highly encouraged to study abroad at film and media centers in semester-long opportunities and participate in media mission work and media ministry within the local church.

We offer two concentrations: film studies and creative media, along with a general media arts degree for students who want to choose their specific 21 credits, without a concentration. Students are encouraged to partner their media arts degree with a minor from complementary fields like writing, English, communications, business, or ministry.

The Film Studies Concentration prepares students to embark on the road of a professional career in film and video production, focusing on storytelling through artistic cinematic filmmaking and micro video content creation for social media platforms in marketing and advertising. This concentration gives students 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. Students have choice and flexibility to tailor practicum, internship, and portfolio work toward individualized filmmaking and video production goals.

The Creative Media Concentration prepares students to become creative professionals who enter the fields of photography, graphic design, social media, entrepreneurship, digital marketing, journalism, media writing, or public relations/advertising to a wide variety of industries that depend on branding and communication in the digital world. Students in this concentration choose courses based on individual goals to learn studio voice and audio, blogging, vlogging, WordPress, graphic design, photography, and storytelling. Students have choice and flexibility to tailor practicum, internship, and portfolio work toward individualized creative media goals.

The media arts general degree offers students the opportunity to personalize their media worksheet and path by choosing a general media arts degree with no specific concentration. Instead of choosing a concentration, students can mix and match courses from either concentration to get a well-rounded degree that prepares them to excel in their careers. This option is often ideal for transfer students. Students should select 21 credits from the media arts course list to complete a general media arts degree.

Please keep in mind that 20 of your 45 total major credits need to be 300-400 level courses per Corban's graduation requirement for all majors. The core already includes 12 required credits from upper-level 300-400 courses.

PROGRAM MISSION AND VISION

The mission of the media arts program is to prepare global 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, lab projects, and faculty-supported internships enhance graduates' prospects for pursuing careers and ministries as media specialists in the non-profit or corporate communications fields with positions in video production, editing, script, screen, and organizational writing, digital storytelling, photography, magazine production, radio/narrative podcasting, public relations, graphic design, social media strategy, and other developing occupations within media-arts supported careers.

FACULTY

Naomi Yanike

MAJORS	**MINOR**
Media Arts, B.S./B.A.	Media Arts

CONCENTRATIONS:

- Creative Media
- Film
- Media Arts – General

B.S./B.A. MEDIA ARTS: Core Requirements		**(21)**
Media Arts Core Requirements		
MEA202	Visual Arts I: Foundation	3
MEA213	Media and Society	3
MEA222	Visual Arts II: Digital Storytelling	3
MEA253	Creativity and Career	3
MEA383	Narrative Theory	3
MEA424	Media Law and Ethics	3
MEA475	Media Capstone (Portfolio)	3

CREATIVE MEDIA CONCENTRATION	**(21)**
Choose 18 credits of the following:	**(18)**
MEA264 Photography and Visual Rhetoric	3
JRN283 Integrated Media and Publication	3
WRI3134 Script and Screen	3
MEA323 Creative Media Lab	3
MEA344 Studio Voice, Audio, Podcast	3
MEA354 Visual Arts III: Graphic Design	3
MEA417-419 Practicum	3
MEA473 Cinematography	3
MEA493 Media Arts Internship	3
Choose 3 credits of the following:	**(3)**
HIS233 History of Film	3
HUM223 Art History of the Western World	3
HUM240 Music in Film	3
PHL253 Philosophy of Video Games	3
HUM255 Shakespeare in Film and Performance	3
WRI222 Creative Writing	3
MKT336 Social Media Marketing	3
COM223 Oral Interpretation of Literature	3
WRI423 Persuasive Theory and Writing	3

FILM STUDIES CONCENTRATION		**(21)**
Take 12 credits of the following:		**(12)**
MEA344	Professional Audio: Film and Podcast	3
MEA417	Short Film Practicum	3
MEA473	Cinematography	3
WRI3134	Script and Screenwriting	3
Choose 6 credits of the following:		
MEA264	Photography & Visual Rhetoric	3
MEA323	Creative Media Lab	3
MEA354	Visual Arts III: Graphic Design	3
MEA355	Media Entrepreneur	3
MEA418	Social Media Practicum	3
MEA419	Advanced Photography Practicum	3
MEA493	Media Arts Internship	3
JRN283	Journalism & Integrated Media Publication	3
Choose 3 credits of the following:		**(3)**
COM223 Oral Interpretation of Literature		3
HIS233 History of Film		3
HUM223 Art History of the Western World		3
HUM240 Music in Film		3
HUM255 Shakespeare in Film and Performance		3
PHL253 Philosophy of Video Games		3
MKT336 Social Media Marketing		3
MKT435 Marketing Communications		3
WRI222 Creative Writing		3
WRI423 Persuasive Theory and Writing		3

MEDIA ARTS CONCENTRATION (15)

The media arts major offers students the opportunity to personalize their media worksheet and path by choosing a general media arts degree with no specific concentration. Mix and match courses from any concentration to get a well-rounded degree that prepares you to excel in your career. This option is ideal for transfer students to graduate quickly. Select any 15 credits from the above concentrations to complete a general media arts degree.

Please keep in mind that 20 of your 45 total major credits need to be 300-400 level courses per Corban's graduation requirement for all majors. The core already includes 12 required credits from upper-level 300-400 courses.

MINOR – MEDIA ARTS

MEA202	Visual Arts I: Foundation	3
MEA222	Visual Arts II: Digital Storytelling	3

Choose 12 credits from the following courses: (12)
Note: 9 credits must come from upper-division 300 or 400 level

MEA213	Media and Society	3
MEA253	Creativity and Career	3
MEA264	Photography & Visual Rhetoric	3
JRN263	Journalist Writing	3
JRN283	Journalism & Integrated Media Publication	3
MEA323	Creative Media Lab	3
MEA344	Studio Voice, Audio and Podcast	3
MEA354	Visual Arts III: Graphic Design	3
MEA355	Media Entrepreneur	3
MEA383	Narrative Theory	3
MEA424	Media Law and Ethics	3
MEA475	Media Capstone (Portfolio)	3

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, and 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

Mark Stanek

MAJORS
Music, B.S./B.A
Concentrations
- General Music

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 MUS 113 Music Theory I. Students with a weak grasp of music rudiments will take MUS 103 Music Workshop I as a preparatory class before taking MUS 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.

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, students must have:

1. **Piano Proficiency**: Students 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 included 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 their primary instrument. A list of requirements is included 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 MUS223 Music Theory IV and MUS221AS 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, 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)

MUS111AS	Aural Skills I	1
MUS113	Music Theory I	3
MUS121AS	Aural Skills II	1
MUS123	Music Theory II	3
MUS211AS	Aural Skills III	1
MUS213	Music Theory III	3
MUS221AS	Aural Skills IV	1
MUS223	Music Theory IV	3
MUS313	Music History I	3
MUS323	Music History II	3
MUS332	Conducting I	2
MUS421	Christian Musicianship Seminar	1
MUS300	Musicianship Core	0
MUS100	Music Forum (minimum of 6 semesters)	0

Specific Requirements (27)
Select one of the following five: 1
MUE231 Percussion Techniques
MUE241 Woodwind Techniques
MUE251 Brass Techniques
MUE261 String Techniques
MUP171G1 or 171G2 Beginning or Intermediate Guitar

MUS312	Orchestration	2
MUS322	Form and Analysis	2
MUS342	Conducting II	2
MUS413	Pedagogy and Literature	3
MUS491	Final Project	1
MUP	Applied Music (private lessons)	8

This requirement may be met by private lessons at the MUP100 level and above.

MUP	Music Ensembles*	8

Each General Music student is encouraged to experience more than one type of ensemble.
**these courses may be repeated*

EDU331L Alignment Practicum 1

B.S. IN MUSIC: EDUCATION (teach out) (80)
Oregon Authorization Level Options–Early Childhood/Elementary/Middle Level/High School
Core Content Requirements for Music Majors (25)

MUS111AS	Aural Skills I	1
MUS113	Music Theory I	3
MUS121AS	Aural Skills II	1
MUS123	Music Theory II	3
MUS211AS	Aural Skills III	1
MUS213	Music Theory III	3
MUS221AS	Aural Skills IV	1
MUS223	Music Theory IV	3
MUS313	Music History I	3
MUS323	Music History II	3
MUS332	Conducting I	2
MUS421	Christian Musicianship Seminar	1
MUS300	Musicianship Core	0
MUS100	Music Forum (minimum 6 semesters)	0

Additional Content Requirements (23)
Technique Studies: 4 of 5 4
MUE231 Percussion Techniques
MUE241 Woodwind Techniques
MUE251 Brass Techniques
MUE261 String Techniques
MUP171G1 or 171G2 Beginning or Intermediate Guitar

MUP151 Voice Class	1
MUS312 Orchestration	2
MUS342 Conducting II	2
MUP Applied Music (private lessons)	6
MUP Music Ensembles*	8

At least two semesters of choral ensembles and two semesters of instrumental ensembles.

MUS300ED Music Ed Professional Activity	0

Methods/Materials Courses (12)

MUE111 Supplemental Private Lessons	4
MUE202 Foundations of Music Education	2

(Note- choose 2 of the following 3 courses)

MUE343 Methods/Materials in EC/EL	*3*
MUE353 Methods/Materials in Choral	*3*
MUE363 Methods/Materials in Instrumental	*3*

Professional Education Requirements (20)

EDU102 Intro to Education	2
EDU111 Observation Practicum I	1
EDU221 Intercultural Communication	2
EDU221L Observation Practicum II	1
EDU237 The Developing Learner	3
EDU319 Teaching Exceptional Learners-Secondary	3
EDU330 Instructional Alignment I	3
EDU331 Instructional Alignment II	2
EDU331L Field Experience III Alignment Practicum	1
EDU410 Philosophy of Education	2
EDU410 Philosophy of Education	2

B.S. IN MUSIC PERFORMANCE *(teach out)*		**(61-65)**
Core Requirements for Music Majors		**(25)**
MUS111AS	Aural Skills I	1
MUS113	Music Theory I	3
MUS121AS	Aural Skills II	1
MUS123	Music Theory II	3
MUS211AS	Aural Skills III	1
MUS213	Music Theory III	3
MUS221AS	Aural Skills IV	1
MUS223	Music Theory IV	3
MUS313	Music History I	3
MUS323	Music History II	3
MUS332	Conducting I	2
MUS421	Christian Musicianship Seminar	1
MUS300	Musicianship Core	0
MUS100	Music Forum (minimum of 6 semesters)	0
Specific Requirements		**(36-40)**
Select one of the following five:		**1**
MUE231 Percussion Techniques		
MUE241 Woodwind Techniques		
MUE251 Brass Techniques		
MUE261 String Techniques		
MUP171G1 Beginning Guitar OR MUP171G2 Intermediate Guitar		
MUS232	Lyric Diction (vocal performance only)	2
MUS312	Orchestration	2
MUS322	Form and Analysis	2
MUS413	Pedagogy and Literature	3
MUP381	Junior Recital	1
MUP481	Senior Recital	1
MUP	Cognate Applied Music Must study a related instrument	2
MUP	Applied Music (private lessons)	16
This requirement may be met by private lessons at the MUP100 level and above.		
MUP	Music Ensembles*	8

B.S. IN MUSIC: WORSHIP ARTS *(teach out)*		**(63-66)**
Core Requirements		**(25)**
MUS111AS	Aural Skills I	1
MUS113	Music Theory I	3
MUS121AS	Aural Skills II	1
MUS123	Music Theory II	3
MUS211AS	Aural Skills III	1
MUS213	Music Theory III	3
MUS221AS	Aural Skills IV	1
MUS223	Music Theory IV	3
MUS313	Music History I	3
MUS323	Music History II	3
MUS332	Conducting I	2
MUS421	Christian Musicianship Seminar	1
MUS300	Musicianship Core	0
MUS100	Music Forum (minimum of 6 semesters)	0
Specific Requirements		**(34-36)**
MUP	Applied Music (private lessons)	6-8
This requirement may be met by private lessons at the MUP100 level and above.		
MUP	Music Ensembles 8 sem. Choir, Band or Orchestra (Minimum of 4 sem. Choir)	8
MUS132	Technology in Worship and Education	2
MUS203	Music Workshop II	3
MUP151V1	Voice Class I	1
WOR382	Worship Leadership	2
WOR403	Worship Planning/Administration	3
WOR160WA	Worship Arts Practicum (Freshman)	0
WOR260WA	Worship Arts Practicum (Sophomore)	0
WOR361	Worship Arts Internship (Junior)	1
WOR461	Worship Arts Internship (Senior)	1
WOR493	Worship Arts Final Project	3
CML102	Intro to Ministry	1
THE312	Theology of Worship	3
Elective to be chosen from		**(2-3)**
THR233	Dramatic Arts I	3
	or	
THR243	Dramatic Arts II	3
MUS312	Orchestration	2
MUS342	Conducting II	2

.

MINOR IN MUSIC (20)

Specific Requirements		**(9)**
MUP131	Keyboard Class I	1
MUS111AS	Aural Skills I	1
MUS113	Music Theory I	3
MUP	Applied Music (Private Lessons 100+)	2
MUP	Ensembles	2
(MUP371B, MUP371J, MUP371OR, or MUP351CN)		
To Be Chosen from the Following Courses (6 credits must be upper-division courses – not from Ensembles)		**(11)**
MUE202	Foundations of Music Education	2
MUE343	EC/EL Methods and Materials	3
MUE353	Choral Methods and Materials	3
MUE363	Instrumental Methods and Materials	3
MUP	Ensembles (any MUP351 or MUP371)	2
MUP141	Keyboard Class II	1
MUP171G1	Beginning Guitar	1
MUP171G2	Intermediate Guitar	1
MUS103	Music Workshop I	3
MUS203	Music Workshop II	3
MUS121AS	Aural Skills II	1
MUS123	Music Theory II	3
MUS211AS	Aural Skills III	1
MUS213	Music Theory III	3
MUS313	Music History I	3
MUS323	Music History II	3
MUS332	Conducting I	2
MUS342	Conducting II	2
WOR382	Worship Leadership	2
WOR403	Worship Planning and Administration	3
THE313	Theology of Worship	3

DEPARTMENT OF MATH AND SCIENCES

UNDERGRADUATE PROGRAMS

AGRICULTURE SCIENCE
BIOLOGY
COMPUTER SCIENCE
KINESIOLOGY
MATHEMATICS
NURSING

AGRICULTURE SCIENCE

PROGRAM OVERVIEW

The department of math and sciences offers the agriculture science degree, which provides students with the background to pursue a wide array of agricultural careers. These may include careers in animal science, soils science, crop science, food science, farming, ranching, and scientific research. Graduates may also seek further education from universities offering graduate degrees in a variety of agricultural degrees such as agricultural research, agriculture education, agricultural extension, and agriculture leadership. Admission requirements for these graduate programs vary, however, some basic courses are common to most. These common courses are the foundation of the agricultural science major. Students are encouraged to work closely with the program advisor of this major to plan a course of study to meet their educational objectives.

PROGRAM LEARNING OUTCOMES

- Students will demonstrate knowledge and apply understanding of agriculture science principles provided within the agriculture science program.
- Students will demonstrate the ability to problem solve, think critically, and reason analytically, using knowledge gained in agricultural courses and labs.
- Students will demonstrate a basic understanding of the field of agriculture, its key components, and how these key components affect society.
- Students will effectively communicate on a variety of agricultural topics and issues (orally and in writing).
- Students will demonstrate an awareness of new technologies, legislation, and practices in the field of agriculture.
- Students will apply principles of sustainability and environmental care to their agricultural endeavors.
- Students will articulate different ways in which they can think and act in order to exhibit a biblical world view in the agriculture industry.

FACULTY

Susie Nelson

MAJORS
Agriculture Science

CONCENTRATIONS
Agriculture Science
Agriculture Business

B.S./B.A. AGRICULTURE SCIENCE: Core Requirements (30-32)

Agriculture Science Core Requirements		**(20)**
AGS103	Foundations of Agriculture and Ag Science	3
AGS215	Intro to Animal Science	3
AGS222	Soil Science and Management w/lab	4
AGS225	Crop Science w/lab	4
AGS315	Principles of Sustainable Agriculture	3
MGT323	Management Principles	3

Science Requirements		**(10-12)**
CHM214	General Chemistry I w/lab	4
SCI133	Physical Science I w/lab	3
SCI143	Life Science II w/lab	3
	OR	
BIO210	Biology I w/lab	4
BIO220	Biology II w/lab	4

B.S. AGRICULTURE SCIENCE: AG SCIENCE (48-50)

AGRICULTURE SCIENCE CORE REQUIREMENTS (30)

Ag Science Concentration Requirements		**(18-20)**
AGS320	Natural Resources Economics	3
AGS450	Land and Water Management	3
AGS483	Agriculture Internship	3
MTH113	College Algebra	3
Choose 2 of the following:		(6-8)
AGS310	Food Science	3
BIO310	Animal Physiology	3
BIO312	Plant Physiology	3
BIO444	Genetics w/lab	4
SCI304	Microbiology w/lab	4
SCI330	Cell and Molecular Biology, Lab	4

Total of 20 credits upper division are required in the major

B.S. AGRICULTURE SCIENCE: AGRICULTURE BUSINESS (48)

AGRICULTURE SCIENCE CORE REQUIREMENTS (30)

Agriculture Business Concentration Requirements		**(18)**
BUS205	Introduction to Financial Accounting	3
BUS210	Contemporary Economics	3
BAN320	Introduction to Business Analytics	3
MGT323	Management Principles	3
MKT333	Marketing Principles	3
Choose one of the following:		
ACC416	Cost Accounting	3
MGT473	Human Resource Administration	3

BIOLOGY

PROGRAM OVERVIEW

The department of math and sciences offers the biology degree, which provides students with the background to pursue a wide array of future careers. These may include careers in medicine, public health, ecology, pharmaceutical sales, and scientific research. Electives allow students to tailor their program of study to meet the specific admission requirements of their chosen career or professional school. Graduates may seek entrance to professional schools in scientific research, 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 biology major and its associated concentrations. Electives in the major and concentrations 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.

BIOLOGY PROGRAM SPECIALIZATION REQUIREMENTS

Students may declare biology as their program of choice on entry to Corban University. However, to graduate with a biology degree containing either the biomedical sciences or biokinetics specialization requires a minimum GPA of 3.0 on average across all science courses. The student must have a minimum GPA of 2.7 across all other courses taken at Corban.

PROGRAM LEARNING OUTCOMES

- Students will demonstrate knowledge and understanding of the principles of the science courses provided within the biology program.
- Students will demonstrate safe lab practices.
- Students will effectively communicate on a variety of scientific topics and issues (orally & in writing).
- Students will demonstrate basic research practices, including the ability to problem-solve and use technology for computation, data acquisition, analysis, and critical thinking using both quantitative and qualitative approaches.
- Students will articulate different theories on the origin and nature of the universe and life, and explain how each theory affects the interpretation of scientific concepts and assumptions about the world.

OCCUPATIONAL OPPORTUNITIES

Graduates may seek careers, or entrance to graduate or professional schools, in scientific research, ecology, public health, pharmaceutical sales, medicine, physical therapy, physician assistant, optometry, veterinary medicine, dentistry, pharmacy, occupational therapy, and medical informatics.

FACULTY

Sarah M. Comstock Christina Cooper Clinton Knaus Yufeng Zhao

MAJORS
Health Science, A.S.
Biology, B.S. or B.A.
Education: Biology, B.S.* or B.A.*
*requirements for this major are listed under Education

MINORS
Biology
Chemistry

CONCENTRATIONS (OPTIONAL)
Biomedical Sciences
Biokinetics (Pre-Physical Therapy)
Biology

A. S. IN HEALTH SCIENCE (62)

General Ed Core Requirements		**(1)**
IDS101	Freshman Seminar	1
Biblical Education Requirements		**(12)**
BIB103	Introduction to Biblical Literature	3
BIB105	Bible Study Methods	3
THE205	Intro to Theology	3
ITC	Intercultural Studies Elective	3
Communications Requirements		**(9)**
COM102	Fund of Speech or Oral Comm	3
WRI123	College Writing I	3
WRI132	College Writing II	3
Humanities		**(6)**
PHL213	Worldview Seminar	3
HUM	Humanities Elective	3
Social Sciences		**(6)**
HIS114/124	American History I or II	3
PSY205	Lifespan Development	3
Natural Sciences Requirements		**(11)**
MTH223	Statistics & Probability	3
CHM214	General Chemistry I, Lab	4
CHM224	General Chemistry II, Lab	4
Specific Health Science Requirements		**(17)**
BIO234	Human A&P I w/lab	4
BIO244	Human A&P II w/ lab	4
KIN315	Nutrition	3
BIO304	Microbiology w/lab	4
BIO115	Medical Terminology	2

Core Requirements for all Biology Majors (25-27)

Biology Core Requirements		**(19)**
BIO210	Biology I w/lab	4
BIO220	Biology II w/lab	4
CHM214	General Chemistry I w/lab	4
CHM224	General Chemistry II w/lab	4
SCI271	Introduction to Literature Review	1
Two credits of the following:		2

- SCI391 Scientific Research
- SCI481 Internship

Math Requirements		**(6-8)**
Choose 2 of the following courses:		
MTH133	Pre-Calculus	3
MTH223	Statistics & Probability	3
MTH234	Calculus I: Differential	4
MTH244	Calculus II: Integral	4

B.S. BIOLOGY (56)

Biology Core & Math Requirements (25)

Biology Concentration Requirements (31)

BIO283 Ecology and Evolution 3

Choose one of the following Physiology components:

BIO310 Animal Physiology 3

BIO312 Plant Physiology 3

Choose one of the following Cellular components

BIO304 Microbiology w/lab 4

BIO330 Cell & Molecular Biology w/lab 4

Select additional credits to complete 31 credits required

PHY215 Physics I w/ lab 4

PHY230 Physics II w/ lab 4

BIO234 Human Anat & Physiology I w/lab 4

BIO244 Human Anat & Physiology II w/lab 4

BIO310 Animal Physiology 3

BIO312 Plant Physiology 3

CHM314 Organic Chemistry I w/lab 4

CHM324 Organic Chemistry II w/lab 4

BIO304 Microbiology w/lab 4

BIO330 Cell & Molecular Biology w/lab 4

BIO444 Genetics w/lab 4

BIO443 Virology & Immunology 4

SCI391/SCI481 Research or Internship (max 6 cr) 1

BIO4031 Biochemistry 3

Total of 20 credits upper division is required in the major

B.S. BIOLOGY: BIOKINETICS 65

Biology Core & Math Requirements (25)

Biokinetics Concentration Requirements (40)

BIO234 Human Anatomy & Physiology I, w/ Lab 4

BIO244 Human Anatomy & Physiology II, w/Lab 4

PHY215 Physics I w/lab 4

PHY230 Physics II w/lab 4

KIN323 Motor Learning and Development 3

KIN343 Biomechanics 3

KIN423 Physiology of Exercise 3

PSY105 General Psychology 3

Choose one of the following [3]

PSY205 Lifespan Psychology 3

PSY275 Abnormal Psychology 3

Choose at least three of the following to complete a minimum of 20 upper-division credits:

KIN300-KIN400 Kinesiology Elective

Upper-Division Elective: BIO, CHM

B.S. BIOLOGY: BIOMEDICAL SCIENCES (51-59)

Biology Core & Math Requirements (25)

Biomedical Concentration Requirements (26-34)

PHY215 Physics I w/lab 4

PHY230 Physics II w/lab 4

BIO444 Genetics w/lab 4

Choose one of the following Physiology components:

BIO234/244 Human A&P I & II, labs (must take both semesters to satisfy this category) 8 **OR**

BIO310 Animal Physiology 3

Choose one of the following Cellular components:

BIO304 Microbiology w/lab 4

BIO330 Cell & Molecular Biology w/lab 4

Choose two of the following Chemistry components:

CHM314 Organic Chemistry I w/lab 4

CHM324 Organic Chemistry II w/lab 4

BIO4031 Biochemistry 3

Select additional classes from the list below to complete the minimum 20 upper-division credits for the major:

BIO304 Microbiology w/lab 4

BIO330 Cell & Molecular Biology w/lab 4

SCI391,SCI481-3 Research or Internship (max 6 cr) 1

BIO443 Virology & Immunology w/ lab 4

CHM314 Organic Chemistry I w/ lab 4

CHM324 Organic Chemistry II w/ lab 4

BIO4031 Biochemistry 3

MINOR IN BIOLOGY (23)

Minors must be taken in conjunction with a major to satisfy requirements for a bachelor's degree. Some of these requirements may also be counted toward the appropriate General Education Requirements.

BIO210	Biology I with lab	4
BIO220	Biology II with lab	4
CHM214	General Chemistry I w/lab	4

Elective hours must include three classes, of which eight credits must be upper division, and one class of which must include a lab component (minimum of 11 elective credits)

BIO234	Anatomy and Physiology I w/lab	4
BIO244	Anatomy and Physiology II w/lab	4
BIO283	Ecology and Evolution	3
BIO304	Microbiology I w/lab	4
BIO310	Animal Physiology	3
BIO312	Plant Physiology	3
BIO330	Cell and Molecular Biology w/ lab	4
BIO444	Genetics w/lab	4
SCI391	Scientific Research Experience (up to 6 cr)	1
BIO4031	Biochemistry	3
BIO443	Virology and Immunology w/Lab	4

MINOR IN CHEMISTRY (22)

Minors must be taken in conjunction with a major to satisfy requirements for a bachelor's degree. Some of these requirements may also be counted toward the appropriate General Education Requirements.

CHM214	General Chemistry I w/lab	4
CHM224	General Chemistry II w/lab	4
CHM314	Organic Chemistry I w/lab	4
CHM324	Organic Chemistry II w/lab	4
CHM320	Quantitative Analysis	3
BIO4031	Biochemistry	3

COMPUTER SCIENCE

PROGRAM OVERVIEW

Computer technology is ubiquitous in our world today, whether it be a chip in our microwave, our cell phone, or medical technology. All of these machines need programmers who can develop a solution to solve the problem, design the software, and implement and test the software. Older technology needs to be constantly updated.

The computer science program trains students to be able to program such machines through the development of new software. Someone with a computer science degree can work as a software developer, and through their work, be a positive influence in decisions that have to be made. Most students will work as a developer, while some might consider graduate school to further their knowledge in a specific area.

PROGRAM LEARNING OUTCOMES

1. Students will be able to program in some common languages but also have the tools to learn any other language
2. Students will understand how computers are put together and how decisions are made in order to make those machines more efficient
3. Students will be able to use what they know in order to make decisions about the best approach for solving a problem to ensure accuracy and efficiency
4. Students will be able to design and implement projects on a larger scale, which will reflect more closely the type of work they will encounter in the industry

FACULTY

Deborah Thomas

Major

B.S./B.A. Computer Science

Requirements for Computer Science Majors (50)

Computer Science Core Requirements	**(27)**
CSC113 Intro to Computer Science	3
CSC124 Object Oriented Programming	3
CSC233 Data Structures & Algorithms	3
CSC243 Architecture & Operating Systems	3
CSC253 Advanced Data Structures and Algorithms	3
CSC318 Web Programming	3
CSC333 Database Systems	3
CSC350 Data Mining	3
CSC405 Artificial Intelligence	3

Math Requirements	**(23)**
MTH223 Statistics & Probability	3
MTH234 Calculus I	4
MTH244 Calculus II	4
MTH323 Linear Algebra	3
MTH343 Combinatorics and Graph Theory	3
MTH363 Topics in Discrete Mathematics	3
MTH364 Number Theory	3

Requirements for Computer Science Minor (24)

Core Requirements	**(18)**
CSC113 Introduction to Computer Science	3
CSC124 Object Oriented Programming	3
CSC233 Data Structure and Algorithms	3
CSC253 Advanced Data Structures and Algorithms	3
MTH233 Calculus I	3
MTH364 Topics in Discrete Mathematics	3

Select two courses from the following:	**(6)**
CSC243 Architecture and Operating Systems	3
CSC318 Web Programming	3
CSC333 Database systems	3
CSC350 Data Mining	3
CSC405 Artificial Intelligence	3

KINESIOLOGY

PROGRAM OVERVIEW

The kinesiology degree at Corban is designed to explore the relationship between the physical, psychological, and spiritual dimensions of health from a discipline and faith integration perspective. This understanding can be utilized to support others in achieving optimal physical health and performance. The degree also prepares students to make a difference in the discipline by offering coursework on how to develop effective business practices rooted in a Christian perspective.

Students can choose two concentrations based on their academic and professional goals: Applied Kinesiology (43 units) or Sport and Recreation Management (55 Units).

Students will have the opportunity to gain practical experience by participating in an internship. Under the supervision of a faculty member, students can also conduct research in a specific area of interest.

PROGRAM MISSION AND VISION

The kinesiology major at Corban University provides students with activity-oriented knowledge and problem-solving skills to meet the demands of a life of ministry in a variety of kinesiology-related fields. The foundational basis of the Kinesiology degree lies in its focus on helping others achieve optimal health and functional movement proficiency across the lifespan.

PROGRAM LEARNING OUTCOMES

- Students will demonstrate an understanding of the theoretical foundations for the functional areas of kinesiology.
- Students will be able to develop evidence-based physical conditioning programs for individuals across the lifespan.
- Students will be able to utilize psychological and behavioral techniques to enhance performance and wellbeing.
- Students will be able to analyze constructively the quality of research within the discipline, and develop research projects.
- Students will be able to demonstrate proficiency in the use of current technology for enhancing their professional responsibilities.
- Students will be able to communicate, both in writing and orally, a variety of topics within the discipline.
- Students will be able to articulate how the Christian faith informs their professional life.

OCCUPATIONAL OPPORTUNITIES

Graduates of the kinesiology program are prepared for professional opportunities within rehabilitation clinics, hospitals, corporate wellness programs, strength and conditioning facilities, commercial and private fitness centers, community health centers, community recreation centers, armed services sport and recreational programs, professional sport organizations, and sport ministry. The kinesiology curriculum also prepares students to successfully challenge a variety of professional certifications such as those offered by the American College of Sports Medicine, National Academy of Sports Medicine, and National Strength and Conditioning Association.

Following graduation, kinesiology majors can seek further professional training in graduate programs such as athletic training, clinical exercise physiology, nutrition, and physical therapy. The major is also interconnected with other allied health professions such as occupational therapy, respiratory therapy, physical therapy assistant, paramedic, and nursing. Students are prepared to enter graduate research programs in exercise physiology, kinesiology, and public health. Kinesiology majors are encouraged to meet with faculty for academic advising throughout their collegiate experience to support their post-graduation interests.

FACULTY

Paul Carter

B.S. IN KINESIOLOGY **(46 Hours)**

Kinesiology Core		**(25)**
KIN113	Foundations for Kinesiology	2
KIN223	Exercise and Sport Psychology	3
KIN373	Physiology of Exercise	3
KIN473	Exercise Prescription	3
HLT401	First Aid & CPR	1
MTH223	Statistics and Probability	3
BIO115	Medical Terminology	2
BIO234	Human Anatomy & Physiology I w/lab	4
BIO244	Human Anatomy & Physiology II w/lab	4

Applied Kinesiology Concentration		**(21)**
KIN243	Care/Prevention/Athletic Injuries	3
KIN215	Nutrition	3
HPR322	Coaching Sports	3
KIN323	Motor Learning and Development	3
KIN343	Biomechanics	3
KIN403	Therapeutic Exercise	3
KIN460	Internship	2
SCI271	Intro to Literature Review	1

Sport & Recreation Management Concentration		**(21)**
BUS205	Intro to Financial Accounting	3
BUS313	Business Law	3
MGT323	Management Principles	3
MKT333	Marketing Principles	3
BUS335	Financial Management	3
SRM338	Administration in Sport	3
SRM339	Event & Program Management	3

MATHEMATICS

PROGRAM OVERVIEW

Because the physical world was created by God, it exhibits 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 develop skills in searching for and finding relevant scholarly articles and books for research.
- Students will develop core competencies in proof methods and subject content throughout a variety of upper-division courses.
- Students will effectively communicate mathematics in both written and verbal forms of communication.
- Students will experience and gain competency in using technology for modern computational methods, to enrich their understanding of mathematical theory and to apply mathematical models.
- Students will be prepared for becoming math educators, pursuing further mathematics education, or entering math-related careers following graduation.
- Students will demonstrate a rich biblical worldview in the development and practice of biblical integration in mathematics.

FACULTY

Evan J.D. Hedlund

MAJORS
Mathematics, B.S., B.A.
Education: Mathematics*
*requirements for this major are listed under Education

MINOR
Mathematics
Math Education (see Education)

B.S. IN MATHEMATICS **(49)**

General Education Requirements		**(10)**
PHY215	Physics I w/lab	
	or	4
PHY230	Physics II w/lab	
CSC113	Introduction to Computer Science	3
CSC124	Object Oriented Programming	3

Specific Math Requirements		**(39)**
MTH223	Statistics and Probability	3
MTH234	Calculus I	4
MTH244	Calculus II	4
MTH254	Calculus III	4
MTH293	Differential Equations	3
MTH323	Linear Algebra	3
MTH343	Combinatorics and Graph Theory	3
MTH363	Topics in Discrete Mathematics	3
MTH364	Number Theory	3
MTH370	History of Math	3
MTH403	Real Analysis	3
MTH423	Abstract Algebra	3

Minor in Mathematics **(21)**

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

Math Requirements		**(21)**
MTH223	Statistics and Probability	3
MTH234	Calculus I	4
MTH244	Calculus II	4
MTH254	Calculus III	4
MTH363	Topics in Discrete Mathematics	3
MTH	(Upper Division – 300+)	3

NURSING

PROGRAM OVERVIEW

The Department of Math and Sciences offers the nursing degree. The nursing program is designed around a biblical, Christian perspective and worldview of health and caring for those in need of physical, mental, emotional, and spiritual healing, whether individuals in acute care setting or population groups in a community setting. Global and cross-cultural nursing experience opportunities will be an integral component of the curriculum. All classes are taught through the lens of biblical truth, adding the unique dimension of spiritual well-being to patient care. Our graduates care holistically for their patients—mind, body, and soul. Upon successful completion of the program, the undergraduate student is qualified to take the national examination for licensure as a registered nurse.

The **VISION** of Corban University's nursing program is for:

> Christian nurses to be equipped to practice nursing as ministry through competently and compassionately caring for diverse and underserved populations in rural, urban, and global communities as a response to God's grace and a reflection of His character.

The **MISSION** of Corban University's nursing program is *to educate and equip committed followers of Christ who:*

- *Are called to the nursing profession as a ministry and understand that the love of Christ transcends all denominations and cultures and meets the individual at his/her point of need.*
- *Are dedicated to excellence in the profession and to continued spiritual and professional growth.*
- *Rely on the supernatural power of prayer, the prompting of the Holy Spirit, and the use of spiritual gifts in addition to professional knowledge and training to best discern patient needs.*
- *Reflect the character of Christ manifesting the fruit of the Spirit—love, joy, peace, patience, kindness, goodness, gentleness, faithfulness, and self-control—at the point of care, in all acts, attitudes, behaviors, thoughts, and deeds.*

NURSING PROGRAM REQUIREMENTS

The Corban University nursing program is a 4-year Bachelor of Science in Nursing (BSN) program, and has two phases:

1. Applying to and being admitted as a **Pre-Clinical Nursing Major**
2. Applying to and being admitted to the **Clinical Nursing program**

Pre-Clinical Nursing **(2 yrs.)**	• This phase consists of 2 years of instruction, and includes Corban University core required courses in the liberal arts and Bible, and specific nursing prerequisite courses. • By applying and being admitted to Corban University as a nursing major, the student begins as a pre-clinical nursing major. • Admission into the university as a pre-clinical nursing major **does not guarantee admission into the clinical phase of the BSN program.**
Clinical Nursing **(2 yrs.)**	• The second phase begins **after applying and being admitted to the Clinical Nursing program.** • It consists of 2 years of instruction & training. • Admission into clinical nursing is competitive and requires a secondary application to the Department of Math and Sciences. • Selections of students into the clinical nursing portion of the program is exclusively determined by the full-time nursing faculty members.

PRE-CLINICAL NURSING ADMISSION REQUIREMENTS

In addition to meeting the general admission requirements of the university, students seeking admission to the Pre-clinical Nursing program must meet the following requirements:

- **First-Time College Students & Transfer Students (≤24 college units):**
  - The student must have one year each of chemistry and algebra.
  - The student must receive A's and B's (U.S. letter grade or equivalent) in any science prerequisite
- **Transfer Students (25 college units or more):**
  - The student must have a minimum cumulative college GPA of 3.2.
  - The student must have no repeated science courses.
  - The student must have no more than one C (U.S. letter grade or equivalent) in any science prerequisite courses.

CLINICAL NURSING ADMISSION REQUIREMENTS

The table below outlines the standards used to admit pre-clinical nursing majors into the clinical nursing program. *Note that admission to the program is exclusively determined by the full-time nursing faculty members within the Department of Math and Sciences.*

All applicants must:	• Be a student in good standing at Corban University with no known history of academic dishonesty, behavioral or other disciplinary problems. • Submit to the Nursing Program Director or designee a complete application package by the stated deadline, including satisfactory personal references and a well-written biographical sketch meeting the criteria described on the application form. • Admission interview with nursing admission committee. • Demonstrate adequate English language oral and writing skills, and effective communication and motivation fit during an interview with the nursing faculty. • Not apply to the clinical nursing program more than two times, unless with approval by the Nursing Program Director.
Minimum requirements considered for letter of acceptance include:	• Perform at or above 65% on the comprehensive TEAS nursing pre-admission test. Preparation for the exam is highly encouraged. • Have a cumulative GPA of 2.75 or higher from all colleges attended. • Have a total science GPA of 2.75 or higher on all required prerequisite sciences. • Have completed one full-time semester at Corban University or three of the required sciences (see degree layout for specific class requirements) by the time of application review. • All retakes and withdrawals will be evaluated and may impact admission decision. • Have earned a minimum grade of "C" (2.0) in all required prerequisite courses. Special circumstances: If applicant has to repeat any one required prerequisite course for a grade of C- or lower, and then successfully repeats the required course at Corban with a grade of B or higher by the time of application review, the failure grade will not be calculated in the cumulative GPA.
Life factors which may enhance applicant's potential for admission	• Work experience of any kind. Employment in health care settings preferred. • Volunteer experiences. Volunteer experience in health care settings

include, but are not limited to, the following:	preferred. • Leadership activities in church, high school, or college. • Missions and other cross-cultural experiences. • Corban student extra-curricular activities. • Family responsibilities.

- Once you are admitted, you will be required to comply with the requirements of the healthcare agencies with which the Nursing program has contracts. These requirements may include the following:
    - Pass a criminal background check and physical examination
    - Pass a 10-panel drug test
    - Submit documentation of having received all required immunizations and titer results.
    - Have a current American Heart Association CPR/AED certification for the Health Care Professional Rescuer.
- **Oregon State Board of Nursing (OSBN) Licensure Limitation**
    - Per OAR 851-031, the Oregon State Board of Nursing (OSBN) has limits on eligibility for licensure. Licensure may be denied to graduates with a criminal offense and those with a major physical or mental condition that could affect the individual's ability to practice nursing safely. OSBN will only evaluate each situation upon receiving an evaluation for licensure (not prior).
    - *Prospective Nursing students with a major physical or mental condition or criminal offense should consult with the Director of Nursing for situation evaluation and referral to the OSBN.*

PROGRAM LEARNING OUTCOMES

- Knowledge for Nursing Practice: Students will be able to integrate, translate, and apply knowledge from nursing history, theory, liberal arts, social sciences, and theology to advance nursing practice.
- Person-Centered Care: Students will be able to apply clinical judgement in developing compassionate, evidence-based, and culturally sensitive care, integrating patients' and family's preferences, values, and needs.
- Population Health: Students will be able to implement health promotion and disease prevention interventions at the individual and community levels to improve population health and health-related outcomes at the systems level.
- Scholarship for the Nursing Discipline: Students will be able to participate in scholarly inquiry, and evaluate, synthesize, translate, apply and disseminate new nursing knowledge in clinical practice, as well as to promote ethical conduct of scholarly activities.
- Quality & Safety: Students will be able to analyze quality improvement data for the implementation of safe, quality patient care including wellness and prevention strategies, while minimizing safety risks and environmental hazards in healthcare settings.
- Interprofessional Partnerships: Students will be able to function effectively as a member of the inter-professional healthcare team and able to use effective interpersonal and interprofessional communication and collaboration to improve client health outcomes.
- Informatics & Healthcare Technologies: Students will be able to utilize current technology to improve the quality of human health, promote safety and ethical decision making, and to manage and improve the delivery of safe, high-quality, and efficient healthcare services.
- Oral & Written Communication: Students will be able to clearly articulate nursing-related content in written & oral form to the inter-professional team, instructors, patients, families & communities.
- Leadership Development and Professionalism: Students will be able to integrate professional standards of practice, professional values, regulatory guidelines, & institutional policies utilizing leadership, management, delegation, & priority-setting skills to support safe, quality patient-centered care.
- Christian Caring: Students will be able to apply the principles of Christian caring by reflecting the character of Christ manifested as the fruit of the Spirit—love, joy, peace, patience, kindness, goodness, gentleness, faithfulness, and self-control—at the point of care, in all acts, attitudes, behaviors, thoughts, and deeds of the nurse.

