# 2026-2027

# 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.*

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**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 within a community working to help you succeed. By the time you cross the platform at your graduation, you will be equipped 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

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# ACADEMIC CALENDARS

**TRADITIONAL UNDERGRADUATE CALENDAR 2026-2027**

| **Fall Semester** | **2026** |
|---|---|
| Residence halls open for new TUG students | Aug 22 (Sa) |
| New student and family orientation for new TUG students | Aug 22 (Sa)-23 (Su) |
| Residence halls open for returning students | Aug 23 (Su) |
| Fall Semester Begins (Monday) | Aug 24 (Mo) |
| TUG Classes begin | Aug 25 (Tu) |
| Close of TUG course registration | Sept 3 (Th) |
| World Outreach Week | Sept 21(M) - 25 (F) |
| Fall Study Break | Oct 8 (Th) - 9 (F) |
| TUG Registration for Spring Semester Opens | Oct 20 (T) |
| Last day to withdraw from the school and receive prorated tuition | Oct 23 (F) |
| Thanksgiving vacation | Nov 25 (W) - 27 (F) |
| Deadline for May Graduation Applications | Dec 1 (Tu) |
| Classes Resume | Nov 30 (M) |
| TUG Final exams | Dec 7 (M) - 11 (F) |
| Residence Halls close at 2:00 p.m. | Dec 11 (F) |
| Fall Semester Ends | Dec 13 (Su) |
| | |
| **Spring Semester** | **2027** |
| Residence halls open for all students | Jan 3 (Su) |
| Spring Semester Begins | Jan 4 (M) |
| TUG Classes Begin | Jan 6 (W) |
| Close of TUG course registration | Jan 15 (Fr) |
| MLK Serve Day (No classes) Day of Service | Jan 18 (M) |
| Last day to withdraw from the school and receive prorated tuition | Mar 5 (F) |
| Assessment & Career Day (No Classes, Required Workshops) | Mar 4 (Th) |
| TUG Spring break | Mar 22-26 |
| Good Friday (No classes) | Mar 19 (F) |
| Easter Travel Day (No classes) | Mar 29 (M) |
| TUG Registration for Summer and Fall Semester Opens | April 6 (Tu) |
| TUG Final exams | April 26-30 |
| Residence halls closed for all students | April 30 (F) |
| Commencement | May 1 (Sa) |
| Spring Semester Ends | May 2 (Su) |
| | |
| **Summer Term** | **2027** |
| Summer Term Begins | May 3 (M) |
| Close of course registration | May 12 (W) |
| Last day to drop any TUG course and receive W grade. | July 2 (F) |
| Summer Term Ends | Aug 22 (Su) |

## CORBAN ONLINE UNDERGRADUATE CALENDAR 2026-2027

| **Fall Semester** | **2026** |
|---|---|
| Fall Semester Begins | Aug 24 (M) |
| Fall A Session begins | Aug 24 (M) |
| Session A course registration closes | Aug 28 (F) |
| Last day to withdraw from session A course with prorated tuition | Sept 25 (F) |
| Fall A Session ends | Oct 18 (Su) |
| Fall B Session begins | Oct 19 (M) |
| Session B course registration closes | Oct 23 (F) |
| Thanksgiving vacation | Nov 25-27 |
| Last day to withdraw from a Session B course with prorated tuition | Nov 27 (F) |
| Final Deadline for all Grad Applications for May Graduation | 1-Dec |
| Fall B Session ends | Dec 13 (Su) |
| Fall Semester Ends | Dec 13 (Su) |
| | |
| **Spring Semester** | **2027** |
| Spring Semester Begins | Jan 4 (M) |
| Spring A Session begins | Jan 4 (M) |
| Session A course registration closes | Jan 8 (F) |
| Last day to withdraw from Session A course with prorated tuition | Feb 5 (F) |
| Grad Finale | TBA |
| Spring A Session ends | Feb 28 (Su) |
| Spring B Session begins | Mar 1 (M) |
| Session B course registration closes | Mar 5 (F) |
| Spring Break | Mar 22-26 |
| Last day to withdraw from a Session B course with prorated tuition | Apr 2 (F) |
| Final Deadline for all Grad Applications for August Graduation | 1-May |
| Commencement | May 1 (Sa) |
| Spring B Session ends | May 2 (Su) |
| Spring Semester Ends | May 2 (Su) |
| | |
| **Summer Term** | **2027** |
| Summer Term Begins | May 3 (M) |
| Summer A Session Begins | May 3 (M) |
| Session A course registration closes | May 7 (F) |
| Last day to withdraw from session A course with prorated tuition | Jun 4 (F) |
| Summer A Session ends | June 27 (Su) |
| Summer B Session begins | Jun 28 (M) |
| Session B course registration closes | July 2 (F) |
| Last day to withdraw from a Session B course with prorated tuition | July 30 (F) |
| Final Deadline for all Grad Applications for December Graduation | 1-Aug |
| Summer B Session ends | Aug 22 (Su) |
| Summer Term Ends | Aug 22 (Su) |

# GRADUATE CALENDAR 2026-2027

| **Fall Semester** | **2026** |
|---|---|
| Fall Semester Begins | Aug 24 (M) |
| Instruction begins for full term (16 weeks) and Session 1 (1st 8 weeks) | Aug 24 (M) |
| Graduate Session 1 (1st 8 weeks) course registration closes | Aug 28 (F) |
| Graduate full term (16 weeks) course registration closes | Sept 3 (Th) |
| Last day to withdraw from a Session 1 course with prorated tuition | Sept 25 (F) |
| Fall Session 1 Instruction ends | Oct 18 (Su) |
| Fall Session 2 (2nd 8 weeks) Instruction begins | Oct 19 (M) |
| Registration for Spring Begins | Oct 20 (T) |
| Last day to withdraw from a full term grad course with prorated tuition | Oct 23 (F) |
| Graduate Session 2 (2nd 8 weeks) course registration closes | Oct 23 (F) |
| Thanksgiving vacation | Nov 25-27 |
| Last day to withdraw from a Session 2 course with prorated tuition | Nov 27 (F) |
| Final Deadline for all Grad Applications for May Graduation | Dec 1 (T) |
| Grad full term last day of instruction | Dec 4 (F) |
| Finals week for full term courses | Dec 7 - 11 |
| Fall Session 2 Instruction Ends and Fall Semester Ends | Dec 13 (Su) |
| | |
| **Spring Semester** | **2027** |
| Spring Semester Begins | Jan 4 (M) |
| Spring Instruction begins for full term (16 weeks) and Session 1 (1st 8 weeks) | Jan 4 (M) |
| Graduate Session 1 (1st 8 weeks) course registration closes | Jan 8 (F) |
| Graduate full term (16 weeks) course registration closes | Jan 14 (Th) |
| Last day to withdraw from a Session 1 course with prorated tuition | Feb 5 (F) |
| Spring Session 1 Instruction ends | Feb 28 (Su) |
| Spring Session 1 (2nd 8 weeks) Instruction Begins | Mar 1 (M) |
| Last day to withdraw from a full term with prorated tuition | Mar 5 (F) |
| Graduate Session 2 course registration closes | Mar 5 (F) |
| Spring break | Mar 22-26 |
| Last day to withdraw from a Session 2 course with prorated tuition | Apr 2 (F) |
| Summer Registration Begins | April 6 (Tu) |
| Grad full term last day of instruction | April 23 (F) |
| Finals week for full term grad courses | April 26-30 |
| Final deadline for all grad applications for Aug graduation | May 1 (Sa) |
| Commencement | May 1 (Sa) |
| Fall Session 2 Instruction Ends and Fall Semester Ends | May 2 (Su) |
| | |
| **Summer Term** | **2027** |
| Summer Term Begin | May 3 (M) |
| Instruction begins for full term and Session 1 | May 3 (M) |
| Graduate session 1 course registration closes | May 7 (F) |