OCCUPATIONAL OPPORTUNITIES

Graduates may seek careers in nursing, or entrance to graduate or professional schools for various advanced practice opportunities such as nurse practitioner, nurse leader, public health nursing, nurse anesthetist, nurse midwife, or nurse educator.

FACULTY

Beth Bailey D.N.P.
Chelsey Beaman M.S.N.

PRE-CLINICAL NURSING REQUIREMENTS (30)

THE362	Bioethics	3
PSY 205	Lifespan Development	3
MTH223	Statistics and Probability	3
CHM230	General, Organic, & Biochemistry	3
CHM230L	General, Organic, & Biochemistry Lab	1
KIN215	Nutrition	3
BIO115	Medical Terminology	2
BIO234	Human Anatomy and Physiology I	3
BIO234L	Human Anatomy and Physiology I Lab	1
BIO244	Human Anatomy and Physiology II	3
BIO244L	Human Anatomy and Physiology II Lab	1
BIO304	Microbiology	3
BIO304L	Microbiology Lab	1

B.S.N. NURSING PROGRAM REQUIREMENTS (53)

NRS305	Intro to Nursing as Ministry in Professional Practice	3
NRS311	Pathophysiology	3
NRS320	Essentials of Clinical Pharmacology in Nursing	2
NRS320L	Essentials of Clinical Pharmacology in Nursing Lab	1
NRS325	Foundations of Professional Nursing Practice	2
NRS325C	Foundations of Professional Nursing Practice Clinical	2
NRS325L	Foundations of Professional Nursing Practice Lab	1
NRS330	Nursing Care of Adults & Families I	4
NRS330C	Nursing Care of Adults & Families I Clinical	3
NRS330L	Nursing Care of Adults & Families I Health Assessment Lab	1
NRS333	Mental Health Nursing	3
NRS333C	Mental Health Nursing Clinical	2
NRS315	Intro to Nursing Research & Evidence-Based Practice	3
NRS410	Nursing Care of the Childbearing Family	3
NRS410C	Nursing Care of the Childbearing Family Clinical	2
NRS420	Nursing Care of Adults & Families II	4
NRS420C	Nursing Care of Adults & Families II Clinical	3
NRS440	Population Health and Health Promotion	3
NRS440C	Population Health and Health Promotion Clinical	3
NRS372	Christian Leadership in Nursing	2
NRS490	Nursing Capstone: Caring in Practice – Clinical Preceptorship	3

Total of 20 credits upper division are required in the major

HOFF SCHOOL OF BUSINESS

UNDERGRADUATE PROGRAM

BUSINESS ADMINISTRATION

GRADUATE PROGRAMS

MASTER OF BUSINESS ADMINISTRATION
MASTER OF BUSINESS INTELLIGENCE & ANALYTICS
MASTER OF EXERCISE AND FITNESS MANAGEMENT
MASTER OF PUBLIC ADMINISTRATION
MASTER OF PUBLIC SAFETY ADMINISTRATION

HOFF SCHOOL OF 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 worldview. Broad training in organizational leadership and management skills, course work in specific disciplines, and internship opportunities prepare students for success in their future roles in both the business community and local church. It is our desire that every graduate live their life and career as ministry.

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.

Hoff School of Business undergraduate students can choose specific programs of study (concentrations) in accounting, agribusiness, leadership and management, marketing, and sports and recreation management.

PROGRAM LEARNING OUTCOMES

- Students will demonstrate foundational knowledge of the functional areas of business.
- Students will be able to analyze business problems, using appropriate theories and techniques to communicate solutions.
- Students will be able to articulate a biblical understanding of key business concepts.

MAJORS
Business, A.A.
Business Administration, B.S.
Concentrations:
- Accounting
- Agribusiness
- Leadership & Management
- Marketing
- Sports & Recreation Management

MINOR
Business Management

GRADUATE
Master of Business Administration
Master of Business Intelligence and Analytics

FACULTY

Bryce Bernard, Ph.D.
Kelli Gassman
Kristine Medyanik, DBA
Eric Straw, Ph.D.

UNDERGRADUATE PROGRAMS

A. A. IN BUSINESS		**(61)**
General Ed Core Requirements		**(1)**
IDS101	Freshman Seminar	1
Biblical Education Requirements		**(12)**
BIB103	Introduction to Biblical Literature	3
ITC	Intercultural Studies Elective	3
BIB105	Bible Study Methods	3
THE205	Intro to Theology	3
Communications Requirements		**(9)**
COM102	Fund of Speech	3
WRI123	College Writing I	3
WRI132	College Writing II	3
Humanities		**(9)**
ENG	Literature or Approved HUM	3
PHL213	Worldview Seminar	3
HUM	Humanities Elective	3
Social Sciences		**(9)**
HIS114/124	American History I or II	3
HIS	Non-US History Elective	3
BUS210	Contemporary Economics	3
Natural Sciences Requirements		**(9)**
MTH	Math Elective	3
SCI	Science with Lab Elective	3
MTH/SCI	Math/Science Elective	3
Specific Business Requirement		**(12)**
BUS205	Intro Financial Accounting	3
BUS320	Intro to Business Analytics	3
Additional Electives		6
Select electives from the following:		
MGT323	Management Principles	
MKT333	Marketing Principles	
BUSXXX	Upper-Division Elective	

B.S. IN BUSINESS ADMINISTRATION (45-48)

CORE REQUIREMENTS FOR ALL BUSINESS MAJORS		(27)
BUS205	Intro Financial Accounting	3
BUS210	Contemporary Economics	3
BAN320	Introductory Business Analytics	3
BUS313	Business Law	3
MGT323	Management Principles	3
MKT333	Marketing Principles	3
BUS335	Financial Management	3
ACC416	Cost Accounting	3
BUS403	Senior Capstone Project	3

ACCOUNTING CONCENTRATION REQUIREMENTS		(21)
ACC305	Intermediate Accounting I	3
ACC306	Intermediate Accounting II	3
ACC316	Taxation - Individual	3
ACC350	Accounting Information Systems	3
ACC415	Advanced Accounting	3
ACC417	Auditing	3
ACC418	Taxation - Business	3

AGRIBUSINESS CONCENTRATION REQUIREMENTS		(18)
AGS103	Foundations of Agriculture and Agricultural Science	3
AGS315	Principles of Sustainable Agriculture	3
AGS330	Natural Resources Economics	3
AGS450	Land and Water Management	3
BUSXXX	Upper-Division Business Electives	6

LEADERSHIP & MANAGEMENT CONCENTRATION		(18)
BUS303	Leadership	3
MKT324	Personal Selling & Sales Mgt.	3
BUS363	International Business	3
MGT473	HR Administration	3
6 elective hours of upper-division BUS or BUS203		6

MARKETING CONCENTRATION REQUIREMENTS		(18)
MKT393	Consumer Behavior	3
MKT336	Social Media Marketing	3
MKT435	Marketing Communications	3
MKT464	Market Research	3
6 elective hours of upper-division BUS or BUS203		6

SPORTS & RECREATION MANAGEMENT		(18)
SRM338	Administration in Sport	3
HPR322	Coaching Sports: Theory and Practice	3
KIN215	Nutrition	3
MGT473	Human Resource Administration	3
6 elective hours of upper-division BUS or BUS203		6

MINOR IN BUSINESS MANAGEMENT (18)

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).

BUS205	Intro to Financial Accounting	3
BUS210	Contemporary Economics	3
BAN320	Introduction to Business Data Analytics	3
6 elective hours of upper-division BUS		9

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 program. The MBA utilizes current business experience and case study methodology, challenging students to develop practical problem-solving skills.

PROGRAM LEARNING OUTCOMES

- Students will demonstrate the ability to analyze and manage organizational problems and issues from a multi-disciplinary perspective.
- Students will be able to use technology and appropriate quantitative methods to make business decisions.
- Students will be able to articulate a biblical understanding of key business concepts.

FACULTY

Bryce A. Bernard
Kristine Medyanik
Paul Carter
Eric M. Straw
Tony Caito
Sandee Flint

MBA DEGREE REQUIREMENTS (30)

BUS554	Marketing & Analytics	5
BUS534	Finance, Reporting and Control	5
BUS584	Business Strategy & Entrepreneurship	5
BUS544	Technology & Operations Management	5
BUS564	Leadership & Organizational Behavior	5
BUS574	Contemporary Issues in the Marketplace	5

MASTER OF BUSINESS INTELLIGENCE & ANALYTICS

PROGRAM OVERVIEW

The Hoff School of Business (HSB) Master of Business Intelligence & Analytics is designed for Christians, emphasizing the application of a biblical worldview to the decisions of data science, data analytics, and business intelligence. Students will learn how to transform data into useful information for decision making by mining, preparing, analyzing, and visualizing data.

PROGRAM LEARNING OUTCOMES

- Students will be able to prepare data for analysis.
- Students will be able to apply statistical methods for data analysis.
- Students will be able to write code for data analysis and presentation.
- Students will be able to present data analysis to influence decision making.

FACULTY

Bryce A. Bernard	Tony Caito
Kristine Medyanik	Eric Straw
Paul Carter	Sandee Flint

MBIA DEGREE REQUIREMENTS (30)

BUS534	Finance, Reporting and Control	5
BUS544	Technology & Operations Management	5
BUS554	Marketing & Data Analytics	5
BAN615	Visualization and Storytelling with Data	5
BAN635	Data Mining and Predictive Modeling	5
BAN645	Classification in Predictive Analytics	5

MASTER IN EXERCISE AND FITNESS MANAGEMENT

PROGRAM OVERVIEW

The Hoff School of Business MEFM program prepares recent graduates and working professionals to make a difference as innovative and effective leaders in their chosen kinesiology-related field. This 30-credit hour, interdisciplinary, online degree is rooted in a Christian perspective with course offerings in kinesiology and business administration. Designed for the working professional, courses integrate strategies for enhancing physical and psychological performance, with an emphasis on effective leadership and strategic business practices.

PROGRAM LEARNING OUTCOMES

- Students will demonstrate an understanding of the theoretical foundations for improving human performance.
- Students will apply, analyze, and evaluate current trends in a variety of kinesiology-related fields.
- Students will be able to communicate effective strategic processes to support organizational initiatives for change.
- Students will demonstrate proficiency in the use of current technologies to facilitate networking opportunities and professional communication.
- Students will be able articulate how the Christian perspective can guide ethical business and leadership practices.

FACULTY

Bryce A. Bernard	Tony Caito
Kristine Medyanik	Eric Straw
Paul Carter	Sandee Flint

MEFM DEGREE REQUIREMENTS (30)

BUS534 Finance, Reporting and Control	5
BUS564 Leadership & Organizational Behavior	5
BUS584 Business Strategy & Entrepreneurship	5
KIN510 Science of Exercise Training and Performance	5
KIN520 Performance Psychology	5
KIN530 Current Topics in Kinesiology	5

MASTER OF PUBLIC ADMINISTRATION

PROGRAM OVERVIEW

The Hoff School of Business MPA program equips graduates for successful careers in public service leadership. Its location in Salem, Oregon—the state capital—gives students access to real-time case studies, field experts, and a cohort of like-minded public servants. Students gain a holistic understanding of public institutions, policy processes, and program administration through a Christian worldview, preparing them to competently and creatively lead diverse teams to address public challenges with fiscal and social responsibility.

PROGRAM LEARNING OUTCOMES

- Use technology and a mixture of research methods to lead and administer effectively in the public sector
- Demonstrate the ability to develop and administer fair and efficient public policies
- Think critically and inter-disciplinarily about public sector challenges
- Engage with others productively, ethically, and with a spirit of service
- Integrate a Christian worldview with public sector administration

FACULTY

Bryce A. Bernard	Tony Caito
Kristine Medyanik	Eric Straw
Paul Carter	Sandee Flint

MPA DEGREE REQUIREMENTS (30)

BUS534	Finance, Reporting and Control	5
BUS564	Leadership & Organizational Behavior	5
BUS584	Business Strategy & Entrepreneurship	5
PAD534	Public Sector Human Resource Mngt	5
PAD544	Managing Public Sector Institutions	5
PAD554	Public Sector Research & Reporting	5

MASTER OF PUBLIC SAFETY ADMINISTRATION

PROGRAM OVERVIEW

The Hoff School of Business MPSA program is designed for current and future public safety professionals, with an emphasis on the operations of public safety systems, strategic planning and policy, public relations and partnerships, and social responsibility. All coursework emphasizes application of a biblical worldview. Ethics/integrity is a theme that will run through the entire program. The MPSA utilizes both current public safety best practices and case study methodology, challenging students to use critical thinking in developing practical problem- solving skills.

PROGRAM LEARNING OUTCOMES

- Communicate effectively in a professional context that demonstrates competent thinking and information literacy
- Analyze public safety problems using appropriate theories and techniques and develop viable solutions demonstrating transformative learning
- Work effectively within a team and demonstrate knowledge and skills in developing and maintaining strategic partnerships
- Demonstrate advanced knowledge of the functional areas of public safety systems and administration
- Integrate discipline-specific knowledge and skills into a complete strategic plan
- Articulate an understanding of public safety administration with a biblical world view

FACULTY

Bryce A. Bernard	Tony Caito
Kristine Medyanik	Eric Straw
Paul Carter	Sandee Flint

MPSA DEGREE REQUIREMENTS (30)

BUS534 Finance, Reporting and Control	5
BUS564 Leadership & Organizational Behavior	5
PSA530 Operational Management of Public Safety Systems	5
PSA540 Public Safety Relations & Partnerships	5
PSA550 Strategic Planning & Policy Development	5
PSA560 Ethics, Legitimacy & Social Responsibility	5

HOFF SCHOOL OF BUSINESS GRADUATE PROGRAMS ADMISSIONS AND ACADEMIC POLICIES

Admission Requirements

The successful candidate will:

- Profess faith in Jesus Christ and live a consistent Christian lifestyle.
- Have completed a bachelor's degree at a regionally-accredited institution with a minimum GPA of 3.0.
- Applicants who have a GPA of 2.99 or lower may be asked to submit a resume or GMAT/GRE score, and may be admitted to the program provisionally. Applicants who are provisionally admitted will be required to pass their first semester of coursework with a GPA of 3.0 in order to remain enrolled.

Admission Procedures

To be considered for admissions, the potential candidate will:

- Complete the application for admission;
- Submit the name of at least one reference. (Included in the application.)
- Send official transcripts from the final undergraduate institution and any graduate coursework to the Office of Admissions.

Admission Procedure of 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. The applicant must submit all of the documents required of any new student, as listed under the Admission Procedure. Transcripts of the student's academic record submitted in a language other than English must be accompanied by a certified translation into English by World Evaluation Services. (www.wes.org)

2. The applicant must demonstrate proficiency in reading, writing, and speaking English by attaining a minimum score of 637-673 (paper test) or 110-120 (Internet) on the Test of English as a Foreign Language (TOEFL). We would also accept an equivalent score on a similar, approved test. The TOEFL code number for Corban University 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 international application materials should be received by the Admissions Office at least 6 weeks prior to the start of classes.

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 the University Catalog.

Students' academic requirements are governed by the catalog in effect when they enroll for the first time at Corban University and by the policies regarding program changes; other policies may change during their time of study. If a student finds it necessary to withdraw and seek readmission, the catalog at the time of readmission becomes the governing catalog.

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 APPEALS and EXCEPTIONS 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 Dean of the Hoff School of Business.
- 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

- 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.
- Students' work must represent their own ideas, concepts, and current understanding.
- 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.
- We measure learning progress by course assignments and examinations, and thus, we cannot recognize standards of academic achievement when cheating occurs.

- Cheating, plagiarism, or any form of dishonesty is unacceptable.
- Cheating in any form devalues the credentials of the university and is detrimental to all students.
- The reputation of students, faculty, and the institution is damaged if the Corban University administration does not apply appropriate discipline.

Examples of Academic Dishonesty

- Cheating: intentional use or attempted use of deception, fraud, or misrepresentation in one's work.
- Fabrication: falsification or invention of any information or citation in any academic exercise.
- 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.
- 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.
- 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.
- Theft of examination papers or other student's work.
- Writing an exam for another student.
- Unauthorized collaboration on the preparation of course work.
- 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:

1. The instructor will inform the Registrar, Program Director and Dean 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.
3. The instructor will document the Academic Integrity allegation, summarize the meeting with the student and make a recommendation for academic discipline to the Dean. Academic discipline may range from failure on the assignment to expulsion from the university.
4. The Dean will make a final determination on academic discipline and notify the student in writing.

A student may appeal the decision rendered by following the Academic Appeals Process.

Academic Load

Normal progress to a degree requires an academic load of 10 credits per semester. Five in the "A" session and five in the "B" session. Full time status in graduate programs at Corban University for financial aid and athletic purposes is six hours per semester. Students are not permitted to enroll in more than one course during a session.

Email Communication

Corban University provides all students with a corban.edu email address using Microsoft Outlook. All email communication must be conducted using the student Corban.edu email account.

Grading

Case studies will be graded and returned to students by Friday of the following week.

Every effort will be made to return the case studies from week one by Wednesday of the following week in order to provide students with early feedback, the ability to ask questions before the weekend, and have the ability to implement changes based on the faculty feedback.

Graduate Programs Appeals Committee

Appeals to be reviewed by the Committee are due two weeks prior to the Committee's meeting date, the second Tuesday of every month. Submit appeals to the Dean of the Hoff School of Business.

Graduation Requirements

To become eligible for graduation, the student must satisfactorily complete the following:

1. All required courses in the graduate degree program.
2. A minimum cumulative grade point average of 3.00 for the total graduate degree, with no more than 5 hours of grade "C+" or lower included (credits earned with a grade of "D+" or lower will not be applicable to the degree).
3. Formal application for graduation.
    a. Students who expect to complete all degree requirements must apply for graduation.
    b. Students are expected to apply for graduation during the semester prior to their anticipated finish of coursework (see deadlines in Academic Calendar).
    c. A graduation fee must accompany the application. (See fee schedule.)
    d. 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.

Incompletes

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

To be considered for an incomplete grade, students must be passing the coursework submitted to date. Unless there are extraordinary circumstances the student should have completed the majority of the course work. 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 session subsequent to the session the incomplete was issued. Applications are available in the Office of the Registrar.

Students who are granted an incomplete that extends past the first week of the next session may not enroll in a course in that session.

Late Work

Assignments submitted late, but within one week, will be subject to a 20 percent grade reduction from the score earned on the assignment. Any assignment submitted after one week will receive a score of zero.

Multiple Degrees

Students wishing to complete more than one graduate degree within the Graduate Programs 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.
- This policy applies to the MBA, MBIA, MEFM MPA and MPSA degree programs.

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 Admissions office. If the student has been absent from the program for six years or more, they must complete a new application for admission.

Registration

Graduate students register themselves using the online student information system. Registration dates are posted in the academic calendar.

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.

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 of a graduate degree 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- (2.7).
- Students are permitted to transfer a total of five 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.

SCHOOL OF EDUCATION

UNDERGRADUATE PROGRAMS
EDUCATION

GRADUATE PROGRAMS
GRADUATE TEACHER LICENSURE
MASTER OF SCIENCE IN EDUCATION

SCHOOL OF EDUCATION

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. Courses are designed to give theoretical training, technical skills, and practical experience. Education faculty students are committed to helping 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 content knowledge.
- The candidate will successfully complete a variety of field experiences that show excellent 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 technologies to enhance student learning.
- The candidate will manifest dispositions that show they value diversity, professionalism, interpersonal and intrapersonal awareness, and a positive outlook.

A FOUR-YEAR PROGRAM

Corban believes the ministry of Christian teachers 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 a teacher'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. As a result, 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 designed to have coursework be completed in four years culminating in undergraduate graduation and student-teaching for licensure completed in the fall or spring of the fifth year as a graduate student.

Following completion of all education program requirements, students receive a B.A. or B.S. degree from Corban University, recommendation for a Preliminary Oregon Teaching License from Oregon's Teacher Standards and Practices Commission (TSPC) and are eligible to apply for an Association of Christian Schools International (ACSI) Basic Teaching Certificate.

FACULTY

Rebecca Alburn	Aaron Imig	Angela Sotelo
Kristin Dixon	Jennifer Kleiber	

MAJORS

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

- Agriculture Education
- 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

MINORS

Education
Math Education
(Basic Mathematics Endorsement)

ENDORSEMENTS

English for Speakers of Other Languages (ESOL
Foundational Math Endorsement

ADMISSION REQUIREMENTS TO THE EDUCATION PROGRAM

Students are required to apply for admittance into the School of Education program at the end of their sophomore year, or prior to taking 300 level education courses. Transfers may apply to the program in the fall semester while concurrently taking 300 level education courses. Students will submit or complete the following as part of the admission process:

1. An application for admittance to the education program
2. Completion of Civil Rights Modules and a passing score on the Civil Rights Quiz
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 (EDU102, EDU221, EDU237)
5. Satisfactory completion of EDU111 and EDU221L requirements
6. Competence in communication (a grade of "C" or higher in WRI123, WRI132 and COM102)
7. One completed Professional Recommendation Form (by someone outside of Corban)
8. Interview with CEP faculty

Following 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. Once admitted, students are required to maintain a 3.0 GPA and earn a grade of "C" or higher in any required major content area and professional education course in order to proceed in the program.

Students must be members of the Student Education Association and will be assessed a $10 membership fee per semester**.**

TRANSFERS

Any student transferring to Corban University must meet the same requirements for admission to the education program as those who have entered as freshmen.

Transfer students are given one semester to meet the program admit requirements and may be granted permission to take upper-division education coursework as they work toward satisfactory completion of twelve semester hours in the student's major and/or the professional educational courses. They must receive a "C" or better and have a minimum cumulative GPA of 3.0 in the major and professional educational courses in order to proceed to student teaching.

ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES) ENDORSEMENT OVERVIEW

The endorsement sequence comprises four core courses in ESOL theory and practice, and a two-credit culminating practicum.

An ESOL endorsement candidate is required to pass the ESOL exam administered by Oregon Educator Licensure Assessments (ORELA). Following completion of all other preliminary license requirements, Corban University will then recommend the candidate for the endorsement to Teachers' Standard and Practices Commission (TSPC).

A candidate for a 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.

ESOL Required Courses:	
EDU221 Intercultural Communication	2
EDU221L Observation Practicum II	1
EDU311 Introduction to Linguistics & Language Acquisition	3
EDU415 The ESOL Classroom: Methods, Materials and Issues	3
EDU416 Content Area Instruction & Assessment–ESOL (Online)	3
EDU418 ESOL/Bilingual Practicum (in conjunction with clinical placement)	2

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 pre-K-12 classroom. Specific education coursework has been chosen to meet federal requirements for highly qualified classroom assistants.

Biblical Education Requirements		**(9)**
BIB113	Introduction to Biblical Literature	3
BIB105	Bible Study Methods	3
THE205	Introduction to Theology	3

Communications		**(9)**
WRI123	College Writing I	3
WRI132	College Writing II	3
COM102	Fundamentals of Speech **or** Approved Oral Communications	3

Humanities		**(6)**
HUM	Humanities Elective	3
PHL213	The Worldview Seminar	3

Social Sciences		**(3)**
HIS114/124	American History I or II	3

Natural Sciences		**(6)**
MTH	Math Elective	3
SCI	Science with Lab	3

Education Requirements		**(23)**
EDU102	Intro to Education	2
EDU111	Observation Practicum I	1
EDU221	Intercultural Communication	2
EDU237	The Developing Learner	3
EDU305	Elem Classroom Mgmt & Discipline **OR**	3
EDU307	Secondary Classroom Mgmt & Discipline	
EDU317	Teaching Exceptional Learners Elementary **OR**	3
EDU319	Teaching Exceptional Learners Secondary	
EDU344	Literacy Methods I for Elementary Teachers **OR**	3
EDU456	Literacy Across Content Areas	
EDU341	Math Methods I for Elementary Teachers	3
EDU342	Math Methods II for Elementary Teachers	3

General Requirements		**(6)**
IDS101	Freshman Seminar	1
	Electives ***(Suggested Courses Below)***	5

EDU330	***Instructional Alignment I***	***(3)***
EDU410	***Philosophy of Education***	***(2)***

B.S. IN EDUCATION: AG EDUCATION (76.3/78.3)

Content Courses		**(37.3/39.3)**
MTH113	College Algebra*	3
SCI133	Physical Science w/Lab*	3
SCI143	Life Science w/Lab	3
	OR	
BIO210	Biology I w/Lab*	4
BIO220	Biology II w/Lab	4
MGT323	Management Principles	3
AGS215	Intro to Animal Science	3
AGS222	Soil Science and Management w/Lab*	4
AGS225	Crop Science w/Lab*	4
BIO312	Plant Physiology	3
	OR	
AGS310	Food Science	3
AGS315	Principles of Sustainable Ag.	3
AGS320	Natural Resource Economics	3
AGS353	Ag Ed Secondary Content Methods	3
WD4 151/152	Welding I OR II (LBCC)	1.3
	OR waived with experience	
Elective (HLT401: First Aid)		1

Professional Education Requirements		**(39)**
EDU102	Intro to Education	2
EDU111	Observation Practicum I	1
EDU221	Intercultural Communication	2
EDU221L	Observation Practicum II	1
EDU237	The Developing Learner*	3
EDU307	Secondary Classroom Management	3
EDU319	Teaching Exceptional Learners Secondary	3
EDU330	Instructional Alignment I	3
EDU331	Instructional Alignment II	2
EDU331L	Alignment Practicum	1
EDU405	Clinical Practicum	1
EDU456	Literacy across Content Areas	3
EDU410	Philosophy of Education	2
EDU467	Clinical Placement	12

*Courses that also satisfy general education requirements

B.S. IN EDUCATION: BIOLOGY (76)

Content Courses		**(34)**
MTH113	College Algebra*	3
BIO210	Biology I w/lab*	4
BIO220	Biology II w/lab*	4
CHM214	General Chemistry I w/lab	4
CHM224	General Chemistry II w/lab	4
BIO383	Ecology and Evolution	3
SCI133	Physical Science w/lab	4
BIO304	Microbiology w/lab	4
BIO374	Genetics w/lab	4

Single Subject Secondary Methods Courses		**(7)**
BIO353	Science Secondary Content Methods	3
EDU405	Clinical Practicum	1
EDU456	Literacy across Content Areas	3

Professional Education Requirements		**(35)**
EDU102	Intro to Education	2
EDU111	Observation Practicum I	1
EDU221	Intercultural Communication	2
EDU221L	Observation Practicum II	1
EDU237	The Developing Learner*	3
EDU307	Secondary Classroom Management	3
EDU319	Teaching Exceptional Learners Secondary	3
EDU330	Instructional Alignment I	3
EDU331	Instructional Alignment II	2
EDU331L	Alignment Practicum	1
EDU410	Philosophy of Education	2
EDU467	Clinical Placement	12

*Courses that also satisfy general education requirements

B.S. IN EDUCATION: ELEMENTARY EDUCATION (82)

Professional Education Requirements		**(39)**
EDU102	Intro to Education	2
EDU111	Observation Practicum I	1
EDU221	Intercultural Communication	2
EDU221L	Observation Practicum II	1
EDU237	The Developing Learner*	3
EDU305	Elementary Classroom Management	3
EDU317	Teaching Exceptional Learners Elementary	3
EDU330	Instructional Alignment I	3
EDU331	Instructional Alignment II	2
EDU331L	Alignment Practicum	1
EDU410	Philosophy of Education	2
EDU462	Clinical Placement Block	4
EDU463	Clinical Placement	12

Multiple Subjects Methods Courses		**(20)**
EDU340	Physical Education Methods for Elementary Teachers	2
EDU341	Math Methods I for Elementary Teachers	3
EDU342	Math Methods II for Elementary Teachers	3
EDU343	Fine Arts Methods for Elementary Teachers	2
EDU344	Literacy Methods I for Elementary Teachers	3
EDU444	Literacy Methods II for Elementary Teachers	3
EDU441	Science & Health Methods for Elementary Teachers	2
EDU442	Social Studies Methods for Elementary Teachers	2

Content Courses		**(12)**
HIS114/124	American History I or II*	3
MTH	Math elective/competency*	3
SCI	Physical Science*	3
SCI	Life Science*	3

ESOL Endorsement Courses		**(11)**
EDU311	Intro to Linguistics & Lang Acquisition *	3
EDU415	The ESOL Classroom: Methods, Materials, and Issues	3
EDU416	Content Area Instruction & Assessment ESOL	3
EDU418	ESOL/Bilingual Practicum	2

EDU221 & EDU221L Intercultural Communication & OPE II (Included above)

*courses that also satisfy general education requirements.

B.S. IN EDUCATION: HEALTH EDUCATION (73)

Content Courses		**(31)**
HLT401	CPR/First Aid	1
HPR121	HP Fitness-Oriented Activity*	1
HPR131	HP Skill-Oriented Activity*	1
KIN113	Foundations in Kinesiology	3
KIN243	Care & Prevention of Athletic Injuries	3
KIN215	Nutrition	3
KIN323	Motor Learning & Development	3
KIN373	Physiology of Exercise	3
PSY215	Social Psychology	3
BIO115	Medical Terminology	2
BIO234	Human Anatomy/Phys. w/ lab*	4
BIO244	Human Anatomy/Phys. w/ lab*	4

Single Subject Secondary Methods Courses		**(7)**
HLT353	Health Ed Secondary Content Methods 3	
EDU405	Clinical Practicum	1
EDU456	Literacy across Content Areas	3

Professional Education Requirements		**(35)**
EDU102	Intro to Education	2
EDU111	Observation Practicum I	1
EDU221	Intercultural Communication	2
EDU221L	Observation Practicum II	1
EDU237	The Developing Learner*	3
EDU307	Secondary Classroom Management	3
EDU319	Teaching Exceptional Learners Secondary	3
EDU330	Instructional Alignment I	3
EDU331	Instructional Alignment II	2
EDU331L	Alignment Practicum	1
EDU410	Philosophy of Education	2
EDU463	Clinical Placement	12

*courses that also satisfy general education requirements

B.S. IN EDUCATION: LANGUAGE ARTS EDUCATION (75)

Content Courses		**(33)**
COM102	Fundamentals of Speech*	3
COM223	Oral Interpretation	
	OR	3
THR233	Dramatic Arts I	
WRI123	College Writing I*	3
WRI132	College Writing II*	3
ENG373	Literary Criticism*	3
ENG 300-400	American Literature elective	3
ENG 300-400	English Literature elective	3
ENG 300-400	World Literature elective	3
Take one of the following:		3
EDU311	Linguistics	
ENG383	Nature and Structure	
Take two of the following:		6
JRN263	Journalistic Writing	
COM343	Advanced Speech	
PHL223	Logic and Rhetoric	
WRI222	Creative Writing	
WRI3133	Short Story Writing	
WRI343	Creative Writing Nonfiction	
WRI423	Persuasive Theory and Writing	
Single Subject Secondary Methods Courses		**(7)**
ENG353	English Language Arts Secondary Content Methods	3
EDU405	Clinical Practicum	1
EDU456	Literacy across Content Areas	3
Professional Education Requirements		**(35)**
EDU102	Intro to Education	2
EDU111	Observation Practicum I	1
EDU221	Intercultural Communication	2
EDU221L	Observation Practicum II	1
EDU237	The Developing Learner*	3
EDU307	Secondary Classroom Management	3
EDU319	Teaching Exceptional Learners Secondary	3
EDU330	Instructional Alignment I	3
EDU331	Instructional Alignment II	2
EDU331L	Alignment Practicum	1
EDU410	Philosophy of Education	2
EDU467	Clinical Placement	12

*courses that also satisfy general education requirements

B.S. IN EDUCATION: MATHEMATICS EDUCATION (76)

Content Courses		**(36)**
MTH234	Calculus I*	4
MTH244	Calculus II*	4
MTH254	Calculus III	4
MTH293	Differential Equations	3
MTH223	Statistics/Probability	3
MTH323	Linear Algebra	3
MTH343	Combinatorics and Graph Theory	3
MTH363	Topics in Discrete Math	3
MTH364	Number Theory	3
MTH370	History of Math	3
MTH403	Math Analysis	
	OR	3
MTH423	Abstract Algebra	
Single Subject Secondary Methods Courses		**(7)**
MTH353	Math Secondary Content Methods	3
EDU405	Clinical Practicum	1
EDU456	Literacy across Content Areas	3
Professional Education Requirements		**(35)**
EDU102	Intro to Education	2
EDU111	Observation Practicum I	1
EDU221	Intercultural Communication	2
EDU221L	Observation Practicum II	1
EDU237	The Developing Learner*	3
EDU307	Secondary Classroom Management	3
EDU319	Teaching Exceptional Learners Secondary	3
EDU330	Instructional Alignment I	3
EDU331	Instructional Alignment II	2
EDU331L	Alignment Practicum	1
EDU410	Philosophy of Education	2
EDU467	Clinical Placement	12

*courses that also satisfy general education requirements

B.S. IN EDUCATION: PHYSICAL EDUCATION (79)

Content Courses		**(35)**
SRM338	Administration in Sport & Recreation Management	3
HLT401	CPR/First Aid	1
HPR121	HP Fitness-Oriented Activity*	1
HPR131	HP Skill-Oriented Activity*	1
HPR121/131	Activity Elective	1
HPR322	Coaching Sport	3
KIN113	Foundations in Kinesiology	3
KIN223	Exercise and Sport Psychology	3
KIN243	Care/Prevention of Athletic Injuries	3
KIN323	Motor Learning & Development	3
BIO115	Medical Terminology	2
BIO234	Human Anatomy/Phys. w/ lab*	4
BIO244	Human Anatomy/Phys. w/ lab*	4

Take one of the following:		3
KIN215	Nutrition	
KIN343	Biomechanics	
KIN373	Physiology of Exercise	

Single Subject Secondary Methods Courses (9)		
EDU340	Physical Education Methods for Elementary Teachers	2
HPR353	Physical Education Secondary Content Methods	3
EDU405	Clinical Practicum	1
EDU456	Literacy across Content Areas	3

Professional Education Requirements		**(35)**
EDU102	Intro to Education	2
EDU111	Observation Practicum I	1
EDU221	Intercultural Communication	2
EDU221L	Observation Practicum II	1
EDU237	The Developing Learner*	3
EDU307	Secondary Classroom Management	3
EDU319	Teaching Exceptional Learners Secondary	3
EDU330	Instructional Alignment I	3
EDU331	Instructional Alignment II	2
EDU331L	Alignment Practicum	1
EDU410	Philosophy of Education	2
EDU467	Clinical Placement	12

*courses that also satisfy general education requirements

B.S. IN EDUCATION: PHYSICAL EDUCATION & HEALTH EDUCATION (85)

Content Courses		**(41)**
SRM338	Administration in Sport & Recreation Management	3
HLT401	CPR/First Aid	1
HPR121	HP Fitness-Oriented Activity*	1
HPR131	HP Skill-Oriented Activity*	1
HPR121/131	Activity Elective	1
HPR322	Coaching Sport	3
KIN113	Foundations in Kinesiology	3
KIN215	Nutrition	3
KIN223	Exercise and Sport Psychology	3
KIN243	Care and Prevention of Athletic Injuries	3
KIN323	Motor Learning & Development	3
PSY215	Social Psychology	3
BIO115	Medical Terminology	2
BIO234	Human Anatomy/Phys. w/ lab*	4
BIO244	Human Anatomy/Phys. w/ lab*	4

Take one of the following:		3
KIN343	Biomechanics	
KIN373	Physiology of Exercise	

Single Subject Secondary Methods Courses		**(12)**
EDU340	Physical Education Methods for Elementary Teachers	2
HLT353	Health Education Secondary Content Methods	3
HPR353	Physical Education Secondary Content Methods	3
EDU405	Clinical Practicum	1
EDU456	Literacy across Content Areas	3

Professional Education Requirements		**(35)**
EDU102	Intro to Education	2
EDU111	Observation Practicum I	1
EDU221	Intercultural Communication	2
EDU221L	Observation Practicum II	1
EDU237	The Developing Learner*	3
EDU307	Secondary Classroom Management	3
EDU319	Teaching Exceptional Learners Secondary	3
EDU330	Instructional Alignment I	3
EDU331	Instructional Alignment II	2
EDU331L	Alignment Practicum	1
EDU410	Philosophy of Education	2
EDU467	Clinical Placement	12

*courses that also satisfy general education requirements

B.S. IN EDUCATION: SOCIAL STUDIES (78)

Content Courses		**(36)**
ANT303	Cultural Anthropology	3
BUS210	Contemporary Economics*	3
HIS114	American History I*	3
HIS124	American History II*	3
HIS220/320	Special Topics: World History*	3
HIS315	Studies in World History: American Empire*	3
HS332	History of Ancient Greece and Rome*	3
HIS383	History of the British Empire*	3
HIS453	American Society Since 1945	3
POL203	American Government*	3
SOC203	General Sociology*	3
HIS	200 -to-400-Level History Elective	3

Single Subject Secondary Methods Courses		**(7)**
SSC353	Social Studies Secondary Content Methods	3
EDU405	Clinical Practicum	1
EDU456	Literacy across Content Areas	3

Professional Education Requirements		**(35)**
EDU102	Intro to Education	2
EDU111	Observation Practicum I	1
EDU221	Intercultural Communication	2
EDU221L	Observation Practicum II	1
EDU237	The Developing Learner*	3
EDU307	Secondary Classroom Management	3
EDU319	Teaching Exceptional Learners Secondary	3
EDU330	Instructional Alignment I	3
EDU331	Instructional Alignment II	2
EDU331L	Alignment Practicum	1
EDU410	Philosophy of Education	2
EDU467	Clinical Placement	12

*courses that also satisfy general education requirements

MINOR IN EDUCATION (23)

EDU102	Introduction to Education	2
EDU111	Observation Practicum I	1
EDU221	Intercultural Communication	2
EDU221L	Observation Practicum II	1
EDU237	The Developing Learner*	3
EDU305	Elem Classroom Management	
	OR	3
EDU307	Secondary Classroom Management	
EDU317	Teaching Exceptional Learners – Elementary	
	OR	3
EDU319	Teaching Exceptional Learners – Secondary	
EDU330	Instructional Alignment I	3
EDU331	Instructional Alignment II	2
EDU331L	Field Experience III Alignment Practicum	1
EDU410	Philosophy of Education	2

MINOR IN MATH EDUCATION (23)

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

MTH223	Statistics and Probability	3
MTH113	College Algebra	3
MTH234	Calculus I	4
MTH244	Calculus II	4
MTH343	Combinatorics and Graph Theory	3
EDU341	Math Methods I for Elementary Teachers	3
EDU342	Math Methods II for Elementary Teachers	
	OR	3
MTH353	Math Secondary Content Methods	

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. The following are the determinations 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, unless otherwise specified. 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 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 reapplication 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.

GTL ADMISSION 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 practicum that would be arranged for the candidate to successfully complete before entering the spring semester of the program.
4. Demonstrate competency in a subject area, if seeking a single subject endorsement. Candidates may demonstrate this in one of the following ways:
    a. Degree in subject or related field.
    b. Work experience in the field.
    c. Equivalent credits (18-24 semester hours) to a minor in content area.
5. Have completed a total of 30 semester hours in the following multiple subject areas, if seeking a multiple-subjects endorsement:
    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. ADMISSION 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.
- Possess a current teaching license, have demonstrated experience as a K-12 teacher, or have completed a teacher licensure preparation program.

ADMISSION PROCEDURES

To be considered for admissions, the potential candidate will:

1. Complete the application for admission. Respond to the appropriate admissions essays.
2. Submit recommendation forms listed below. Evaluators who complete the form should send it to the Office of Admissions.
    a. Professional
    b. Christian Character
3. Send official transcripts from the final undergraduate institution to the Office of Admissions. In addition, transcripts for any graduate courses believed to be transferable to the program should also be sent.
4. Provide evidence of professional teaching experience, applicable experience and/or licensure by submitting a Professional Resume.

ACADEMIC POLICIES

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

Online Courses
The GTL and M.S.Ed. programs can be completed entirely online, or students may choose to take some courses face-to-face (F2F). A course schedule is available to current students describing when all courses will be offered and in what format.

Summer Schedule
During the academic year (fall and spring semester) courses are taught online or in the evening. 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. Online classes are taught in a compressed format in a 10-week semester. On campus courses are referred to as *two-week intensives.* The on-campus 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 use Microsoft Office 365 at no cost.

Clinical Placement (Student Teaching - GTL)
The following requirements must be met before one begins the clinical placement student teaching experience:

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

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

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 of a partnership between Corban and the school or district
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 after entering the program, and the advisor will check with the director of graduate education for information and permission to pursue the placement. Permission may be refused 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 the 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 the 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 after 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 then 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)

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

1) If a candidate does not have all required exams passed at the end of student teaching, but ultimately passes the exam(s) less than a year after student teaching.
   - Corban will submit the Program Completion Report (PCR) to TSPC when scores are received.

2) If the scores are received more than one year after student teaching, and if the candidate has been taking courses in the M.S.Ed. program since completing student teaching or if he/she has been teaching regularly at the relevant authorization levels.
   - Corban will submit the PRC when scores are received.

3) If the scores are received more than one year after student teaching and the candidate has neither continued in the M.S.Ed. nor been teaching regularly at the relevant authorization levels:
   - The candidate needs to take an additional 3 graduate credits of content area studies or pedagogy, or
   - 2 credits of supervised practicum.

4) If scores are received more than two years after student teaching, and if continuing in M.S.Ed. program, but not teaching or subbing regularly.
   - The candidate needs an additional 2 credits of supervised practicum.

5) If scores are received more than two years after student teaching, and if he/she has been teaching regularly, but not continuing in the M.S.Ed. program.
   - The candidate needs an additional six graduate semester credits of relevant content or pedagogy instruction.

6) If scores are received more than two years after student teaching, but the candidate has neither continued in the M.S.Ed. or been teaching regularly.
   - The candidate needs six additional graduate semester credits in relevant content or pedagogy, and
   - 2 credits of supervised practicum

7) Scores received more than three years after student teaching any circumstances requires re-evaluation of program completion to include a minimum of 8 credits of additional coursework and a 2-credit supervised practicum.

See OAR 584-052-0010 (2) Applicants from Oregon approved programs must apply for licensure within three years following completion of their respective programs. If more than three years elapse before application is made, the candidate must qualify for recommendation under rules for licensure in effect at the time of application.

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 after 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 after 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 after 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 after 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.

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 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 readmitted after applying for admission with no application fee and no letters of recommendation required.
- Returning within three years, the candidate will be re-admitted after applying for admission, including the application fee and letters of recommendation.
- After a three-year absence, the candidate is required to submit all admissions application documentation and fees and will be considered for admission as a new student to the program—though any coursework completed within six years of original admission can be included as fulfillment of M.S.Ed. requirements.
- All other Duration of Study Limits apply as described in that section of the Academic Bulletin.
- All admission requirements as described in this Bulletin apply to any request for re-admission.

THESIS REQUIREMENT (M.S.ED.)

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

All candidates for the Master of Science in Education degree at Corban University will write a thesis paper addressing an educational issue relevant to their professional goals. Foundations for the thesis will begin as students consider topics of personal interest while taking M.S.Ed. coursework. Students 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 withdrawn from the program.*

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

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

TRANSFER OF CREDIT

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

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

WAIVER OF REQUIRED COURSES

Courses required for completion of the Graduate Teacher Licensure program may be waived based on similar graduate or undergraduate courses taken at Corban or another higher-education institution. Decisions will be made on an individual 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.

GRADUATION REQUIREMENTS (M.S.ED.)

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

1. Program of Study. All coursework must be completed according to a program of study defined and on file with the academic advisor during orientation and the Christian Scholarship Seminar, updated as needed with the advisor and consulted for degree audit purposes the semester before expected degree completion. All courses must be completed within the Duration of Study Limits policy articulated elsewhere in the academic catalog.
2. Presentation of Thesis. The penultimate step to graduation is the formal presentation of the research thesis to the education faculty. Though this will be incorporated into EDU602 requirements, it is meant to be an academic community event, so other education students may be in attendance. Local students will be expected to come to campus at a designated day and time for the presentations, and distance students will arrange a telephone or video conference call with at least two faculty who have read and evaluated the thesis.
3. A minimum grade point average of 3.00 for the total graduate program, with no more than six hours of grade below "B-". Any course in which a grade lower than "C" is earned must be retaken.
4. Formal application for graduation. Candidates who expect to complete all degree requirements must apply for graduation. The form is available online and must be turned in during the prior semester to the semester in which the candidate expects to graduate. A $150 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.

GRADUATE TEACHER LICENSURE PROGRAM (GTL)

PROGRAM OVERVIEW

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

- Agriculture science
- Biology
- Foundational language arts, math, science, and social studies
- Health
- Language arts
- Mathematics
- Music
- Physical education
- Social studies

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

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

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

PROGRAM MISSION AND VISION

To develop educational leaders who address the needs in their school community, exemplify professional excellence, and integrate a biblical worldview into their personal and public lives for the glory of God. Our instruction is Bible-centered and is communicated in a caring environment that encourages scholarly and intellectual inquiry, and Christ-like servant leadership.

PROGRAM LEARNING OUTCOMES

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

FACULTY

Rebecca Alburn	Aaron Imig	Angela Sotelo
Kristin Dixon	Jennifer Kleiber	

ENDORSEMENTS

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

GRADUATE TEACHING LICENSE PROGRAM REQUIREMENTS (29-32 Credits)

GTL Core Requirements		**(21)**
EDU511	Biblical Worldview & Ethics in Education	3
EDU530	Instructional Alignment I	3
EDU531	Instructional Alignment II	2
EDU531L	Alignment Practicum	1
EDU532	The Developing Learner	3
EDU534	Teaching the Diverse Learner	3
EDU567	Clinical Placement I & II Student Teaching	6
OR		
EDU563	Clinical Placement I - Student Teaching	4
EDU564	Clinical Placement II - Student Teaching	2

Multiple Subject (Elementary) Requirements		**(9)**
EDU538	Elementary Classroom Management	2
EDU549	Integrated Studies Instructional Methods	2
EDU550	Methods in Literacy	3
EDU551	Methods in Math	2
NES Elem Assessments Subtest I and II		

Single Subject (Secondary) Requirements		**(8)**
EDU539	Secondary Classroom Management	2
EDU556	Literacy Across Content Areas	3
EDU58XX	Secondary Content Methods	3
NES Content Area Test		

To add a Middle-Level Subject Endorsement a candidate must pass the NES Foundational Content Exam.

Music Candidates will be required to pursue K-12 authorization. Methods coursework contains six credits of methods courses that cover elementary through secondary specific methods (EDU555 and four elective methods credits), and EDU556: Literacy Across Content Area. One clinical placement will occur at the elementary level, and one at the middle or high school level.

PE Candidates will have options for Methods coursework: EDU556: Literacy Across Content Area and either EDU586: PE Methods, EDU585: PE & Health Methods, OR EDU557: K-12 Methods in Physical Education. Clinical placement options include one longer clinical placement at either an elementary or middle/high school, or two shorter clinical placements at both an elementary and middle/high school.

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. Candidates may use up to 12 credits of their GTL program towards their M.S.Ed.

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

EDU511 Biblical Worldview & Ethics in Education	3
EDU532 The Developing Learner	3
EDU534 Teaching the Diverse Learner	3
Up to three credits from methods courses	3

ADDITIONAL REQUIREMENTS FOR LICENSURE

Examinations

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

Fingerprinting and Criminal History Background

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

Practicum, Candidacy and Performance Assessment

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

WASHINGTON RESIDENTS:

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

MASTER OF SCIENCE IN EDUCATION (M.S.Ed.)

PROGRAM OVERVIEW

This program is designed for education professionals who plan to pursue a Master of Science in Education degree. The program contains two tracks: Curriculum and Instruction, and ESOL. Following degree 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

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.

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. Positive change is the centerpiece of the three intersecting elements of *teaching for transformation, teacher leadership,* and *community engagement*. The framework provides direction for program vision, course planning, and decision-making. The SOE conceptual framework has been aligned with the InTASC standards and professional organization standards of practice.

PROGRAM LEARNING OUTCOMES (2 – 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 their 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.

FACULTY

Rebecca Alburn
Kristin Dixon
Aaron Imig
Jennifer Kleiber
Angela Sotelo

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 will 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 two-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.

Following 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 the Teachers' Standard and Practices Commission (TSPC). The candidate will apply directly to the TSPC for the added endorsement to their license.

Note: Though there is a policy limit of six "track" credits transferable from another institution for ESOL (and nine core credits), students may transfer in up to 14 credits 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 (30 credits)

M.S.Ed. Core	**(15)**
EDU503 Christian Scholarship Seminar	(3)
EDU511 Biblical Worldview & Ethics in Education	(3)
EDU513 Biblical Leadership in an Educational Environment	(3)
EDU601 Introduction to Research in Education	(3)
EDU602 Thesis	(3)

M.S.Ed. Tracks	**(15)**
Curriculum and Instruction – Complete 15 credits out of the following:	
EDU532 The Developing Learner	(3)
EDU533 Technology in Education	(3)
EDU534 Teaching the Diverse Learner	(3)
EDU535 Curriculum Development and Evaluation	(3)
EDU536 Equity & Ethics in Education	(3)
EDU542 Assessment for Learning	(3)
EDU625 Current Issues and Literacy Leadership	(3)
Content Area or Specialty Electives	(6-9)

English for Speakers of Other Languages ESOL	**(15)**
(ESOL Endorsement) May be completed as a standalone endorsement	
EDU611 Intro to Linguistics and Language Acquisition	(3)
EDU614 Intercultural Communication and Teaching	(3)
EDU615 The ESOL Classroom: Method, Materials and Issues	(3)
EDU616 Content Area Instruction & Assessment for ELL Students	(3)
EDU618 ESOL/Bilingual Practicum	(2)
EDU599 Special Topics: Extended Practicum	(1)

SCHOOL OF MINISTRY

UNDERGRADUATE PROGRAMS

MINISTRY
MINISTRY - KAIROS B.S./M.DIV.
INTERCULTURAL STUDIES

GRADUATE PROGRAMS

MASTER OF ARTS IN CHRISTIAN LEADERSHIP
MASTER OF DIVINITY
DOCTOR OF MINISTRY

SCHOOL OF MINISTRY

TRADITIONAL UNDERGRADUATE SCHOOL OF MINISTRY 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. School of Ministry students 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 majors leading to the Bachelor of Arts or Bachelor of Science degree: the ministry major and intercultural studies major. We also have accelerated options that allow an undergraduate to earn both a B.S. and a master's degree in five years total: the Fast Track and Kairos programs.

For students concerned about 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 allows students to complete a Corban bachelor's and M.Div. degree in five years.

MINISTRY

The School of Ministry offers a ministry major with two concentrations: Christian ministry and intercultural education.

The B.S. in Ministry, with a concentration of Christian ministry, trains students seeking full-time Christian service in a wide variety of local 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 placed on understanding culture, developing the competencies expected of an excellent minister, studying contemporary models of ministry, and developing an individualized philosophy of ministry. This degree is an excellent choice for those seeking to serve in children's, youth, women's, men's, pastoral, parachurch, camping, sports and recreation…and other types of ministry.

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 the School of Education.

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 Corban's 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, ministering to people with compassion and skill.

FACULTY

Tim L. Anderson
Sam E. Baker
Gary W. Derickson
Annette R. Harrison
Allen E. Jones
Jordan M. Newton
Greg V. Trull

FAST TRACK (ACCELERATED) MAJORS

Ministry, B.S. or B.A./M.A.C.L.
Concentrations:
Christian Ministry
Intercultural Education

MINORS

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

CORE REQUIREMENTS FOR ALL MINISTRY MAJORS (45)

UNDERGRADUATE CORE		**18**
CML102	Introduction to Ministry	1
CML201	Practicum I	1
CML301	Practicum II	1
CML123/ITC123	Cross-cultural Internship	3
CML202	Theology of Ministry	3
CML303	Philosophy of Ministry	3
CML333	Methodology of Ministry	3
ITC403	Intercultural Comm	3

9 hours (BIB/CML/ITC/THE Electives) of the required Biblical Studies Minor Requirement are satisfied in major.

BIBLICAL STUDIES CORE	**15**
BIB511 Interpreting Scripture	3
BIB512 Learning & Living OT History	3
BIB5513 L & L OT Poets and Prophets	3
BIB522 L & L Gospels and Acts	3
BIB523 L & L Epistles and Revelation	3

MINISTRY CORE	**12**
CML501 Growing in the Lord	3
CML553 Becoming a Servant Leader	3
CML531 Teaching Scripture	3
CML671 Ministry Cross-culturally	3

See program advisor for specific internship requirements.
Intercultural studies internships must be cross-cultural.
$45 Student Ministry Association semester fee required for all majors.

B.S. IN MINISTRY:
CHRISTIAN MINISTRY

Master of Arts in Christian Leadership (M.A.C.L.)
Ministry Leadership Concentration (57 total for B.S.)
Core Requirements for Ministry Majors (45)

Christian Ministry Concentration	**12**
THE333 Christian Ethics	3
Choose 2:	6
CMI363 Children's Ministry	
CMI365 Youth Ministry	
CMI323 Women in Ministry	
CMI233 Parachurch & Camping Ministry	
ITC437 Social Justice in Global Context	
PSY/SOC-Upper-Division Psych/Soc Elective	3

(Note: Students must earn a minimum of 120 hours and meet all requirements for the B.S.)

Additional Graduate Courses Required for M.A.C.L.
Ministry Leadership Concentration (19 credits for M.A.)

THE501 God and His Word: Theological Foundations	3
THE502 Christ's Redemption: Christ and Humanity	3
THE503 God's People: The Spirit, Church, and Future	3
THE511 Practicing Effective Research	3
THE521 Understanding Church History	3
CML562 Supervised Leadership (2x2 credits)	4

Students may also choose the MACL in Non-profit Leadership or Christian Teaching Concentration. See School of Ministry Graduate Section for details.

B.S. IN MINISTRY: INTERCULTURAL EDUCATION

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

Core Requirements for Ministry Majors		**(45)**
Intercultural Education Concentration		**(26)**
ANT303	Cultural Anthropology	3
ITC355	Literacy and Orality	3
ITC363	Lang & Culture Acquisition I	3
Choose 1:		3
ITC435	Contemporary Missiological Issues	
ITC437	Social Justice in Global Context	
THE303	Religious Movements	
EDU102	Intro to Education	2
EDU237	The Developing Learner	3
EDU302	Classroom Mgmt and Disc	2
EDU330	Instructional Alignment I	3
EDU331	Instructional Alignment II	2
EDU410	Philosophy of Education	2

(Note: Students must earn a minimum of 120 hours and meet all requirements for the B.S.)

Additional Graduate Courses Required for M.A.C.L.		
Ministry Leadership Concentration		**(19)**
THE501	God and His Word	3
THE502	Christ's Redemption	3
THE503	God's People	3
THE511	Practicing Effective Research	3
THE521	Understanding Church History	3
CML562	Supervised Leadership (2x2 credits)	4

MINOR IN CHRISTIAN MINISTRY		**(18)**
CML102	Introduction to Ministry	1
CML201	Practicum I	1
CML301	Practicum II	1
CML202	Theology of Ministry	3
ITC403	Intercultural Communication	3
CML303	Philosophy of Ministry	3
Choose 2:		**6**
CMI363	Children's Ministry	
CMI365	Youth Ministry	
CMI323	Women in Ministry	
CMI233	Parachurch & Camping Ministry	
ITC437	Social Justice in Global Context	

MINOR IN BIBLE		**(18)**
BIB103	Intro to Biblical Literature	3
BIB105	Bible Study Methods	3
THE205	Introduction to Theology	3
ITC	Intercultural Studies Elective	3
CMI	Christian Ministry Elective	3
BIB/THE	Bible or Theology Elective	3

(Note: The Bible Minor is embedded in the General Education curriculum)

MINISTRY: KAIROS
ACCELERATED B.S./B.A. – MASTER OF DIVINITY

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 allows students to complete a Corban bachelor's and a 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, ministering to people with compassion and skill.

FACULTY

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$45 Student Association fee will be assessed for all majors each semester to fund ministry major events.

CORE REQUIREMENTS FOR KAIROS B.S. Ministry/M.Div. Church Ministry

General Education Requirements		**(43)**
(Note: 17 general education requirements are met in the major)		
Core Ministry Requirements		**(22)**
BUS203	Personal and Family Finance	3
CML102	Introduction to Ministry	1
ITC123	Cross-Cultural Internship	3
ITC403	Intercultural Communication	3
CML202	Theology of Ministry	3
CML303	Philosophy of Ministry	3
CML333	Methodology of Ministry	3
PSY	Psychology Elective	3
Mentored Ministry		**(5)**
CML405	Mentored Ministry (5x1 credit)	5
Total Undergraduate Hours		**(73)**
(Note: Student must earn a minimum of 120 hours and meet all requirements for the B.S.)		
Undergrad and Grad Electives towards Minor		**(15)***
* Must earn an approved minor or have elective plan approved by the Kairos Director		
Total Graduate Hours		**(70)**
Total Hours for B.S./M.Div.		**(158)**

B.S. IN MINISTRY—KAIROS
M.DIV. IN CHURCH MINISTRY

Total Graduate Requirements		**(70)**
Bible Core		**(15)**
BIB511	Interpreting Scripture	3
BIB512	Learning and Living OT History	3
BIB513	Learning and Living OT Poets and Prophets	3
BIB522	Learning and Living Gospels and Acts	3
BIB523	Learning and Living Epistles and Revelation	3
Theology Core		**(18)**
THE501	God and His Word: Theological Foundations	3
THE502	Christ's Redemption: Christ and Humanity	3
THE503	God's People: The Spirit, the Church, and the Future	3
THE511	Practicing Effective Research	3
THE521	Understanding Church History	3
THE523	Apologetics	3
Leadership Core		**(19)**
CML531	Teaching Scripture	3
CML501	Growing in the Lord	3
CML541	Building a Christ-centered Home	3
CML553	Becoming a Servant Leader	3
CML 671	Ministering Cross-Culturally	3
CML505	Mentored Ministry	4
Church Ministry Concentration		**(18)**
CML511	Preaching Scripture I	3
CML521	Preaching Scripture II	3
CML611	Counseling in Ministry	3
CML641	Leading Ministries	3
CML651	Fulfilling the Church's Purpose	3
CML661	Ministering in the Church	3

INTERCULTURAL STUDIES

PROGRAM OVERVIEW

Corban's intercultural studies program is unique to intercultural and global studies programs in the Pacific Northwest on two important points. First, it is grounded in the necessity to train disciple-makers who handle scripture accurately and winsomely in the social, cultural, linguistic, and religious contexts where Christ is not yet worshiped. Secondly, it provides the option of a TESOL certificate (Teaching English to Speakers of Other Languages). This is an attractive entry-level requirement into a global $63 billion dollar-a-year industry directly after graduation. [1]Over one billion people live in countries where it is difficult to enter as a traditional missionary, but not as an English teacher.

Intercultural studies students complete core courses in the philosophy and theology of ministry, language learning, and intercultural communication, and foundational concepts in the social sciences (anthropology, sociology, political science, economics, and history). Then, students may choose from study-abroad options, TESOL certificate courses, or add Bible, theology, and ministry courses to complete their degree. Students may also choose between a Bachelor of Science or Bachelor of Arts degree, with the addition of foreign language study.

Church planters, pastors, evangelists, and Bible teachers are essential traditional job roles in intercultural ministry. In addition, the current pressure points for the spread of the Gospel indicate a need for people to serve through creative access strategies, humanitarian project administration, refugee ministries, Bible translation, Scripture engagement, and literacy work, as well as TESOL, mentioned above.

Undergraduate and graduate students in other majors are encouraged to add value to their professional preparation with an Intercultural Studies minor or a TESOL certificate.

PROGRAM LEARNING OUTCOMES

1. Students will exemplify growing Christian character and biblical readiness for productive ministry.
2. Students will be able to articulate and implement a biblically-based and culturally-relevant ministry philosophy.
3. Students will be characterized by open-minded and discerning, welcoming, and adaptable attitudes, and the language skills necessary to build trusting relationships cross-culturally.
4. Students will exhibit intercultural competence in communication and maintain a biblical perspective of complex issues such as poverty and justice in a diverse and pluralistic world.

FACULTY

Tim L. Anderson	Gary W. Derickson	Annette R. Harrison	Greg V. Trull
Sam E. Baker	Allen E. Jones	Jordan M. Newton	

[1] TEFL & ESL Teacher Job Market Report for 2021-2022, February 18, 2022. International TEFL Academy. Accessed 31 March 2023 https://www.internationalteflacademy.com/tefl-esl-teacher-job-market-report

Intercultural Studies, B.S. or B.A.

General Education Core Requirements 60-61*

* The B.A. degree requires 12 units of language study in General Education.

Core Requirements 35

Ministry
Intercultural Studies

Concentration 18-19

Language and Culture (Study Abroad)
TESOL (with Certificate)
General Intercultural Studies

Minimum Required for Graduation: 120

$45 Student Association fee will be assessed each semester for all ministry majors to support ministry activities.

Minor

The Intercultural Studies minor must be taken in conjunction with a major to satisfy requirements for a bachelor's degree.

TESOL Certificate

The TESOL Certificate must be earned in conjunction with a major or a minor to satisfy requirements for a bachelor's degree.

Eligibility to graduate is based on the completion of all degree requirements and a minimum of 120 credits. Some majors require more than 120 credits to fulfill their degree requirements.

Core Requirements for All Intercultural Studies Majors (41)

Ministry Core		**23**
CML102	Introduction to Ministry	1
CML202	Theology of Ministry	3
CML303	Philosophy of Ministry	3
CML201	Practicum I	1
CMI302	Teaching the Bible (meets Gen Ed requirements)	3
ITC213	Missional Living (meets Gen Ed requirements)	3
THE303	Religious Movements	3
CML501	Growing in the Lord	3
CML571	Ministering Cross-culturally	3

Intercultural Studies Core		**18**
ITC363	Language & Culture Acquisition	3
ITC403	Intercultural Communication	3
ITC123	Cross-cultural Internship	3
Choose Three:		9
SOC203	General Sociology (meets Gen Ed requirements)	
ANT303	Cultural Anthropology (meets Gen Ed requirements)	
ITC355	Literacy and Orality	
ITC435	Contemporary Missiological Issues	
ITC437	Social Justice in Global Context	

LANGUAGE AND CULTURE	**18-19**
Choose from:	
CanIL Linguistics Program	6-15
CCCU Middle Eastern Study Abroad	14-16
Course Choices to Reach 18 Credits*	3-12
*Intercultural list below	

TESOL (WITH CERTIFICATE)		**18**
ITC350	Foundations of TESOL	3
ITC359	TESOL Practicum	3
ENG383	Nature & Structure of English Language	3
EDU330	Instructional Alignment I	3
Course Choices to Reach 18 Credits*		6
*Intercultural list below		

INTERCULTURAL		**18**
BIB	Upper division Bible	3-6
CML	Upper division Christian Ministry	3-6
Heb/Grk	Hebrew or Greek	6
THE533	Christian Ethics	3
THE	Upper division Theology	3-6
HIS	Upper division World History	3-6
PSY	Upper division Psychology	3-6

INTERCULTURAL STUDIES MINOR		**18**
CMI302	Teaching the Bible	3
ITC213	Missional Living	3
ITC403	Intercultural Communication	3
ITC123	Cross-cultural Internship	3
Choose 2:		**6**
ANT303	Cultural Anthropology	
ITC355	Literacy and Orality	
ITC363	Lang & Culture Acquisition I	
ITC435	Contemporary Missiological Issues	
ITC437	Social Justice in Global Context	

TESOL CERTIFICATE		**18**
ITC350	Foundations of TESOL	3
ITC363	Lang & Culture Acquisition I	3
ITC359	TESOL Practicum	3
ENG383	Nature & Struct of English Lang	3
EDU330	Instructional Alignment I	3
ITC403	Intercultural Communication	3

GRADUATE SCHOOL OF MINISTRY

PROGRAM OVERVIEW

The 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 the Corban University School of Ministry are designed to facilitate the University's mission to educate Christians who will make a difference in the world for Jesus Christ.

PROGRAM MISSION AND VISION

We believe the 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
Annette R. Harrison
Allen E. Jones
Jordan M. Newton
Greg V. Trull

ADMISSION POLICIES FOR MASTER'S 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 preparation for the future ministries God has for them.

ADMISSION REQUIREMENTS

- Profess faith in Jesus Christ and live a consistent Christian lifestyle.
- Possess an earned baccalaureate degree from an accredited school. (If you have questions, please contact Corban's admissions office at (503) 581-8600 or email 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 man
    - 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

ADMISSION PROCEDURE

To be considered for admissions, potential candidates will:

- Complete the Application for Admission
- Submit reference forms online from references listed below
    - Pastor
    - Educator or Employer
    - Friend
- Send official transcripts from all institutions where undergraduate and graduate coursework was completed to the Office of 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 the Corban School of Ministry.
    - Relate any professional and/or lay ministry experience you have undertaken in a local church and/or parachurch organization.

The Admissions Committee reviews each application only after all data has 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 Arts and Sciences 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 documents required of any new student, as listed under the Admission Procedure.

Transcripts of a 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) or International Credential Evaluations (incredevals.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 (online) on the Test of English as a Foreign Language (TOEFL). The University may 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. One 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 these 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 second alternative to the TOEFL exam is the Duolingo English Test. The Duolingo English Test is an online English proficiency test that can be taken online, on-demand, in under an hour for only $49.00. The test is taken via a computer with an enabled camera, and includes a proficiency score, video interview, and writing sample which are shared with Corban University when results are sent. Certified results are available within 48 hours of the test session. A minimum score of 110 is required.
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 their 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 international application usually takes several weeks. All application materials should be received by the admissions office by June 1 for the fall semester, and by October 1 for the spring semester.

CHRISTIAN CHARACTER

Applicants for admission must testify that they are personally trusting in Jesus Christ as their 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 the 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 B.S. in Ministry Fast Track programs. These programs allow students to complete their B.S. in Ministry and M.A. 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 and may take up to nine semester credits. If they subsequently complete their baccalaureate degree, they may apply for a degree program. Some exceptions may be made with approval. See the Undergraduate Exception Policy.

UNDERGRADUATE EDUCATION RECOMMENDATIONS

Students who plan to apply for admission to the 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 rematriculation.

ACADEMIC POLICIES FOR MASTER'S 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.

Following the demonstration of competency, up to and including 18 semester hours of advanced standing or waivers may be applied to the M.Div. degree, and up to and including 11 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 credit juniors and seniors 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 for completing 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

Students who desire 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.

GRADUATION REQUIREMENTS

To graduate with a degree from the School of Ministry, students 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 of "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 completion 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

The 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 GPA.
4. The decision to approve the transfer of credits will be based on the similarity of course content, with the 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 by the School of Ministry dean.
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 as associate pastors, non-profit managers, parachurch leaders, Christian school teachers, and community service leaders. The degree has a total of 45-46 credits and consists of Bible, theology and Christian ministry courses.

PROGRAM MISSION AND VISION

The goal of the Master of Arts in Christian Leadership program is to provide students with a strong theological base with four versatile tracks. Though not recommended for those seeking senior pastor roles, it gives excellent training for associate positions, teaching roles, and community-oriented positions.

PROGRAM LEARNING OUTCOMES

- Students will be able to understand and accurately interpret the Bible within its historical, cultural, and geographical contexts.
- 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 leadership practices that reflect biblical principles and are informed by contemporary theory and practice.
-
- 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.
- Students in the biblical studies concentration will be able to accurately translate the Bible utilizing original languages (Hebrew and Greek).

OCCUPATIONAL OPPORTUNITIES

The Master of Arts in Christian Leadership trains graduates to be effective in many leadership roles including as associate pastors, non-profit managers, parachurch leaders, Christian school teachers, and community-service leaders.

MASTER OF ARTS IN CHRISTIAN LEADERSHIP PROGRAM OUTLINE (45-46)

Theology Core		**(15)**
THE501	God and His Word: Theological Foundations	3
THE502	Christ's Redemption: Christ and Humanity	3
THE503	God's People: The Spirit, the Church, and the Future	3
THE521	Understanding Church History	3
THE511	Practicing Effective Research	3

Bible Core		**(15)**
BIB511	Interpreting Scripture	3
BIB512	Learning and Living OT History	3
BIB513	Learning and Living OT Poets and Prophets	3
BIB522	Learning and Living Gospels and Acts	3
BIB523	Learning and Living Epistles and Revelation	3

Ministry Leadership Concentration		**(16)**
CML553	Becoming a Servant Leader	3
CML501	Growing in the Lord	3
CML531	Teaching Scripture	3
CML561	Supervised Leadership Experience (2 credit course taken twice)	4

Choose one of the following: 3

- CML541 Building a Christ-centered Home
- CML611 Counseling in Ministry
- CML671 Ministering Cross-culturally

Non-profit Leadership Concentration		**(15)**
BAN534	Finance, Reporting and Control	5
BAN544	Technology & Operations Management	5

Choose one of the following: 5

- BAN554 Marketing & Analytics
- BAN564 Leadership & Organizational Behavior
- BAN574 Contemporary Issues in the Marketplace
- BA584 Business Strategy & Entrepreneurship

Christian Teaching Concentration		**(15)**
EDU532	Theories of Learning and Teaching	3
EDU534	Teaching the Diverse Learner	3
EDU511	Biblical Worldview and Education	3
CML531	Teaching Scripture	3
CML501	Growing in the Lord	3

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 in similar vocations. The degree has a total of 72 credits and consists of a Bible, theology and leadership core , and a choice of two concentrations: church ministry and biblical languages.

The Master of Divinity provides in-depth of study in Bible and theology as well as 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, and accurately interpret, the Bible within its historical, cultural, and geographical contexts, 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 their own 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

The Master of Divinity prepares graduates to serve in a wide array of ministries, including as a pastor, missionary, youth pastor, chaplain, worship leader, teacher, evangelist, church planter, or community leader.

FACULTY

Tim L. Anderson
Sam E. Baker
Gary W. Derickson
Annette R. Harrison
Allen E. Jones
Jordan M. Newton
Greg V. Trull

MASTER OF DIVINITY PROGRAM OUTLINE (72)

Theology Core		**(15)**
THE501	God and His Word: Theological Foundations	3
THE502	Christ's Redemption: Christ and Humanity	3
THE503	God's People: The Spirit, the Church, and the Future	3
THE511	Practicing Effective Research	1
THE521	Understanding Church History	3
Bible Core		**(18)**
BIB511	Interpreting Scripture	3
BIB512	Learning and Living OT History	3
BIB513	Learning and Living OT Poets and Prophets	3
BIB522	Learning and Living Gospels and Acts	3
BIB523	Learning and Living Epistles and Revelation	3
BIB600	Learning and Living Bible Book Elective	3
Leadership Core		**(21)**
CML531	Teaching Scripture	3
CML501	Growing in the Lord	3
CML541	Building a Christ-centered Home	3
CML553	Becoming a Servant Leader	3
CML671	Ministering Cross-culturally	3
CML561	Supervised Experience (2 credits for three semesters – 6)	6
Church Ministry Concentration		**(18)**
CML641	Leading Ministries	3
CML651	Fulfilling the Church's Purpose	3
CML661	Ministering in the Church	3
CML611	Counseling in Ministry	3
CML511	Preaching Scripture I	3
CML521	Preaching Scripture II	3

WHOLE WORD INSTITUTE

History and Development

Corban University has developed an organizational partnership with the Christian not-for-profit Whole Word Institute (formally IBLT). The Corban University-WWI partnership offers a 48-credit Graduate Certificate in Biblical Hebrew. The nine-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 eight graduate credit hours or a Master of Arts in Classical Hebrew and Translation Consulting for an additional 24 graduate credit hours.

Vision, Mission & Goal for Whole Word Institute

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 to train sufficient consultants, checkers and mother tongue translators so that translation of the Old Testament can begin in every language by the year 2033.

Graduate Certificate in Biblical Hebrew 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.

Master of Arts in Classical Hebrew and Master of Arts in Classical Hebrew and Translation Consulting Program Goals:

1. Students will demonstrate Hebrew language fluency necessary for Hebrew Bible translation.
2. Students will be able to demonstrate effective working knowledge of biblical languages and exegesis.
3. Students will be able to demonstrate mastery of essential translation principles.
4. Students will be able to demonstrate needed computer skills with translation software.
5. Students will be able to demonstrate the awareness of cultural dynamics in personal relationships.
6. Students will be able to exhibit effective coaching skills with translators.
7. Students will be able to practice necessary personal communication skills with coworkers.
8. Students will demonstrate reliable checking techniques for quality assurance.
9. Students will be able to demonstrate an ability to run a CLT classroom for beginning Biblical Hebrew students.
10. Students will be able to complete and attain a level 4 in modern Hebrew as measured by the Standardized *Ya'el* Hebrew Exam.
11. Students will demonstrate an ability to organize quality assurance for an Oral Bible project.

Whole Word Institute Financial Policies

Corban University will charge the following tuition rate to completers of the Corban University- Whole Word Institute graduate certificate.

1. $225 per Corban University credit hour or a total of $1,350 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 –Whole Word Institute graduate certificate program.

All program applicants must:

1. Possess a passport from their home country.
2. Provide 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. Demonstrate 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. Provide three References
    a. Professional References (2)
    b. Pastoral Reference (1)
7. Document financial arrangements
8. Complete personal essays (5)
9. Agree to the Whole Word Institute Statement of Standards
10. Be granted 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 and Master of Arts in Classical Hebrew Translation

1. Good standing in the Corban University- Whole Word Institute Graduate Certificate in Biblical Hebrew
2. Completion of the 48-credit Graduate Certificate in Biblical Hebrew
3. English fluency as demonstrated with a TOEFL score of 550 or above.

Undergraduate Exemption Policy

Applicants who lack the prerequisite baccalaureate degree may apply for admission to certain Corban master's programs. This Undergraduate Exemption Policy (or "UDE") is available for all master's degree programs in partnership with Whole Word Institute.

Admission of students without bachelor's degrees is highly selective. No more than 20% of total Whole Word Institute enrollment can have no bachelor's degree. Qualifications considered include maturity, educational background, ministry experience, and vocational goals. Specifically, applicants must be able to demonstrate significant life experience and training sufficient for graduate language and translation studies. Preference is given to applicants with the most qualified educational backgrounds. Applicants without the requisite baccalaureate degree will preferably have completed the equivalent of 60 semester credits of undergraduate coursework.

In addition to our standard admissions documents, the following items must be provided in addition to the application requirements for the associated programs:

- A statement explaining the applicant's professional and educational journey
- A listing and brief description of training completed
- A portfolio of various achievements and experiences indicating the ability to be successful at graduate level
- A recommendation from a translation agency representative describing the capability for effective translation studies

Accepted applicants without baccalaureate degrees will be on probation for their first term. Continuance in the program requires maintaining passing grades in all first term courses.

Faculty and Leadership

Leadership

Swarr, David. President Whole Word Institute, 2017. Ph.D. Intercultural Organizational Leadership Oxford University (UK).
Buth, Randall. Vice President Whole Word Institute, Professor, 2000. Ph.D PhD Semitic Languages UCLA.
Trull, Greg. Dean, Corban University School of Ministry, Corban-Whole Word Institute Liaison 1991. Ph.D. Biblical Studies Dallas Theological Seminary.

Full-time Whole Word Institute Faculty and Staff

Sharon Alley. MA Hebrew Bible The Hebrew University of Jerusalem.
Randall Buth. PhD Semitic Languages UCLA.
Ricki Gidoomal. MA Linguistics, Russian Oxford University (UK).
Dana Hason. MA Conflict Management and Resolution Bar-Ilan University (Israel).
Gerhard Marx. MTh Orality and Translation South African Theological Seminary.
David Swarr. Ph.D. Intercultural Organizational Leadership Oxford University (UK).
Adam van Goor. MA Biblical Exegesis Wheaton College.

Part-time and Adjunct Teachers with Whole Word Institute

Niek Arentsen. Ph.D. Hebrew Language The Hebrew University of Jerusalem.
Jason K. Driesbach. Ph.D. Bible The Hebrew University of Jerusalem.
Vered Hillel. Ph.D. Comparative Religions The Hebrew University of Jerusalem.
Aaron Hornkohl. Ph.D. Hebrew and Jewish Languages The Hebrew University of Jerusalem.
Benjamin Kantor. Ph.D. Semitic Languages University of Texas, Austin.
Ethan Knapp. M.A. Comparative Religion The Hebrew University of Jerusalem.
Scott McQuinn. M.A. Second Language Acquisition for Ancient Languages Fresno Pacific University.
Naphtali Meshel. Ph.D. Bible The Hebrew University of Jerusalem.
Dorota Molin. Ph.D. Hebrew Studies Cambridge University (UK).
Stephen J. Pfann. Ph.D. Ancient Semitic Languages The Hebrew University of Jerusalem.
Eran Viezel. Ph.D. Biblical Studies The Hebrew University of Jerusalem.
Gerrish Yoni. M.A. New Testament Backgrounds Jerusalem University College.

Modern Hebrew Teachers

Tamar Hayat-Shapira. M.A. Jewish Studies Schechter Institute of Jewish Studies (Israel).
Nitsa Shalitin. M.A. Hebrew Language The Hebrew University of Jerusalem.
Tamar Shtein. B.A. Jewish Philosophy and Hebrew Language Tel Aviv University. Certificate in Teaching Hebrew as a Second Language.
Rachel Duchin. B.A. Psychology and Education The Hebrew University of Jerusalem. Certificate in Teaching Hebrew as a Second Language.
Magdalena Ministrova. M.A. Anglophone Studies and Linguistics Metropolitan University (Prague).

Teachers for Linguistics and Translation Consulting Courses

Stephen Daley. Ph.D. Bible Translation The Hebrew University of Jerusalem.
Teryl Gonzales. M.A. Linguistics University of Texas, Arlington.
Bryan L. Harmelink. Ph.D. Hermeneutics and Biblical Interpretation Westminster Theological Seminary.
Michael Jemphrey. Ph.D. Theological Ethics & Anthropology University of Wales.
Dick Kroneman. Ph.D. Linguistics Free Amsterdam University.

GRADUATE CERTIFICATE IN BIBLICAL HEBREW (48)

Texts Land and Culture	**5**
HEB602 Texts, Lands and Culture: Field Trips Part 1	1
HEB603 Texts, Lands and Culture: Field Trips Part 2	1
HEB604 Texts, Lands and Culture: Field Trips Part 3	1
HEB605 Texts, Lands and Culture: Society and Culture in the Bible	2
Modern Hebrew	**21**
HEB658 Hebrew, Spoken and Written I	6
HEB668 Hebrew, Spoken and Written II	3
HEB678 Hebrew, Spoken and Written III	9
HEB688 Hebrew, Spoken and Written IV	3
Biblical Hebrew	**22**
HEB627 Oral Foundations of Biblical Hebrew	6
HEB637 Intermediate Biblical Hebrew	3
HEB647 Advanced Biblical Hebrew: Seminar and Paper	3
HEB657 Advanced-Intermediate Biblical Hebrew: Legal Texts	2
HEB667 Advanced-Intermediate Biblical Hebrew: Poetry and Psalms	2
HEB677 Advanced-Intermediate Biblical Hebrew: Narrative Texts	3
HEB687 History of Biblical Hebrew	1
HEB697 Advanced Hebrew Synthesis	2
Graduate Certificate Total Credits	**48 Credits**

MASTER OF ARTS IN CLASSICAL HEBREW (MACH)

Graduate Certificate in Biblical Hebrew	**48**
MACH Core Courses	**3**
HEB615 Readings in Hebrew Bible	0
HEB681 Introduction to The Hebrew Bible (inc. Masoretic Text)	2
HEB683 A History of The Ancient Near East and Israel	1
Choose At Least Five Credits From:	**5**
ARA601 Aramaic	3
ITC627 Biblical Foundations of Orality	1
ITC637 Oral Bible Translation	2
Approved Elective*	4-10
Total Credits	**56+**

*Students may take additional Hebrew and Linguistic courses with approval of Whole Word Institute Vice-President and Corban School of Ministry Dean. Specialization courses fulfill the above five required elective credits.