| | |
|---|---|
| Graduate full term course registration closes | May 12 (W) |
| Grad Education instruction begins | June 1 (Tu) |
| Last day to withdraw from a Session 1 course with prorated tuition | Jun 4 (F) |
| Grad Education Add/Drop | Jun 11 (F) |
| Summer Session 1 Instruction Ends | June 27 (Su) |
| Summer Session 2 Instruction Begins | Jun 28 (M) |
| Last day to withdraw from a full term course with prorated tuition | July 2 (F) |
| Grad Session 2 course registration closes | July 2 (F) |
| Fall Registration Begins | July 13 (Tu) |
| Last day to withdraw from a Session 2 course with prorated tuition | July 30 (F) |
| Final Deadline for all Grad Applications for December Graduation | Aug 1 (Su) |
| Grad Education Instruction Ends | Aug 13 (F) |
| Summer Session 2 Instruction Ends and Summer Semester Ends | Aug 22 (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 OBJECTIVES

### MISSION

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

### OBJECTIVES

**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.

# 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

**NATIONAL ACCREDITATION: NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES**

National 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 (CHEA). 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 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

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# 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, academics, registrar, financial services, human resources, advancement, career services, student support, and classrooms. 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 located on the third and fourth floors. The faculty administrative assistant'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, and computer labs. The top floor houses the science laboratories.

The 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 the Riady Board Room.

**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 six residence halls including townhouses on campus. **Aagard Hall (1), Balyo Hall (78), Davidson Hall (80), Farrar Hall (12) and Prewitt Van Gilder Hall (65)**, and **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, Academic Administration, Registrar, Financial Services, Student Support, Student Life, HR, 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 |

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# DIRECTORY

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# ADMINISTRATION

**PRESIDENT'S CABINET**

**Garrett, Mechelle L.,** Vice President for Community Belonging and Student Success, 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

**Imig, Aaron M.**, Vice President for Academic Administration and Dean of Faculty, 2025. Dean of School of Education, 2010. B.A. Dordt College; M.S.Ed. Dordt College; Ed.D. George Fox University.

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

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

**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.

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

**Comstock, Sarah M.**, Chair, Math and Sciences. Professor of Biology, 2012. B.S. Biola University; Ph.D. Portland State University.

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

**Rainwater, Jacob**, Chair, Ministry. Assistant Professor of Theology, 2026. B.S. University of Mobile; M.Div. Midwestern Baptist Theological Seminary; Th.M. Midwestern Baptist Theological Seminary; Ph.D. Midwestern Baptist Theological Seminary.

**Schelske, Lori,** Chair, Counseling. Associate Professor of Clinical Mental Health Counseling, 2012. B.A. University of Michigan; M.A. Azusa Pacific University; Ph.D. Oregon State University.

**Sommers, Christine**, Director of Nursing Program. Associate Professor of Nursing, 2025. B.S.N Cedarville College; M.N University of Washington; Nurse Educator Certificate, Washington State University; Ph.D. University of Kansas.

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

**Weber, Richard M**., Director for Online and Nontraditional Learning. Professor of Theology, 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.

**Tripp, Linda**, Executive Assistant to the Vice President of Academic Administration and Dean of Faculty, 2022. B.S Corban University.

**ATHLETICS**

**Pilgeram, Bill,** Athletic Director, 2018. B.S. Carroll College; M.A. Gonzaga 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 Communications & CRM, 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.

# FACULTY

**Alburn, Rebecca, E.,** Assistant Professor of Education, 2017. 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.

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

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

**Davey, Christopher,** Assistant Professor of Biology, 2024. B.S. Oregon State University; M.S. Colorado State University; Ph.D. Colorado State University; Secondary Education Teaching Certification Western Governors University.

**Davis, Sarah**, Associate Professor of Library Science, 2011. B.S. Nyack College; M.S. Emporia State University.

**Driver, Kenneth,** Assistant Professor of Business, 2025. B.S. Western Baptist College; MBA Corban University.

**Egan, Amanda,** Assistant Professor of Clinical Mental Health Counseling, 2025. B.S. Southern Oregon University; M.S. Walden University; Ph.D. Walden University.

**Fields, Jamie,** Associate Professor of Kinesiology, 2024. B.S. Indiana University; N.D. National University of Natural Medicine.

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

**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.**, 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.

**Knaus, Clinton,** Associate 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**, Associate 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.

**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.

**Pennington, Tom,** Assistant Professor of Criminal Justice, 2025. B.A. Multnomah University; M.A. Western Seminary; D.Min. The Master's Seminary.

**Rominger, Alexandra,** Assistant Professor of Nursing, 2026 B.S. Western Oregon University; M.S.N. Marquette 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.

**Stewart, Spencer**, Assistant Professor of Biblical Studies, 2026. A.S Butler Community College; B.S. Tabor College; M.T.S Midwestern Baptist Theological Seminary; Ph.D. Midwestern Baptist Theological Seminary.

**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,** 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.

**Trull, Gregory V**., Professor of Bible and 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.

**Villers, Lance**, Assistant Professor of Education, 2025. B.S. Colorado State University; B.S. Evangel University; M.A. Liberty University; Ed.D. Grand Canyon University.

**Wagner, Madison**, Assistant Professor of Mathematics, 2025. B.S. Oregon State University; M.S. Oregon State University.

**Yanike, Naomi,** Associate 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 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 adjust to university life. This advisor schedules 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 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. Academic work is evaluated on the understanding that it represents a student's own learning and reflection. The University approaches breaches of integrity with personal accountability, a commitment to faith formation, and Christ- honoring scholarship.

**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. Use of artificial intelligence (AI) tools is permitted only within the guidelines established in each course syllabus. Any content generated or significantly assisted by AI—including text, ideas, or prior coursework—must be clearly disclosed and appropriately cited.
4. Learning progress is measured by course assignments and examinations, and thus, the university cannot recognize standards of academic achievement when cheating occurs.

5. Violations of integrity are unacceptable and diminish both individual learning and the University's reputation; therefore, Corban University will apply appropriate discipline.