Specialization in Deaf Translation	**13**
HUM610AS Sign Language Linguistics	2
HUM625AS Deaf Ethnoarts	1
HUM630AS Deaf Culture	1
HUM640AS Media Production	2
HUM650AS Sign Language Discourse Analysis	2
HUM660AS Scripture Engagement in Deaf Communities	1
HUM681AS Sign Language Bible Translation Internship	4
Total Credits	**69**

Students must demonstrate acceptable competency in Scripture performance or take HUM620AS Performing Scripture.

Specialization in Hebrew Teaching	**19**
ARA601 Aramaic	3
ITC645 Language Pedagogy	2
ITC655 Hebrew Pedagogy Internship	4
Hebrew electives	10*
Total Credits	**75**

*In addition to the above 9 credits, students must complete at least 10 credits of Hebrew in addition to those required in the MA core. Students may take additional linguistics courses instead. This requires approval of the vice-president of Whole Word Institute and the dean of Corban School of Ministry.

MASTER OF ARTS IN CLASSICAL HEBREW AND TRANSLATION CONSULTING (MACHTC)

The following credits outline the requirements for the MA in Classical Hebrew and Translation Consulting. Seventy (70) credits are needed to graduate. Additional specializations are available in Hebrew Teaching, deaf translation and Oral Bible Translation but are not needed to graduate.

MACHTC Pre-requisite Requirements

Entering students must demonstrate acceptable competency in language, translation and Scripture performance or take HUM600 Introduction to Language, ITC613 Introduction to Translation and HUM620AS Performing Scripture.

Graduate Certificate in Biblical Hebrew	**48**
MACHTC Core Requirements*	**22**
CML674 Cross-cultural Service and Teamwork	1
CML684 Project Management and Tools	1
HEB615 Readings in Hebrew Bible	0
HEB681 Introduction to the Hebrew Bible (inc. Masoretic Text)	2
HEB683 A History of the Ancient Near East and Israel	1
ITC615 Consulting Internship A	4
ITC625 Consulting Internship B	4
ITC623 Advanced Translation Issues	2
ITC627 Biblical Foundations of Orality	1
ITC633 Translation Quality Assurance	2
ITC637 Oral Bible Translation	2
LIN621 Communication Theory	2
Total Credits	**70**

Specialization in Oral Bible Translation

In addition to the following courses, students must demonstrate competency in orality and oral Bible translation. Students may also take ITC627 Biblical Foundations of Orality and ITC637 Oral Bible Translation.

Requirements	**6**
ITC647 Advanced Oral Bible Translation	2
ITC657 Ethnomusicology and Art	2
ITC667 Oral Bible Translation Internship	4 (replaces ITC625 Consulting Internship B in core)
HUM640AS Media Production	2
Total Credits	**76**

Specialization in Hebrew Teaching	**15**
Requirements	**5**
ARA601 Aramaic	3
ITC645 Language Pedagogy	2

ITC655 Hebrew Pedagogy Internship	4 (replaces ITC625 Consulting Internship B in core)
Hebrew Electives	10*
Total Credits	**85**

*Students must complete at least 10 credits of Hebrew in addition to those required in the MA core. Students may take additional linguistics courses instead. This requires approval of the vice-president of Whole Word Institute and the dean of Corban School of Ministry.

Specialization in Deaf Translation	
Requirements	**9**
HUM610AS Sign Language Linguistics	2
HUM625AS Deaf Ethnoarts	1
HUM630AS Deaf Culture	1
HUM640AS Media Production	2
HUM650AS Sign Language Discourse Analysis	2
HUM660AS Scripture Engagement in Deaf Communities	1
HUM681AS Internship Sign Lang. Bible Translation	4 (replaces ITC625 Consulting Internship B in core)
Total Credits	**79**

Additional Electives	**3**
ITC690 Research Paper**	3

**This is an optional elective for those pursuing a PhD, not required for graduation.

THREE-CERTIFICATE PROGRAM OPTION: HELP (Hebrew Extension Learning Program)

The following option allows students to earn the MACH degree incrementally in three certificates. These certificates are often required by translation agencies. MACH is divided into 3 consecutive certificates that build on each other toward the MACH. The MA degree in Classical Hebrew is earned upon completion of the third certificate.

The first certificate: “Certificate in Biblical Hebrew” is an 18-credit program that may be thought of as the equivalent of three years of university/seminary Hebrew study with the added advantage of being taught as CLT (Communicative Language Teaching) where the teaching enhances rapid internalization of the language. This sets a high introductory platform for training translators and consultants.

The second certificate: “Certificate in Biblical Hebrew Culture and Geography”. This second certificate includes in person training in both biblical Hebrew and modern Hebrew in order to enhance the overall language program. It includes an intensive 12-week study tour in Jerusalem. It effectively doubles the amount of Hebrew interaction over the first certificate for a significant advancement toward a minimal professional level of source language skill.

The third certificate: “Certificate in Advanced Hebrew” is 25 credits and may be completed online, outside of Israel with the student back in the home region where they are studying and potentially working on translation projects.

Certificate in Biblical Hebrew Requirements	**18 credits**
HEB627A Oral Foundations of Biblical Hebrew A	3
HEB627B Oral Foundations of Biblical Hebrew B	3
HEB658A Hebrew, Spoken and Written I A	3
HEB658B Hebrew, Spoken and Written I B	3
HEB637 Intermediate Biblical Hebrew	3
HEB677 Advanced-Intermediate Hebrew: Narrative Texts	3

Certificate in Biblical Hebrew Culture and Geography	**14 credits**
HEB601 Biblical Hebrew Texts Related to Geography and Culture	2
HEB602,603,604 Texts, Land, and Culture: Field Trips (1 credit each)	3

HEB605	Texts, Land and Culture: Society and Culture in the Bible	2
HEB668	Hebrew, Spoken and Written II	3
HEB678A	Hebrew, Spoken and Written III A	4

Certificate in Advanced Hebrew:		**24 credits**
HEB647	Advanced Biblical Hebrew: Seminar and Paper	3
HEB657	Advanced-Intermediate Biblical Hebrew: Legal Texts	2
HEB667	Advanced–Intermediate Biblical Hebrew: Poetry and Psalms	2
HEB678B	Hebrew Spoken and Written III B	5
HEB681	Introduction to the Hebrew Bible (inc. Masoretic Text)	2
HEB683 A	History of the Ancient Near East and Israel	1
HEB688	Hebrew Spoken and Written IV	3
HEB687	History of the Hebrew Language	1
HEB697	Advanced Hebrew Synthesis	2
HEB698	Hebrew Spoken and Written V	3

DOCTOR OF MINISTRY PROGRAM

(Moratorium Status beginning Fall 2022)

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 on 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 as 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 (three credits), and a thesis project (dissertation) (three credits).

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 University website.

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 seminars 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 31. 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 one cohort track. Strategic Leadership is led by Dr. Gary McIntosh and Dr. Leroy Goertzen.

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 on, 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 the context of leadership.

As the capstone degree within the ministry profession, the Doctor of Ministry in Strategic Leadership is designed to advance the understanding and practice of leadership among 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.

DOCTOR OF MINISTRY PROGRAM STRUCTURE (30)

COHORT		**Strategic-Transformational Leadership**
YEAR ONE		**Personal Dimensions of Leadership**
Week 1	CML814	The Spiritual Life of a Leader (4)
Week 2	CML824	Personal Leadership Foundations (4)
	CML891	Thesis-Project Seminar (1)
YEAR TWO		**Philosophy of Leadership**
Week 1	CML834	Philosophic Foundations of Leadership (4)
Week 2	CML844	The Culture of Leadership (4)
	CML892	Thesis-Project Seminar II (1)
YEAR THREE		**Essential Skills of Leadership**
Week 1	CML854	The Analytic Dimension of Leadership (4)
Week 2	CML864	The Human Dimension of Leadership (4)
	CML893	Thesis-Project Seminar III (1)
YEAR FOUR		**Thesis**
	CML894	Thesis-Project Writing (3)
YEARS FIVE-SIX		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 courses during the D.Min. year 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 based on 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.

ACADEMIC PROGRESS

A student's academic progress in the program is monitored closely through the quality of their 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 mid-June. The two-week residency takes place typically in June. Post-residency work commences immediately following the residency, and continues through October 31.

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 for vocation-related training seminars and programs. Certain advanced training, such as CPE units offered by the military and hospital chaplaincy, will be considered on a case-by-case basis. Advanced-standing credit will be limited to one module.

ATTENDANCE

Due to the brevity and intensity of the modular format, students may not miss more than four 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 on 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. For transfer credit, please see below.

DROPPING AND ADDING MODULES

Students will be registered by the academic office. Due to personal or professional crises, students may request to drop a module. To receive a tuition refund, such a request must be made in writing to the director of the program, prior to March 1 for the first module, and May 1 for the second module. Tuition refunds will not be given after these dates.

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 be granted only 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

To graduate from the School of Ministry's Doctor of Ministry program, students must complete 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(certain exceptions may be made as determined by the D.Min. director, but the diploma of graduation will not be issued until all the work stated above is completed). 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.

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, students must complete 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 due to 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 their control.

Students who know they will be unable to complete 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. Under ordinary circumstances, an approved petition for an incomplete grade gives students a full term to complete the designated work.

REGISTRATION AND PAYMENT OF FEES

Students will be registered for D.Min. modules in December 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 for each of the two core modules taught each year (please note that tuition and fees are subject to change). No refunds of 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 (CML896: $500.00). A leave of absence necessarily extends the 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

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 preparation for the future ministries God has for them.

The successful candidate for admissions will:

- Profess faith in Jesus Christ and live a consistent Christian lifestyle
- Have three years of ministry experience subsequent to the completion of their first theological graduate degree
- Be currently engaged in vocational ministry
- Have the ability to do post-graduate work
- Possess an earned master's degree that provides a sufficiently strong background in biblical, theological, and ministerial disciplines suitable for post-graduate ministry studies (if you have questions about whether your master's degree qualifies, please contact Corban's admissions office at 800-764-1383 or email 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 man
    - 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 return bodily to the earth to reign

ADMISSION PROCEDURES

In order to register at the Corban University School of Ministry, an application for admission must be completed with the Office of 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 minster/leader?

c. Relate your educational and vocational goals, and indicate what you expect to gain from participation in the 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 institutions at which the student earned their undergraduate and graduate degrees, sent directly from the institution(s) to the Office of Admissions
4. References from a member of the student's leadership board, a ministry colleague, and a friend
5. A completed Faculty Recommendation form
6. A completed Ministry Organization Endorsement form
7. A graduate-level research paper
8. A signed Doctrinal Agreement

The Admissions Committee reviews each application only after all data has been received. When the application has been completed satisfactorily, the applicant will be sent an email and 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 on 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. Prospective students who do not have the requisite graduate credits can enroll in Corban's graduate online program and take courses that will enable them to meet D.Min. academic entrance requirements.

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 on 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 credit transfer is requested after admission is approved, permission for transfer is subject to the decision of the program director and the registrar's office.

SCHOOL OF SOCIAL SCIENCES

UNDERGRADUATE PROGRAM

COUNSELING PSYCHOLOGY
CRIMINAL JUSTICE
FORENSIC PSYCHOLOGY

GRADUATE PROGRAMS

MASTER OF ARTS IN COUNSELING

COUNSELING PSYCHOLOGY

PROGRAM OVERVIEW

The undergraduate counseling psychology degree at Corban University provides 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, passions, and abilities to the classroom, and forges 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, master's degrees, and terminal degrees in their field. They aim to help students reach their academic and personal goals, and be strong in their future professions. Courses at Corban University incorporate up-to-date psychological research and theories and are interactive, engaging, and practical. A major or minor in counseling psychology can be a great value to students who wish to combine this knowledge with studies from other disciplines such as ministry, business, communications, criminal justice, and education.

The undergraduate degree in counseling psychology offers students a well-rounded preparation for a wide range of future career and life endeavors. From ministry preparation, with people-helping skills, to introduction to social work, addictions and trauma counseling, marriage prep, couples counseling, family work, and working with children and teens. Our desire is to provide a solid foundation, both biblically and from up-to-date research, for you to build on the rest of your life and career, no matter where life takes you. Our graduates are prepared biblically, theoretically, and practically for research, a wide array of people-helping work, ministry, and graduate school.

We also offer a degree combining psychology and criminal justice (See Forensic Psychology).

CONCENTRATIONS:

Marriage & Family:
Choose this option to focus your course work on working with children, teenagers, marriages, and families.
Trauma & Addictions:
Choose this option to focus your course work on trauma and addictions.
General Counseling Psychology
Choose this option for a more general, rather than a specific, concentration.

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 able to evaluate them from a Christian worldview.
- Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as members of society.

FACULTY

Loren Calkins Corey Gilbert

MAJORS
Counseling Psychology, B.S. or B.A.
Concentrations

- Marriage & Family
- Trauma & Addictions
- General Counseling Psychology

MINORS
Counseling Psychology

Core Requirements: Counseling Psychology Majors (36)

PSY105	General Psychology	3
PSY205	Lifespan Development	3
PSY207	Counseling Skills	3
PSY215	Social Psychology	3
MTH223	Statistics / Probability	3
IDS230	Research Methods	3
PSY275	Abnormal Psychology	3
PSY307	Human Sexuality	3
PSY335	Counseling Theories	3
PSY415	Internship – OR -	
PSY425	Advanced Research Lab	3
PSY418	Group Dynamics	3
PSY495	Psychology & Christianity Capstone	3

Student Association fee of $25 per semester will be assessed for all majors.

B.S. General COUNSELING PSYCHOLOGY: (48)
Core Requirements (36)
Specific Requirements (12)

PSY310	Counseling Children & Adolescents	3
PSY407	Issues in Pre-Marriage, Marriage & Divorce	3
PSY408	Crisis & Trauma	3
PSYXXX	Elective*	

*Concentration must have at least 9 upper division credits

B.S. COUNSELING PSYCHOLOGY:
MARRIAGE & FAMILY (48)
Core Requirements (36)
Specific Requirements (12)

PSY310	Counseling Children & Adolescents	3
PSY328	Family Systems	3
PSY407	Issues in Pre-Marriage, Marriage & Divorce	3
PSY	Elective*	3

B.S. COUNSELING PSYCHOLOGY:
TRAUMA & ADDICTIONS (48)

Core Requirements (36)
Specific Requirements (12)

PSY308	Psychology of Addiction	3
PSY407	Issues in Pre-Marriage, Marriage & Divorce	3
PSY408	Crisis & Trauma	3
PSY	Elective*	3

MINOR IN COUNSELING PSYCHOLOGY (18)

Choose One Lower-Level Course:		3
	PSY105 General Psychology	
	PSY205 Lifespan Development	
	PSY215 Social Psychology	
Choose One PSY CORE Course		3
Choose a Concentration		12

Minor requires 6 upper-division credits

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 is 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 the 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 hands-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 the 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

Sandra Flint

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 hours) from the following:		**(12)**
ANT303	Cultural Anthropology	3
BUS210	Contemporary Economics	3
POL103	Introduction to Politics	3
POL203	American Government	3
SOC203	General Sociology	3

Specific Requirements		**(30)**
CJU103	Administration of Justice	3
CJU213	Corrections	3
CJU313	Concepts of Criminal Law	3
CJU323	Criminology	3
CJU333	Crisis Intervention Strategies	3
CJU343	Criminal Investigation	3
CJU413	Juvenile Delinquency	3
CJU403	Ethics, Communication & Reporting	3
CJU433	Legal Aspects of Evidence	3
CJU443	Internship	3

Suggested Electives:
CJU353 Serial Violence
CJU363 White Collar Crime
CJU373 Terrorism in the 21st Century
CJU375 Religious Extremism
CJU493 Constitutional Law in Criminal Justice

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)**
CJU103	Administration of Justice	3
CJU213	Corrections	3
CJU313	Concepts of Criminal Law	3
CJU323	Criminology	3
CJU413	Juvenile Delinquency	3
CJU403	Ethics, Communication & Reporting	3
CJU	Upper-Division Elective	3

*Criminal Justice Association membership and $85 fee required from all majors

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 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 who 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 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

Sandra Flint Corey Gilbert

MAJORS	MINORS
Forensic Psychology, B.S. or B.A.	Forensic Psychology

B.S. /B.A. in FORENSIC PSYCHOLOGY (48)

PSY105	General Psychology	3
PSY205	Lifespan Development	3
CJU213	Corrections **– or** -	3
CJU413	Juvenile Delinquency	
PSY215	Social Psychology	3
IDS230	Introduction to Research Methods	3
PSY495	Psychology and Christianity	3
PSY309	Forensic Psychology	3
PSY275	Abnormal Psychology	3
CJU313	Concepts of Criminal Law	3
CJU323	Criminology	3
CJU333	Crisis Intervention Strategies	3
CJU403	Ethics, Communication & Reporting	3
CJU433	Legal Aspects of Evidence	3
PSY415	Internship (Psychology) **–or-**	3
CJU443	Internship (Criminal Justice)	

ELEC **Choose 1 elective from below list** 3

- PSY207 Counseling Skills
- PSY218 Community Agency Counseling
- PSY307 Human Sexuality
- PSY308 Psychology of Addiction
- PSY328 Family Systems
- PSY408 Trauma Therapy

ELEC **Choose 1 elective from below list** 3

- ANT303 Cultural Anthropology
- SOC203 General Sociology
- CJU363 White Collar Crime
- CJU353 Serial Violence
- CJU373 Terrorism in the 21st Century
- CJU375 Religious Extremism

MINOR IN FORENSIC PSYCHOLOGY (21)

CJU313	Concepts of Criminal Law	3
CJU323	Criminology	3
CJU213	Corrections	
	Or	3
CJU413	Juvenile Delinquency	
CJU	Criminal Justice Upper Division Elective	3
PSY215	Social Psychology	3
PSY315	Abnormal Psychology	3
PSY309	Forensic Psychology	3

MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING

PROGRAM OVERVIEW

The Master of Arts in Clinical Mental Health Counseling program 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 clinical counseling. This program of study 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. Christian ethical and theological principles are 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.

The graduate program is designed for working professionals and is built on the cohort model for full-time students. Part-time students may also participate in the program, although it will take longer to graduate. Graduate students in the clinical mental health counseling program will 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 600-clock-hour internship at a clinical mental health setting. Corban requires six credits in theology for a total of 60 semester hours in the Master of Arts in 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 the social, cultural, psychological, spiritual, and physical well-being of individuals, families, communities, and organizations. This is accomplished through intentional focus on the 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 following successful program completion.

PROGRAM LEARNING OUTCOMES

- Professional Counseling Practice/Ethical Practice: Students will demonstrate their understanding of professional and ethical practice.
- Social and Cultural Diversity: Students will recognize human diversities and social iniquities, and provide socially just, and culturally-informed, services.
- Human Growth and Development: Students will demonstrate an understanding of growth and development, and promote resilience and wellness across the human lifespan.
- Diagnosis/Treatment Planning: Students will demonstrate an understanding of diagnostic processes for prevention, intervention, and treatment planning in order to promote client wellness.
- Counseling and Helping Relationships: Students will demonstrate theory and evidence-based, and culturally relevant, counseling skills and practices.
- Career Development: Students will demonstrate their understanding of career development processes relevant to career planning and decision making in a global economy.
- Group: Students will demonstrate their understanding of the principles of group dynamics, and theories of group counseling methods, behaviors, and assessments.
- Assessment & Testing: Students will apply best practices in assessment and testing to evaluate client issues and inform interventions.
- Research: Students will demonstrate their understanding of the importance of research in advancing the counseling profession.

- Spirituality: Students will demonstrate an understanding of the impact of spiritual beliefs on counselors and clients, and the ability to show unconditional positive regard and respect for client's worldviews.

FACULTY

Lori Schelske Ryan Connor Nick Sotelo

ADMISSION 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 prospective students who fit the University's mission and have a high likelihood of success in the program. Desired characteristics include the potential for master's-level work in counseling, the applicant's potential success in forming effective and culturally relevant interpersonal relationships in individual and small group contexts, and each applicant's career goals and their relevance to the program.

The successful candidate for admissions will:

- Profess faith in Jesus Christ and live a consistent Christian lifestyle
- Have a minimum cumulative GPA of 3.00. Applicants with an undergraduate cumulative GPA of less than 3.00 will not be considered for an interview until evidence of the ability to complete graduate-level academic work is submitted The following are acceptable options of documentation:
    - Completion of six credits as a non-degree seeking student in Corban University's Clinical Mental Health Counseling program
    - Completion of six graduate credits transferred from an accredited institution
    - Completion of undergraduate credits at the 300–400 level from an accredited institution
- Have an earned bachelor's degree from a regionally accredited institution
- 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. Submit the recommendation forms listed below: the recommendation form will be emailed to your listed references.
   a. Professional Reference
   b. Christian Character Reference
3. Send official transcripts from the final undergraduate institution, and transcripts with any graduate coursework, to the Office of Admissions
4. Provide a professional resume documenting education and experience
5. 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?
6. Applicants must submit a criminal background check prior to acceptance to the program

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 documents required of any new student, as listed under the Admissions Procedure. Transcripts of the student's academic record submitted in a language other than English must be accompanied by a certified translation into English by World Evaluation Services (www.wes.org).
2. The applicant must demonstrate proficiency in reading, writing, and speaking English by attaining a minimum score of

637-673 (paper test) or 110-120 (Internet) on the Test of English as a Foreign Language (TOEFL). The University may also accept an equivalent score on a similar, approved test. The TOEFL code number for the Corban University is 4956. This number should be entered on examination answer sheets. To report scores of tests previously taken, enter the code number on TOEFL Request Forms. An alternative to the TOEFL exam is the International English Language Testing System (IELTS). Applicants must attain a minimum score of Band 8-9. Outside of the United States, information regarding the tests may be obtained from American embassies and consulate offices of the United States Information Service. Students who are accepted with minimal language ability may be required to take formal training in English as a Second Language (ESL).

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

International students must maintain a full schedule of studies, which is defined as a minimum of six units per semester. The United States government will not grant permission for part-time employment until a student has completed one year of studies and can prove that their 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 counseling program faculty have 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. Admission policies and procedures are designed to foster the identification and selection of all prospective students who possess the potential for master's-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 have the responsibility for the selection of master's candidates and have 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. Ongoing student emotional and psychological wellbeing 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 into 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 Admissions. The clinical mental health counseling faculty, registrar, and student financial services 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 Handbook.

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 CNL501 Counseling Theory & Skills I in the fall, and CNL502 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 CNL535 Psychopathology-Diagnosis, CNL537 Ethical and Legal Issues, CNL531 Foundations of the Profession, and CNL521 Intro to Family Counseling before beginning Practicum.

In the second year, fall semester students will complete CNL512 Practicum. Practicum students have a chance to gain experience, develop competencies, integrate learning, and realize personal and professional growth under the guidance of a clinical supervisor. Practicum students are expected to demonstrate an increase in designated skills as the experience progresses. In addition to the opportunity to put counseling skills into practice, the practicum offers the unique opportunity to integrate experience and theoretical knowledge. Students must complete 100 clock hours that include 40 hours of direct client service, one hour of weekly individual supervision, and 1.5 hours of weekly group supervision. Students may generally not complete the practicum in a setting where they are currently employed.

INTERNSHIP

After successful completion of the CNL512 Practicum sequences, students begin their internship. The internship sequence (CNL561-563) reflects the work experience of a professional counselor. In consultation with the faculty advisor, students select potential internship sites in the community based on an area of interest and level of skill and experience. Students may generally not complete the internship in a setting where they are currently employed. Students will complete 600 clock hours including 240 direct hours of service, one hour of weekly 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 of the degree.

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, students must complete the following:

- All required courses in the 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 the Academic Calendar). A graduation fee must accompany the application. This fee is set by the Office of the Registrar. If a 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 the 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
Year 1			
Fall	CNL501 Counseling Theory and Skills I (4)	On Campus	15 weeks
	CNL532 Social & Cultural Foundations (3)	On Campus	8 weeks
	CNL531 Foundations of the Counseling Profession (3)	Online	8 weeks
	CNL537 Legal, Ethical & Professional Issues in Counseling (3)	On Campus	8 weeks
Spring	CNL502 Counseling Theory and Skills II (4)	On Campus	15 weeks
	CNL535 Psychopathology, Diagnosis & Treatment Planning (3)	Hybrid	15 weeks
	CNL522 Counseling Through the Lifespan (3)	Online	8 weeks
	CNL601 Theology and Counseling (2)	Online	8 weeks
Summer	CNL521 Introduction to Family Counseling (3)	On Campus	8 weeks
	CNL541 Research Methods (3)	Hybrid	8 weeks
	CNL536 Addiction Counseling (3)	Online	8 weeks
YEAR 2			
Fall	CNL512 Practicum (2)	On Campus	15 weeks
	CNL523 Group Counseling (3)	On Campus	8 weeks
	CNL534 Appraisal (3)	Hybrid	8 weeks
	CNL602 Theology of Counseling and Christian Growth (2)	Online	8 weeks
Spring	CNL561-563 Internship (1-3)	On Campus	15 weeks
	CNL538 Crisis, Disaster & Trauma Counseling (3)	On Campus	8 weeks
	CNL539 Psychopharmacology for Counselors (2)	On Campus	8 weeks
Summer	CNL561-563 Internship (1-3)	On Campus	15 weeks

	CNL533 Career (3)	Online	8 weeks
	CNL603 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 2,400 hours. For more information, students may visit the Board's website at www.oblpct.state.or.us. Students interested in pursuing an LPC should contact the Oregon Board of Licensed Professional Counselors and Therapists, 3218 Pringle Road SE #160, Salem, OR 97302, (503) 378-5499.

The 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 entity responsible for licensure in that state.

CENTER FOR NONTRADITIONAL LEARNING

UNDERGRADUATE PROGRAMS

APPLIED BUSINESS
BIBLICAL & THEOLOGICAL STUDIES
INTERDISCIPLINARY STUDIES
PSYCHOLOGY

CENTER FOR NONTRADITIONAL LEARNING

ONLINE UNDERGRADUATE BACHELOR AND ASSOCIATE DEGREES

The Center for Nontraditional Learning at Corban University provides a practical, world-class education from a biblical worldview, preparing nontraditional learners to make a difference in the world for Jesus Christ. Every online course is designed to approach its subject from a biblical worldview, and students are encouraged to pursue both academic excellence and spiritual development as they learn to think, respond, and live rightly in their chosen fields.

Nontraditional learners have busy schedules, and it is often difficult to juggle academic progress with the demands of work and family. Corban University's nontraditional program is designed to meet the needs of busy students who are seeking to complete a college degree, advance in a career, or enter an entirely new line of work.

Courses are designed to maximize flexibility. With new classes launching every eight weeks, students have many opportunities to jump into a program or take a few weeks off, as their schedules demand. Courses are delivered on a user-friendly platform that allows students to engage with the class and complete weekly assignments whenever and wherever it is convenient for them.

The nontraditional program takes a multimodal approach to online education. Utilizing a combination of short video and audio recordings, written content, and interactive discussion boards, students are offered a variety of ways to engage with their course content, dialogue with their instructor, and interact with their peers.

The Center for Nontraditional Learning is offering accredited degrees in four programs. The 2024-2025 academic year features a brand new bachelor's degree in Biblical & Theological Studies as well as recently-redesigned degrees in Applied Business and Psychology. Students can also combine their interests and construct their own bachelor's degree in Interdisciplinary Studies.

A bachelor's degree requires the completion of 120 credit hours. However, many nontraditional learners come to the program with considerable education acquired through previous college coursework or through relevant work and life experience. Corban University provides opportunities for students to receive credit for courses taken at other accredited colleges, through CLEP tests, through formal training received in a business or professional environment, and through significant work and life experience. With the potential to earn up to 90 credit hours through prior learning, students can save a significant amount of time and money.

The Center for Nontraditional Learning at Corban University recognizes the challenges nontraditional students face. The online undergraduate program is designed to overcome the obstacles that keep students from attending a traditional on-campus program without sacrificing academic excellence, personal mentoring, student support, or spiritual engagement.

MAJORS
Applied Business, B.S., A.A.B.
Biblical and Theological Studies, B.A. B.S.
Interdisciplinary Studies, B.A. B.S.
Psychology, B.A. B.S.

GENERAL EDUCATION CORE REQUIREMENTS ONLINE UNDERGRADUATE PROGRAMS

Bachelor of Science (48)

Biblical Education Requirements (12-18)

Prorated based on transfer hours accepted at point of matriculation: 30 hrs=15 credits, 60 hrs = 12 credits.
All students are required to take BIB114, BIB124, BIB105, THE205. First year college students are excluded from the prorated agreement.

BIB105NT	Bible Study Methods	3
BIB114NT	Survey of the Old Testament	3
BIB124NT	Survey of the New Testament	3
THE205NT	Introduction to Theology	3
BIB/THE/CMI	Elective	6

Communications (9)

WRI123NT	College Writing I	3
WRI132NT	College Writing II	3
COM102NT	Fundamentals of Speech	3

Humanities (6)

ENG/HUM	English Literature or HUM prefix Elective	3
PHL213NT	The Worldview Seminar	3

Mathematics and Sciences (6)

MTH	Math Elective	3
SCI	Science w/Lab Elective	3

Social Sciences (9)

HIS	History Elective	6
	Non-History Social Science Elec.	3

Bachelor of Arts (60)

Biblical Education Requirements (12-18)

Prorated based on transfer hours accepted at point of matriculation: 30 hrs=15 credits, 60 hrs = 12 credits
All students are required to take BIB114, BIB124, BIB105, THE205. First year college students are excluded from the prorated agreement.

BIB105NT	Bible Study Methods	3
BIB114NT	Survey of the Old Testament	3
BIB124NT	Survey of the New Testament	3
THE205NT	Introduction to Theology	3
BIB/THE/CMI	Elective	6

Communications (9)

WRI123NT	College Writing I	3
WRI132NT	College Writing II	3
COM102NT	Fundamentals of Speech	3

Humanities (18*)

ENG/HUM	English Literature or HUM prefix Elective	3
PHL213NT	The Worldview Seminar	3
	Foreign Language	12*

Mathematics and Sciences (6)

MTH	Math elective	3
SCI	Science w/Lab elective	3

Social Sciences (9)

HIS	History Elective	6
Non-History Social Science Elec.		3

B.A. degree requires the equivalent of 12 credits of study in a foreign language. This requirement may be fulfilled 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.
2. CLEP and transcript 6 cr or 12 cr. Remaining credits in humanities.
3. Two foreign languages may be selected with the minimum of 6 credits in each language.
4. Completion of the Corban Language Institute Pathway to English advanced fluency courses.
5. 12 credits of study in a Foreign Language.

APPLIED BUSINESS

Offered online only

PROGRAM OVERVIEW

The online undergraduate Applied Business degree at Corban University prepares students to enter a variety of cutting-edge business careers. The program is developed by world-class educators and practitioners that bring a practical approach to integrating God's Word into daily business practices. Students will be prepared to enter careers in data analytics, project management, marketing, human resources, and much more, with a broad understanding of fundamental business concepts in today's workforce.

PROGRAM MISSION AND VISION

To equip Christian students with foundational and timeless business knowledge, preparing them to function in today's business landscape as followers of Christ who create and operate businesses with integrity and grace.

PROGRAM LEARNING OUTCOMES

- Students will be able to integrate discipline-specific knowledge and skills into a complete business plan.
- Students will be able to analyze business problems using appropriate theories and techniques.
- Students will be able to articulate a biblical understanding of key business concepts.
- Students will be able to work effectively in a team situation.
- Students will be able to communicate effectively in a professional and diverse global environment.
- Students will demonstrate foundational knowledge of the functional areas of business.
- Students will demonstrate digital literacy throughout their program.

MAJORS

Applied Business, B.S.
Applied Business, A.A.B.

ASSOCIATE OF APPLIED BUSINESS (A.A.B.) **(60)**
[Online Only]

General Ed. Core Requirements (A.A.B.)		**(39)**
Biblical Education		**(12)**
BIB105NT	Bible Study Methods	3
BIB114NT	Survey of the Old Testament	3
BIB124NT	Survey of the New Testament	3
THE205NT	Introduction to Theology	3
Communications		**(9)**
COM102NT	Fundamentals of Speech	3
WRI123NT	College Writing I	3
WRI132NT	College Writing II	3
Humanities		**(6)**
ENG/HUM	Literature or Approved HUM Elective	3
PHL213NT	Worldview Seminar	3
Social Sciences		**(6)**
HIS	History Elective	3
PSY105NT	General Psychology	3
Natural Sciences		**(6)**
MTH	Math Elective	3
SCI	Science with Lab Elective	3
Business Requirements		**(15)**
BUS230NT	Introduction to Management	3
BUS235NT	Accounting Basics	3
BUS240NT	Survey of Economics	3
BUS340NT	Business Law and Biblical Ethics	3
BUS360NT	Introduction to Human Resources	3
Additional Electives		**(6)**
Select two electives from the following:		
BUS220NT	Business Communications	3
BUS250NT	Survey of Marketing	3
BUS325NT	Accounting and Finance for Managers	3
BUS355NT	Survey of Operations Management	3
BUS365NT	Survey of Leadership	3
BUS370NT	Advanced Market Research	3
BUS438NT	Project Management	3
BUS453NT	Entrepreneurship	3
BUS455NT	Business Analytics	3

B.S. IN APPLIED BUSINESS
[Online Only]
In addition to the General Education Core Requirements, the B.S. in Applied Business requires:

REQUIREMENTS FOR ONLINE APPLIED BUSINESS MAJORS		**(45)**
BUS220NT	Business Communications	3
BUS230NT	Introduction to Management	3
BUS235NT	Accounting Basics	3
BUS240NT	Survey of Economics	3
BUS250NT	Survey of Marketing	3
BUS325NT	Accounting and Finance for Managers	3
BUS340NT	Business Law and Biblical Ethics	3
BUS355NT	Survey of Operations Management	3
BUS360NT	Introduction to Human Resources	3
BUS365NT	Survey of Leadership	3
BUS370NT	Advanced Market Research	3
BUS403NT	Business Capstone	3
BUS438NT	Project Management	3
BUS453NT	Entrepreneurship	3
BUS455NT	Business Analytics	3

B.S. IN BUSINESS ADMINISTRATION (55-58)
Moratorium status beginning Fall 2022
ONLINE PROGRAM REQUIREMENTS ONLY

CORE REQUIREMENTS FOR ONLINE BUSINESS MAJORS		**(37)**
BUS131	Business Applications	1
MTH113	College Algebra	3
BUS205	Intro Financial Accounting	3
BUS206	Intro Managerial Accounting	3
BUS213	Information Systems **OR**	
ACC350	Accounting Information Systems	3
BUS215	Macro Economics	3
BUS225	Micro Economics	3
MTH223	Statistics & Probability	3
BUS313	Business Law	3
MGT323	Management Principles	3
MKT333	Marketing Principles	3
BUS335	Financial Management	3
BUS403	Senior Capstone Project	3

ACCOUNTING CONCENTRATION REQUIREMENTS (21)

ACC305	Intermediate Accounting I	3
ACC306	Intermediate Accounting II	3
ACC316	Taxation I	3
ACC415	Advanced Accounting	3
ACC416	Cost Accounting	3
ACC417	Auditing	3
ACC418	Taxation II	3

LEADERSHIP & MANAGEMENT CONCENTRATION (18)

BUS303	Leadership	3
MKT324	Personal Selling & Sales Mgt.	3
MGT325	Principles of Operations Mgt.	3
MGT473	HR Administration	3
6 elective hours of upper-division BUS or BUS203		6

MARKETING CONCENTRATION REQUIREMENTS (18)

MKT393	Consumer Behavior	3
MKT336	Social Media Marketing	3
MKT435	Marketing Communications	3
MKT464	Market Research	3
6 elective hours of upper-division BUS or BUS203		6

BIBLICAL & THEOLOGICAL STUDIES

Offered online only

PROGRAM OVERVIEW

The online Biblical & Theological Studies major is designed to equip students academically and spiritually for lifelong discipleship and service in the church and the world. Built upon a strong liberal arts curriculum taught from a Christian worldview, the major provides a functional knowledge of the content, interpretation, and application of biblical teaching. Students will develop skills in exegesis, reflect on the historical development of key doctrines, and develop a coherent and consistent theology. The major is intended to form the student's spirit, mind, and character to make a difference in the world for Jesus Christ through vocational and volunteer ministries or to serve as the academic foundation for seminary or graduate studies.

PROGRAM MISSION AND VISION

To equip students for Christian service in vocational or avocational ministry, preparing them for entry-level positions in churches and parachurch organizations, providing a foundation for further study in seminary of graduate school, or deepening their walk of discipleship and training them to be effective lay leaders in their churches.

PROGRAM LEARNING OUTCOMES

- Students will apply basic research methods and utilize quality resources for personal Bible study, sermon/lesson preparation, and academic theological research.
- Students will implement sound principles of biblical interpretation to understand and apply the biblical text in proper historical context through exegesis and theology.
- Students will demonstrate a functional understanding of Christian Scripture, Christian heritage, Christian beliefs, and Christian living.
- Students will identify the relationship between biblical and theological knowledge, a personal relationship with God, and a commitment to service in the local church.
- Students will evaluate differing viewpoints on key biblical and theological issues to identify biblical and logical consistency.
- Students will support a commitment to the authority and inerrancy of the Word of God for all matters of faith and practice.
- Students will formulate a system of doctrine that is thoroughly biblical, internally consistent, and functionally relevant for faith, life, and ministry.

MAJORS

Biblical & Theological Studies, B.A. B.S.

BIBLICAL & THEOLOGICAL STUDIES
[Online Only]
In addition to the General Education Core Requirements, the B.A. or B.S. in Biblical and Theological Studies requires:

REQUIREMENTS FOR BIBLICAL AND THEOLOGICAL STUDIES MAJORS (45)

BIB207NT	Principles of Biblical Interpretation	3
BIB228NT	Old Testament: Pentateuch	3
BIB229NT	Old Testament: Historical Books	3
BIB328NT	Old Testament: The Prophetic Literature	3
BIB329NT	Old Testament: Poetry and Wisdom Literature	3
BIB345NT	New Testament: The Gospels	3
BIB348NT	New Testament: Johannine Literature	3
BIB355NT	New Testament: Acts and Pauline Literature	3
CMI213NT	Missional Living	3
THE315NT	Systematic Theology I: Foundations, Bible, Trinity	3
THE325NT	Systematic Theology II: God the Father, Humanity, Sin	3
THE425NT	Systematic Theology III: Christ, Holy Spirit, Salvation	3
THE445NT	The Church and Ministry	3
THE448NT	History of Doctrine I: Early Church Through Reformation	3
THE458NT	History of Doctrine II: Enlightenment to the Present	3

INTERDISCPLINARY STUDIES

This major must include courses from two or three academic areas with a minimum of 18 credit hours in each, nine of which must be upper division. A minimum of 20 upper-division credit hours are required in the Interdisciplinary major. The areas are to be selected with the approval of the academic advisors of each area and must be drawn from the online undergraduate majors or minors offered by Corban University. Students with transfer credits of a major not offered online may be able to use that toward a specialization pending approval. 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 associate provost of online and nontraditional learning and the registrar.