**Examples of Academic Dishonesty**

1. Cheating: Using or attempting to use materials, technology, or assistance not expressly permitted by the instructor—including notes, online resources, artificial intelligence tools, or collaboration with others—in any academic exercise.
2. Fabrication: falsification or invention of any information or citation in any academic exercise.
3. Facilitating dishonesty: Assisting or attempting to assist another in violating academic integrity standards.
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, unauthorized AI use 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. 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.

**Process for Addressing Academic Integrity Violations**

While an academic integrity matter is under review, or after a final decision has been reached, a student may not withdraw from or drop the course in which the alleged violation occurred.

1. Investigation- The course faculty will discuss the suspected violation directly with the student, describing the evidence, and listening to the student's response. The course faculty will notify the registrar of the conversation to ensure clarity of process and institutional recordkeeping. If the course faculty is an adjunct faculty, the department chair will be notified. Process and policy will be clarified as needed.
2. Faculty Resolution- After meeting with the student, the course faculty evaluates the severity of the violation and determines an appropriate sanction, which may range from a verbal warning to assignment failure to course failure. Course failure for academic dishonesty requires approval from the department chair and the Registrar.
3. Documentation- The course faculty will notify the Registrar of the sanction applied. The Registrar maintains the educational record of all confirmed academic integrity matters. This information informs, but does not predetermine, responses to future cases.
4. Appeal- A student may request to appeal an academic sanction through the University Appeals Committee. The request to appeal the decision must be submitted in writing to the Registrar's office within 10 business days of the applied sanction. The Registrar and the Dean of Students will evaluate the appeal to determine if the appeal meets the appropriate criteria. (See University Appeals Committee section)

**Educational Follow-Up**

Students found responsible for academic dishonesty are encouraged to meet with their advisor to discuss the incident, develop strategies for maintaining academic integrity in future coursework, and address any impact the sanction may have on their academic standing or progress toward program completion.

**Escalation of Academic Integrity Violations**

Corban University responds to breaches of academic integrity with appropriate seriousness. Sanctions are determined based on the context, frequency, and severity of the violation.

First Violation: Initial infractions are typically resolved by a grade of penalty, assignment or exam failure, resubmission, or other instructor-assigned educational action. The course faculty determines outcome. If the

severity of the violation requires the university to review, the Registrar will elevate the offense to the University Standards Committee.

Subsequent Violation: In addition to any sanction determined by the course instructor, the University may issue further disciplinary action when integrity concerns persist. Students with multiple violations, based on the recommendation of the Registrar, will have their academic record reviewed by the University Standards Committee. The University Standards Committee may impose additional sanctions—such as course failure, academic notice, or academic suspension—to uphold accountability and learning standards.

In cases where the seriousness of the violation warrants it, suspension may occur on a first violation. Issues of this severity will be identified by the Registrar and sent to the University Standards Committee for review. Students will be informed of such a review in writing before the review occurs. The University Standards Committee may impose additional sanctions—such as course failure, academic notice, or academic suspension—to uphold accountability and learning standards. (See University Standards Committee section)

**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 POLICY RESOLUTION**

If a student believes that an academic policy has been misapplied, requires additional consideration due to unusual circumstances, or requires interpretation following an initial decision, the student may request a review by the Academic Policy Resolution Committee. The request must be submitted in writing to the Registrar's office and must include all prior documentation related to the matter, along with a clear explanation of the basis for the review. Requests must be submitted within ten calendar days of the initial decision. The Academic Policy Resolution Committee is comprised of staff and faculty as appointed by the University Cabinet.

**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. Graduate students must earn the cumulative GPA specified within each program.

**Provisional Admission:**

Students admitted provisionally are limited to enrolling in a maximum 14 credit hours a semester, required to enroll in Student Success Seminar, attend the "Next Level" workshop during new student orientation, and may be required to limit extracurricular activities. Failure to establish a 2.0 GPA for the initial term may result in suspension from the University. (See Admissions: Provisionally Admitted Students for further details).

**Academic Notice:**

Any degree-seeking undergraduate student whose semester grade point average (GPA) falls below 2.00 will be placed on academic notice. Students on academic notice are limited to a maximum academic load of 14 hours a semester and may be required to enroll in the IDS111 Student Success Seminar or create a learning success plan with the 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 notice for two consecutive semesters may be suspended from the University.

A degree-seeking graduate student whose semester GPA falls below 3.00 (or the program specific requirement) will be placed on academic notice. Enrollment in credit hours the next semester may be limited.

**Academic Suspension:**
A degree-seeking undergraduate student may be suspended from Corban University if they fail to earn a semester GPA of at least 2.0 during an academic notice semester or earn a 0.0 GPA.

A degree-seeking graduate student may be suspended from Corban University if they are on academic notice for two consecutive semesters, earn a 0.0 GPA, or have a cumulative GPA below published program requirements.

The University Standards Committee determines the academic status of students who are eligible for academic suspension. (See University Standards Committee for more information)

**Academic Standing Appeals**
Students wishing to appeal and continue enrollment in a subsequent semester must submit a written appeal to the University Appeals Committee. (See University Appeals Committee for more information) If the appeal is granted, the student must establish a learning contract with the Director of Student Support. The student will be placed on a continuing notice 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.

**Academic Reinstatement**
All students suspended due to scholarship deficiency must apply for readmission and will not be eligible for readmission for a minimum of one full semester (length of absence determined by program). To regain admission, a student must submit an appeal for reinstatement and demonstrate a plan for and commitment to academic success. This may include providing evidence of successful completion of coursework at the appropriate academic level during the period of absence.

**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 Academic Notice, Continuing Notice, 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 terms 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. 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.

**ARTIFICIAL INTELLIGENCE USE AT CORBAN UNIVERISTY**

At Corban University we recognize the nuanced nature of Artificial Intelligence. The challenge to develop policies that view AI as a tool to be stewarded rather than just a threat to academic integrity requires blending academic policies with the understanding of human Imago Dei and vocation. We recognize AI as a fruit of human stewardship under the Sovereignty of God. We commit to using these tools to unfold the wonders of creation, while vigilantly resisting the temptation to let machines replace the unique, embodied calling of the human person to think, create, and worship. Preparing students to make a difference in the world requires an educational approach that is formative and preparing students for a way of being in the world as a follower of Jesus Christ. Therefore, AI expectations and boundaries will be outlined in the syllabus for each course as faculty have discerned the best approach for AI use dependent upon course content, level, preparation, and required student outcomes.

**AUDITING COURSES**

Students may audit courses from which they wish to derive benefit without fulfilling credit requirements. Not all courses are available for audit. 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 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 a central part of the Christ-centered experience at Corban University. On Mondays, Wednesdays, and Fridays at 10:00 a.m. all university offices close so the Corban community can come together to worship, hear from various speakers, and join together in community. For the 2026-2027 academic year, all full-time Traditional Undergraduate students are required to attend a total of 24 chapels per semester. More details about chapel policies and procedures can be found in the chapel syllabus available on each student's Populi account.

**CLASS ATTENDANCE**
Active participation in the classroom community is central to Christian higher education. Regular class attendance is required and expected of all students. Classes are conducted in a manner that will encourage student participation in working towards the desired course outcomes, academic excellence, and the growth of Christian character.

To preserve academic integrity, Corban University enforces a maximum threshold for total absences (both excused and unexcused combined). If a student misses more than 15% of the total class contact hours in a semester (100 minutes per credit hour), they may receive a grade reduction or automatically fail the course due to lack of participation, regardless of their current academic grade.

| | 3-Credit Class * Meets 3x/week | 3-Credit Class * Meets 2x/week | Class Meets 1x/week * (not including labs) |
|---|---|---|---|
| **Maximum allowed absences, including institutionally approved absences** | 6 50-minute classes (300 minutes) | 4 75-minute classes (300 minutes) | 2 150-minute classes (300 minutes) |
| **One Letter Grade Reduction** | 1st absence after meeting the maximum number of minutes allowed. | 1st absence after meeting the maximum number of minutes allowed. | 1st absence after meeting the maximum number of minutes allowed. |
| **Two Letter Grade Reduction** | 2nd absence after meeting the maximum number of minutes allowed for 3-credit courses. | *Intentionally left blank* | 2nd absence after meeting the maximum number of minutes allowed. |
| **Failure of Course** | 3rd absence after meeting maximum number of minutes allowed. | 2nd absence after meeting the maximum number of minutes allowed. | 3rd absence after meeting the maximum number of minutes allowed. |

* For 1 or 2 credit courses, use 100 minutes per credit hour as maximum allowed absences.

**Labs and other one-credit hour courses:** Students may miss up to two labs or activity 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. Students are responsible for all required work in each of their courses. Faculty must allow the work missed, including quizzes, exams, and assignments to be completed in a reasonable amount of time after the absence. Instructors must include policies for handling absences and make-up work in the syllabus.

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 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 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 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 Vice President for Academic Administration.

**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 the Office of Student Support concerning how specific concerns can best be met.

**Privacy of Records:** The Office of 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 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, 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 internships, 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 I 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 Student Handbook 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 EXAM SCHEDULE** | | | | |
|---|---|---|---|---|
| **CLASS MEETING/START TIMES:** | | | | |
| **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 https://studentaid.gov/h/apply-for-aid/fafsa 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. Failure to maintain SAP could result in a termination of aid.

Additional information concerning the purpose, and offers, of financial aid, See FINANCIAL INFORMATION.

**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 for May graduating seniors. Seniors enrolled in a spring quarter at a community college will have their granting of their degree delayed until the following August. Students are responsible for fulfilling 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 twice a year, in May and December. 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 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 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 twice a year, in May and December. 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. 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.

**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 for an application. 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 <u>four</u> 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 <u>one</u> 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 <u>$250 scholarship each semester</u>. 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 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 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 chair of the department)

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 take 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 chair. 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 Nontraditional Course Request form.
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 Vice President for Academic Administration, 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, tuition refunds will be issued based on the Course Changes Refund Policy found in the Financial Information section of the catalog. 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, chair of the department, 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 semesters, 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, 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.

**UNIVERSITY APPEALS COMMITTEE**

The University Appeals Committee provides students with a fair and thorough process for appealing decisions related to academic policy, disciplinary actions, or other University standards. Appeals may include questions about the application or exception of academic policy, academic or disciplinary sanctions issued by the Academic Standards Committee, or decisions from the Student Life Conduct Team.

The Committee's role is to ensure that University policies and procedures were properly followed; that decisions were

supported by sufficient evidence, and that sanctions were appropriate considering the circumstances and Corban's mission. The Committee does not reevaluate academic work or conduct decisions but determines whether policies were applied in a fair and equitable manner or whether new, previously unavailable information warrants reconsideration.
Membership includes the Dean of Students (co-chair), the Registrar (co-chair), and faculty and staff representatives appointed by the University Cabinet. Decisions of the University Appeals Committee represent the University's final resolution.

**UNIVERSITY APPEALS PROCESS**
In the event that a student wishes to appeal a university decision regarding the application of policy, the following process will apply:

- A written petition must be completed and submitted within ten business days of the initial decision to the Office of the Registrar for academic policy concerns or the Dean of Students for student life concerns.
- For an appeal to be reviewed by the University Appeals Committee, at least one of the following must be true:
    - The facts of the case were insufficient to establish that a violation of Corban's standards occurred.
    - The sanctions imposed or the decision rendered were unduly arbitrary or unjustified.
    - New significant and relevant evidence is available for consideration.
- The Dean of Students and the Registrar will review all submitted appeals to determine whether the appeal meets one or more of the above criteria. If the appeal meets the criteria, it will be forwarded to the University Appeals Committee for review. If the appeal does not meet any of the criteria, it will be dismissed and will not be reviewed by the University Appeals Committee.

**UNIVERSITY STANDARDS COMMITTEE**
The University Standards Committee upholds University's expectations by reviewing student cases involving breaches of academic or conduct standards. These include, but are not limited to, violations of academic integrity, insufficient academic progress, and significant conduct issues. Cases are referred to the Committee by the Registrar or the Dean of Students when the severity or frequency of a violation warrants University-level review. In its deliberations, the Committee considers all relevant evidence on the student's record before determining appropriate actions, which may include sanctions up to and including suspension. Committee members include the Dean of Students (co-chair), the Registrar (co-chair), and faculty and staff representatives as appointed by the University Cabinet.

**VETERANS BENEFITS: CHAPTER 31 or 33**
In compliance with 38 U.S.C. § 3679, Corban University permits any covered individual to attend or participate in a course of education during the period beginning on the date the individual provides a Certificate of Eligibility (COE) for entitlement to educational assistance under Chapter 31 or Chapter 33.

A Certificate of Eligibility (COE) may include:

- A Statement of Benefits obtained from the VA's website (VA.gov), or
- A VAF 28-1905 form for Chapter 31 authorization purposes.

This period continues until the earlier of the following dates:

- The date on which payment from the Department of Veterans Affairs is received by the institution; or
- 90 days after the institution certifies tuition and fees following receipt of the COE.

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 require a covered individual to borrow additional funds due to the delayed disbursement funding from the Department of Veterans Affairs under Chapter 31 or Chapter 33. Students are responsible for submitting required documentation and completing institutional certification requirements in a timely manner.

**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 from the University.

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) are subject to “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. Because Corban is an attendance-taking institution, a student’s withdrawal date is defined as the last date of attendance (LDA) in an academically related activity, as determined by the institution’s attendance records.

If a student fails to report their withdrawal to the Office of the Registrar, Corban will obtain such documentation as is available to determine an LDA. Examples of why a student may not report their withdrawal include illness, accident, grievous personal loss, or other circumstances beyond the student’s control.

At the conclusion of each semester, grades are reviewed and any students receiving all “F” grades or “Incompletes” will be evaluated to determine if the student failed to report their withdrawal to the Office of the Registrar. The Office of the Registrar will work with the Financial Aid Office and professors to establish participation in the course through the end of the semester or document a last date of attendance. If no last date of attendance can be determined, the withdrawal date will be the midpoint of the semester.