In addition to the General Education Core Requirements, the B.A. or B.S. in Interdisciplinary Studies requires:

Area of Study #1:		**(18)**
Course Number	Course Title (100 + level)	3
Course Number	Course Title (100 + level)	3
Course Number	Course Title (300 + level)	3
Course Number	Course Title (300 + level)	3
Course Number	Course Title (300 + level)	3
Course Number	Course Title (300 + level)	3

Area of Study #2:		**(18)**
Course Number	Course Title (100 + level)	3
Course Number	Course Title (100 + level)	3
Course Number	Course Title (100 + level)	3
Course Number	Course Title (300 + level)	3
Course Number	Course Title (300 + level)	3
Course Number	Course Title (300 + level)	3

Area of Study #1 requires 12 upper-division (300 + level) credits.
Area of Study #2 requires 9 upper-division (300 + level) credits.

PSYCHOLOGY

Offered Online Only

PROGRAM OVERVIEW

The online psychology degree at Corban University provides students with a strong foundation of the world in which we live, what guides human behavior, and how we can live biblically. We teach students how to relate to research, investigate well, and think about people by understanding the whole person. Each instructor brings their unique set of skills, passions, and abilities to the classroom. Each have unique gifts and training along with a combination of certifications, specialties, state licensure, theological / seminary training, and advanced degrees in their field. They aim to help students reach their goals in becoming counselors, teachers, medical professionals, missionaries, and leaders in their future professions. The online degree prepares students for a variety of careers in social science, human behavior, and leadership. The online psychology courses are interactive, engaging, and practical, integrating a biblical worldview with the most up-to-date psychology and social science research and theories.

PROGRAM MISSION AND VISION

To equip Christian students to think biblically about human nature and the complexity of human behavior, with a focus on social science and ethics, preparing them for a variety of careers from social services to human research, or to pursue advanced degrees in counseling or psychology.

PROGRAM LEARNING OUTCOMES

- Students will be able to apply basic research methods, including research design, data analysis and interpretation.
- Students will demonstrate 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 be able to analyze empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.
- Students will be able to communicate effectively in a professional and diverse global environment.
- Students will demonstrate digital literacy throughout their program.

MAJORS

Psychology, B.A. B.S.

PSYCHOLOGY
[Online Only]
In addition to the General Education Core Requirements, the B.A. or B.S. in Psychology requires:

REQUIREMENTS FOR ONLINE PSYCHOLOGY MAJORS (45)

PSY105NT	General Psychology	3
PSY205NT	Organizational and Industrial Psychology	3
PSY235NT	Social Science Research Methods	3
PSY307NT	Human Sexuality	3
PSY334NT	Conflict Management	3
SOC363NT	Ethnicity, Social Class, and Family	3
SSC411NT	Ethics in Social Sciences	3
PSY496NT	Psychology Capstone	3
PSY205NT	Lifespan Development	3
PSY215NT	Social Psychology	3
PSY275NT	Abnormal Psychology	3
PSY311NT	Biopsychology	3
PSY335NT	Counseling Theories	3
PSY408NT	Crisis and Trauma	3
PSY495NT	Psychology and Christianity	3

B.S. PSYCHOLOGY *Moratorium Status beginning Fall 2023*
[Online Only] **(42)**

Core Requirements		**(27)**
PSY105	General Psychology	3
PSY205	Lifespan Development	3
PSY215	Social Psychology	3
PSY235	Social Science Research Methods	3
PSY275	Abnormal Psychology	3
PSY305	Personality Theories **OR**	
PSY335	Counseling Theories	3
PSU307	Human Sexuality	3
SSC403	Family Facilitation Programming – OR --	3
PSY415	Internship	
PSY495	Psychology & Christianity	3

Requirements for Family Studies Concentration		**(15)**
PSY207	Counseling Skills	3
PSY328	Family Systems	3
SOC343	Marriage & Family	3
SOC363	Ethnicity, Social Class & Family	3
PSY/SOC/SSC	Upper-Division Elective	3

Requirements for Counseling Psychology		**(15)**
PSY307	Human Sexuality	3
PSY407	Issues in Pre-Marriage, Marriage & Divorce	3
PSY/SOC/SSC/CJU	Elective 200+	3
PSY/SOC/SSC/CJU	Elective 300+	3
PSY/SOC/SSC/CJU	Elective 300+	3

CENTER FOR GLOBAL ENGAGEMENT

TEACHERS COLLEGE (Universitas Pelita Harapan)

INTERNATIONAL TEACHERS COLLEGE (Universitas Pelita Harapan)

STUDY ABROAD PROGRAMS

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. CGE also serves as an incubator for new initiatives aimed at creatively responding to global challenges. CGE is focused on gathering new information and tools to empower others to reach the nations through education and social change (Matthew 28:19-20).

Faculty and staff involved in CGE conduct research, teach internationally, lead gospel-focused projects, and facilitate student-learning opportunities.

CGE 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
Schimmel Hall, Office 218
Corban University
5000 Deer Park Drive SE
Salem, Oregon 97317
global@corban.edu
503-589-7038

WHOLE WORD INSTITUTE (Previously IBLT): JERUSALEM, ISRAEL

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 comprise 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 "Word." 4.2.20 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 Whole Word Institute, formerly the 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, WWI (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 so that they will be better prepared to make independent and informed decisions in their Old Testament translation projects.

The Corban University-WWI partnership offers a 48-credit Graduate Certificate in Biblical Hebrew. The eight-month graduate certificate equips beginner-level participants with the skills necessary to translate the Old Testament directly into their native languages. Students who complete the 48-credit Graduate Certificate in Biblical Hebrew may also choose to earn a Master of Arts in Classical Hebrew from Corban for an additional eight (minimum) graduate credit hours, or a Master of Arts in Classical Hebrew and Translation Consulting with specializations in Hebrew Teaching or Oral Bible Translation.

While instruction occurs under WWI, 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 meets and works directly with the administrator and president of WWI, traveling to Israel on a yearly basis.

For more information, see GRADUATE SCHOOL OF MINISTRY

UNIVERSITAS PELITA HARAPAN: TANGERANG, INDONESIA

Corban University is committed to preparing effective educators to raise the educational attainment of the continent of Asia and help reduce poverty through access to 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*: *2023-2024.*

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 of Education degree once they complete the four-year program. Following graduation, these new teachers fill classroom positions at Christian schools in many of Indonesia's most impoverished regions. TC attracts students from Indonesia who may pursue a Bachelor of Education (B.Ed.) degree in one of ten majors:

1. Biology Education
2. Chemistry Education
3. Christian Religion Education
4. Economics Education
5. English Education
6. Indonesian Language Education
7. Mathematics Education
8. Physics Education
9. Primary Education
10. Social Science Education

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 international faculty. Students who enroll in ITC pursue a Bachelor of Education (B.Ed.) degree in primary elementary education or secondary English education.

STUDY ABROAD

A variety of off-campus interdisciplinary learning opportunities are available to Corban University students at the sophomore level and above and offer up to 17 semester hours of credit. Students should consult with their advisor to learn how these credits may apply to their major. The Corban University registrar confers final approval on all credit equivalencies or substitutions from study abroad programs.

Corban University's criteria for study abroad is as follows:

- Cumulative GPA of 2.5 or higher (GPA requirements might be more stringent for specific study abroad programs)
- Sophomore status or higher (30 semester credits or more)
- Good standing with Corban University student life.
- A successful application to the study abroad program of choice.

Study abroad programs are run by universities and organizations not affiliated with Corban and may set additional requirements and specific academic prerequisites as admission criteria for given programs.

Corban University institutional financial aid does not apply to study abroad programs. Most federal and state student loans are applicable to study abroad, and some financial aid may be available. Current and prospective students may consult with the Corban financial aid office regarding the financial aid options available.

Some of the study abroad programs available to Corban students include:

- **GlobalEd programs** offered by the Council for Christian Colleges and Universities (CCCU):
    - Scholarship and Christianity in Oxford – Semester
    - Scholarship and Christianity in Oxford – Summer Program
- **Contemporary Music Center** in Nashville
- **L.A. Film Studies Center**
- **Uganda Studies Program**

For more in-depth information, including specific admissions criteria and course offerings for **GlobalEd programs,** please visit www.cccuglobaled.org.

Contemporary Music Center (CMC) is run solely by Greenville University. For specific admissions and course offerings, please visit: www.cmcnashville.com.

For more information, including specific admissions criteria and course offerings for the **L.A. Film Studies Center (LAFSC)**, please visit: lafilmstudies.org.

Uganda Studies Program (USP) is run solely by Uganda Christian University. For specific admissions and course offerings, please visit this website: www.ugandastudiesprogram.org.

FACULTY-LED INTERNATIONAL TRIPS

Many academic majors on campus have a faculty-led international trip. Each faculty-led international experience has its own application and admissions requirements. Students who participate in Corban-sponsored trips, including short-term and faculty-led trips, pay a $177 Global Trips Fee.

COURSE DESCRIPTIONS

COURSE NUMBERING SYSTEM

Courses are designated by numbers that reveal their difficulty and sequence.

Course Numbering Key:

- 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 NT suffix. For example, MTH113 would become MTH113NT.

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, PHL399H would be Philosophy Honors.

Courses generally offered during alternating years are indicated with (Alt).

TRADITIONAL UNDERGRADUATE COURSE DESCRIPTIONS

ACCOUNTING

ACC305 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: BUS205. (Fall)

ACC306 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: BUS205, ACC305. (Spring)

ACC316 Taxation - Individual (3)
In this course, students will gain an understanding of Federal Income Tax laws and how to prepare returns for individuals, sole enterprises, partnerships, and small corporations. (Fall - Odd)

ACC350 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. (Spring-Even)

ACC415 Advanced Accounting (3)
This course covers advanced financial accounting techniques and reporting procedures. Topics include consolidations, partnerships, foreign currency translation, and governmental accounting. (Spring – Odd)

ACC416 Cost Accounting (3)
Cost Accounting studies cost behavior, profit planning and budgeting, motivation and control, cost accounting systems, and standard costing. (Fall)

ACC417 Auditing (3)
Auditing presents the environment and professional nature of auditing; concepts of testing, evidence, internal control, and the analysis of client accounting systems. (Spring – Even)

ACC418 Taxation - Business (3)
This course 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 - Even)

AGRISCIENCE

AGS103 Foundations of Agriculture and Agricultural Science (3)
This course is an introductory, seminar style course designed to provide students with 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. (Spring)

AGS215 Intro to Animal Science (3)
This course will cover the topics of animal classification, identification, selection, behavior, nutrition, health, reproduction, growth and development, and marketing for a variety of agricultural animals. The topics of animal welfare, biotechnology, scientific advancements, and industry trends will also be covered. (Fall)

AGS220 Soil Science and Management (3)
This course will introduce students to soils, their classification, management, organic matter, microorganisms, and chemistry. The application of soil management principles as they pertain to the physical, chemical, and biological sustainability of soil and soil systems will be covered.

AGS220L Soil Science and Management Lab (1)
The soils science lab is designed to provide practical application to concepts learned in the classroom. We will dig deeper into the physical, chemical, and biological properties of soil, in the field and in the lab, through observations and various soil tests. Concurrent enrollment in AGS 220 is required. Fee: $75. (Fall)

AGS225 Crop Science (3)
The basic principles of plant growth, including human and environmental influences, and the theoretical and practical application of agronomic principles to crop production. This course includes the historical and

economic importance of crop plants for food, feed, and fiber; the origin, classification, and geographic distribution of field crops; environmental factors and agronomic problems; crop plant breeding, growth development, and physiology; cropping systems and practices; seedbed preparation, tillage, and crop establishment; pests and controls; and harvesting, storing, and marketing practices.

AGS225L Crop Science Lab (1)
The crop science lab is designed to provide relevant "in-field" case studies and "in-lab" plant testing and trials to further the development of concepts covered in the classroom. We will visit a variety of farms, practice weed and insect identification, and design and perform relevant crop tests. Concurrent enrollment in AGS 225 is required. Fee: $75. (Spring)

AGS310 Food Science (3)
This course discusses food science through the lenses of research and the natural environment. Ecosystems, crop yields, sustainable agriculture, and biodiversity are some of the principles introduced, and students will learn about different foods and food products, food contamination and safety, and traditional, as well as new, technologies of food preservation and packaging.

AGS315 Principles of Sustainable Agriculture (3)
This course provides an overview of sustainable agriculture. The course looks at the sustainability of food production at multiple levels: farm resources, community, regional, national, and global. Students will gain a basic understanding of the environmental problems caused by conventional agriculture/horticulture, and understand the challenges to alternative forms of sustainable agriculture. (Fall – Even)

AGS320 Natural Resources Economics (3)
This course applies theoretical and empirical economic tools to a number of environmental issues. The broad concepts discussed include externalities, public goods, property rights, market failure, and social cost-benefit analysis. These concepts are applied to a number of areas including nonrenewable resources, air pollution, water pollution, solid waste management, and hazardous substances. Time will be spent discussing the optimal role for public policy. (Spring - Odd)

AGS353 Agriculture Education Secondary Content Methods (3)
This course is designed to prepare pre-service secondary agriculture teachers to become competent professionals who can guide and facilitate learning in agriculture courses. The philosophies of both science and career and technical education will be used in developing an understanding of the learner, the content, and the methodologies for teaching agriculture. Prerequisite: Admittance to the School of Education is required. Corequisite: EDU331 Instructional Alignment II.

AGS430 Agriculture Science Internship (3)
Internships in cooperation with an agricultural enterprise such as a farm, orchard, processing plant, etc. In addition, internships may be with government agencies such as Departments of Agriculture or the Federal Bureau of Land Management. The purpose of the internship is to gain real-world experience in the field to prepare for a career. Requires departmental approval.

AGS440 Rural Economic Development (3)
Learn economic and regional development conceptual frameworks. Explore U.S. rural development and government interventions, from agricultural supports to rural poverty. Discuss differing popular local strategies for development that emphasize building current assets from local entrepreneurship to attracting resources and incomes from outside the region through amenity migration and tourism.

AGS450 Land and Water Management (3)
This course provides an overview of the functions and tasks of land and water management, and stresses important land correlations with other fields of interest. This course is a survey of contemporary global trends, necessary land related services, and the general process of executing land management interventions. This course will also provide a survey of current trends and policies in the management of water resources and their relationship to sustainable land management. (Spring – Even)

ANTHROPOLOGY

ANT303 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)

ANT491-493 Special Topics in Anthropology (1-3)
Focused studies on specific issues in anthropology. Requires instructor and department approval.

ART

ART131 Introduction to Drawing I (1)
This course provides individualized instruction in practical

drawing skills designed for the beginner. It introduces fundamental gesture, contour, and value approaches to drawing, utilizing a variety of monochromatic media. This course covers lectures, demonstrations, and training in traditional methods of representing shape and space on a two-dimensional surface.

ART141 Introduction to Drawing II (1)
This course covers the basic drawing skills of observation, selection, representation, perception, and hand-eye-mind coordination. Instruction emphasizes composition and the understanding of visual form, and introduces style as a means to personal expression. Prerequisite: ART131.

ART251 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.*

ART301-303 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.

ART491-493 Special Topics in Art (1-3)
Focused studies on specific issues in art. Requires instructor and department approval.

BUSINESS ANALYTICS

BAN320 Introductory Business Analytics (3)
This course is an introduction to data science, data analytics, and business intelligence. Students will learn the basics of transforming data into useful information for decision making by mining, preparing, analyzing, and visualizing data. The course emphasizes skill development with data analytic tools. (Fall and Spring)

BIBLICAL STUDIES

BIB103 Introduction to the Bible (3)
This survey is an overview of the Bible with an emphasis on orienting students to the general context, themes, and style of each book and investigating how they relate to the major people, places, and events of scripture. Integration into our contemporary scene and personal application are stressed.

BIB105 Bible Study Methods (3)
This course is 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)

BIB135 Bible I: Bible Study Methods & Pentateuch (2)
An introduction to the principles and practice of the inductive approach to studying the Bible. A study of the Pentateuch built on Biblical study methods. (Vector Academy)

BIB136 Bible II: OT Prophets & Writings (2)
An introduction to the principles and practice of the inductive approach to studying the Bible. A study of the Prophets & Writings built on Biblical study methods. (Vector Academy)

BIB137 Bible III: New Testament (2)
An introduction to the principles and practice of the inductive approach to studying the Bible. A study of the New Testament built on Biblical study methods. (Vector Academy)

BIB223 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: BIB113 (Alt)

BIB292 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 students to the geographical regions, important sites, travel routes, and archaeological remains throughout the lands of the Bible.

BIB312 Acts (3)
An analytical and expositional study of Acts as the origin and early development of Apostolic Christianity. Prerequisite: BIB123 and BIB105. (Fall, Alt.) *Available as Online course. Offered as needed.*

BIB313 Daniel-Revelation (3)
An analytical and expositional study of the critical problems, historical backgrounds, and prophetic significance of these books. Prerequisite: BIB113 and BIB105. (Spring, Alt.)

BIB322 James (3)
An analytical and expositional study of the Epistle of James emphasizing the practical outworking of faith. Prerequisite: BIB123 and BIB105. (Alt) *Available as Online course. Offered as needed.*

BIB323 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: BIB123 and BIB105. (Fall and Spring) *Available as Online course. Offered as needed.*

BIB333 Corinthian Epistles (3)
An analytical study of both epistles with an emphasis placed on the doctrinal and practical problems in the Corinthian church, and their contemporary applications. Prerequisite: BIB123 and BIB105. (Alt)

BIB337 Geography Area: Israel (3)
A geographic study of Israel focusing on issues related to the Bible. This course includes study in Israel. (Instructor and department approval required)

BIB353 Hebrews (3)
An analytical and expositional study of the teaching of Hebrews, emphasizing the priestly ministry of Christ and the superiority of Christianity over Judaism. Prerequisite: BIB123 and BIB105. (Spring, Alt.)

BIB362 Petrine Epistles (3)
An analysis and exposition of I and II Peter emphasizing the significant doctrinal and practical issues for the Christian Life. Pre-requisite: BIB123 and BIB105. (Spring, Alt.)

BIB372 Johannine Epistles (3)
An analytical and expositional study of I, II, and III John. Prerequisite: BIB123 and BIB105. (Spring, Alt.)

BIB382 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: BIB113 and BIB105. (Spring, Alt.) *Available as Online course. Offered as needed.*

BIB383 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. This 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: BIB123 and BIB105. (Spring) *Available as Online course. Offered as needed.*

BIB422 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. BIB422 may be repeated for credit. Prerequisite: BIB113 and BIB105.

BIB432 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. BIB432 may be repeated for credit. Prerequisite: BIB123 and BIB105.

BIB491-493 Special Topics in Biblical Studies (1-3)
Focused studies on specific issues in biblical studies. Requires instructor and department approval. Prerequisite: BIB123 and BIB105.

BIOLOGY

BIO115 Medical Terminology (2)
This course will study the principles of medical word building to help the student develop the extensive medical vocabulary used in health care occupations. Students receive a thorough grounding in basic medical terminology through a study of root words, prefixes, and suffixes. The study focuses on correct pronunciation, spelling, and use of medical terms. Anatomy, physiology, and pathology of disease are discussed, but no previous knowledge of these topics is necessary. (Fall and Spring)

BIO210 Biology I: Cell Biology and Genetics (3)
Biology I is a survey of the principles of molecular and cellular biology, the cell cycle, and genetics using animal models. Through these themes, students become familiar with major animal groups, their salient characteristics, environmental interactions, and postulated evolutionary relationships. 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, genetics, and major animal groups. Concurrent enrollment in BIO210L is required. *Enrollment restricted to biology majors or by approval of instructor.* (Fall)

BIO210 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 BIO210 is required. *Enrollment restricted to Biology majors or by approval of instructor.* Lab Fee: $75. (Fall)

BIO220 Biology II: Organismal and Population Biology (3)
Biology II is a survey of principles of organismal biology, ecology, evolution, and principles of biodiversity using plant models. Through these themes, students become familiar with major plant groups, their salient characteristics, environmental interactions, and postulated evolutionary relationships. The following topics are covered during this course: the major groups of plants, their diversity, life cycles, characteristics, their

response to signals, resource acquisition and transport in vascular plants, and fungi as well as cell signaling. Concurrent enrollment in BIO220L is required. Prerequisite: BIO210 and BIO210L *Enrollment restricted to Biology majors or by approval of instructor.* (Spring)

BIO220L Biology II Lab (1)
This laboratory course involves hands-on opportunities where students are introduced to basic techniques in scientific inquiry designed to investigate principles related to organismal biology, ecology, evolution, and principles of biodiversity. Concurrent enrollment in BIO220 is required. *Enrollment restricted to Biology majors or by approval of instructor.* Lab Fee: $75. (Spring).

BIO234 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, and nervous system. Concurrent enrollment in BIO234L is required. (Fall)

BIO234L Human Anatomy and Physiology I Lab (1)
This laboratory course provides students with a hands-on investigation of cells, tissues, the integumentary system, skeletal system, muscular system, and nervous system. Concurrent enrollment in BIO234 is required. Lab Fee: $75. (Fall)

BIO244 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 endocrine system, 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 BIO244L is required. Prerequisite: BIO234 and BIO234L (Spring)

BIO244L Human Anatomy and Physiology II Lab (1)
This laboratory course provides students with a hands-on investigation of the endocrine system, cardiovascular system, lymphatic system, respiratory system, digestive system, urinary system, and reproductive system. Prerequisite: BIO234 & 234L. Concurrent enrollment in BIO244 is required. Lab Fee: $75. (Spring)

BIO283 Ecology and Evolution (3)
Students will learn about all components of an ecosystem, the potential roles for humans in destroying or preserving creation, the principles of how populations of plants and animals have changed, and continue to change, over time, and will learn to analyze data regarding these concepts to be able to make recommendations for the future based on a biblical worldview. (Spring)

BIO304 Microbiology (3)
This course involves an examination of the 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 BIO304L is required. Prerequisites: BIO210, BIO210L, BIO220 and BIO220L or BIO234 and BIO234L. Recommended: CHM214, CHM214L, CHM224, and CHM224L (Fall and Spring)

BIO304L 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 BIO304 is required. Lab Fee: $75. (Fall and Spring)

BIO310 Animal Physiology (3)
Students will learn basic physiological processes of animals. Topics include nervous systems, endocrinology, muscle function, the circulation of blood, respiration, osmoregulation, and excretion. Prerequisites: BIO210, BIO210L, BIO220, BIO220L, CHM214, CHM214L, CHM224, CHM224L (Fall, Alt.)

BIO312 Plant Physiology (3)
Students will learn about all components of a plant's structure and function from the molecular level to the organismal level. Both vascular and nonvascular plants will be discussed, as well as how features of plants relate to how they survive in their environment. Prerequisites: BIO210, BIO210L, BIO220, BIO220L, CHM214, CHM214L, CHM224,CHM 224L (Fall, Alt.)

BIO330 Cell and Molecular Biology (3)
This course covers the 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 BIO330L is required. Prerequisites: BIO210, BIO210L, BIO220, BIO220L, CHM214, CHM214L, CHM224, CHM224L. (Fall, Alt.)

BIO330L 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 the development of laboratory techniques such as mammalian cell culture, RNA extraction, RNA gel electrophoresis, reverse

transcription, primer design, polymerase chain reaction, and DNA gel electrophoresis. Concurrent enrollment in BIO330 is required. Prerequisites: BIO210, BIO210L, BIO220, BIO220L, CHM214, CHM214L, CHM224, CHM224L. Lab Fee: $75. (Fall, Alt)

BIO343 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. Following completion of this course, students will have the opportunity to travel and support medical professionals in providing health care services to the people of a developing nation. Each year during the fall semester, students must apply and be accepted as part of the Medical Mission team in order to take this course. (Spring)

BIO344 Medical Mission Trip Experience (3)
This is an upper-division science course that functions as an internship credit for biology majors. It is 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, and to gain a deeper appreciation for God's heart for the sick, poor, and needy. Each year during the fall semester, students must apply and be accepted as part of the medical mission team in order to take this course. (Spring)

BIO353 Science Secondary Content Methods (3)
This course is designed help secondary candidates develop specific teaching skills related to the content area of life science. The focus will be to prepare pre-service middle and high school biology teachers to become competent professionals who can guide and facilitate learning in a life science course. The philosophy of science and the purposes, strategies, issues, materials, and equipment in the teaching of science will be examined. Note: health science majors may not take this course. Prerequisite: Admittance to the School of Education is required. Corequisite: EDU331 Instructional Alignment II. *Cross-listed with EDU583*. *Students may not receive credit for both BIO353 and EDU583.* (Spring)

BIO362 Bioethics (3)
Bioethics examines issues of science and bioethics related to the beginning of life, the end of life, and genetic technologies. (Spring, Alt.)

BIO4031 Biochemistry (3)
This course examines the chemistry of biological systems: amino acids, proteins, enzymes, and catalysis; carbohydrates, lipids, and membranes; metabolism and its regulation; gene structure, replication, and expression. Prerequisites: BIO210, BIO210L, BIO220, BIO220L, CHM214, CHM214L, CHM224, CHM224L, CHM314, CHM314L, Recommended: CHM324 or co-requisite enrollment in CHM324

BIO434 MCAT: Medical College Assessment Test Prep (3)
This upper-division health science course is designed to prepare students for the Medical College Acceptance Test. This 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 four 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.

BIO443 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: BIO210, BIO210L, BIO220, BIO220L (BIO304 with BIO304L or BIO330 with BIO330L are highly recommended as prerequisites but not required). Concurrent enrollment in BIO443L is required. (Fall, Alt.)

BIO443L 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 BIO443 is required. Lab fee: $75. (Fall, Alt)

BIO444 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 BIO444L is required. Prerequisites: BIO210, BIO210L, BIO220, and BIO220L. (Spring, Alt.)

BIO444L Genetics Lab (1)

This laboratory course involves experimentation and analysis of genetic principles in the areas of transmission genetics and molecular genetics. Concurrent enrollment in BIO444 is required. Lab fee: $75. (Spring, Alt.)

BIO491– 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.*

BUSINESS ADMINISTRATION

BUS203 Personal and Family Finance (3)
This course examines the topics of 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, and wills and estates. (Fall)

BUS215WA Macro Economics (3)

Our Christian worldview is relevant both to our personal finances and macroeconomics. Christians are not only called to be good stewards of the property with which they have been entrusted by God; we are also called to do justice and respect private property corporately. This course will encourage students to behave wisely both in regard to personal stewardship and in a nation under God's sovereign authority. (Worldview at the Abbey)

BUS205 Introduction to Financial Accounting (3)

This course is 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 on which financial statements are derived and organized. (Fall and Spring)

BUS210 Contemporary Economics (3)
This course provides a non-technical introduction to basic concepts in economics, focusing on the United States. Using a small number of fundamental economic concepts, this course provides a foundation for informed decision making regarding current economic debates. (Fall and Spring)

BUS313 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)

BUS335 Financial Management (3)
This course is a study of the role of the financial system and its functioning. The course discusses analytical methods leading to more efficient decision processes involving the use of money and debt, and emphasizes efficient cash flow management, capital budgeting techniques, and instruments of finance. Prerequisite: BUS131. (Spring) *Available as Online course.*

BUS341 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, adding authenticity to the experience. Permission of the program advisor is required. Offered on demand. (School of Education)

BUS343 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. Offered on demand. (School of Education)

BUS363 International Business (3)
This course is an introduction to the theory and practice of business operations in international and multinational firms. Covered topics include international trade theory, globalization, foreign investment, marketing, finance, and human resource management. Prerequisites: MKT333, BUS205, BUS210. (Spring)

BUS364 International Study Tour (3)
This experiential learning course is a study of business in a 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 a destination country and region. (Spring)

BUS403 Senior Capstone Project (3)
This capstone is a demonstration through practical application of the 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. (Fall and Spring)

BUS406 Investment Principles (3)
This course covers the analytical study of the principles of investments in stocks, banks, and other security instruments. Instruction 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)

BUS422-430 Business Internship (2-10)
Job-related research projects and reports. Prerequisite: Approval of program advisor.

BUS445 Project Management (3)
A course covering principles and practices. Students will learn the lifecycle of a 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.

BUS473 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)

BUS491-493 Special Topics in Business (1-3)
Focused studies on specific issues in business. Requires instructor and department approval.

CHEMISTRY

CHM214 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 CHM214L is required. (Fall) *Enrollment restricted to biology majors or by approval of instructor.* (Fall)

CHM214L 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 CHM214 is required. *Enrollment restricted to biology majors or by approval of instructor.* Lab Fee: $75. (Fall)

CHM224 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 CHM224L is required. Prerequisite: CHM214 and CHM214L. *Enrollment restricted to biology majors or by approval of instructor.* (Spring)

CHM224L General Chemistry II Lab (1)
Laboratory experiments demonstrate and investigate chemical principles. The activities in this lab will investigate reaction processes, apply atomic theories and energy concepts, and utilize stoichiometry. Concurrent enrollment in CHM224 is required. *Enrollment restricted to biology majors or by approval of instructor.* Lab Fee: $75. (Spring)

CHM230 Principles of General, Organic, and Biochemistry (3)
An in-depth exploration of the fundamental principles that govern the chemistry of life. Through a comprehensive study of organic chemistry and its intersection with biology, this course provides a solid foundation for understanding the biochemical processes that underlie living systems. Students will delve into the structure, properties, and reactions of organic molecules while gaining insights into how these molecules drive essential biological functions. This is a lower division course required for the Bachelor of Science in Nursing (BSN) degree. (Spring)

CHM230 Principles of General, Organic, and Biochemistry Lab (1)
This laboratory course involves “hands-on” opportunities to investigate principles of CHM23000 - General, Organic, and Biochemistry. Lab fees apply.

CHM314 Organic Chemistry I (3)
This course examines the basic principles of organic chemistry. The emphasis is on molecular structure, reactions of functional groups, and mechanisms of reactions. Concurrent enrollment in CHM314L is required. Prerequisite: CHM214, CHM214L, CHM224, CHM224L. (Fall)

CHM314L 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 CHM314 is required. Lab Fee: $75. (Fall)

CHM320 Quantitative Analysis (3)

Students will learn the quantitative aspects of chemistry. Starting with classical measurements of volumes and masses, the course will develop statistical tools of estimation, confidence, accuracy, and precision in treating experimental data. This includes an introduction to instrumental methods of analysis. Prerequisites: CHM214, CHM214L, CHM224, CHM224L, CHM314, CHM314L. Lab Fee: $75. (Spring, Alt)

CHM324 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 CHM324L is required. Prerequisite: CHM214, CHM214L, CHM224, CHM224L, CHM314, CHM314L (Spring)

CHM324L 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 CHM324 is required. Lab Fee: $75. (Spring)

CHRISTIAN MINISTRY (NON-MAJORS)

CMI135 Leadership I: Practical Discipleship (2)
The Practical Discipleship course will explore the three components needed for growing a spiritual walk and character: spiritual disciplines, priorities and community. (Vector Academy)

CMI136 Leadership II: Marriage and Family (2)
Students in this course will gain confidence in calling, understand biblical manhood and womanhood, learn to trust the Holy Spirit, and deepening conviction that God is sovereign over the specific details of life. Additionally, students will participate in 10-12 Leadership Symposiums with special guests from a variety of vocational fields: business, law enforcement. (Vector Academy)

CMI137 Leadership III: Economics and Stewardship (2)
This class provides practical tools for making a life plan, exercises used throughout life. Additionally, the course will highlight the importance of stewardship with a special focus on biblical wisdom for managing money. (Vector Academy)

CMI323 Women in Ministry (3)
This course provides an overview of women's ministries in the local church, with outreach to the community. This introductory course will give students an opportunity to explore the full spectrum of women's ministries. 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)

CMI233 Parachurch & Camping Ministry (3)
Designed with an emphasis toward youth camps, this course examines the values, goals, and objectives of the camping experience, providing 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)

CMI302 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: BIB123 and BIB105. (Fall and Spring)

CMI305 Discipleship (3)
This course fulfills an upper-division elective for Christian ministry, Bible and theology, and intercultural studies majors and minors, as well as 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 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 their own culture, and in cross-cultural contexts.

CMI363 Children's Ministry (3)
This 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 this 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.

CHRISTIAN MINISTRY (MAJORS)

CML102 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. Students will also be introduced to all ministry programs and be guided in the process of applying to the ministry major.

CML123 Cross-Cultural Internship (3)
This course encompasses cross-cultural internships sponsored by the School of Ministry; it may include other

qualified cross-cultural internships approved by the School of Ministry. The course consists of two phases: preparation during the semester preceding the overseas experience, and the overseas experience itself. *Cross listed ITC123.*

CML201 Practicum I (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)

CML202 Theology of Ministry (3)
An overview of the multiple facets of local and worldwide ministry, with the objective of enabling students to assess their role within ministry, and to prepare a basic theological approach to ministry. (Fall)

CML301 Practicum II (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: CML201.

CML303 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)

CML333 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. Students will design a ministry model, including strategic programs built around theological, philosophical, and methodological foundations. (Odd Spring)

CML365 Youth Ministry (3)
This 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 electives requirements in the Christian ministry focused area.

CML475 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.

CML491-493 Special Topics in Ministry (1-3)
Focused studies on specific issues in ministry. Requires instructor and department approval.

COMMUNICATION

COM102 Fundamentals of Speech (3)
This course is an introduction to communication theory and practical aspects of communicating as a Christian scholar. Students receive coaching through the steps of writing and delivering three types of speeches. A biblical worldview is emphasized. *Available as Online course. Offered as needed.*

COM202 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)

COM211 Intercollegiate Debate (1)
This course includes preparation, practice, and competition in intercollegiate debate. Students will 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 eight semesters.*

COM212 Argumentation and Debate (3)
This course covers the 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)

COM223 Oral Interpretation (3)
This course is a study of the art of communicating a literary work (and the Bible) in its intellectual, emotional, and aesthetic entirety.

COM311 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)

COM333 Organizational Communication (3)
This course offers a practical approach to helping 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)

COM343 Advanced Speech (3)
This course provides a professional forum for students to experiment with advanced skills. Prerequisite: CO102. *Enrollment is limited.* (Alt)

COM363 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, Even) *Cross list ITC363*

COM373 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: COM363. (Spring, Odd) *Cross list ITC373*

COM403 Intercultural Communication (3)
This course is 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 ITC403*

COM413 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.

COM491-493 Special Topics in Communication (1-3)
Focused studies on specific issues in communication. Requires instructor and department approval.

COMPUTER SCIENCE

CSC113 Introduction to Computer Science (3)
This course offers a broad overview of computer science and is designed to provide students with an appreciation for, and an understanding of, the many different aspects of computer science. Topics include basic concepts in hardware, operating systems, networks, and graphics, an introduction to programming languages, algorithmic problem solving, and an overview of the social context of computing. No prerequisites. (Fall and Spring)

CSC124 Object Oriented Programming (3)
This course is a study of the object-oriented programming paradigm within the context of Java. It will cover topics such as classes, objects, inheritance, and polymorphism. This course will also include some basic GUI concepts, culminating with a programming project using inheritance with a GUI frontend. Prerequisite: CSC113. (Spring)

CSC233 Data Structures and Algorithms (3)
This course is a study of data structures and the algorithms that proceed from them. Topics include recursion, fundamental data structures (including stacks, queues, linked lists, hash tables, trees, and graphs), and the basics of algorithmic analysis. Prerequisite: CSC113. (Fall)

CSC243 Architecture & Operating Systems (3)
This course is a study of computer architecture and operating systems. Topics covered include the organization and architecture of computer systems, (beginning with the standard von Neumann model, and then moving forward to more recent architectural concepts), and the study of modern operating systems, including memory management, processor scheduling, device management, and user command interface. Prerequisite: CSC 113 (Fall)

CSC253 Advanced Data Structures and Algorithms (3)
This course will build on Data Structures and Algorithms, focusing on nonlinear structures such as hash trees, graphs, and binary search trees. It will emphasize algorithmic analysis. Prerequisite: CSC 233 (Spring)

CSC301-303 Computer Science Practicum (1-3)
This course is designed to help students practically apply aspects of computer science into real world scenarios.

CSC318 Web Programming (3)
Web-based technologies are popular in our world today. Many companies use websites to provide information to their customers and conduct business through e-commerce. This course provides an overview of some of those technologies that exist today. The course will culminate with a course project that applies content

knowledge to a real-world scenario. Prerequisite: CSC 253 (Odd, Fall)

CSC333 Database Management (3)
This course is a study of the design and implementation of database management systems. Topics covered include file and data organization techniques, SQL language, and relational models. Prerequisite: CSC 253 (Even, Spring)

CSC350 Data Mining (3)
Data Mining is one of the current areas of research within the field of Computer Science. In this course, students will learn various algorithms such as decision trees, regression, clustering, and association rules. The course will examine the theory, advantages, and disadvantages of these techniques, and also implement them using Python and Java. The course will end with a final project where students will apply various techniques to find patterns in a given dataset. Prerequisite: CSC 253 (Even, Fall)

CSC405 Artificial Intelligence (3)
This course is the study of common techniques used by computers in the field of artificial intelligence. Through focusing on algorithms like minimax, searching, and alpha beta pruning, students will be exposed to how computers learn, play, and solve solo and multiplayer games such as Eight Queens and Tic Tac Toe. Prerequisite: CSC 253 (Odd, Spring)

CSC413 Senior Capstone Project (3)
Each student completes a computer science project that integrates previous learning in computer science and related fields. Prerequisite: Senior Status. (Spring) CS421-425 Computer Science Internship (1-5) Job-related research projects and reports. Prerequisite: Approval of program advisor and CSC 253.

CSC442 Special Topic (3)
This course provides the flexibility to offer special topics of interest in computer science. Previous topics have included robotics, software engineering, human computer interface, Java, computer graphics, and more. This course, when offered, can be used as a replacement for another 300-400 level course. Prerequisite: CSC253. Approval of the instructor and advisor. (Fall and Spring)

CRIMINAL JUSTICE

Criminal Justice Student Association (0)
Membership in the Criminal Justice Student Association allows CJ and forensic psychology 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 psychology 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.

CJU103 Administration of Justice (3)
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. This course will cover the American criminal justice system with brief overviews of criminology (causes of criminal behavior), police officers and law enforcement operations, courts, prosecution and defense, corrections, parole and probation, and juvenile justice.

CJU111 Firearms I (1)
This course introduces students to the science of how firearms work, provides students with an understanding of the functional and operational differences in firearms, and teaches safe firearms handling skills. Students will learn fundamental skills inclusive of disassembly, assembly, function checks, loading, charging, basic shooting skills and effective troubleshooting of malfunctions through field/range experience.

CJU211 Firearms II (1)
This course expands basic and beginner skills to combined skills inclusive of defensive actions such as weapons transitions, movements, use of cover and concealment, and speed reaction. Incorporating a legal study of deadly force law and policy, application of range skills to Constitutional practices is central to this course.

CJU213 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. It will also cover challenges facing correctional staff, administrators, and policy makers, population and costs, different types of correctional facilities, programs and costs, and career opportunities. (Alt.)

CJU273 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 fingerprint 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: PSY105, CJU103.

CJU311 Firearms III (1)
This course combines established firearms defensive shooting skills with tactical application to situations and scenarios to exercise legal judgment, tactical communications, situational preparedness, and response planning. After action analysis, legal articulation, Constitutional argumentation and law enforcement best practices are central to this course.

CJU313 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)

CJU323 Criminology (3)
This course provides an insight into history, theories, science, and research in the field of criminology, assisting the criminal justice student in understanding the origins of crime, the criminal and their 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)

CJU333 Crisis Intervention Strategies (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 crises. Course material will help students understand the many factors that contribute to the cocktail of crisis. This course provides a perspective that enables students to experience what crisis workers in social service setting are experiencing as they operate. (Alt.)

CJU343 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)

CJU353 Serial Violence (3)
In this course, students will research and study the biological, psychological, and sociological causes of violent crime and terrorism: the motivational context, profiling, and types of violent crime including domestic violence, serial murder, and serial rape. 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.)

CJU363 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, addressing topics such as 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.)

CJU373 Terrorism in the 21st Century (3)
Students of psychology and criminology have long been concerned with understanding the underlying factors leading to the development of terrorist philosophies, and continue to pursue some understanding of the perpetrators of political, apolitical, and religious violent extremism. This course will explore various aspects of these subjects as they relate to contemporary life and society. Students will research and study psychological and sociological aspects of the development of extremist philosophies, psychological aspects of recruitment of followers to extremist philosophies, terrorist violence and the role of the media, terrorist states and state sponsored terrorist groups and their goals, dissident terrorist groups, domestic terrorism, and the role of political, military, judicial, and law enforcement institutions in combating terrorism. Students will also study the impact on victims, society, governments, and economies, and discuss strategies geared to prevent terrorism's spread.