# ADMISSIONS

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

The University seeks students who 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 $40 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.

**New International Student Arrival**

To ensure a smooth transition and full participation in the academic and community life of our university, international students are required to arrive on campus by the following deadlines: Students starting in the fall or spring must be on campus by the start of new student orientation to participate in essential onboarding activities. Students starting in the summer must be on campus no later than the first day of courses.

Failure to meet these deadlines results in the cancellation of the student's I-20. This policy is in place to comply with immigration regulations and ensure students have adequate time to complete final check-ins, orientation sessions, and acclimate to campus life.

If extenuating circumstances arise, students must notify the Admissions Office immediately for assistance.

**Returning International Student Arrival**

All returning international students must be on campus no later than the add/drop deadline for the semester in which they are enrolled.

Failure to arrive by this date may result in administrative actions, including the cancellation of course enrollments and may impact immigration status.

If extenuating circumstances arise, students must notify the International Student liaison immediately for assistance.

**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. A 2.5 GPA is required.
- 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 $75 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.

**CRIMINAL CONVICTIONS**
Corban University is committed to fostering a safe, Christ-centered learning environment grounded in grace, accountability, and personal transformation. In accordance with Oregon law (ORS 350.200) and fair admissions practices, applicants to Corban's on-campus and online programs are not required to disclose prior criminal history during the admissions process unless required by a specific academic program, licensure authority, or placement partner. After admission, the University may review criminal background information if required for field experiences or licensure programs, if relevant information becomes known through disclosure or legal notification, or if a safety concern arises. In such cases, a Conduct Review Committee may evaluate the situation on a case-by-case basis, considering the nature of the incident, time elapsed, evidence of rehabilitation, and alignment with University values, and may determine appropriate outcomes ranging from no action to program restrictions or, in rare cases, suspension or withdrawal.

**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.

**PROVISIONALLY ADMITTED STUDENTS**
Students who do not meet the minimum GPA requirements for regular admission may be considered for provisional admission. This status is granted on a case-by-case basis, allowing applicants the opportunity to demonstrate their academic potential. When reviewing applicants for provisional admission, particular attention will be given to their performance in core academic subjects, including English, Math, and Science. Provisional admission decisions are made to support students with potential for success, despite not meeting standard GPA criteria, while ensuring they are prepared for the academic rigor of college. If the student has not achieved an average above 2.0 in these three disciplines, the student may be denied and encouraged to try again at the university after achieving a 2.0 at a local community college or other university for at least one quarter or semester.

Provisionally admitted students are required to attend the "Next Level" workshop during new student orientation at Warrior Welcome to support their academic success and transition to college life. Provisional students are required to enroll in the Student Success Seminar during their first semester to support their academic achievement and transition to college. During their first semester enrolled at Corban, provisional students are limited to enrolling in a maximum of 14 credits. Failure to earn a minimum GPA may result in suspension from the University.

The University reserves the right, at its sole discretion, to rescind admission, withdraw an offer of financial aid, or dismiss an enrolled student if any information provided during the admissions or financial aid application process is found to be false, misleading, incomplete, or fraudulent. This right may be exercised at any time, including after enrollment and the commencement of classes, without liability to the institution.

Students subject to revocation of admission or aid will be notified in writing and may be provided an opportunity to respond or appeal the decision, as outlined in the college's policies.

By accepting an offer of admission or financial aid (in the form of an enrollment deposit), the applicant acknowledges and agrees to these terms.

Students who apply between the conclusion of New Student Orientation and the add/drop date of each semester will not be considered for provisional admission.

**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.

## REVOKING ADMISSION or FINANCIAL AID

The University reserves the right, at its sole discretion, to rescind admission, withdraw an offer of financial aid, or dismiss an enrolled student if any information provided during the admissions or financial aid application process is found to be false, misleading, incomplete, or fraudulent. This right may be exercised at any time, including after enrollment and the commencement of classes, without liability to the institution.

Students subject to revocation of admission or aid will be notified in writing and may be provided an opportunity to respond or appeal the decision, as outlined in the college's policies.

By accepting an offer of admission or financial aid (in the form of an enrollment deposit), the applicant acknowledges and agrees to these terms. To access the appeals process for revoking admission, please contact the Vice President of Enrollment Management.

### 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 non-transferable course work) is required for transfer admission consideration. See Academic Information and Policies for more information regarding transfer evaluation details.

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.

To ensure compliance with university requirements, all students must submit their official final transcripts by the following deadlines: Students beginning in the fall must submit their official final transcripts, college or high school, 10 days before the start of the term. Students beginning in the spring or summer must submit their official final transcripts, college or high school, before the start of courses. Failure to meet this deadline will result in automatic enrollment in Student Success Seminar course until their official transcript is received. Students will not be allowed to register for courses in the following semester without submitting their official transcript.

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 TUITION AND FEES

### TRADITIONAL UNDERGRADUATE

| | Semester | Per Year |
|---|---|---|
| **Tuition Charges** | | |
| Full Time Tuition Package Rate (12-18 cr) | $ 19,432 | $ 38,864 |
| Part Time: 1-5 credits (per credit) | $ 1,155 | |
| Part Time: 6-11 credits (per credit) | $ 1,155 | |
| Overload per credit (above 18 credits hours) | $ 1,155 | |
| Pre-College/Dual Credit (per credit) | $ 75 | |
| Study Abroad Tuition | Per Program | |
| **Residence Charges (Per Semester)** | | |
| Balyo or Davidson Standard (Double/Triple) | $ 3,965 | |
| Balyo or Davidson Single | $ 5,305 | |
| Prewitt/Van Gilder Standard (Double/Triple/Quad) | $ 3,620 | |
| Prewitt/Van Gilder Single | $ 4,940 | |
| Aagard Double | $ 3,620 | |
| Aagard Single | $ 4,940 | |
| Farrar Double | $ 3,150 | |
| Farrar Single | $ 4,290 | |
| Townhouse Double (monthly rate) | $ 1,680 | |
| Townhouses Single (monthly rate) | $ 1,615 | |
| **Meal Plans: (Per Semester)**<br>*A meal plan is required for all residents.* | | |
| Weekly 19 (Includes $150 Warrior Dollars) | $ 3,050 | |
| Weekly 17 (Includes $125 Warrior Dollars) | $ 2,875 | |
| Weekly 15 (Includes $100 Warrior Dollars) | $ 2,760 | |
| **OPTIONAL COMMUTER BLOCK PLANS: Flat price listed below** | | |
| Block 200 (Includes 200 meals & $200 Warrior Dollars) | $ 2,590 | |
| Block 100 (Includes 100 meals & $100 Warrior Dollars) | $ 1,235 | |

**ADDITIONAL FEES AND COSTS**

**COURSE FEES*:**

| Course | Cost per Course |
|---|---|
| AGS222L | $75 |
| AGS225L | $75 |
| BIO234LO/BIO244LO | $75 |
| BIO304LO | $75 |
| BIO330LO | $75 |
| BIO443LO | $75 |
| BIO444LO | $75 |
| CHM214LO/CHM224L | $75 |
| CHM215L0/CHM230L0 | $60 |
| CHM314LO/CHM324LO | $75 |
| CHM3200 | $75 |
| CJU27300 | $65 |
| 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 |
| EDU56700 | $450 |
| EDU567A0 | $450 |
| EDU61800/618MH | $100 |
| EDU618EL | $100 |
| HLT40100 | $75 |
| HPR12100 | $50 |
| HPR12101 | $15 |
| HPR121AF | $60 |
| HPR121AS | $60 |
| HPR121DS | $25 |
| HPR121FC | $15 |
| HPR121PC | $15 |
| HPR121SD | $60 |

| Course | Cost per Course |
|---|---|
| HPR121ST | $15 |
| HPR121XC | $75 |
| HPR13100 | $100 |
| HPR131AR | $55 |
| HPR131B0 | $15 |
| HPR131BL | $15 |
| HPR131BT | $15 |
| HPR131BW | $94 |
| HPR131FF | $40 |
| HPR131HS | $350 |
| HPR131MA | $30 |
| HPR131RC | $50 |
| HPR131SC | $225 |
| HPR131SD | $75 |
| HPR131TO | $35 |
| HPR131TT | $15 |
| HPR131V0 | $25 |
| HPR131WH | $35 |
| HPR250 | $25 |
| HPR322 | $20 |
| HPR401 | $35 |
| JRN263 | $100 |
| JRN283 | $100 |
| KIN113 | $25 |
| KIN215 | $30 |
| KIN223 | $25 |
| KIN225 | $190 |
| KIN24300 | $50 |
| KIN323 | $30 |
| KIN34100 | $25 |
| KIN345 | $20 |
| KIN34300/KIN44300 | $35 |
| KIN361 | $25 |
| KIN373 | $75 |
| KIN40100 | $45 |
| KIN40200 | $45 |
| KIN40300 | $35 |
| KIN373/423 | $75 |
| KIN47300 | $600 |
| KIN440 | $550 |
| KIN445 | $35 |
| MEA20200 | $100 |

| Course | Cost per Course |
|---|---|
| MEA22200 | $100 |
| MEA26400 | $100 |
| MEA32300 | $100 |
| MEA34400 | $100 |
| MEA35400 | $100 |
| MEA41700 | $100 |
| MEA41800 | $100 |
| MEA41900 | $100 |
| MEA47300 | $100 |
| MTH10300 | $75 |
| MTH111300 | $75 |
| MTH31300 | $30 |
| MTH31300 | $30 |
| MTH36400 | $25 |
| MUE11100 | $371 |
| MUE24100 | $25 |
| MUE25100 | $25 |
| MUE300ED | $55 |
| MUP11100 | $371 |
| MUP11100 | $371 |
| MUP111B0 | $401 |
| MUP111G0 | $371 |
| MUP111HO | $371 |
| MUP111P0 | $371 |
| MUP111PP | $371 |
| MUP111S0 | $401 |
| MUP111V0 | $421 |
| MUP111W0 | $401 |
| MUP112B0 | $802 |
| MUP112G0 | $742 |
| MUP112H0 | $742 |
| MUP112P0 | $742 |
| MUP112PP | $742 |
| MUP112S0 | $802 |
| MUP112V0 | $842 |
| MUP112W0 | $802 |
| MUP151V1 | $35 |
| MUP211B0 | $401 |
| MUP211G0 | $371 |
| MUP211H0 | $371 |
| MUP211P0 | $371 |
| MUP211PP | $371 |

| Course | Cost per Course |
|---|---|
| MUP211S0 | $401 |
| MUP211V0 | $421 |
| MUP211W0 | $401 |
| MUP212B0 | $802 |
| MUP212G0 | $742 |
| MUP212H0 | $742 |
| MUP212P0 | $742 |
| MUP212PP | $742 |
| MUP212S0 | $802 |
| MUP212V0 | $842 |
| MUP212W0 | $802 |
| MUP311B0 | $401 |
| MUP311G0 | $371 |
| MUP311H0 | $371 |
| MUP311P0 | $371 |
| MUP311PP | $371 |
| MUP311S0 | $401 |
| MUP311V0 | $421 |
| MUP311W0 | $401 |
| MUP312B0 | $802 |
| MUP312C0 | $735 |
| MUP312CM | $735 |

| Course | Cost per Course |
|---|---|
| MUP312G0 | $742 |
| MUP312H0 | $742 |
| MUP312P0 | $742 |
| MUP312PP | $742 |
| MUP312S0 | $802 |
| MUP312V0 | $842 |
| MUP312W0 | $802 |
| MUP38100 | $260 |
| MUP411B0 | $401 |
| MUP411G0 | $371 |
| MUP411H0 | $371 |
| MUP411P0 | $371 |
| MUP411PP | $371 |
| MUP411S0 | $401 |
| MUP411V0 | $421 |
| MUP411W0 | $401 |
| MUP412B0 | $802 |
| MUP412C0 | $735 |
| MUP412CM | $735 |
| MUP412G0 | $742 |
| MUP412H0 | $742 |
| MUP412P0 | $742 |

| Course | Cost per Course |
|---|---|
| MUP412PP | $742 |
| MUP412S0 | $802 |
| MUP412V0 | $842 |
| MUP412W0 | $802 |
| MUP48100 | $360 |
| MUS413V0 | $360 |
| NRS320L0 | $150 |
| NRS325C | $200 |
| NRS325L0 | $150 |
| NRS330C | $200 |
| NRS330L0 | $150 |
| NRS333C | $200 |
| NRS410C | $200 |
| NRS420C | $200 |
| NRS440C | $200 |
| NRS490 | $200 |
| PHY215LO/PHY230LO | $75 |
| SCI133L0 | $75 |
| SCI143L0 | $75 |
| SCI39100/SCI39200/SCI39300 | $50 |
| SRM49300 | $25 |

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

**OTHER FEES:**

| | |
|---|---|
| Athletic Participation Fee (per year) | $ 325 |
| Audit Fee (per credit) | $ 100 |
| Course Registration Change Fee | $ 10 |
| Course Withdrawal Fee | $ 10 |
| Credit by Exam Fee | $ 150 |
| CPR/AED Transfer Fee | $ 75 |
| Criminal Justice Association (Criminal Justice, Forensic Psychology majors and minors; per sem.) | $ 85 |
| Dual Credit (per credit) | $ 75 |
| Education Association (Education majors and minors; per semester) | $ 10 |
| Enrollment Fee (entry year only) | $ 195 |
| Graduation Application Fee (non-refundable) | $ 200 |
| Hoff School of Business Association (Business Administration majors and minors; per semester) | $ 20 |
| Independent Study/Directed Study fee (per course) | $ 350 |
| Late Payment Fee | $ 55 |
| Ministry Association (Ministry, Intercultural Studies and Kairos majors; per semester) | $ 45 |
| Non-Criminal Justice/Forensic Psych Firearms Course Fee | $ 125 |
| Nursing Kaplan Subscription Fee, per semester of the clinical nursing program | $ 225 |
| Parking Fee (Undergraduate students only; per semester) | $ 50 |
| 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 | $ 50 |
| Sports Medicine Fee (per year) | $ 250 |
| Student Activity Fee (per year) | $ 1,156 |
| Technology Fee | $ 55 |
| Transcript Fee | $ 10 |

## CORBAN ONLINE PROGRAM

| | |
|---|---|
| Tuition (per credit hour) | $ 500 |
| Technology fee (per semester) | $ 75 |
| Enrollment Deposit (due after acceptance) | $ 100 |
| Graduation Application Fee (non-refundable)** | $ 200 |
| Independent Study/Directed Study fee (per course) | $ 350 |
| 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.