CJU375 Religious Extremism (3)
This course will pursue a thorough understanding of the underlying beliefs and motivations held by perpetrators of violent religious extremism, as expressed on behalf of the world's predominant religions. Particular emphasis will be placed on the history of Islamic extremism, and the subsequent development of affiliated terrorist groups. Students will research and study psychological and sociological aspects of the development of religious

extremist philosophies, identify common patterns within disparate cultures of religion-influenced violence, and study the impact on victims, societies, governments, and economies in effort to identify strategies geared to prevent terrorism's spread.

CJU403 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 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. Effective communication can instill confidence, defuse situations, articulate the facts of a criminal investigation, and convey compassion. In this course, 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.)

CJU413 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, and the issues of prevention and intervention. Employment opportunities in the field of juvenile corrections will also be discussed and explored. (Alt.) *Available as Online course.*

CJU433 Legal Aspects of Evidence (3)
This course will cover the key rules of evidence, and the applicability of these rules in criminal matters, providing 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.)

CJU441-446 Internship (1-6)
This course is designed to provide criminal justice students with hands-on experience working in criminal justice agencies in their specific areas of interest. This course allows students to master skills in a professional environment, 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.

CJU493 Constitutional Law for Criminal Justice (3)
This course is an in-depth study of constitutional impacts on law enforcement and the criminal justice system, including investigatory detentions, traffic stops, arrests, search and seizure, electronically-assisted surveillance, the right to counsel, interrogations and confessions, compulsory self-incrimination, pretrial identification procedures, constitutional safeguards available during trials, due process, equal protection, capital punishment, First Amendment limitations on police use of authority, constitutional rights of police in the workplace, police liability for violating constitutional rights of others, and more.

EDUCATION

EDU102 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. Students complete instructional modules to obtain a civil rights and professional ethics certification. This 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. (Spring)

EDU111 Observation Practicum I (1)
The purpose of Observation Practicum I is to provide students with first-hand experience in today's classroom. Students will complete thirty (30) hours of field experience in the form of classroom and school observation (typically in a private school) as an introduction to education from a teacher's perspective. Online sessions are required in conjunction with the practicum hours to help students connect themes and ideas covered in EDU102 Introduction to Education with experience and observations in the field. Prerequisite: EDU102 or Corequisite: EDU102. (Spring)

EDU221 Intercultural Communication & Teaching (2)
This course builds the framework for culturally responsive and equitable teaching practice in the K-12 school setting. Students will develop an awareness of culture, cultivate

intercultural competence, and increase their equity literacy so that they may effectively teach diverse learners. EDU221 will coincide with EDU221L Observation Practicum II, which will allow students to connect experience and observation from their practicum to the themes, ideas, and coursework in this course. Prerequisite: EDU111, sophomore classification, or approval of director. (Fall)

EDU221L Observation Practicum II (1)
The Observation Practicum II is completed in conjunction with the EDU221 course. The purpose is to provide students with first-hand experience in today's classroom. Students will spend two-to-three hours a week observing in a classroom (typically in an ESOL, bilingual, or Title I classroom) for a minimum of 30 hours. Students will document their hours as well as complete reflections pertaining to their time observing in the classroom, connecting to themes, ideas, and coursework from EDU221. Corequisite: EDU221. (Fall)

EDU237 Developing Learner (3)
This course examines how children grow, develop, and learn within and across the cognitive, social, emotional, cultural, spiritual, and physical areas across the lifespan, and throughout early childhood (age 3 – grade 4), elementary age (grades 3-8), middle childhood (grades 5-10, and high school (grades 7-12). Students examine theories about the developing lifespan and practical applications of the family environment. Students discover behavioral learning, information processing, social cognitive, and constructivist learning theories in order to design and implement developmentally appropriate and challenging learning experiences. (Spring)

EDU305 Elementary Classroom Management & Discipline (3)
An examination of the strategies and theories of classroom management. This includes the physical environment, the psycho-social environment, management of daily routines, giving directions, records management, and various approaches to classroom discipline. The focus is on management and discipline in the early childhood and elementary classroom. Prerequisite: Admittance to School of Education required or approval of director. (Spring)

EDU307 Secondary Classroom Management & Discipline (3)
This course is an examination of the strategies and theories of classroom management. This includes the physical environment, the psycho-social environment, management of daily routines, giving directions, records management, and various approaches to classroom discipline. The focus is on management and discipline in the middle and high school classroom. Prerequisite: Admittance to School of Education required or approval of director. (Spring)

EDU311 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 for 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)

EDU316 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, including: 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)

EDU317 Teaching Exceptional Learners – Elementary (3)
This course introduces students to the broad range of special needs encountered in the 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)

EDU319 Teaching Exceptional Learners - Secondary (3)
This course is 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)

EDU330 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: EDU237, Admittance to School of Education required or approval of director. *Cross-listed with EDU530. Students may not receive credit for both EDU330 and EDU530.* (Fall)

EDU331 Instructional Alignment II (2)
Instructional Alignment II is part two of a two-semester course designed to model the process of instructional alignment through all stages of curriculum development. This course builds on the concepts presented in Instructional Alignment I. Students will be introduced to a variety of techniques appropriate for evaluating and assessing P-12 students. Students will learn how to modify content, strategies, and assessments to meet the diverse needs of their students, as well as develop effective integration of technology and other media into instruction. The purposeful consideration of biblical principles in lesson planning and instruction will be emphasized throughout as students will apply planning, instruction, and assessment concepts and skills in the culminating project of designing and implementing a teaching performance assessment, which will be taught as a part of EDU331L. Prerequisite: EDU330, Corequisite: EDU331L, Admittance to School of Education. *Cross-listed with EDU531. Students may not receive credit for both EDU331 and EDU531.* (Spring)

EDU331L Alignment Practicum (1)
This course is taken concurrently with EDU331 Instructional Alignment II and either a content methods course for secondary teachers (for single-subject endorsement candidates) or Math & Literacy methods courses for elementary teachers (for multiple-subjects endorsement candidates). Students will observe a minimum of 30 hours at their placement site prior to spring break, and then teach a unit of instruction in their placement classroom that they have designed in the weeks after spring break. Students will be observed by both the classroom teacher and a University Supervisor. Prerequisite: Admittance to School of Education required or approval of director. Corequisite: EDU331. *Cross-listed with EDU531L. Students may not receive credit for both EDU331L and EDU531L.* (Spring) Course fee: See course fees.

EDU340 Physical Education Methods for Elementary Teachers (2)
This course will provide students with an understanding of the total curriculum within an elementary school physical education program. Students will be introduced to the broad range of physical fitness and movement education concepts appropriate for the elementary school child. The student will learn how to positively manage students and enhance the learning environment through effective teaching techniques. The course will expose students to curriculum development and lesson planning tools, as well as how to implement these successfully within the elementary school environment, through observation, practice, and peer teaching experiences. (Fall)

EDU341 Math Methods I for Elementary Teachers (3)
This course is part one of a two-course sequence which presents both content and methods/materials for teaching mathematics in an elementary school setting. There is an emphasis on the hands-on, manipulatives approach. This course does not fulfill the college general education math requirement. Prerequisite: junior standing or consent of director. (Fall)

EDU342 Math Methods II for Elementary Teachers (3)
This course is a continuation of EDU341 and presents both content and methods/materials for teaching mathematics in an elementary school setting. There is an emphasis on the hands-on, manipulatives approach. Students may have the opportunity to teach math lessons in conjunction with their placement for EDU331 and EDU331L. This course does not fulfill the college general education math requirement. Prerequisite: junior standing or consent of director. (Spring)

EDU343 Fine Arts Methods for Elementary Teachers (2)
This course is a study of the fine arts (music, visual art, drama, and dance) as well as the methods for integrating arts in the elementary classroom. These methods will be complemented by the study of the philosophies of arts in education as well as a brief history of the arts. (Spring)

EDU344 Literacy Methods I for Elementary Teachers (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 and provide a focus on the use of children's literature in strong language arts instruction. Students will understand learners' literacy growth and development will vary based on cognitive, linguistic, physical, social, and

emotional needs. Students will use understandings of diverse communities and cultures to provide inclusive instruction for all learners. Students will understand the purpose and interpretation of formative, summative and diagnostic assessments, and the use of data to drive instructional practice. Students will examine the use of multi-modal literacies and their use within a well-rounded literacy program that includes recognizing and accommodating for exceptionalities such as dyslexia. (Spring)

EDU405 Clinical Practicum (1)
This is a 15-week practicum in which secondary teacher candidates will spend a minimum of 30 hours in a classroom to prepare for full-time student teaching in the spring semester. Students will also meet on campus for updates on the program, testing requirements, and licensing information. Prerequisite: Admittance to School of Education or approval of director. (Fall)

EDU410 Philosophy of Education (2)
This course presents major philosophies and discusses their effects on 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. Prerequisite: Admittance to School of Education or approval of director. (Fall and Spring)

EDU415 The ESOL Classroom: Methods, Materials, and Issues (3)
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)

EDU416 Content Area Instruction and Assessment–ESOL (3)
This course focuses on the ways in which all content areas may serve to strengthen ELL student fluency and language competency. The course will discuss 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)

EDU418 ESOL/Bilingual Practicum (2)
(In conjunction with one of the student teaching authorizations) The practicum is a supervised teaching experience of 90 contact hours 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. Prerequisite: Admittance to School of Education required. (Fall and Spring)

EDU441 Science & Health Methods for Elementary Teachers (2)
With an emphasis on children's literature, this course prepares elementary preservice teachers to teach science and health in the classroom. The course will explore STEM/STEAM, and expose students to scientific literacy, general fitness concepts, developmental levels for general wellness and SEL, curriculum and lesson planning tools, and general health and science content for teachers in the 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. The course is designed to be taken concurrently with EDU442 Social Studies Methods. (Fall)

EDU442 Social Studies Methods for Elementary Teachers (2)
With an emphasis on children's literature, this course prepares elementary preservice teachers to teach social studies in the classroom. The course will explore social studies (including history, geography, civil rights & ethnic studies), and expose students to curriculum and lesson planning tools, and general social studies content for teachers in the elementary classroom. The focus is on strategies that encourage learners to become active participants in social studies as well as to reinforce content mastery by the student. The course is designed to be taken concurrently with EDU441 Science/Health methods. (Fall)

EDU444 Literacy Methods II for Elementary Teachers (3)
This course focuses on materials and strategies for developing literacy in the early childhood/elementary classroom focusing on writing, speaking, and listening using children's literature as a catalyst to show the reciprocal skills of reading and writing. Students will understand the major domains of writing as transcription,

translation, the writing process, and the developmental stages of writing. Students will understand that researched based practices for spelling, punctuation, and syntax must be explicitly taught. Students will understand learners' literacy growth and development will vary based on cognitive, linguistic, physical, social, and emotional needs. Students will use understandings of diverse communities and cultures to provide inclusive instruction for all learners. Students will focus on skills and strategies of strong writing instruction that includes developmentally appropriate and on-going feedback, the use of multi-modal literacies and their use within a well-rounded literacy program that includes recognizing and accommodating for exceptionalities such as dyslexia. Students will examine research. Students will understand the purpose and interpretation of formative, summative and diagnostic assessments, and the use of data to drive instructional practice. (Fall)

EDU456 Literacy Across Content Areas (3)
This course is designed to explore various aspects of literacy as it applies to middle-level and high school students in content area classrooms. Special emphasis will be placed on strategies that facilitate the development of reading, writing, speaking, listening, and thinking skills within the specific disciplines. Today's educational climate requires every teacher to be a literacy teacher, and this course will prepare students to know and communicate academic language effectively, training them in a variety of methods to improve and increase the vocabulary, language function, syntax, and discourse of classroom students in their area of content. Students will be challenged to evaluate their own literacy in order to more effectively direct the literacy learning of their future students. Admittance to School of Education required. *Cross-listed with EDU556. Students may not receive credit for both EDU456 and EDU556.* (Fall)

EDU462 Clinical Placement - Block (4)
The candidate completes a semester-long practicum in conjunction with EDU440 Senior Methods Courses. This student-teaching experience, in conjunction with EDU463, prepares candidates to meet the requirements for an Oregon Preliminary 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 a teaching performance assessment, and attend a weekly seminar designed to reinforce, supplement, and build on the student teacher's classroom experience and professional growth. Prerequisite: senior classification and approval of director and CEP. (Fall) See course fees.

EDU46310/EDU46312 Clinical Placement (10/12)
The candidate completes 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 teaching performance assessment. The student-teaching experience meets the requirements for an Oregon Preliminary Teaching License. The Professional Development Seminars meet throughout the semester to reinforce, supplement, and build on the student teacher's classroom experience and professional growth. Prerequisite: senior standing and consent of director and CEP. (Fall and Spring) Course fee: See course fees. (*Intended for Elementary Education students).*

EDU464 Clinical Placement – 5 Weeks (2)
This is a four-to-six-week practicum designed to allow students to complete an additional experience prior to applying for an Oregon Preliminary Teaching License. Students will be in a classroom full time (teacher hours), and will teach at least one unit of study, culminating in a teaching performance assessment. Prerequisite: senior standing and consent of director and CEP. (Fall and Spring) Course fee: See course fees.

EDU46710/EDU46712 Clinical Placement (10/12)
The candidate completes 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 teaching performance assessment. The student-teaching experience meets the requirements for an Oregon Preliminary Teaching License. The Professional Development Seminars meet throughout the semester to reinforce, supplement, and build on the student teacher's classroom experience and professional growth. (Fall and Spring) Course fee: See course fees. (*Intended for Secondary Education students*).

EDU491-493 Special Topics in Education (1-3)
Focused studies on specific issues in education. Requires instructor and department approval.

ENGLISH

ENG137WA: Introduction to Literature I: Rhetoric and the Art of the Short Story (3)
This two-term course focuses on the importance of rhetoric for Christians, and specifically on crafting persuasive stories. Because Christ often relied on parables and Nathan used story to rebuke King David for his sin, Christians should understand that story is a powerful means for influencing individuals and the culture at large. Students will read essays by noted authors about the craft of writing, as well as some of the classics within the genre. In addition, students will hone their own writing skills. (Worldview at the Abbey)

ENG143 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 happens. 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. This course addresses the elements of poetry, fiction, and drama, literary tools such as symbolism, imagery, form, the varieties of rhyme, and many other elements and devices that writers have wielded in memorable, and sometimes dazzling, fashion. (Fall, Spring).

ENG147WA: Introduction to Literature II: Rhetoric and the Art of the Short Story (3)
This two-term course focuses on the importance of rhetoric for Christians, and specifically on crafting persuasive stories. Because Christ often relied on parables and Nathan used story to rebuke King David for his sin, Christians should understand that story is a powerful means for influencing individuals and the culture at large. Students will read essays by noted authors about the craft of writing, as well as some of the classics within the genre. In addition, students will hone their own writing skills. (Worldview at the Abbey)

ENG224 Western Lit I Great Books: Ancient (3)
Great Books I is a course which explores what Matthew Arnold called "the best that has been thought or spoken." Accordingly, this course examines the great classic works of literature from Homer to Milton, and a number of genres including epic, drama, and poetry. The course will include, but is not limited to, consensus masterpieces such as the *Odyssey*, *Canterbury Tales*, *Hamlet*, and *Paradise Lost*.

ENG234 Western Lit II Great Books: Modern (3)
Great Books II has a similar approach and scope as Great Books I, but covers great works of literature since 1700 and follows it up to the modern era. Students will read consensus masterpieces.

ENG291-293 Special Topics in English (1-3)
Focused studies on specific issues in English or literature. Requires instructor and department approval.

ENG307MA American Literature: Diverse Writers (3)
Covering major African-American, Asian-American, Latino, and Native-American literature in their historical contexts, this course also examines the silences perpetuated on minority writers. The course readings include novels and poetry. (Spring, Alt.)

ENG307N American Literature: 19th Century (3)
Addresses the key ideas and major American writers of the 19th 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.)

ENG307T American Literature: 20th Century (3)
This course examines 20th century American literature as a means of understanding 20th century America. Students will read literature in a chronological sequence beginning with "The Outcasts of Poker Flat" by Bret Harte and ending with *To Kill a Mockingbird* by Harper Lee. Students will study local color, regionalism, naturalism, and other major literary movements of 20th century America, including those involving ethnicity and gender. Students will read short stories, poetry, and at least four novels. (Fall, Alt.)

ENG310E World Literature: European Literature (3)
Starting with Homer's epic poetry, this course 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, Mickiewicz, Cervantes, Moliere, Voltaire, Goethe, the Grimm brothers, Hugo, Kipling, Kafka, and Camus.

ENG310MD World Literature: Modern Drama (3)
This course overviews major American and European drama from 1884 to the present, emphasizing methods and influence. Offered as needed.

ENG310R World Literature: Russian (3)
This course surveys the great Russian novelists and playwrights of the last 150 years. Authors include Turgenev, Gogol, Dostoevsky, Tolstoy, Chekhov, Gorki, Pasternak, and Solzhenitsyn. Offered as needed.

ENG323MA 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.)

ENG323NT English Literature: 19th and 20th 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.)

ENG323SN English Literature: 17th – 18th Century (3)
Covering English literature from the Restoration to the early Romantics, 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. Offered as needed.

ENG323R English Literature: Renaissance (3)
In this course, students will study 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. Offered as needed.

ENG325 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 18th Century. The focus will be on influential English Christian writers, with particular emphasis on Chaucer, Spenser, the 17th 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)

ENG330 World Literature: Women's Literature (3)
In this course, beginning with the earliest literature, including myth and the Bible, moving on through fairy tales, and finally to contemporary writers, we will read literature by and about women.

ENG353 English Language Arts Secondary Content 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, and students will 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. Prerequisite: Admittance to School of Education required. Corequisite: EDU331 Instructional Alignment II. *Cross-listed with EDU581*. *Students may not receive credit for both ENG353 and EDU581.* (Spring)

ENG371 Flash Fiction (3)
Students explore, critique, and create flash fiction in its various forms and styles.

ENG373 Literary Criticism (3)
This course examines the writings of major literary critics from the ancient Greeks to the moderns. The major "schools" of criticism such as New Criticism, Reader-Response, Structuralism, Feminism, Psychoanalytic Criticism, Deconstruction, Marxism, and New Historicism are also studied. Recommended for upper-division students. (Fall)

ENG383 Nature and Structure of the English Language (3)
This course examines the origins and development of English from medieval to modern times featuring the studies of syntactic, morphological, and semantic changes in the word stock, and the development of British and American English. (Spring)

ENG385 World Literature: Eastern European (3)
This course explores questions of place, identity, sensibility, entitlement, voice, and empowerment in the works of Polish writer Tadeausz 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. Offered as needed.

ENG413S English Literature: Shakespeare (3)
This course studies both Shakespeare's plays and his poems. The primary focus is to examine each for literary elements and to explore meaning from a historical, and modern, perspective. (Fall, Spring, Alt.)

ENG423M2 English Lit/World Lit: Masterpieces of Christian Literature II (3)
This course examines literature by major Christian writers beginning in the 18th Century and extending through the present day. Authors studied include William Blake, Alfred Lord Tennyson, Christina Rossetti, Gerald Manley Hopkins, T. S. Eliot, Graham Greene, Dostoevsky, Tolstoy, Flannery O'Conner, George Macdonald, C.S. Lewis and the Inklings, and various contemporary writers from throughout the world. (Spring)

ENG433 Senior Capstone (1)
Provides an opportunity for a small group to work in depth. Students will prepare a significantly long paper or project. (Fall and Spring)

ENG433DP English Literature: Devotional Poets (3)
This course combines literature with the Christian faith, studying selections from the religious poetry of John Donne and George Herbert (17th century) and Christina Rosetti 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.)

ENG443 Specific Studies (2, 3)
An intensive study of a single important literary figure or genre. Offered on demand. (Fall and Spring)

ENG443CS C. S. Lewis (3)
This course covers an eclectic bundle of C.S. Lewis's work, paying special attention to philosophical and theological motifs.

ENG443LL World Literature: Literature of Love (3)
This course offers a survey of the literary expressions of love from the ancients to contemporaries. Beginning with

a chronological overview, the course then examines common themes and concludes with a study of some of the notable genres of love poetry.

ENG443WM 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.

HISTORY

HIS114 American History I (3)
This course surveys American history from the Colonial era through the Civil War and Reconstruction.

HIS124 American History II (3)
This course surveys American history from the Gilded Age through the present.

HIS135 Christianity & Culture I: Great Ideas of the West (2)
Christianity and Culture I is intended to introduce the students to elementary principles of philosophy, history and cultural analysis. (Vector Academy)

HIS136 Christianity & Culture II: God and Government (2)
Christianity and Culture II will cover political theory, early American history, and constitutional analysis. (Vector Academy)

HIS137 Christianity & Culture III: Capstone (2)
Christianity and Culture III will cover selected topics in contemporary cultural issues, including such topics as critical theory, race, gender, education, and how Christians should think about future cultural influence. (Vector Academy)

HIS138WA: History of Western Civilizations (3)
Western civilization is the offspring of Judeo-Christian and Greco-Roman ideas. The legacy of these influences has profoundly shaped the world, and has laid the foundation for modernity as we know it. Understanding the history of western civilization is critical to fully appreciating the ideas and consequences of those individuals who made it their business to critique or advance this foundation. (Worldview at the Abbey)

HIS210 Special Topics: American History (3)
Lower division - focused studies on specific issues in American history. Previous course topics include:
Early Republic and Antebellum America

HIS220 Special Topics: World History (3)
Lower division - focused studies on specific issues in World history. Previous course topics include:
Japan: Age of the Samurai

HIS233 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. Spring)

HIS303MA History of Modern Africa (3)
A survey of the political, social, and intellectual trends that shaped the African continent from the late colonial period through the present. (Alt. Fall)

HIS310 Special Topics: American History (3)
Upper-division focused studies on specific issues in American history. Previous course topics include: The Progressive Era and The Great War.

HIS315 Studies in World History: The American Empire (3)
A survey of myriad factors—ideological, political, economic, and religious—influencing the formation and oversight of America's global empire from circa 1900 to present. (Alt. Fall)

HIS320 Special Topics: World History (3)
Upper division – focused studies on specific issues in World History. Previous course topics include:
History of the Vikings
History of World War Two
History of the Great War and Peace Settlement

HIS332 A History of Ancient Greece & Rome (3)
A historical survey of the myriad cultural forces—philosophical, political, economic, and religious— that shaped Greece and Rome from ca. 1500 B.C. to ca. 500A.D. (Alt. Fall)

HIS383 History of the British Empire (3)
A historical survey of the myriad cultural forces—ideological, political, economic, and religious—influencing the formation and oversight of Great Britain's global empire from circa 1600 through the 20th century. (Alt. Fall)

HIS403EA 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 19th century to present. (Alt. Spring)

HIS453 America Since 1945 (3)
A study of the major internal developments—political, economic, diplomatic, and cultural—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. Fall)

HEALTH

HLT212 Health Education (2)
This course is 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)

HLT353 Health Education Secondary Content Methods
This course is designed to help secondary candidates develop specific teaching skills related to the content area of health education. This course will aid students 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 this integration to develop a rational for health instruction. Prerequisite: Admittance to School of Education required. Corequisite: EDU331 Instructional Alignment II. *Cross-listed with EDU587*. *Students may not receive credit for both HLT353 and EDU587.* (Spring)

HLT401 First Aid and C.P.R. (1)
This course provides instruction in basic emergency medical aid and safety procedures (American Red Cross certificate in First Aid and Cardio-Pulmonary Resuscitation). Course Fee: $75. (Fall and Spring)

HLT491-493 Special Topics in Health (1-3)
Focused studies on specific issues in health. Requires instructor and department approval.

HUMAN PERFORMANCE

HPR121 Fitness-Oriented Activities (1)
A variety of fitness-oriented activities are 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.

HPR131 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.

HPR201/501 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)

HPR250 Health and Fitness (3)
This course explains the need for maintenance of a healthy lifestyle, and includes study of the relationship between nutrition and health, and the effects of stress and cardiovascular disease on 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 on their current level of fitness.

HPR322 Coaching Sports: Theory and Practice (3)
An introductory course designed to aid students 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, 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 required for that sport. Attendance at appropriate sport clinics and practicum/internship experience may be required.

HPR353 Physical Education Secondary Content Methods (3)
This course is designed to help secondary candidates develop specific teaching skills related to the content area of physical education. This course is designed to aid students 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 and objectives, and the preparation of materials and procedures in the physical education class setting. Prerequisite: Admittance to School of Education required. Corequisite: EDU331 Instructional Alignment II. *Cross-listed with EDU586*. *Students may not receive credit for both HP353 and EDU586.* (Spring)

HPR404 Internship: Coaching (4)
This course is designed to provide practical professional experience within the coaching field, giving 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 including planning, leadership, supervision administration, evaluation, etc. (Fall and Spring)

HPR491-493 Special Topics in Human Performance (1-3)
Focused studies on specific issues in human performance. Requires instructor and department approval.

HUMANITIES

HUM113SP 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)

HUM123SP 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 HUM113. (Spring)

HUM153 Introduction to the Liberal Arts (3)
This course introduces students to the richness of a holistic worldview education through exposure to the various liberal arts disciplines, enabling students to think biblically about humanity and society. This course includes a component where students have the opportunity to experience a variety of cultural and community experiences at Corban University.

HUM133 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.

HUM143 American Thought and Culture (3)
This course provides a study of American history, literature, religion, philosophy, and fine arts, from the late 19th century to the contemporary period. The aim is to encourage students to develop a rich, interdisciplinary mindfulness of America's intellectual and cultural traditions.

HUM193 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 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)

HUM212 Fine Arts Appreciation (3)
This course is 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.

HUM213SP 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. This is the first in a sequence of two courses. Prerequisite: HUM113 and HUM123, or previous Spanish training. (Fall)

HUM222 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?

HUM223 Art History of the Western World (3)
As a lower-division course, Art History of the Western World 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)

HUM223SP Second Year Spanish – Term 2
This course involves intensive practice in speaking, reading, and writing, and promotes literary and cultural readings. Prerequisite: HUM213 or permission of the instructor. (Spring)

HUM233 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 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 these worldviews and cultures.

HUM240 Music in Film (3)
This course is 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 the work in this class is the critical viewing of film to assess the interaction of narrative and music. Students 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, students should be able to recognize the main stylistic currents, composers, and pivotal films in the area of film music.

HUM243 Western Thought and Culture (3)
This course spans from ca. A.D. 1700 to the present, and 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.

HUM255 Shakespeare in Film and Performance (3)
This 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 reading the plays as text and connecting the text to various performances—primarily in film, but also to live performances, insofar as that is possible. Meets gen ed humanities elective.

HUM441-443 Liberal Arts Internship (1-3)
This course promotes the experiences students need to thrive in a fast-changing job market. Internships provide students with the opportunity to learn how to better navigate the job market, and promote the development of necessary abilities, insight, and wisdom.

HUM495 Christianity & the Liberal Arts Capstone (3)
This course 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 presented to the campus community in an appropriate venue.

INTERDISCIPLINARY STUDIES

IDS101 Freshman Seminar (1)
Freshman Seminar is an activity-oriented course designed to expose students to strategies, techniques, and skills recommended by students and professionals. This course will encourage students to make academic, social, and spiritual adjustments that contribute to success in college. (Fall)

IDS111 Student Success Seminar (1)
The purpose of this course is to prepare students for better academic success.

IDS203 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).

IDS211 Birds & Botany of Western Oregon (1)
This course is an introduction to identifying the birds and botany of Western Oregon. It teaches students to recognize birds by sight and by sound, and 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.

IDS230 Introduction to Research Methods (3)
This course introduces students to research through critical exploration of research language, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed-methods approaches. Students will use these theoretical underpinnings to begin to critically review literature relevant to their major.

INTERCULTURAL STUDIES

ITC123 Cross-Cultural Internship (3)
This course encompasses cross-cultural internships sponsored by the School of Ministry; it may include other qualified cross-cultural internships approved by the School of Ministry. The course consists of two phases: preparation during the semester preceding the overseas experience, and the overseas experience itself. *Cross Listed CML123.*

ITC213 Missional Living (3)
This course provides a biblical, historical, and cultural examination of God's mission to redeem and restore humanity to Him. It presents contemporary missions

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. *Available online as needed.*

ITC220 Race and Ethnic Relations (3)
This course provides an intercultural perspective on inter-group relations between different ethnic groups. Culturally-based differences regarding communication styles, lifestyles, and ideology are explored, as well as the mechanisms of discrimination as they influence power structures inhibiting equality. The history and current experiences of some of the ethnic groups represented in the United States are examined.

ITC350 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. ITC363 recommended before enrollment. (Fall, Odd)

ITC355 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 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. (Spring, Odd)

ITC359 TESOL Practicum (3)
A guided, hands-on classroom experience with adult speakers of other languages. (Spring, as needed)

ITC363 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, Even) *Cross list COM363.*

ITC373 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 Acquisition I. 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: ITC363. (Spring, Odd). *Cross list COM373.*

ITC403 Intercultural Communication (3)
This course is 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 COM40.*

ITC421-423 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 made prior to the summer ministry. Students are responsible to meet any mission agency requirements and raise financial support.

ITC435 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. (Spring, Even)

ITC437 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. (Fall, Odd).

ITC491-493 Special Topics in Intercultural Studies (1-3)

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

JOURNALISM

JRN263 Journalistic Writings (3)
This course 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: WRI123, WRI132 (Fall).

JRN283 Journalism and Integrated Media (3)
This course goes beyond the classroom, taking students into city halls and courthouses to do public affairs reporting. The course covers the implications and importance of a free press while simultaneously helping students use a variety of social media forums to tell a story and become published experts in specific areas of interest. (Spring).

JRN323 Journalism Lab (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. This course 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 six semester hours.

KINESIOLOGY

KIN113 Foundations for Kinesiology (2)
This course will provide students with an overview of the discipline of kinesiology and the career paths that are available in this dynamic and expanding field. Using a learner-centered approach, students will generate an awareness of the contribution of this discipline to improving the health and wellness of society. It introduces students to the concept of becoming an evidence-based professional, understanding and solving the current issues in the discipline. Students will also explore how the Christian faith can inform the discipline and transform their professional life. Limited to kinesiology, physical education, and sports business majors. (Fall)

KIN215 Nutrition (3)
This course is a study of normal, sport, and special population nutrition for all ages, relating to physical development and health, including functions of food macronutrients, vitamins and minerals, hydration and the requirements for digestion, absorption, metabolism, and the planning of normal diets. This course also covers nutritional programs for athletes, including current carbohydrate loading procedures, pre, during and post competition nutrition, myths and fantasies; and special populations nutrition: obese, seniors, special needs youth and young adults. (Fall)

KIN223 Exercise and Sport Psychology (3)
This course will provide students with an overview of the theories and research related to exercise and sport behavior. Topics to be covered include motivation, arousal, group dynamics, leadership, psychological skills training, behavioral modification, imagery, concentration, self-confidence, and character development. This course will also be designed to relate these principles to exercise adherence and sport performance. Prerequisite: KIN113. Recommended preparation: PSY105 (Spring)

KIN243 Care and Prevention of Athletic Injuries (3)
This course covers theoretical and practical approaches to sports training and conditioning, prevention, care, and rehabilitation of activity related injuries. Prerequisite: BIO234 w/lab (Spring) Course fee: $35

KIN323 Motor Learning and Development (3)
This course provides a foundation for understanding the physiological and psychological processes for acquiring and performing functional and specialized movements throughout the life span. Practical application of motor behavior principles will include experiential activities supporting basic body awareness, postural control, and functional motor skills. Emphasis of this lab will be on assessing, teaching, and honing movement skills for learners and clients at all skill and developmental levels. Prerequisites: BIO234 w/lab. (Spring)

KIN341 Scientific Research in Kinesiology (1)
This upper-division course is designed for kinesiology students to perform research projects under the guidance of a faculty member. Registration for credit can only be made after the supervising faculty member and the Human Subjects Review Committee approve the formal research proposal. Prerequisite: SCI271. Course is repeatable up to three credits.

KIN343 Biomechanics (3)
Biomechanics is an introduction to mechanical, neuromuscular, and anatomical bases of human movement. The purpose of this 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 the 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 locomotor 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: BIO234 w/lab and BIO244 w/lab. (Fall)

KIN373 Physiology of Exercise (3)
This course is a practical application of physiological principles relating to physical activity in exercise, conditioning, and sports performance. Prerequisites: BIO234 w/lab and BIO244 w/lab. (Spring)

KIN403 Therapeutic Exercise (3)
This course covers methods, theories, and techniques in the rehabilitation of injuries to athletes and others engaged in physical activity, including 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: BIO234 w/lab, BIO244 w/lab, KIN373 (Fall)

KIN460-ES466 Internship/Field Experience (1-6)
Offered on demand after fall term of junior year, this course focuses on practical professional experience within the sports and fitness management field, and is 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.

MEDIA ARTS

MEA202 Visual Arts I: 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. Fee: $50.

MEA213 Media and Society (3)
In this course, movies, TV, radio, digital, and print mediums are studied as media industries, creative arts, and agents of redemption.

MEA222 Visual Arts II: Digital Storytelling (3)
This course acquaints students with the aesthetics of digital storytelling, focusing on concepts and techniques of story structure, plot, and visual design in the media formats of photography, video, and podcast audio. Fee: $50.

MEA253 Creativity and Career (3)
Creativity is a highly coveted skill in today's workforce, across all disciplines. This course will equip students to engage in multiple creative processes, tapping into their potential to solve problems through design thinking and innovation.

MEA263 Journalistic Writing (3)
This course introduces the craft of journalism—its history, components, and applications—with an emphasis on practical interviewing, newswriting, and editing. Students will learn new values and the basics of writing for mass media, including Associated Press style. Prerequisite: WRI123, WRI132.

MEA264 Photography & Visual Rhetoric (3)
In this course, students will learn to "paint with light" by creating still images for print and digital media. This course emphasizes universal composition principles, photo storytelling, hands-on practice, and editing, along with beginning skills in DSLR photography, to help students become creators and digital storytellers for photography and video. Students gain media literacy through the study of visual rhetoric. The ability to create and give meaning to images is one of the predominant channels for narratives to shape society. This course will equip students with critical thinking abilities to understand how to use this power in a biblical and ethical manner. Fee: $50.

MEA283 Journalism and Integrated Media Publication (3)
Students will learn the methods, techniques, and procedures of magazine publication, including development, production, and posting online. Students will develop story ideas, create magazine content that integrates video and podcast, write stories in magazine style, shoot photos for publication, and design magazine pages. Class discussion will include magazine preparation, production, organization, structure, and operation. At the conclusion of the class, each student will have participated in the total development and production of a magazine, or magazines, which will be published online at www.ISSUU.com.

MEA313 Animation (3)
This course is an introduction to the art and science of animation, both 2D and 3D. Students will practice creating their own short animations, suitable for content creation, social media, and digital storytelling. Prerequisite: COM254.

MEA323 Creative Media Lab (3)

The Creative Media Lab is more production than the traditional classroom. Students work as a staff to gain valuable resume and portfolio experience, working to produce in this project-based class. Projects require students to take on roles based on their strengths and skills, including photography, video, graphic design, and journalism (interviewing, reporting, writing, editing). May be repeated per media arts director's permission; maximum credit allowance of six semester hours as electives. Fee: $50.

MEA344 Professional Audio: Film and Podcast (3)
In this course, students study vocal and recording techniques appropriate for radio, podcast, video, and developing media. Students will present a variety of projects and critically assess their own, and their classmates', work to foster encouragement, growth, improvement, and real-world preparation (examples may include sports broadcasting, advertising, icebreakers, public service announcements, news, testimonies, narration, conducting interviews, eulogies, audiobooks, podcasting). Prerequisite: COM102. Fee: $50.

MEA354 Visual Arts III: Graphic Design (3)
In this course, students study the visual art of graphic design and the related aspects of production to produce art appropriate for developing media. Fee: $50.

MEA355 Media Entrepreneur (3)
This course is designed to equip students with the myths and mindsets, business plans, and marketing principles of what it takes to succeed as a freelance content creator. The entrepreneur, technical worker, and manager live inside of every creative, and present a balancing act when starting up a new venture. This class examines case studies of success and failure to help students do the difficult things required for success.

MEA383 Narrative Theory (3)
This course explores narrative theory and examines examples of narrative excellence to promote good storytelling, which is foundational to media arts. Prerequisite: WRI123.

MEA413 Internship (3)
Internship under the direction of the media arts department.

MEA417 Short Film Practicum (3)
This course is designed to help students integrate all previous coursework, writing, filming, storytelling, theory, and collaboration, to write and produce a short film. Fee: $100.

MEA418 Social Media Practicum (3)
This is a course in advanced social media strategy and content development. Students integrate all previous coursework in writing, design, storytelling, video, photography, theory, and collaboration, and they create portfolio projects in social media content development. Fee: $100.

MEA419 Advanced Photography Practicum (3)
This is a course in advanced photography. Students will integrate all previous coursework in photography, storytelling, theory, and collaboration and produce portfolio projects in photography.
Prerequisites MEA264. Fee: $100.

MEA424 Media Law and Ethics (3)
This course is a survey of current media law for both traditional and new media formats to explore constitutional protections and limitations (copyright, censorship, libel, licensing, information access, privacy) while analyzing the foundations of moral reasoning and ethics. Project opportunities exist for students to apply media law to an area of personal interest.

MEA473 Cinematography (3)
This course examines the art of cinematography and motion picture photography and uses celebrated film examples to promote the development of composition, camera movement, lighting, and continuity. Students will produce film/video pieces for portfolio development. Fee: $100.

MEA475 Media Arts Capstone (3)
The capstone course is a checkpoint to prepare media arts seniors for graduation. Students will integrate their varied media skills and projects into a professional portfolio site of choice and complete a capstone project to present examples of their media work. This course is designed to write resumes for job applications or graduate school, as well as participate in career coaching, a mock job interview, and consider what it means to have a biblical worldview of courage and calling. Prerequisite: Senior Standing.

MEA492: Special Topics: Media Arts (2)
This course is a special topic selected from the media arts Department.

MEA493 Special Topics: Media Arts (3)
This course is a special topic selected from the media arts department.

BUSINESS MANAGEMENT

MGT303 Leadership (3)
This course is an investigation of leadership. Students will examine both traditional and contemporary leadership theories while developing an awareness of their own personal leadership capabilities. (Fall)

MGT323 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: BUS205, BUS210. (Fall)

BUSINESS MARKETING

MKT324 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 through gaining agreement and customer follow-up. Students will learn to identify customer problems, develop solutions that appeal to customers, and fulfill the mission of the marketing program. (Spring)

MKT333 Marketing Principles (3)
This integrative course is 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.

MKT336 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 for students 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)

MKT393 Consumer Behavior (3)
This course examines consumer buying patterns, decision making, motivation, and behavior. Students will learn behavioral science as applied to the solution of marketing problems, while learning behavior research techniques. (Fall - Odd)

MKT435 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)

MKT464 Market Research (3)
Market research is the engine that drives marketing business decision making, from refining target markets to vetting new products, and much more. This course will focus on formulating the research question, potential data sources, and methodologies of how to gather, analyze, and interpret data. Additionally, students will learn the art of presenting research results in a compelling way. (Fall, Even**)**

MATHEMATICS

MTH103 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, Spring)

MTH113 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)

MTH133 Pre-Calculus (3)
This course provides a steppingstone 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 trigonometric functions are studied in detail. (Spring)

MTH223 Statistics and Probability (3)
An introductory statistics course designed for students of average mathematical ability. Some programs require the course, but some students 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)

MTH234 Calculus I (4)
Differential Calculus is the study of concepts first discovered by Liebniz and Newton in the late 1600s. These areas concentrate on properties of functions, beginning with a short review of pre-calculus, then on to limits, slopes of tangent lines, derivatives of non-transcendental

functions, and applications of derivatives. (Fall)

MTH244 Calculus II (4)
This is the second course in the calculus sequence. It begins with a discussion of antiderivatives and area beneath curves, leading to the development of integration theory. Integration theory is applied in a variety of contexts, including finding areas, arc length, volume of solids of revolution, etc. In addition, the study of infinite series, and the calculus of transcendental functions, are covered in detail. Prerequisite: MTH234. (Spring)

MTH254 Calculus III (4)
This is the third course in the calculus sequence. It begins with a discussion of coordinate systems, leading to the study of vectors and the geometry of space. From here, the calculus of vector-valued functions, and multivariable functions, is covered in depth, including multiple integration. In addition, vector analysis is covered, including topics such as vector fields, line integrals, Green's Theorem, and Stoke's Theorem. Prerequisite: MTH244. (Fall, Odd)

MTH293 Differential Equations (3)
This course gives an in-depth look at solution methods and models involving ordinary differential equations, including systems of linear differential equations. First-order and higher-order ODEs and solution methods are covered in detail, including basic numerical approaches, integrating factors, variation of parameters, Laplace transforms, etc. Further, this class incorporates ODEs in the application of mathematical modeling; modeling applications in this course mostly come from biology, chemistry, and physics. Prerequisite: MTH254. (Spring, even years)

MTH313 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: MTH234 (Dependent on demand.)