Payment plans are available 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 $50 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 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 https://studentaid.gov/h/apply-for-aid/fafsa 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

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.

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 through 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 the 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.

**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.

Students who meet the eligibility requirements for Pell Grants under the Special Rule in HEA Section 401(c) will receive a maximum Pell Grant award, regardless of their calculated SAI. To receive a Pell Grant based on eligibility under the Special Rule, a student must be:

- The child of a parent or guardian who died in the line of duty while either (a) serving on active duty as a member of the U.S. Armed Forces on or after September 11, 2001; or (b) actively serving as and performing the duties of a public safety officer; and

- Less than 33 years old as of the January 1 prior to the award year for which the applicant is applying (e.g., for the 2025–26 award year, a student must be less than 33 years old as of January 1, 2025, to be eligible).

In this situation, eligible students will have a Scheduled Award equal to a maximum Pell Grant award, regardless of SAI. Other aid for these students will be based on their calculated SAI.

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 Services

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

**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**

<u>Traditional Undergraduate Program</u>

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 that 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 last day a student attended or participated in a course in their program will be their Withdrawal Date.

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 TUITION AND FEES

## MASTER'S LEVEL

### TUITION AND FEES

| | |
|---|---|
| MBA, MPA, MEFM Tuition (per credit hour) | $ 750 |
| Masters of Science in Kinesiology (M.S.K) Tuition (per credit hour) | $ 750 |
| Graduate Education (M.S.Ed & GTL) Tuition (per credit hour) | $ 750 |
| Clinical Mental Health Program Tuition (per credit hour) | $ 800 |
| Master of Arts in Christian Leadership Tuition (per credit hour) | $ 650 |
| Master of Arts in Divinity Tuition (per credit hour) | $ 600 |
| Audit Fee (per credit hour) | $ 100 |
| Technology fee (per semester) | $ 75 |
| Enrollment Deposit Grad Programs (due after acceptance) | $ 200 |
| Graduation Fee (non-refundable) | $ 200 |
| Independent Study/Directed Study fee (per course) | $ 400 |

*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 (Teachout)

## FEES & EXPENSES

| | |
|---|---|
| Graduation Fee | $ 200 |
| CML89500 Thesis-Project Fee | $ 1,000 |
| CML89600 Thesis Continuation Fee | $ 500 |

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 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.

# DOCTOR OF EDUCATION (Ed.D.) TUITION AND FEES

## TUITION & FEES

| | |
|---|---|
| Ed.D.. Tuition (per credit hour) | $ 825 |
| Principal Licensure Tuition (per credit hour) | $ 750 |
| Audit Fee (per credit hour) | $ 100 |
| Technology fee (per semester) | $ 75 |
| Enrollment Deposit Post-Grad Programs (due after acceptance) | $ 200 |
| Graduation Fee (non-refundable) | $ 200 |
| Independent Study/Directed Study fee (per course) | $ 400 |

## ENROLLMENT STATUS

Students who are registered for at least six credits at the post-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.

# STUDENT LIFE

## UNDERGRADUATE STUDENTS

The Office of Student Life, located on the second floor of Schimmel Hall, seeks to build environments that are conducive to student success. This office oversees housing and meal plan assignments, oversees Residence Life, Student Activities and Programming (clubs, organizations, intramurals), International Student Care and Support, Student Leadership, Title IX, Counseling Center, conduct, and supports spiritual formation. Corban University believes that a student's educational journey is holistic, with meaningful learning taking place both inside and outside of the classroom.

### 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 indoor track and field, men's and women's outdoor track and field, men's and women's golf, men's wrestling, women's indoor volleyball, women's beach volleyball, baseball, and softball. Corban is a member of the National Association of Intercollegiate Athletics (NAIA) and competes in the Cascade Collegiate Conference (CCC).

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 open to students and employees. Chapel attendance is required for all Traditional Undergraduate students.
- Church Attendance: all students are expected to attend church regularly and participate actively in the service and life of a local evangelical church.
- Campus Bible Studies: a variety of Bible studies are offered on a weekly basis for students through Residence Life and Commuter Life programming. Students are encouraged to engage in these communal Bible studies and to seek additional information through either the Resident Assistant, Area Coordinator, or the Program Coordinator.

### PHYSICAL AND MENTAL HEALTH

The Corban University Counseling Center is in Music House B and offers 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 while using its facilities or equipment. For example: injuries occurring in classes, during school activities, while taking part in experiential learning programs, while at church and community service assignments, or during involvement in 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 be covered by health and accident insurance.

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. 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 accordance 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 everyone is willing to put aside their own preferences 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 Leadership Team**

The purpose of the Student Activities Leadership Team (SALT) 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.

**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 Student Life office. Student organizations, or special projects, must be formed around specific interests and must abide by the guidelines established by the Student Life department.

## STUDENT HOUSING AND MEAL PLANS

As a residential campus, Corban University fosters a dynamic and diverse learning environment. Our residence halls bring together students from a variety of backgrounds, cultures, and interests, offering rich opportunities for shared experiences, exposure to different perspectives, and the development of meaningful connections. Students living on campus benefit from informal mentoring relationships, a strong sense of community, and the cultivation of healthy interpersonal skills.

All students enrolled in the traditional undergraduate program are required to live on campus unless they meet one of the following criteria:

- Registered 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 fall or spring semester.*
- 22 or older.
- Married.
- Living with a parent at the parent's primary residence within 40 miles of the Corban University Campus.

** 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.

All students who meet the above criteria to live off-campus are required to submit an off-campus housing form to Student Life to be eligible to live off campus. Once the form is submitted, and approved by The Office of Student Life, the student will be considered a commuter.

## 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, students 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 the housing deposit.

The housing deposit reserves a space in campus housing. Every effort is made to grant housing requests made by returning students and those new students who submit housing deposit fees prior to May 1. 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.

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.

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.