MTH323 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. Prerequisites: MTH234 and MTH244. (Fall, even years)

MTH343 Combinatorics and Graph Theory (3)
This course is an introduction to enumerative and algebraic combinatorics, with an emphasis on counting principles and graph theory. Finite, infinite, and extremal graph theory are explored from both structural and algebraic perspectives. Students will become familiar with some examples of groups, providing a toolkit for abstract algebra. Prerequisites: MTH234 and MTH244 (Fall, odd years)

MTH353 Mathematics Secondary Content 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 to invite and mentor students into a life-long love of mathematics. Students will engage in understanding, developing, and implementing the processes of curriculum design, instructional procedures/strategies, assessment, and learning approaches for the math classroom. Prerequisite: Admittance to School of Education required. Corequisite: EDU331 Instructional Alignment II. *Cross-listed with EDU582*. *Students may not receive credit for both MTH353 and EDU582.* (Spring)

MTH363 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: MTH234. (Fall)

MTH364 Number Theory (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: MTH363 (Spring, Odd)

MTH370 History of Mathematics (3)
In this course, students will be guided through the selection and reading of sources relevant to 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. Prerequisite: MTH363 (Fall, even years)

MTH403 Real 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: MTH254 and MTH363. (Spring, Even)

MTH423 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. Prerequisite: MTH323 and MTH363 (Spring, Odd)

MTH453 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.

MTH471 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. Prerequisite: MTH363 (Fall, dependent on demand)

MTH472 Game Theory and Cryptology II (1)
The second course of a two-term sequence which covers game theory and cryptology. Within game theory, students 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 MTH471, the course focuses on developing stronger skills and techniques in cryptanalysis to prepare students for competition. Prerequisite: MTH363. (Spring, dependent on demand)

MTH491-493 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

MUE111 Supplemental Private Lessons (4)
To further prepare the music educator, music education majors will take four semesters (one credit each) of supplementary private lessons in woodwinds, brass, percussion, and strings. Decisions concerning which instruments to study are made in conjunction with the student's advisor.

MUE202 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 a personal 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: MUS123, EDU102, any Instrumental Techniques course, and concurrent registration in MUS300. (Spring)

MUE231 Percussion Techniques (1)
This course 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.

MUE241 Woodwind Techniques (1)
This course 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.

MUE251 Brass Techniques (1)
This course 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.

MUE261 String Techniques (1)
This course 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.

MUE300ED Musicianship Core (0)
Music education professional activity engages music education majors in professional organizations and activities. MUS300 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

MUE343 Elementary Music Methods and Materials (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 an understanding of classroom management and teaching techniques for general music lessons and group treble singing. Students will curriculum design for national music standards, budget planning, creating and

teaching lessons, planning units of instruction, and research in music education. Focused topics will include creative assessments, computer-assisted instruction and integrated technology, familiarity with recorder pedagogy, a survey of classroom management strategies and ideologies, and exposure to various methodologies and approaches to music education. Prerequisite: Admittance to School of Education required. *Cross-listed with EDU589*. *Students may not receive credit for both MUE343 and EDU589.* (Fall or Spring as needed)

MUE353 Choral Music Secondary Methods (3)
This course lays a solid foundation for the student 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. Prerequisite: Admittance to School of Education required. *Cross-listed with EDU591. Students may not receive credit for both MUE353 and EDU591.* (Fall or Spring as needed)

MUE363 Instrumental Music Secondary Methods (3)
This course provides a study of methods and materials for teaching instrumental music in grades 5-12. The focus is on teaching secondary school band and orchestra with the pedagogical facets of instrumental music education (woodwinds, brass, percussion, and strings). 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. Prerequisite: Admittance to School of Education required. *Cross-listed with EDU590*. *Students may not receive credit for both MUE363 and EDU590.* (Fall or Spring as needed)

MUSIC PERFORMANCE

MUP Applied Music (private lessons) (1-2 credits)
Applied music lessons in voice, piano, guitar, organ, and all orchestral instruments are offered. Students will be placed at the appropriate level of study (MUP091, MUP111/112, MUP211/212, MUP311/312, and MUP411/412) based on their ability (NOTE- MUP091/92 study does not count towards the music major or music minor degree requirements). After several semesters of private study, students may take a jury advancement examination to determine mastery of basic competence on the instrument (or voice). Passing this advancement exam allows students 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, with a jury examination at the end of the semester. Two credits may be earned for a 60-minute weekly lesson and a jury exam. (Fall, Spring)

MUP131KB 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, Spring)

MUP141KB Keyboard Class II (1)
This course offers technical studies and basic piano instruction, designed to develop general piano facility. Prerequisite: MUP131 or consent of instructor. (Fall, Spring)

MUP151V1 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)

MUP171G Beginning Guitar (1)
This course offers basic instruction in playing the guitar and reading music. No previous experience is required. Students must provide their own instruments. (Fall, Spring)

MUP171G2 Intermediate Guitar (1)
This course provides further instruction in playing the guitar. Prerequisite: MUP171G or consent of instructor. (Fall, Spring)

MUP231KB 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: MUP141 or consent of instructor. (Fall, Spring)

MUP241KB Keyboard Class IV (1)
In this course, students will receive continued instruction in elementary piano literature, technical studies, and playing hymns and praise songs. The successful completion of this course equips students to pass the piano proficiency requirements. Prerequisite: MUP231 or consent of instructor. (Fall, Spring)

MUP312CO & MUP412CO Private Conducting (2)
These private lessons in conducting are available to students who have completed MUS332. (Fall, Spring)

MUP312CM & MUP412CM Applied Composition (2)
This course is an opportunity for individualized instruction in composing and/or arranging music. Prerequisite: completion of MUS223 and instructor approval.

MUP351VE Vocal Ensemble (1)
This small ensemble is made up of vocalists selected by audition or permission of instructor. (Offered when needed)

MUP351CC 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, Spring)

MUP351CNL 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, Spring)

MUP371 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)

MUP371B 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, Spring)

MUP371CB Chamber Brass Ensemble (1)
This small ensemble is made up of brass players selected by audition or permission of instructor. (Offered as needed)

MUP371CS Chamber String Ensemble (1)
This small ensemble is made up of string players selected by audition or permission of instructor. (Offered as needed)

MUP371CW Chamber Woodwind Ensemble (1)
This small ensemble is made up of woodwind players selected by audition or permission of instructor. (Offered as needed)

MUP371G Guitar Ensemble (1)
This ensemble is made up of guitarists of various levels of experience. Prerequisite: MUP171G2 or permission of instructor. (Offered as needed)

MUP371PE Percussion Ensemble (1)
This small ensemble is made up of percussionists selected by audition or permission of instructor. (Offered as needed)

MUP371J Jazz Band (1)
The jazz band consists of brass, reed, and rhythm section players who perform jazz band literature and jazz combo literature, as well as arrangements of hymns and praise songs. May be repeated for credit. (Fall, Spring)

MUP371OR 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 Corban bands or choirs for some performances. May be repeated for credit. (Fall, Spring)

MUP371WW Woodwind Ensemble (1)
This small ensemble is made up of woodwinds by audition or permission of instructor. (Offered as needed)

MUP381 Junior Recital (1)
A junior recital of approximately one-half hour may be given after two-to-three years of private study, based on 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, Spring)

MUP481 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: MUP381, Junior Recital. (Fall, Spring)

MUP491 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.

GENERAL MUSIC

MUS103 Music Workshop I: Fundamentals of Songwriting (3)
This course explores the fundamentals of music through the study of pop and worship songs. Students try their hands at writing their own songs in this course designed for both aspiring and experienced musicians. Students will learn, analyze, and apply the foundational and structural elements of songwriting through this collaborative, growth-oriented experience. They will learn to notate songs they hear and songs they 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)

MUS111AS Aural Skills I (1)
In this course, students will build skills in sight singing and ear training at the beginner 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)

MUS113 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 four-part voice leading. This course includes experience in the use of the computer for notating music. Students must be concurrently enrolled in MUP131 or have demonstrated equivalent piano skills in an audition. Students must also be concurrently enrolled in MUS111AS or have demonstrated mastery in a placement test. (Fall)

MUS121AS Aural Skills II (1)
In this course, 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: MUS111AS or consent of instructor. (Spring)

MUS122 Music Appreciation (3)
This course 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*

MUS123 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. Students must be concurrently enrolled in MUP141 and MUS121AS or have demonstrated equivalent skills. Prerequisites: MUS113, MUS111AS. (Spring)

MUS211AS Aural Skills III (1)
This is a continuing study of ear training and sight singing, including altered tones and melodic and harmonic dictation. Prerequisites: MUS121AS and MUP141 or consent of instructor. (Fall)

MUS213 Music Theory III (3)
In this course, 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. Students must be concurrently enrolled in MUP231 and MUS211AS or have demonstrated equivalent skills. Prerequisite: MUS123, MUS121AS, and MUP141. (Fall)

MUS221AS Aural Skills IV (1)
This course provides advanced study of ear training and sight singing with melodic and harmonic dictation and harmony. Prerequisites: MUS211AS and MUP231. (Spring)

MUS223 Music Theory IV (3)
This course is an advanced study of harmony, including modulation, borrowed chords, augmented sixth and Neapolitan sixth chords, third relationships in harmony, and ninth, 11th, and 13th chords. The skills used in choral arranging will be discussed. Students must be concurrently enrolled in MUP241 and MUS221AS or have demonstrated equivalent skills. Prerequisites: MUS213, MUS211AS, and MUP231. (Spring)

MUS232 Lyric Diction (2)
In this course, 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: MUP111V0CA. (Offered when needed) $36 fee

MUS312 Orchestration (2)
In this course, 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: MUS223. (Fall, Alt.)

MUS313 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: MUS123. (Fall)

MUS322 Form and Analysis (2)

In this course, students will examine and analyze the structural forms of music. Prerequisite: MUS223. (Fall, Alt.)

MUS323 Music History II (3)
In this course, 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: MUS123. (Spring)

MUS332 Conducting I (2)
This course provides an introduction to the basic patterns and skills of conducting, both choral and instrumental. Prerequisite: MUS123. (Fall)

MUS342 Conducting II (2)
This class offers further study of the techniques and skills of choral and instrumental conducting. Prerequisite: MUS332. (Spring)

MUS412 Choral Composition and Arranging (2)
In this course, 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: MUS223. (Offered as needed)

MUS413 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)

MUS413CL Clarinet Pedagogy & Literature
MUS413DR Double-Reed Pedagogy & Literature
MUS413FO Flute Pedagogy & Literature
MUS413GT Guitar Pedagogy & Literature
MUS413HN Horn Pedagogy & Literature
MUS413HS High String Pedagogy & Literature
MUS413OB Oboe Pedagogy & Literature
MUS413LB Low Brass Pedagogy & Literature
MUS413LS Low String Pedagogy & Literature
MUS413PO Piano Pedagogy & Literature
MUS413PR Percussion Pedagogy & Literature
MUS413SX Saxophone Pedagogy & Literature
MUS413TP Trumpet Pedagogy & Literature
MUS413VO Voice Pedagogy & Literature
MUS413WW Woodwind Pedagogy & Literature

MUS421 Christian Musicianship Seminar: Capstone (1)
This course is required for all music majors, is to be taken during the penultimate semester at Corban University, and is designed to help students write their Philosophy of Christian Musicianship. Class sessions will help students identify the influences that inform their approach to music and assist in constructing a clear philosophical statement of Christian musicianship.

MUS491 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)

NURSING

NRS305 Intro to Nursing as Ministry in Professional Practice (3)
This course explores the historical & theological basis for Christian nursing, including worldview perspectives and cultural influences on the nursing metaparadigms of Person, Nurse, Health, & Environment. Students will begin to identify their own worldview & develop a personal philosophy of nursing to guide their practice. A framework of reflective practice and the nursing process will equip students to practice patient-centered holistic nursing care that assesses spiritual needs and provide effective, competent and culturally appropriate spiritual care interventions for diverse populations. Acceptance into Nursing Program is required. (Fall)

NRS311 Pathophysiology for Nursing (3)
This course focuses on conceptual understanding of pathophysiology and associated clinical manifestations of disease, with an emphasis on effective and ineffective adaptation to internal and external environments. This course will explore alterations to the human body at cellular, organ, and systemic levels within the framework of concepts of health and illness. Acceptance into Nursing Program is required. (Fall)

NRS320 Essentials of Clinical Pharmacology in Nursing (2)
This theory course introduces the principles of pharmacodynamics, pharmacokinetics, and pharmacogenetics. The molecular and cellular mechanisms of drug action will be explored, as well as specific drug adverse reactions along with appropriate nursing interventions related to medication administration and relevant patient education in treating illness & restoring wellness. Drug

classifications, essential drug action, and interaction mechanisms, safe medication administration, and patient teaching are addressed. Acceptance into Nursing Program is required. Concurrent enrollment in NRS320L is required. (Fall)

NRS320L Essentials of Clinical Pharmacology in Nursing Lab (1)
In this lab course and through simulation, students will focus on safe administration and monitoring the effects of pharmacotherapeutic agents in patient care. Concurrent enrollment in NRS320 is required. Lab Fee: $150 (Fall)

NRS325 Foundations of Professional Nursing Practice (2)
This course further explores the historical & theological basis for Christian nursing as ministry, including worldview perspectives and cultural influences on the nursing profession. Professional roles, values, standards of practice, baccalaureate essentials, and current issues and trends in healthcare are discussed. Foundational psychomotor nursing skills & competencies necessary to meet the needs of individuals in a safe, legal, and ethical manner using relationship-based care, clinical reasoning, and the nursing process across the life span will be introduced to assist in meeting basic human needs. Acceptance into Nursing Program is required. Concurrent enrollment in NRS325C and NRS325L is required. (Fall).

NRS325C Foundations of Professional Nursing Practice Clinical (2)
Foundational psychomotor nursing skills & competencies necessary to meet the needs of individuals in a safe, legal, and ethical manner using relationship-based care, clinical reasoning, and the nursing process across the life span will be utilized in the clinical setting, or in simulation scenarios. Concurrent enrollment in NRS325 and NUR325L is required. (Fall)

NRS325L Foundations of Professional Nursing Practice Lab (1)
Foundational psychomotor nursing skills & competencies necessary to meet the needs of individuals in a safe, legal, and ethical manner using relationship-based care, clinical reasoning, and the nursing process across the life span will be introduced to assist in meeting basic human needs. Fundamental skills learned through hands-on practice with other students and in simulation are taught for student competency to provide a foundation for more advanced professional practice. Concurrent enrollment in NRS325 and NRS325C is required. Lab Fee: $150 (Fall)

NRS330 Nursing Care of Adults & Families I (4)
This theory course focuses on the holistic care of adult patients, women, and children, and their families with common health conditions at a beginning level. Topics covered include those related to cardiovascular, neurologic, hematologic, integumentary, immunologic, sensory, reproductive, emergency, and disaster events or disorders.

In addition, there is a focus on providing compassionate and spiritual care from a Biblical worldview while applying professional standards of practice. Students use the nursing process in patient situations, emphasizing safe, evidence-based practice to promote high-quality and culturally sensitive healthcare.

Students will apply their learning to clients in medical-surgical clinical settings. Skills performed in the nursing laboratory on campus facilitate the transfer of knowledge from the classroom to the clinical setting. Prerequisites: NRS3305, NRS311, NRS320, NRS320L, NRS325, NRS325C, and NRS325L. Concurrent enrollment in NRS330C and NRS330L is required. (Spring)

NRS330C Nursing Care of Adults & Families I Clinical (3)
This course focuses on applying the nursing process to caring for adult patients experiencing medical-surgical conditions along the health-illness continuum in the clinical setting. Skills performed in the nursing skills and simulation labs on campus facilitate the transfer of knowledge from the classroom to the clinical setting. Prerequisites: NRS3305, NRS311, NRS320, NRS320L, NRS325, NRS325C, and NRS325L. Concurrent enrollment in NRS330 and NRS330L is required. (Spring)

NRS330 Nursing Care of Adults & Families I: Health Assessment – Lab (1)
This course focuses on assessing the whole person, across the lifespan, with an emphasis on health histories, effective communication, systematic data collection, and the physical assessment of patients. Concepts related to safety, quality, risk assessment screening, spiritual, cultural, and psychosocial assessment, ethical & legal considerations, & documentation of common signs of wellness & illness are also emphasized. Prerequisites: NRS3305, NRS311, NRS320, NRS320L, NRS325, NRS325C, and NRS325L. Concurrent enrollment in NRS330 and NRS330C is required. Lab Fee: $150 (Spring)

NRS333 Mental Health Nursing (3)
Nursing students will learn to integrate the principles and concepts of mental health, psychopathology, pharmacology, and treatment modalities to provide nursing care to patients and their families suffering from mental illnesses. The course is designed to provide the learner with the basic knowledge, skills, and tools related to the role of a registered nurse and to apply the knowledge to patients/families across the lifespan and persons receiving care as inpatients in psychiatric facilities and various community settings. Prerequisites: NRS3305, NRS311, NRS320, NRS320L, NRS325, NRS325C, and

NRS325L. Concurrent enrollment in NRS333C is required. (Spring)

NRS333C Mental Health Nursing Clinical (2)
Nursing students will integrate the principles and concepts of mental health, psychopathology, pharmacology, and treatment modalities to provide nursing care to patients and their families suffering from mental illnesses into their practice. This CLINICAL course is designed to provide opportunities for the learner to use basic knowledge, skills, and tools related to the role of a registered nurse and apply the knowledge to patients/families across the lifespan and persons receiving care as inpatients in psychiatric facilities and various community settings. Prerequisites: NRS3305, NRS311, NRS320, NRS320L, NRS325, NRS325C, and NRS325L. Concurrent enrollment in NRS333 is required. (Spring)

NRS315 Intro to Nursing Research and Evidence-Based Practice (3)
This course introduces the utilization of research and evidence-based practice to improve clinical practice and patient outcomes. It provides an understanding of the basic elements of the research process and models for applying evidence to clinical practice. Students will develop skills to evaluate the quality of research and evidence, identify practice issues, translate evidence into clinical practice, and evaluate the outcomes. Students will critique both qualitative & quantitative research. Prerequisites: NRS3305, NRS311, NRS320, NRS320L, NRS325, NRS325C, and NRS325L. (Spring)

NRS410 Nursing Care of the Childbearing Family (3)
This theory course focuses on the professional nursing care of the childbearing family throughout the perinatal experience. Maternal newborn nursing, family dynamics, and women's health issues are emphasized. The focus is on interprofessional communication, patient teaching, safety, and clinical reasoning to promote family-centered care. Professional standards, ethical and legal parameters, and quality outcome measures are priorities. A Biblical worldview of the sanctity of life is discussed. Prerequisites: NRS305, NRS311, NRS320, NRS320L, NRS325, NRS325C, NRS325L, NRS330, NRS330C, NRS330L, NRS333, NRS333C, and NRS315. Concurrent enrollment in NRS410C is required. (Fall)

NRS410C Nursing Care of the Childbearing Family Clinical (2)
This clinical practicum provides an opportunity to apply Christian-centered theoretical knowledge and evidence-based nursing care of maternal newborn patients and patients with women's health issues. The focus is on interprofessional communication, patient teaching, safety, and clinical reasoning to promote family-centered care. Professional standards, ethical and legal parameters, and quality outcome measures are priorities. A biblical worldview of the sanctity of life is discussed. Prerequisites: NRS305, NRS311, NRS320, NRS320L, NRS325, NRS325C, NRS325L, NRS330, NRS330C, NRS330L, NRS333, NRS333C, and NRS315. Concurrent enrollment in NRS410 is required. (Fall)

NRS420 Nursing Care of Adults & Families II (4)
This theory course continues with the focus on nursing care of people experiencing health alterations across the health care continuum. Students will integrate knowledge of clinical data, pharmacologic concepts, and assessment findings to plan, prioritize, implement, and evaluate increasingly complex nursing care. Family dynamics, developmental stages, health assessment, effective communication, health promotion, risk reduction, safety medication administration and disease management specific to children are emphasized. Prerequisites: NRS305, NRS311, NRS320, NRS320L, NRS325, NRS325C, NRS325L, NRS330, NRS330C, NRS330L, NRS333, NRS333C, and NRS315. Concurrent enrollment in NRS420C is required. (Fall)

NRS420C Nursing Care of Adults & Families II Clinical (3)
This course focuses on using the nursing process in patient situations, incorporating clinical judgment emphasizing safe, evidence-based practice to promote high-quality and culturally sensitive patient-centered healthcare, while expanding professional role and leadership capabilities. Prerequisites: NRS305, NRS311, NRS320, NRS320L, NRS325, NRS325C, NRS325L, NRS330, NRS330C, NRS330L, NRS333, NRS333C, and NRS315. Concurrent enrollment in NRS420 is required. (Fall)

NRS440 Population Health and Health Promotion (3)
This course provides an overview of community-based care and community-oriented nursing. Knowledge will be acquired in the areas of health promotion, disease prevention, epidemiology, environmental health, emergency/disaster preparedness, health policy, and the care of vulnerable populations. Levels of prevention, risk factors, and major determinants of health are explored from a Biblical perspective. Health agencies, policy, global health issues, and mass casualty disasters are included. Health care coordination, quality, and access are emphasized. Prerequisites: NRS305, NRS311, NRS320, NRS320L, NRS325, NRS325C, NRS325L, NRS330, NRS330C, NRS330L, NRS333, NRS333C, NRS315, NRS410, NRS410C, NRS420, and NRS420C. Concurrent enrollment in NRS440C is required. (Spring)

NRS440C Population Health and Health Promotion Clinical (3)
This CLINICAL course will examine how nurses intersect with healthcare delivery systems, public health agencies, and community-based organizations to develop

interventions to improve health outcomes in their local, national, and global communities, including policy considerations. In a population focused setting skills will be acquired in the areas of community assessment, program planning, implementation, and evaluation of population-based interventions. Prerequisites: NRS305, NRS311, NRS320, NRS320L, NRS325, NRS325C, NRS325L, NRS330, NRS330C, NRS330L, NRS333, NRS333C, NRS315. Concurrent enrollment in NRS440 is required. (Spring)

NRS372 Christian Leadership in Nursing (2)
This course focuses on leadership and management concepts important in clinical settings and other healthcare environments. The course will build on previously learned concepts of Christian-based healthcare, nursing as a ministry, teamwork, quality, delegation, negotiation, evidence-based practice, problem-solving, and safe quality care and apply these concepts to address population health and systems-level thinking. Students will examine interprofessional collaboration and teamwork in care delivery systems. Biblical servant-leadership principles serve as a framework for organizational, professional, and personal leadership analysis. Prerequisites: NRS305, NRS311, NRS320, NRS320L, NRS325, NRS325C, NRS325L, NRS330, NRS330C, NRS330L, NRS333, NRS333C, NRS315. (Spring)

NRS490 Nursing Capstone: Caring in Practice – Clinical Preceptorship (3)
This course focuses on integration of the knowledge and competencies needed for transition to the professional baccalaureate nursing role. Compassionate care, character, & calling are emphasized and guided by a biblical worldview. Clinical experience provides opportunities to synthesize theory, research, & practice, & to collaborate in interprofessional teams and engage in self-evaluation. Prerequisites: NRS305, NRS311, NRS320, NRS320L, NRS325, NRS325C, NRS325L, NRS330, NRS330C, NRS330L, NRS333, NRS333C, NRS315. (Spring)

PHILOSOPHY

PHL138WA: Intro to Philosophy I: Great Conversation Throughout History (3)
The Great Conversation is a one-year reading program designed to help students develop a sense of the scope of the history of ideas, and especially the way in which Christianity shaped that conversation. By reading some of the most influential thinkers—Plato, Augustine, Luther, Descartes, Pascal, Nietzsche—students come face-to-face with the catalysts of significant paradigm shifts and epochs. (Worldview at the Abbey)

PHL148WA: Intro to Philosophy II: Great Conversation Throughout History (3)
The Great Conversation is a one-year, two term reading program designed to help students develop a sense of the scope of the history of ideas, and especially the way in which Christianity shaped that conversation. By reading some of the most influential thinkers—Plato, Augustine, Luther, Descartes, Pascal, Nietzsche—students come face-to-face with the catalysts of significant paradigm shifts and epochs. (Worldview at the Abbey)

PHL213 The Worldview Seminar (3)
The Worldview Seminar covers Christian and non-Christian worldviews from a biblical-philosophical perspective. This 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.

PHL223 Logic and Rhetoric (3)
In this course, students will study various aspects of logic, focusing especially on the construction of sound arguments and the recognition of fallacies.

PHL243 Philosophy and the Fantastic (3)
This course invites a philosophical study of works in the realm of the fantastic, broadly conceived, including comic books, 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.

PHL253 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.

PHL303 History of Philosophy (3)
In this course, students will study key ideas in the history of philosophy, from ancient times to the contemporary milieu.

PHL491-493 Special Topics in Philosophy (1-3)
Focused studies on specific issues in philosophy. Requires instructor and department approval.

PHYSICS

PHY215 Physics I (3)
Physics I focuses on the study of energy within mechanics, heat, kinetic theory, fluids, wave motion, 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 PHY215L is required. (Fall)

PHY215L Physics I Lab (1)
Physics I Lab provides students 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 PHY215 is required. Lab Fee: $75 (Fall)

PHY230 Physics II (3)
Physics II focuses on the study of 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 PHY230L is required. (Spring)

PHY230L Physics II Lab (1)
Physics II Lab provides students 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 PHY230 is required. Lab Fee: $75 (Spring)

POLITICAL SCIENCE

POL103 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)

POL138WA: Political Science: Utopias & Reality (3)
This course will focus on political theories based on unbiblical assumptions (such as Thomas Hobbes's assumption that God has abandoned man) as well as biblical teaching about politics. Because God established government as one of the three basic institutions of society, and because He expects those who wield political authority to dispense justice, Christians need to study the art of governing well and embrace their duties as citizens. (Worldview at the Abbey)

POL203 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)

POL271 – POL276 Internship (1 - 6)
This course is designed to provide 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 working world. Students will complete at least 450 hours (nine credits) of internship before graduation through agencies related to the political world. (Fall, Spring)

POL491-493 Special Topics in Political Science (1-3)
Focused studies on specific issues in political science. Requires instructor and department approval.

PSYCHOLOGY (COUNSELING PSYCHOLOGY)

PSY105 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, Spring)

PSY205 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)

PSY207 Counseling Skills (3)
This course introduces students to the 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. Course outcomes are intended to enhance personal and professional growth. (Fall)

PSY208 Industrial Organizational Psychology (3)
This course is designed to develop students' awareness of the application of psychology in organizations and industries.

PSY215 Social Psychology (3)
This course is a study of human thought, emotion, and behavior in an interpersonal context. (Fall).

PSY218 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. (Spring, even years)

PSY235 Social Science Research Methods (3)
This course is an examination of the research methods of psychology, and the philosophy behind their use, and provides students an opportunity to apply these skills in research.

PSY275 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. (Spring)

PSY304 Advanced Counseling Skills (3)
This course continues to learn and practice 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. Course outcomes are intended to enhance personal and professional growth. Prerequisite: PSY207.

PSY307 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)

PSY308 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 individuals. (Spring, odd years)

PSY309 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 assist 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.

PSY310 Counseling Children and Adolescents (3)
This course presents an introduction and overview of treatment with children, adolescents, and parents. Students will gain an understanding of developmental, ethical, legal, and social issues germane to counseling children, adolescents, and parents. They will be exposed to various techniques for addressing major issues facing these groups, as well as DSM-5 diagnoses. Students will also be introduced to the basics of consultation. This course will include brief content lectures, some role-play and demonstrations, as well as processing of real clinical cases. Additionally, the most powerful learning experiences will come from opportunities for students to practice the skills they learn within the course.

PSY318 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.

PSY328 Family Systems (3)
This course introduces students 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 concerning working with families will be highlighted. (Spring, Even)

PSY335 Counseling Theories (3)
This course introduces students 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)

PSY407 Issues in Pre-marriage, Marriage, and Divorce (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. This course 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)

PSY383 Christian Counseling (3)
This course is a study and appraisal of the theory and techniques of counseling. Topics include counseling theories and familiarization with basic counseling skills. The course introduces students to theory and skills essential to effective interpersonal relations. For the family studies major, emphasis is placed on interviewing strategies for the analysis and assessment of family life issues for the purpose of appropriate educational recommendations.

PSY408 Crisis and Trauma (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 placed on 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)

PSY415 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. 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. A successful experience will also position students more favorably for graduate study or a professional career following graduation. Junior or senior classification. (Fall, Spring)

PSY418 Group Dynamics (3)
This course 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. Prerequisite: PSY207. (Spring)

PSY425 Advanced Research Lab (3)
This course is designed to be a continuation of PSY235 Social Science Research Methods or IDS230 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: IDS230. (Fall)

PSY491-493 Special Topics in Psychology (1-3)
This course includes a variety of focused studies on specific issues related to psychology and Christianity.

PSY495 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 of difficult integrative topics, and develop their own perspectives and convictions regarding integration. Requires senior status. (Spring)

SCIENCE

SCI133 Scientific Inquiry: Physical Sciences (3)
This course focuses on the nature and practices of science. A biblical foundation for science is introduced. The course also presents the history and context for the development of the understanding of physics, chemistry, astronomy, and earth science through studies of selected topics. Form and behavior of matter, energy, and information are the unifying themes of these topics. Through the study of God's creation, students will also be challenged to better understand their Creator. Specific subject knowledge will be developed and applied. Concurrent enrollment in SCI133L is required. Note: biology majors may not take this course. (Fall, Spring)

SCI133L Scientific Inquiry: Physical Sciences Lab (0)
In this lab, students will complete 12 laboratory experiments investigating the physical sciences. The experiments will emphasize the application of the scientific method. Concurrent enrollment in SCI133 is required. Lab Fee: $75. (Fall, Spring)

SCI143 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, classification, and characteristics of life, cellular processes, body systems, genetics, and the omnipotence of God as Creator. Concurrent enrollment in SCI143L is required. (Fall, Spring) Note: Biology majors may not take this course.

SCI143L Scientific Inquiry: Life Sciences Lab (0)
In this lab, students will conduct laboratory investigations and activities utilizing scientific methodology. Concurrent enrollment in SCI143 is required. Lab Fee: $75. (Fall, Spring)

SCI143SP 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. This course examines the origin, classification, and characteristics of life, cellular processes, body systems, genetics, and the omnipotence of God as Creator. *Online Course.* Offered as needed.

SCI271 Introduction to Literature Review (1)
In this course, 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 for biology majors: BIO210, BIO210L, BIO220, BIO220L. Prerequisites for kinesiology majors: BIO234, BIO234L, BIO244, and BIO244L. (Fall, Spring)

SCI391 Scientific Research Experience (1)
This upper-division course is designed for biology 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. Lab Fee: $50.

SCI471 Advanced Literature Review (1)
In this course, 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 Advanced Literature Review will write a research paper regarding their capstone, and will present and critique their capstone projects to the class. Prerequisites: BIO210, BIO210L, BIO220, BIO220L, SCI271, and a Research or Internship Experience.

SCI481-483 Internship (1-3)
Internships are provided in cooperation with a science-related site designed to give the students the chance to explore the setting and opportunities in the field of science.

SOCIOLOGY

SOC203 General Sociology (3)
This course is an introduction to basic sociological concepts concerning the individual, culture, and group life.

SOC491-493 Special Topics in Sociology (1-3)
Focused studies on specific issues in sociology. Requires instructor and department approval.

BUSINESS SPORTS & RECREATION MANAGEMENT

SRM338 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)

SOCIAL SCIENCE

SSC353 Social Studies Secondary Content 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, students will examine the content of secondary social studies programs. Students will explore current theory, methodology, and instructional materials, and 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 unit of study. Prerequisite: Admittance to School of Education required. Corequisite: EDU331 Instructional Alignment II. *Cross-listed with EDU584*. *Students may not receive credit for both SSC353 and EDU584.* (Spring)

SSC453 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.

THEOLOGICAL STUDIES

THE135 Theology I: Revelation, Scripture, God, Trinity (2)
This course series teaches that faithful discipleship requires doctrine. Theology begins with God the Father, the Creator of Heaven and Earth. His revelation of Himself to us is the only real foundation of knowledge. You will learn the doctrines of revelation, scripture, God and His attributes, the Trinity, and Creation. (Vector Academy)

THE136 Theology II: Creation, Providence, Sin, Christ, Salvation (2)
This course builds on the theme that doctrine and discipleship are companions, students will gain a practical understanding of mankind, sin, and salvation. The theological focus is now on God the Son, Jesus Christ, who is Savior and Lord. Students will learn the Doctrines of Man, Sin, Angels and Demons, Christ, Atonement, and Salvation. (Vector Academy)

THE137 Theology III: Holy Spirit, Church, Last Things (2)
In this final Doctrine class, students will be equipped to live as a Spirit-filled believer. The emphasis moves to God and the Holy Spirit. students will learn the doctrines of the Holy Spirit, sanctification, the church, heaven and hell, and end times. (Vector Academy)

THE147 Introduction to Apologetics (3)
This two-semester course trains students to take every thought captive for Christ (2 Corinthians 10:5), understanding their faith as a total worldview. It will also help students to see the inconsistencies inherent in non-Christian worldviews, including atheism, Islam, Judaism, the New Age and various pseudo-Christian cults. The term apologetics refers to the art of defending faith, especially the Christian faith. God's Word often exhorts Christians to be ready to give a reason for the hope that we have.

(Worldview at the Abbey)

THE148 Apologetics II: Comparative Religions (3)
This two-semester course trains students to take every thought captive for Christ (2 Corinthians 10:5), understanding their faith as a total worldview. It will also help students to see the inconsistencies inherent in non-Christian worldviews, including atheism, Islam, Judaism, the New Age and various pseudo-Christian cults. The term apologetics refers to the art of defending faith, especially the Christian faith. God's Word often exhorts Christians to be ready to give a reason for the hope that we have. (Worldview at the Abbey)

THE185 Apologetics I: Worldview (2)
This course will establish what is true, in order to be equipped to recognize the counterfeits. Religion is inescapable; it is "not “whether”, but “which” religion man will choose and follow. (Vector Academy)

THE186 Apologetics II: Christian Apologetics (2)
This course will train students in apologetics, the study of the intellectual defense of Christianity. (Vector Academy)

THE187 Apologetics III: Life and Thought of C.S. Lewis (2)
The study of the works of author CS Lewis. This course will highlight the apologetic nature of his writings. (Vector Academy)

THE205 Introduction to Theology (3)
Introduction to Theology is a study of Christian doctrine that helps students develop an integrated system of theology which relies on God’s revelation in the Bible. This course 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. Pre-requisite BIB103 and BIB105. *Available Online*

THE303 Religious Movements (3)
This course is a survey of the modern religious movements throughout the world, including the major world religions and cults. Students 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 students for effective evangelism. (Fall)

THE312 Theology of Worship (3)
This course 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)

THE342 Johannine Theology (3)
This course is a study of the themes or motifs in the Apostle John’s Gospel, epistles, and Revelation. Prerequisite: BIB103, BIB105, THE205. (Alt)

THE362 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 BIO362*

THE493-99 Special Topics in Theology (1-3)
This course includes a variety of focused studies on specific issues related to topics in theology.

THEATRE

THR233 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.)

THR243 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.*

THR301-303 Drama-Production (1-3)
This course will examine the practical application of drama techniques in connection with the production of a play. Acting parts are given by audition only—other activities by consent of the play director. This course may be repeated for a maximum credit allowance of six semester hours. (Fall, Spring, Alt.)

WORSHIP ARTS

WOR132 Production Technology (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)

WOR160WA Worship Arts Practicum - Freshman (1)
Student will participate weekly in a local church ministry for a minimum of two hours per week during their freshman year. (Fall, Spring)

WOR203 Music Workshop II: Creating Music for the Church (3)
In this course, students will expand their musical skills by studying, writing, and arranging popular music and

worship songs. Students will survey the vast history (Old Testament to the present) of Christian worship through song, and learn, analyze, and apply the elements of songwriting through this collaborative, growth-oriented experience. Students will also learn to notate and arrange songs in a variety of keys and styles, and to perform songs using voice, piano, guitar, or bass. Prerequisite: MUS 103 or MUS 123. (Spring, Alt.)

WOR260WA Worship Arts Practicum – Sophomore (1)
Student will participate weekly in a local church ministry for a minimum of two hours per week during their sophomore year. (Fall, Spring)

WOR361 Worship Arts Internship – Junior (1)
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, Spring)

WOR403 Worship Planning and Administration (3)
Students in this course will explore and design worship services that incorporate various ways of worshiping together, including drama, music, preaching, video, testimony, prayer, and scripture reading. Issues that affect corporate worship will be examined. In addition, the course 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: THE312 and WOR382. (Fall, Alt.)

WRITING

WRI081 Basic College Writing (1)
Focused studies on specific topics in English taught below 100-level.

WRI093 Writing Matters (3)
In this course, 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)

WRI123 College Writing I (3)
Often taught in a workshop format, College Writing I will develop students' thinking, writing, and editing skills, preparing them to succeed in various writing tasks during their college years and beyond. WRI123 is a prerequisite for WRI132 (Fall, Spring).

WRI132 College Writing II (3)
This course 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. WRI123 is a prerequisite (Fall, Spring).

WRI222 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.)

WRI3131 Poetry Writing (3)
This course 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.)

WRI3133 Short Story Writing (3)
This course 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.)

WRI343 Creative Writing Nonfiction (3)
This course builds on skills developed and reinforced in WRI123. 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.

WRI3134 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. (Spring, Alt.)

WRI423 Persuasive Theory and Writing (3)
This course 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: WRI123, WRI132. (Spring)

WRI425 Professional Writing (3)
In this course, students study and produce writing for various professional contexts, with special emphasis on genre, style, and rhetorical discernment.

WRI463NW Novel Writing (3)
This course is designed to look at how stories are made, and provide students with 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.)

WRI465 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)

ONLINE PROGRAM COURSE DESCRIPTIONS

APPLIED BUSINESS ONLINE

BUS220NT Business Communications (3)
This course provides 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. *Online course offered as needed. (This course is an equivalent of COM333 Organizational Communications).*

BUS230NT Introduction to Management (3)
This course is 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. *Online course offered as needed. (This course is an equivalent of MGT323 Management Principles).*

BUS235NT Accounting Basics (3)
This course is an introductory examination of how organizations measure performance from a financial perspective. Students will learn the uses of financial statements, the significance of changes in financial position, and the basis on which financial statements are derived and organized. *Online course offered as needed. (This course is an equivalent of BUS205 Introduction to Financial Accounting).*

BUS240NT Survey of Economics (3)
This course provides a non-technical introduction to the basic concepts in economics, with a focus on the United States. Using a small number of fundamental economic concepts, this course provides a foundation for informed decision making regarding current economic debates. *Online course offered as needed. (This course is an equivalent of BUS210 Contemporary Economics).*

BUS250NT Survey of Marketing (3)
This is an 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. *Online course offered as needed. (This course is an equivalent of MKT333 Marketing Principles).*

BUS325NT Accounting and Finance for Managers (3)
This course is an introductory examination of how managers of organizations use and respond to financial performance measurements. Students will learn how these 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. *Online course offered as needed.*

BUS340NT Business Law and Biblical Ethics (3)
The themes of this course include the nature and function of the law in our business society, obligations arising out of tort, and formation, performance, and discharge of contracts. Study of ethical behavior in the context of business will also be examined. Topics include: the biblical foundation of ethics, applied philosophical ethics, ethical decision-making in business, and historical case studies. *Online course offered as needed. (This course is an equivalent of BUS313 Business Law).*

BUS355NT Survey 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 will be used in formulating managerial problems. *Online course offered as needed. (This course is an equivalent of MGT325 Operations Management).*

BUS360NT Introduction to Human Resources (3)
In this course, students will 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. *Online course offered as needed. (This course is an equivalent of BUS473 Human Resources).*

BUS365NT Survey of Leadership (3)
This course is an investigation of leadership. Students will examine both traditional and contemporary leadership theories while developing an awareness of their own personal leadership capabilities. *Online course offered as needed. (This course is an equivalent of BUS303 Leadership).*

BUS370NT Advanced 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. *Online course offered as needed. (This course is an equivalent of MKT454 Market Research).*

BUS403NT Business Capstone (3)
A demonstration through practical application of four major areas of business: management, operations, finances, 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.

BUS438NT Project Management (3)
This course explores the technical field of project management. Students will study each part of the project management process, from project initiation to project closure. Topics covered include communication management, schedule management, cost management, quality management, risk management, and project procurement *(This course is an equivalent of BUS445 Project Management).*

BUS453NT Entrepreneurship (3)
This course examines the 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. This course uses the case method to expose students to a variety of industries and issues. *Online course offered as needed. (This course is an equivalent of MGT433 Entrepreneurship).*

BUS455NT Business Analytics (3)
This course is an introduction to data science, data analytics, and business intelligence. Students will learn the basics of transforming data into useful information for decision-making by mining, preparing, analyzing, and visualizing data. The course emphasizes skill development with data analytic tools. *Online course offered as needed. (This course is an equivalent of BUS320 Introduction to Data Analytics)*

PSYCHOLOGY ONLINE

PSY105NT 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. *Online course offered as needed.*

PSY205NT 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. Prerequisite: PSY105. *Online course offered as needed.*

PSY208NT Industrial Organizational Psychology (3)
This course is designed to develop students' awareness of the application of psychology in organizations and industries. Prerequisite: PSY105. *Online course offered as needed.*

PSY215NT Social Psychology (3)
This course is a study of human thought, emotion, and behavior in an interpersonal context. Prerequisite: PSY105. *Online course offered as needed.*

PSY235NT Social Science Research Methods (3)
This course is an examination of the research methods of psychology and the philosophy behind their use with opportunities to apply these skills in research. Prerequisite: PSY105. *Online course offered as needed.*

PSY275NT 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: PSY105. *Online course offered as needed.*

PSY307NT 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. Prerequisite: PSY105. *Online course offered as needed.*

PSY311NT Biopsychology (3)
This course will discuss the relationship between behavior, mental processes, and biological factors such as the nervous system, biochemistry, hormones, and genetics. Discussions are couched within the larger

contexts of psychology, biology, physiology, genetics, chemistry, anthropology, medicine, and computer science. Prerequisite: PSY105. *Online course offered as needed.*

PSY328SP Family Systems (3)
This course introduces students 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. Prerequisite: PSY105. *Online course offered as needed.*

PSY334NT Conflict Management (3)
In this course, students will learn how to deal with conflict situations, set clear expectations, and manage themselves and others in these difficult situations. Resolving conflict in a positive manner is a skill that can be developed and practiced. Students will learn to examine and employ strategic verbal and nonverbal communication skills and to assemble a conflict management plan likely to yield positive results. Prerequisite: PSY105. *Online course offered as needed.*

PSY335NT Counseling Theories (3)
This course provides an overview of the major theoretical approaches to counseling and psychotherapy, with a focus on integrating the Christian perspective into secular counseling theory. Students will explore the historical and philosophical roots of counseling theory, as well as the core concepts and techniques associated with each approach. Emphasis will be placed on the application of theory to practice and the development of a critical and reflective approach to counseling work. Prerequisite: PSY105. *Online course offered as needed.*

PSY407SP Issues in Pre-Marriage, Marriage and Divorce (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. Prerequisite: PSY105. *Online course offered as needed.*

PSY408NT Crisis and Trauma (3)
This course provides students with a comprehensive understanding of the physical, psychological, and spiritual impacts of crises and trauma on individuals and communities. Through this course, students will learn about various types of crises and traumas, including natural disasters, wars, pandemics, sexual assault, domestic violence, and grief. The Christian worldview will be used to inform both the narrative for understanding crisis and trauma, and the healing process. Students will also learn a model for understanding and applying Psychological First Aid to support individuals and communities. Prerequisite: PSY105. *Online course offered as needed.*

PSY415SP Internship (3)
This course blends the undergraduate major's experience in a real-world, supervised, employment or volunteer work settings with the student's best effort to reflect on that experience in the context of their academic discipline. 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. A successful experience will also position students more favorably for graduate study or a professional career following graduation. Junior or senior classification. Prerequisite: PSY105. *Online course offered as needed.*

PSY495NT 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 of difficult integrative topics and develop their own perspectives and convictions regarding integration. Requires senior status. Prerequisite: PSY105. *Online course offered as needed.*

PSY496NT Psychology Capstone (3)
The purpose of this course is to apply the full breadth of learning in the student's program to problems, proposing meaningful, research-based solutions. Students will evaluate a variety of career or grad school opportunities in their field and select an appropriate topic to research and present to their class. Prerequisite: PSY105. *Online course offered as needed.*

SOC363NT Ethnicity, Social Class, and Family (3)
This course focuses on the effect of cultural and ethnic diversity in human development and family issues. Students will 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. Prerequisite: PSY105. *Online course offered as needed.*

SSC411NT Ethics in Social Sciences (3)
This course introduces the student to the legal, ethical, and professional concerns in the social science fields. Students will explore concepts in ethics and then apply those concepts to scenarios specific to psychology and social sciences. Prerequisite: PSY105. *Online course*

offered as needed

BIBLICAL AND THEOLOGICAL STUDIES (ONLINE)

BIB105NT Bible Study Methods (3)
This is a course in biblical hermeneutics, the science and art of rightly interpreting and understanding the Scriptures. It will teach principles for understanding genres, texts, and phenomena in light of grammatical, historical, literary, and theological considerations. The course will emphasize sound principles of biblical interpretation for the application of the text to one's life personally, and for the corporate life of the local church as well as its theological significance for the universal church.

BIB228NT: Old Testament: Pentateuch (3)
An expository study of the five books of Moses (Genesis through Deuteronomy). The class will focus on understanding the literary genre, ancient Near Eastern context, structure, and biblical theology of these books. Key themes will include Creation, Covenant, Sacrifice and Atonement, and the Law as a tool for Israel's "sanctification." Skills will be developed for the communication and application of the text with an eye to personal discipleship and ministry in the local church.

BIB229NT: Old Testament: Historical Books (3)
An expository study of select Historical Books of the Old Testament (Joshua through Esther). The course will focus on understanding the historical context, literary genre, and biblical theology of these books. Themes will include God's sovereignty, the successes and failures of Israel's leaders, God's presence among and promises to His people, His Covenant, and His Kingdom. Skills will be developed for the communication and application of the text with an eye to personal discipleship and ministry in the local church.

GENERAL EDUCATION (Online)

BIB105NT Bible Study Methods (3)
This course is an introduction to the principles and practice of the inductive approach to studying the Bible, including 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 course offered as needed*.

BIB114NT Survey of the Old Testament (3)
This survey is an overview of the Old Testament books with an emphasis on orienting the student to the general content, themes, and style of each book and how they fit within the context of the biblical story. *Online course offered as needed*.

BIB124NT Survey of the New Testament (3)
This survey is an overview of the New Testament books with an emphasis on orienting students to the general content, themes, and style of each book and how they fit within the context of the biblical story. *Online course offered as needed.*

CMI213NT Missional Living (3)
This course provides a biblical, historical, and 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. *Online course offered as needed.*

CMI302NT Teaching the Bible (3)
This course is 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. *Online course offered as needed.*

COM102SP Fundamentals of Speech (3)
This course is an introduction to communication theory and practical aspects of communicating as a Christian scholar. Students receive coaching through the steps of writing and delivering three types of speeches. A biblical worldview is emphasized. *Online course offered as needed.*

ENG226NT Christ in Literature (3)
This course examines works by authors who incorporate representations of the person and work of Jesus Christ in their writings. *Online course offered as needed.*

HIS254SP 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. *Online Course offered as needed.*

HIS333SP 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 20th 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.*

HIS393SP 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. *Online course offered as needed.*

HUM240NT Music in Film (3)
This course is 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 the work in this class is the critical viewing of film to assess the interaction of narrative and music. Students 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, students should be able to recognize the main stylistic currents, composers, and pivotal films in the area of film music. *Online course offered as needed.*

MTH103NT 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. *Online course offered as needed.*

MTH113SP College Algebra (3)
An algebra course with emphasis on practical applications. However, to reach 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. *Online course offered as needed.*

MTH223SP Statistics and Probability (3)
An introductory statistics course designed for students of average mathematical ability. Some programs require this course, but others 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. *Online course offered as needed.*

PHL213NT The Worldview Seminar (3)
The Worldview Seminar covers Christian and non-Christian worldviews from a biblical-philosophical perspective. This 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. *Online course offered as needed.*

SCI143NT Scientific Inquiry: Life Sciences w/ Lab (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 as Creator. *Online course offered as needed.*

THE205NT Introduction to Theology (3)
Introduction to Theology is a foundational course in fundamental biblical teaching. Starting from the notion of the absolute, objective authority of God's Word, this course provides a basic survey of classic theological issues such as the Bible, God, Man, sin, Christ, the Holy Spirit, salvation, the Church, and the Second Coming. Special attention will be given to a sound understanding and application of key biblical texts for faithful Christian discipleship. *Online course offered as needed.*

THE303NT Religious Movements (3)
This course is a survey of the modern religious movements throughout the world, including the major world religions and cults. Students will be involved in directed research of the religions in selected areas of the world, with a particular focus on the cultural and social inter-relationships reflecting a people's worldview. Methods of a missionary encounter with these religions and cults will be presented to equip students for effective evangelism. *Online course offered as needed.*

WRI123NT 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. WRI123 is a prerequisite for WRI132. *Online course offered as needed.*

WRI132NT College Writing II (3)
This course prepares students to perform undergraduate-level research utilizing peer-reviewed journals. Students will produce research papers that promote critical thinking through textual analysis and synthesis and through addressing logical fallacies and research protocols. Prerequisite: WRI132. *Online course offered as needed.*

GRADUATE COURSE DESCRIPTIONS

BUSINESS ADMINISTRATION

BUS534 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. (Online)

BUS544 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. (Online)

BUS554 Marketing and Data Analytics (5)
This course will enable students to understand marketing theory while exposing them to data analytics 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. (Online)

BUS564 Leadership and Organizational Behavior (5)
This course is 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. Concerning organizational behavior, students will study human behavior in organizations emphasizing theoretical concepts and practical methods for understanding, analyzing, and predicting individual, group, and organizational behavior. (Online)

BUS574 Contemporary Issues in the Marketplace (5)
This course is 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. (Online)

BUS584 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. (Online)

BUSINESS ANALYTICS

BUS615 Visualization and Storytelling with Data (5)
This course is an introduction to data science, data analytics, and business intelligence. Students will learn the basics of transforming data into useful information for decision making by mining, preparing, analyzing, and visualizing data. This course emphasizes skill development with data analytics tools. (Online)

BUS635 Data Mining and Predictive Modeling (5)
This course is a study of data science, data analytics, and business intelligence. Students will learn the basics of transforming data into useful information for decision making by mining, preparing, analyzing, and visualizing data at the intermediate level. This course emphasizes skill development with data analytics tools. (Online)

BUS645 Advanced Business Analytics (5)
This course is a study of data science, data analytics, and business intelligence. Students will learn the basics of transforming data into useful information for decision making by mining, preparing, analyzing, and visualizing data at the advanced level. This course emphasizes skill development with data analytics tools. (Online)

BIBLICAL STUDIES

BIB511 Interpreting Scripture (3)
This course is 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 on the foundation of sound hermeneutical and exegetical principles, students will gain skill in doing exegesis through observation of good exegetical models and through practice in personally applying these principles to selected texts. The examples and exercises in this course are based on the English Bible, but are designed to prepare students for effective biblical study, whether in translation or in the original languages.

BIB512 Learning and Living OT History (3)
This course is 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.

BIB513 Learning and Living OT Poets and Prophets (3)
Ahis course is 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.

BIB522 Learning and Living Gospels and Acts (3)
This course is 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.

BIB523 Learning and Living Epistles and Revelation (3)
This course is 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.

BIB600 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: BIB511.

CHRISTIAN MINISTRY

CML501 Growing in the Lord (3)
This course is 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.

CML511 Preaching Scripture I (3)
This course is 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.

CML521 Preaching Scripture II (3)
This course is a development of CMI 511 designed to prepare students 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: CMI 511

CML531 Teaching Scripture (3)
This course is 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.

CML541 Building a Christ-centered Home (3)
This course is a study designed to provide a biblical understanding of the issues, responsibilities, and problems in developing and maintaining Christ-centered families.

CML542 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 Bibles 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.

CML553 Becoming a Servant Leader (3)
A core course designed to help students gain an accurate knowledge of themselves and 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)

CML562 Supervised Experience (2)
Supervised field-based experience in the student's intended vocational context, under the supervision and encouragement of an experienced mentor.

CML571 Ministering Cross-culturally (3)
This course is 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.

CML593 Special Topics in Church Ministry (3)
Focused study on a specific topic in the field of Christian ministry. Offered as needed. (Course Fee)

CML611 Counseling in Ministry (3)
This course is 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.

CML641 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 Bible 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.

CML651 Fulfilling the Church's Purpose (3)
This course is a study of the biblical directives concerning church ministry, allowing for needed adaptation to current cultures, and directing student s in analyzing competing methodologies and perspectives of church ministry from a biblically-based foundation.

CML661 Ministering in the Church (3)
This course is an examination of the nature of leading ministries with emphasis on 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.

CML671 Ministering Cross-culturally (3)
This course is 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.

COUNSELING

CNL501 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.

Additionally, 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.

CNL502 Counseling Theory & Skills II (4)
This course continues the theory and skills coursework. 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 and 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.

CNL512 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 four weeks of job shadowing, and 11 weeks of individual, direct client service (40 hours total)—one hour of weekly individual supervision, and one-and-a-half hours of weekly group supervision. The practicum will take place in an agency setting. $50 fee.

CNL521 Introduction to Family Counseling (3)
This course is an overview of major theoretical approaches to marriage and family counseling and the treatment of children. Students are introduced to techniques and interventions in systems therapy approaches, and they willl begin to develop competencies essential for assisting families in improving relationships.

CNL522 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, will be discussed. Theories of personality and learning will be explored as each pertain to understanding the relationship of human development to counseling children and adults.

CNL523 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.

CNL531 Foundations of the Counseling Profession (3)
This course is designed to introduce students 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, and social advocacy opportunities, and provides an overview of current practice environments.

CNL532 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 on 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.

CNL533 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.

CNL534 Appraisal of the Individual (3)
This course provides for the development of a framework for understanding assessment's role throughout 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.

CNL535 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 the concepts of normalcy and psychopathology, leading to diagnoses and appropriate counseling treatment plans and principles of diagnosis.

CNL536 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.

CNL537 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 a historical and practice perspective, and an ethical decision-making model is explored. Laws that affect the professional practice of mental health counseling will be presented and examined. Professional issues, concerns, and associations will be discussed.

CNL538 Crisis, Disaster, and Trauma Counseling (3)
This 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. Counselors' 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.

CNL539 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.

CNLL541 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.

CNL561-563 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 students 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.

CNL601 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 biblical doctrines including: theology, 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.

CNL602 The Theology of Counseling and Christian Growth (2)
The second of three courses will explore various views of the integration of psychology and theology. Students will examine the topics of sin and grace as they relate to the human condition. Student will continue the development of a theory of biblical integration and counseling.
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CNL603 The Theology of Faith, Hope & Love (2)
This course is the third of three courses and is a continuation of CNL602. 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

EDU503 Exploring Issues in Education (3)
In this course, students will examine issues of learning, culture, society, politics, and philosophies impacting students, teachers, and schools today. The course will equip students to use academic scholarship and research to develop their own reflective practice, collaborate with others, and advocate for solutions that improve educational experiences for P-12 students. The course will also provide a brief overview of the nature of Christian higher education and introduce the value of bringing a biblical worldview into educational practice and academic scholarship. Students will have the opportunity to practice academic scholarship and writing in preparation for the culminating research project, which will come at the end of their M.S.Ed. program. (Summer)

EDU511 Biblical Worldview & Ethics in Education (3)
This course examines how biblical belief structures influence educational philosophy and practice. Each student will develop a personal statement of their biblical worldview and how that view affects their perspective on learning, teaching, and thinking about current issues in education. (Spring, Summer)

EDU513 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. Students 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)

EDU530 Instructional Alignment I (3)
This is part one of a two-semester course designed to model the process of instructional alignment through all stages of curriculum development, including the development of goals, objectives, content, and strategies as they relate to Oregon licensure. These concepts will be applied in age-group breakout sessions focusing on effective and developmentally appropriate teaching strategies. Microteaching sessions will allow students to practice the use of major teaching strategies. The course will culminate with the design and development of a three-day teaching unit, including all supplemental instructional materials. Cross-listed with EDU330. Students may not receive credit for both EDU330 and EDU530. (Fall)

EDU531 Instructional Alignment II (2)
This course 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 on the concepts presented in Instructional Alignment I. Students will be introduced to a variety of techniques appropriate for evaluating and assessing P-12 students. Students will learn how to modify content, strategies, and assessments to meet the diverse needs of their students, as well as develop effective integration of technology and other media into instruction. The purposeful consideration of biblical principles in lesson planning and instruction will be emphasized throughout as students apply planning, instruction and assessment concepts, and

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

EDU531L Alignment Practicum (1)
This course is taken concurrently with *EDU531* Instructional Alignment II and either a content methods course for secondary teachers (for single-subject endorsement candidates) or math and literacy methods courses for elementary teachers (for multiple-subject endorsement candidates). Students will observe a minimum of 30 hours at their placement site prior to spring break and then teach a unit of instruction, designed in the weeks after spring break, in their placement classroom. Students will be observed by both the classroom teacher and a University Supervisor. Prerequisite: Admittance to School of Education required or approval of director. Corequisite: EDU531. *Cross-listed with EDU331L. Students may not receive credit for both EDU331L and EDU531L.* (Spring) Course fee: See course fees.

EDU532 The Developing Learner (3)
This course examines how children grow, develop, and learn within the cognitive, social, emotional, cultural, spiritual, and physical areas across the lifespan and throughout early childhood (age 3 – grade 4), elementary age (grades 3-8), middle childhood (grades 5-10, and high school (grades 7-12). Students will examine theories about the developing lifespan and practical applications of the family environment. Students discover the behavioral learning, information processing, social cognitive, and constructivist learning theories in order to design and implement developmentally appropriate and challenging learning experiences. *Cross-listed with EDU237. Students may not receive credit for both EDU237 and EDU532.* (Summer)

EDU533 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)

EDU534 Teaching the Diverse Learner (3)
This course will investigate the social and legal issues within the field of education regarding the concept of student diversity in the classroom. The topics for this course 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)

EDU535 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)

EDU536 Ethics and Equity in Education (3)
This course will pursue connections between a personal, biblical worldview and ethics within the context of educational teaching and leadership in both public and private educational settings. This course will examine current research and theory practices in relationship to systemic inequalities and marginalization as they exist within the educational systems of the United States. Students will have the opportunity to analyze current educational contexts using gamification as a catalyst for exploring these contexts and their implications for practice. (Fall)

EDU538 Elementary Classroom Management (2)
This course is designed to incorporate theories of classroom management with practical strategies for creating and maintaining a safe and productive learning environment in an elementary school setting. This course focuses on concepts of classroom setup, the importance of building positive and appropriate relationships/communication with students and parents, and all levels of behavior management. This course discusses and analyzes theories and ideas around building a responsive and restorative classroom environment that promotes positive reinforcement and social/emotional health of students, as well as trauma-sensitive management in order to help all students have the best opportunity to succeed.

EDU539 Secondary Classroom Management (2)
This course is designed to incorporate theories of classroom management with practical strategies for creating and maintaining a safe and productive learning environment in a secondary school setting. This course focuses on concepts of classroom setup, the importance

of building positive and appropriate relationships/communication with students and parents, and all levels of behavior management. This course discusses and analyzes theories and ideas around building a responsive and restorative classroom environment that promotes positive reinforcement and social/emotional health of students, as well as trauma-sensitive management in order to help all students have the best opportunity to succeed.

EDU542 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)

EDU545 Law, Policy, and Politics in Education (3)
This course identifies and analyzes major policy and political trends, and issues affecting education on the national, state, and local levels. Recent and historical legal issues, and specific decisions, will also be examined to shed light on the policy, politics, and practices in American schools. This course leads students to a familiarity with the perspective of a wide range of stakeholders in education, and the complex processes of making policy and determining practices. (Spring)

EDU549 Integrated Studies Instructional Methods (2)
This course will focus on cross-curricular instruction to include planning and strategies for thematic instruction across content areas including science, social studies, art, physical education., music, and technology. Objectives for elementary multiple-subject candidates in this course will focus on science, social studies, health, art, music, and physical education. Strategies and methods in these areas will provide the foundation for integrated instruction. (Summer)

EDU550 Methods in Literacy (3)
This course is designed to introduce elementary education students to the major approaches and techniques for teaching reading and writing in the early childhood/elementary classroom. Students will examine the developmental, remedial, and corrective techniques in reading methodology and provide a focus on the use of children's literature in strong language arts instruction. Students will understand learners' literacy growth and development will vary based on cognitive, linguistic, physical, social, and emotional needs. Students will use understandings of diverse communities and cultures to provide inclusive instruction for all learners. Students will understand the purpose and interpretation of formative, summative and diagnostic assessments, and the use of data to drive instructional practice. Students will examine the use of multi-modal literacies and their use within a well-rounded literacy program that includes recognizing and accommodating for exceptionalities such as dyslexia. This course focuses on materials and strategies for developing literacy in the early childhood/elementary classroom focusing on writing, speaking, and listening using children's literature as a catalyst to show the reciprocal skills of reading and writing. Students will understand the major domains of writing as transcription, translation, the writing process, and the developmental stages of writing. Students will understand that researched based practices for spelling, punctuation, and syntax must be explicitly taught. Students will focus on skills and strategies of strong writing instruction that includes developmentally appropriate and on-going feedback. (Fall)

EDU551 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. Students s will engage in activities designed to enhance conceptual understanding and connect it to procedural knowledge. They will 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, and critically examining curricula). (Spring)

EDU556 Literacy Across Content Areas (3)
This course is designed to explore various aspects of literacy as it applies to middle-level and high school students in content-area classrooms. Special emphasis will be placed on strategies that facilitate the development of reading, writing, speaking, listening, and thinking skills within the specific disciplines in which students will be teaching. Today's educational climate requires every teacher to be a literacy teacher and this course will prepare student to know and communicate academic language effectively as well as train them in a variety of methods to improve and increase the vocabulary, language function, syntax, and discourse of students in their area of content. Students will be challenged to evaluate their own literacy so they may more effectively direct the literacy learning of their future students. Admittance to School of Education required. *Cross-listed with EDU456. Students may not receive credit for both EDU456 and EDU556.* (Fall)

EDU557 K-8 Methods in Physical Education Instruction (3)
This course will provide students with an understanding of the total curriculum within an elementary school physical education program. Students will learn and discuss the

components of the curriculum and how to evaluate, develop, and implement them successfully within the school environment. Student will learn how to positively manage their future students and enhance the learning environment through effective teaching techniques. *Cross-listed with EDU340. Students may not receive credit for either EDU340 or EDU557.* (Fall)

EDU562 Clinical Placement – 10 Weeks (4)
The candidate completes a 10-week, full-time teaching experience. The experience includes the development and teaching of a capstone project. See course fees.

EDU564 Clinical Placement – 5 Weeks (2)
The candidate completes a five-week, full-time teaching experience at an additional authorization level of their choice: early childhood, elementary, middle level, or high school. The experience includes the development and teaching of a performance assessment. Course Fee: See course fees.

EDU566 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, and a unit of study, culminating in a capstone project. A fee (see course fees) will be assessed in addition to tuition to compensate the cooperating teacher and meet mileage expenses for the supervising teacher. Course fee: See course fees.

EDU567 Clinical Placement I & II – Student Teaching (6)
The candidate completes a 15-week, full-time teaching experience at an elementary, middle level, or high school along with professional development seminars. Students will be in a classroom full-time (contracted teacher hours) and will teach at least one unit of study culminating in a teaching performance assessment. The student teaching experience meets the requirements for an Oregon Preliminary Teaching License. The Professional Development Seminars meet throughout the semester to reinforce, supplement, and build on the student teacher's classroom experience and professional growth. Course fee: See course fees.

EDU581 Language Arts Methods (3)
This course is designed to help secondary candidates develop specific teaching skills related to the content area of language arts. In this course, students will explore current theory, methodology, and instructional materials concerning the content of middle and high school language arts. This course will involve collaboration, reading and sharing, and the development of a resource notebook and a teaching portfolio. *Cross-listed with ENG353. Students may not receive credit for both ENG353 and EDU581.* (Spring)

EDU582 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 MTH353. Students may not receive credit for both EDU582 and MTH353.* (Spring)

EDU583 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 middle and high school biology teachers to become competent professionals who can guide and facilitate learning in a life science course. The philosophy of science, and the purposes, strategies, issues, materials, and equipment in the teaching of science, will be examined. *Cross-listed with BIO353*. *Students may not receive credit for both BIO353 and EDU583.* (Spring)

EDU584 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, students will examine the content of secondary social studies programs, exploring current theory, methodology, and instructional materials. Students 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 unit of study. *Cross-listed with SSC353*. *Students may not receive credit for both SSC353 and EDU584.* (Spring)

EDU585 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 students 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 students 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)

EDU586 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 students 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 HPR353. Students may not receive credit for both HPR353 and EDU586.* (Spring)

EDU587 Health Education 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 students 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 this integration to develop a rationale for health instruction. *Cross-listed with HLT353. Students may not receive credit for both HLT353 and EDU587.* (Spring)

EDU589 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. This course includes a focus on topics such as curriculum design for 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 MUE343. Students may not receive credit for both MUE343 and EDU589.* (Offered as Needed)

EDU590 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. *Cross-listed with MUE363. Students may not receive credit for both MUE363 and EDU589.* (Offered as Needed)

EDU591 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. This course may include conducting coaching. *Cross-listed with MUE353. Students may not receive credit for both MUE353 and EDU589.* (Offered as needed)

EDU592 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. (Offered as needed)

EDU599 Special Topics: (1-3)
Focused studies on specific issues in education. Requires instructor and department approval.

EDU601 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)

EDU602 Thesis (3)
In this course, students will be guided in supplementing the thesis bibliography begun in EDU601, organizing the resources for thesis writing and working with the instructor/advisor to meet a series of writing and review deadlines through the course of the semester. Significant attention will be provided to the process of viewing academic literature and theses through the lens of a biblical worldview. *Candidates who have not finished 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)

EDU611 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 EDU311*. *Students may not receive credit for both EDU311 and EDU611.* (Fall)

EDU614 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. *Cross-listed with EDU221*. *Students may not receive credit for both EDU221 and EDU614.* (Fall)

EDU615 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 EDU311 or EDU611. *Cross-listed with EDU415*. *Students may not receive credit for both EDU415 and EDU615.* (Spring)

EDU616 Content Area Instruction & Assessment –ESOL (3)
This course focuses on the ways in which all content areas may serve to strengthen ELL student fluency and language competency. This course will feature sheltered and scaffolded instruction (including GLAD and SIOP), with specific emphases on developing ELL student comprehension, vocabulary enrichment, and developmental writing. Candidates will also develop fair and useful assessment tools to determine literacy and academic learning, and practice the administration, scoring, and interpretation of formal and informal tests of language proficiency. Prerequisite EDU311 or EDU611. *Cross-listed with EDU416*. *Students may not receive credit for both EDU416 and EDU616.* (Spring)

EDU618 ESOL/Bilingual Practicum (2)
The practicum is a supervised teaching experience of 90 contact hours and will be arranged individually for each candidate. The practicum is an opportunity to apply 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 EDU611, EDU614, EDU615, EDU616. May be taken concurrently with EDU615, EDU616. *Cross-listed with EDU418*. *Students may not receive credit for both EDU418 and EDU618.* (Fall, Spring, Summer)

EDU621 Foundations of Language Acquisition and Literacy Development (3)
This course focuses on theoretical foundations, and current prevailing and competing theories in oral language acquisition, and how they affect 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.

EDU625 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 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 standards. (Spring)

EDU626 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).

EDU632 Integrated Reading and Writing Methods across the Curriculum (3)
This course focuses on building 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.

EDU711 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 EDU311 and EDU611*. *Students may not receive credit for either EDU311 or EDU611 and EDU711.* (Fall)

EDU714 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. *Cross-listed with EDU221 and EDU614*. *Students may not receive credit for either EDU221 or EDU614 and EDU714.* (Fall)

EDU715 The ESOL Classroom: Method, Materials, and Issues (3)
This course focuses on instructional strategies for developing social and academic English in ELL students. Candidates will 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 EDU311, EDU611 or EDU711. *Cross-listed with EDU415 and EDU615*. *Students may not receive credit for both EDU415 or EDU615 and EDU715.* (Spring)

EDU716 Content Area Instruction & Assessment –ESOL (3)
This course focuses on the ways in which all content areas may serve to strengthen ELL student fluency and language competency. This course will examine sheltered and scaffolded instruction (including GLAD and SIOP), with specific emphases on developing ELL student comprehension, vocabulary enrichment, and developmental writing. Candidates will also develop fair and useful assessment tools to determine literacy and academic learning, and practice the administration, scoring, and interpretation of formal and informal tests of language proficiency. Prerequisite EDU311, EDU611 or EDU711. *Cross-listed with EDU416 and EDU616*. *Students may not receive credit for both EDU416 or EDU616 and EDU716.* (Spring)

EDU718 ESOL/Bilingual Practicum (2)
The practicum is a supervised teaching experience of 90 contact hours and will be arranged individually for each candidate. The practicum is an opportunity to apply 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 EDU711, EDU714, EDU715, EDU716. May be taken concurrently with EDU715, EDU716. *Cross-listed with EDU418 and EDU618*. *Students may not receive credit for both EDU418 or EDU618 and EDU718.* (Fall, Spring, Summer)

PROFESSIONAL/CONTINUING EDUCATION COURSES

EDU901 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 to educational settings with specific content, strategies, and pedagogical theories related to best practices in teaching, learning, and counseling. This course includes the topics of brain development, behavioral connections, impact of nutrition/exercise, effects of drugs/alcohol, and curbing negative thoughts and behaviors.

EDU902 Advanced Teachers as Brain Changers (1)
This course continues the work from ED901 with further emphasis on pedagogical practice and implementation in both the classroom and educational counseling situations. This course includes the topics of 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 the areas of behavior modification, counseling, self-esteem building, character development, teaching, and overall success.

EDU903 Cooperating Teacher Training (1)
This course provides foundational preparation for classroom teachers moving into the role of cooperating teachers for student teachers (Teacher Candidates) in

their classrooms and provides beneficial insights into developing professional relationships in any teacher-mentoring role. Course instruction begins with participation in an online 10-Module presentation. Elements of course content include effective communication and feedback, collaborative planning and teaching, building professional relationships, clarifying roles, and co-teaching strategies. The course concludes with a reflective summary covering content from the modules. In alignment with Oregon law, all cooperating teachers must receive directed training in preparation to host a teacher candidate. The design of this course and assessment tasks are to build on the training a cooperating teacher receives and to further reflect on best practices of teaching and learning, as well as mentoring pre-service teachers.

EDU910A Beginning Teacher Mentor Program: Year 1 (3)
This course is designed to increase the efficacy of teachers in their first years of the teaching profession. Through systematic and explicit support using the InTASC Professional Teaching Standards, beginning teachers will develop and refine their teaching practice.

EDU910B Beginning Teacher Mentor Program: Year 2 (3)
This course is designed to increase the efficacy of teachers in their first years of the teaching profession. Through systematic and explicit support using the InTASC Professional Teaching Standards, beginning teachers will develop and refine their teaching practice.

EDU911 Mentor Academy: Inquiry into Practice (6)
This course is designed to assist mentors in deepening their knowledge and use of tools to engage beginning teachers in collaborative cycles of inquiry in which they plan instruction and prepare assessments, teach and formatively assess students, and reflect on teaching and learning.

EDU911B Mentor Academy: Inquiry into Practice Year 2(6)
This course is designed to assist mentors in deepening their knowledge and use of tools to engage beginning teachers in collaborative cycles of inquiry in which they plan instruction and prepare assessments, teach and formatively assess students, and reflect on teaching and learning. Year 2.

EDU912 Beginning Counselor Mentor Program (3)
This course is designed to increase the efficacy of counselors in their first years of the profession.

EDU913 ENVOY Classroom Management Strategies (1)
This course is designed to increase the efficacy of teachers by increasing their use of non-verbal strategies to create a positive classroom environment.

EDU916 Virtual Learning Classroom Management Strategies (1)
This course is designed to increase the efficacy of teachers operating in a distance-learning environment by increasing their use of nonverbal strategies to create a positive learning environment for all students.

EDU921 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, the role of education in international development, and the role of education in a contextual timeline, from emergency and crisis to reconstruction and recovery. Requirements for the one-credit version of this course are available from the instructor.

EDU922 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, formative assessment practices, teaching and learning in an international context, the role of education in international development, and the role of education in a contextual timeline, from emergency and crisis to reconstruction and recovery. Requirements for the two-credit version of the course are available from the instructor.

EDU923 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, the role of education in international development, and the role of education in a contextual timeline, from emergency and crisis to reconstruction and recovery. Requirements for the three-credit version of the course are available from the instructor.

EDU925 Advanced Communication Skills for Educators (3)
This class is designed to provide educators with specific, relevant, applicable, and advanced communication skills

designed to enhance teaching, collaboration, and partnerships within classroom and school communities. Topics include psychological underpinnings of behavioral tendencies, components of the communication cycle, attributes of nonverbal communication, reflective listening skills, and effective confrontation strategies.

ENGLISH

ENG513 Literary Perspectives: Readings and Analysis (3) (by special arrangement, limited availability)
In this course, students 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 students' familiarity with the literature, and cultivate their 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.*

HISTORY

HIS513 Historical Perspectives: Reading and Analysis (3) (by special arrangement, limited availability)
In this course, students 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 students' familiarity with historical events and issues, and cultivate students' 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.*

KINESIOLOGY

KIN510 Science of Exercise Training and Performance (5)
This course examines the anatomical and physiological concepts for designing effective exercise and conditioning programs. Innovative methods and techniques for training will be explored from an evidence-based perspective.

KIN520 Performance Psychology (5)
This course examines psychological strategies for achieving excellence. It reviews how to develop the optimal culture or environment that supports both team and individual practice routines for enhancing peak performance.

KIN530 Current Topics in Kinesiology (5)
This course examines relevant issues facing kinesiology professionals. Students will engage in critical inquiry, utilizing professional writings, self-reflection, and peer debate, focusing on topics related to exercise prescription, biomechanical analysis, motor learning, nutrition, and athletic performance.

MATH

MTH563 Math History (3) (by special arrangement, limited availability)
In this course, students will be guided through the selection and reading of sources relevant to 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 3,000 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.

PUBLIC ADMINISTRATION

PAD534 Public Sector Human Resource Management (5)
This course examines the theory and practice of human motivation and inter-personal relations in the increasingly pluralistic, public-sector workplace. Whether supervisor or subordinate, public-sector employees with mentoring, performance feedback, delegation, active listening, negotiating, and conflict resolution skills are prepared to address legal issues, attract and retain good talent, and produce trusting, incentivized, accountable, and effective workplaces.

PAD544 Managing Public Sector Institutions (5)
This course utilizes a Christian worldview to examine the theory and practice of the formal and informal rules that govern the increasingly complex public sector workplace. Through collaborative governance and policy creation, and administration strategies, administrators are able to weigh public input on competing goods to produce fair rules and processes. Whether bureaucrat or community leader, principles and agents with networking, strategic planning, project management, and coordination skills are better equipped to generate durable and ethical sectoral policy solutions that maximize limited resources and satisfy stakeholder interests.

PAD554 Public Sector Research and Reporting (5)
This course examines the theory and practice of public-sector research methods. The increasing speed and complexity of policy formation, and the rise of "big" data, has increased the importance of administrators' research

skills for identifying, measuring, and communicating public sector trends. The systematic collection, management, and measurement of data, and the critical interpretation, analysis, and reporting of case study, statistical, survey, program evaluation, social impact assessment, and geographic information systems (GIS) empirical outputs gives administrators an advantage in generating, executing, and evaluating creative, efficient, and effective public administration policies and programs.

PUBLIC SAFETY ADMINISTRATION

PSA530 Operational Management of Public Safety Systems (5)
This course is intended for criminal justice, forensic psychology, or other graduates in a public-safety-related field who are interested in an advanced degree in public safety administration. This course is designed to give students the analytical and technical skills needed to make critical and essentials decisions that are vital to an organization's effectiveness and operational success.

PSA540 Public Safety Relations & Partnerships (5)
This course is intended for criminal justice, forensic psychology, or other graduates in a public-safety-related field who are interested in an advanced degree in public safety administration. Students in this course will learn the relationship between public safety organizations and the development of effective partnership strategies to support public safety efforts. Serving as professionals in a public safety role, students will explore the essential roles and responsibilities associated with leading and managing relations and partnerships within a public safety organization. The course uses real-life public safety case studies to illustrate important public safety relationship and partnership principles.

PSA550 Strategic Planning & Policy Development (5)
This course is intended for criminal justice, forensic psychology, or other graduates in a public-safety-related field who are interested in an advanced degree in public safety administration. Students in this course will learn how to develop a strategic plan and public safety policies with critical input from key stakeholders.

PSA560 Ethics, Legitimacy, and Social Responsibility (5)
This course will explore how ethical principles, personal values, moral obligations, and social responsibilities shape a leader's role in the field of public safety. The course focuses on enhancing a student's ability to apply ethics, integrity, and social responsibility to strategic and risk management situations, using critical decision making to create public trust and legitimacy.

THEOLOGICAL STUDIES

THE501 God and His Word: Theological Foundations (3)
This course is a thoughtful overview of Christian theology in the areas of bibliology, theology proper, and angelology. Students will be encouraged to develop their 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. Students will develop their own doctrinal statement reflecting their understanding of biblical teaching in the focus area of Christian theology.

THE502 Christ's Redemption: Christ and Humanity (3)
This course is a thoughtful overview of Christian theology in the areas of anthropology, hamartiology, and Christology. Students will be encouraged to develop their 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. Students will develop their own doctrinal statement reflecting their understanding of biblical teaching in the focus area of Christian theology.

THE503 God's People: The Spirit, the Church, and the Future (3)
This course is a thoughtful overview of Christian theology in the areas of soteriology, pneumatology, ecclesiology, and eschatology. Students will be encouraged to develop their 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. Students will develop their own doctrinal statement reflecting their understanding of biblical teaching in each area of Christian theology.

THE511 Practicing Effective Research (3)
This course is a practical introduction to systematic and progressive methodology for doing comprehensive research in theological and biblical studies. Students will also learn the procedure for developing a standardized written style and format.

THE521 Understanding Church History (3)
This course is 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.

THE533 Christian Ethics (3)
This course is 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: BIB105. (Spring)

THE560 Apologetics (3)
This course is a study of the defense of the Christian faith to the purpose of edifying the believer, and for responding to the broad range of objections brought against Christianity. 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.)

THE660 Grappling with Theological Issues (3)
This course is an intensive study of a specific issue within theology. Particular focus will be on issues making significant impacts on culture and ministry today. The content of the course will vary. Students may enroll in course twice.