### MEAL PLANS

All traditional undergraduate students residing in residence halls are required to select a meal plan each semester. Residents with 60 credits or less must select one of the weekly plans, while residents who have earned more than 60 credits must select a weekly plan or the "Block 200" plan. Townhouse residents may 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. Meal plan changes may only be made if a student is wanting to increase their weekly plan or block plan. Returning students are not permitted to decrease their weekly plan or block plan after the end of Spring semester. New students are not permitted to decrease their weekly plan or block plan after August 1. New students beginning in the Spring 2027 semester are not permitted to decrease their weekly plan or block plan after December 1. 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 met 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 safety 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**

**SCHOOL OF MATH AND SCIENCES**

**DEPARTMENT OF NURSING**

**HOFF SCHOOL OF BUSINESS**

**SCHOOL OF EDUCATION AND COUNSELING**

**SCHOOL OF MINISTRY**

**DEPARTMENT OF SOCIAL SCIENCES**

**CORBAN ONLINE**

**GLOBAL PARTNERSHIPS**

| | |
|---|---|
| Associate of Arts (A.A.) | Master of Arts in Christian Leadership (MACL) |
| Bachelor of Arts (B.A) | Master of Arts in Classical Hebrew (MACH) |
| Bachelor of Education (B.Ed.) | Master of Arts in Divinity (M.Div.) |
| Bachelor of Science (B.S.) | Master in Exercise and Fitness Management (MEFM) |
| Master of Business Administration (MBA) | Master of Science in Kinesiology (MSK) |
| Master of Public Administration (MPA) | Master of Arts in Counseling (MAC) |
| Master of Science in Education (MSEd) | Doctor of Education (EdD) |
| Doctor of Ministry (DMin.) | |

# DEGREES & PROGRAMS OF STUDY BY SCHOOL AND DEPARTMENT

**DEPARTMENT OF HUMANITIES**

General Studies (A.A.)
Communication (B.A./B.S.)
- Communication
- Journalism

English (B.A. /B.S.)
- Creative Writing
- Humanities
- 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 Studies

Music (B.A. /B.S.)
- Music
- Worship Arts

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

**SCHOOL OF MATH AND SCIENCES**

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

Biology (B.A. /B.S.)
- Biology
- Biomedical Sciences

Computer Science (B.A./B.S.)
Health Science (A.S.)
Kinesiology (B.A. /B.S.)
- Athletic Performance
- Clinical Kinesiology
- Sport and Recreation Management

Mathematics

**Minors**
- Biology
- Chemistry
- Mathematics

**Master of Science in Kinesiology (MSK)**

**DEPARTMENT OF NURSING**

Nursing (B.S.)

**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 (MBA)**
**Master of Arts in Exercise and Fitness Management**
**Master of Public Administration (MPA)**

**SCHOOL OF EDUCATION AND COUNSELING**

Paraprofessional Educator (A.A.)
Education (B.A. /B.S.)
- Agriculture Education
- Biology Education
- Elementary Education
- Health Education
- Language Arts Education
- Mathematics Education
- Physical Education
- Physical Education and Health
- Social Studies Education

**Minors**
- Math Education
- Education

**Graduate Teacher Licensure Program** (Non-Degree)
**Principal Licensure Program** (Non-Degree)
**Master of Science in Education (M.S.Ed)**
- Curriculum and Instruction
- ESOL (ESOL Endorsement)

**Doctor of Education in Educational Leadership (Ed.D.)**
**Master of Arts in Counseling (MAC)**

**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.)** *(Teachout)*
  Strategic Leadership

## DEPARTMENT 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

## CORBAN ONLINE PROGRAM:

Business (A.B.) *Online Only*
Business (B.S.) *Online Only*
Biblical and Theological Studies (B.S.) *Online Only*
Interdisciplinary Studies (B.S.)
Psychology (B.S.)
Certificate in Biblical Studies
Certificate in Theological Studies

## GLOBAL PARTNERSHIPS

***International Teachers College (Universitas Pelita Harapan)*** **See Corban UPH Handbook 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.)

***Whole Word Institute***
*See Corban Whole Word Institute Handbook for degree details.

# PROGRAMS OF SPECIAL INTEREST

| | |
|---|---|
| **Academic Study Tours:** | Interdisciplinary and departmental academic tours (Indonesia, Honduras, Thailand, 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 to offer Reserve Officer Training Corps instruction that prepares students for commissioning as officers in the U.S. Air Force Reserve. |

# UNDERGRADUATE GENERAL EDUCATION CORE

## GENERAL EDUCATION

The general education curriculum consists of 55-61 units of coursework in Biblical Studies, Communications, Humanities, Social Sciences, and Math and Sciences. 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

### Biblical Studies

- Students will explain the story of Scripture with its main events from Genesis to Revelation with a focus on Jesus Christ and his redemption of all people.
- Students will demonstrate effective Bible exegesis strategies to bring out the meaning of a passage so that they live it out personally.
- Students will articulate fundamental biblical teachings to build a Christian worldview and to live obediently to Christ.
- Students will demonstrate the ability to share the Gospel and to help others begin a discipleship journey in Christ.

### Mathematics and Sciences

- Students will demonstrate proficiency in mathematical and scientific reasoning and application.
- Students will understand mathematics and science from a Christian worldview and demonstrate this through effective communication.

### Communications

- Students will demonstrate rhetorical proficiency in writing and speaking, paying special attention to artfulness, audience, purpose, mode, genre, language, style, and voice.
- Students will demonstrate skill in research writing, which includes finding topics, making claims, evaluating and marshaling sources, using evidence, articulating alternative viewpoints, identifying fallacies, and achieving rhetorical proficiency.

### Humanities

- Equipped with appropriate methods and vocabularies, students will demonstrate proficiency in the humanities, paying special attention to important works in literature, philosophy, the fine arts, and the performing arts.
- Students will demonstrate proficiency in comparative worldview analysis, using appropriate disciplinary methods and vocabularies.

### Social Sciences

- Students will demonstrate proficiency in historiography, emphasizing key people, events, and ideas that shape American and world history.
- Equipped with appropriate methods and vocabularies, students will demonstrate skill in the social sciences, emphasizing key people, events, and ideas that shape human relationships and, more broadly, the human condition.

# GENERAL EDUCATION CORE REQUIREMENTS

## BACHELOR OF SCIENCE (55)

**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** | | **(1)** |
|---|---|---|
| IDS101 | Corban Seminar | 1 |

## 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 | Corban Seminar | 1 |
| | General Education Electives | met in Humanities |

***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**
**COMMUNICATION**
**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 | Corban Seminar 1 | |
| | General Education Electives* | 11 |

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

# COMMUNICATION

**PROGRAM OVERVIEW**

Students learn how to speak and write well, and how to use visual rhetoric in compelling ways. Students also learn skills such as creative problem solving, adaptive thinking, and textual analysis, all of which employers desire. Our classes cultivate portable skills that keep students marketable wherever they go in this rapidly changing environment:

- communication skills (how to invent, arrange, and produce at the highest level)
- creative, analytical, and interpretive skills (how to understand texts, images, and other aspects of communication, situating examples in history and culture).

**MISSION AND VISION**

The mission of the Communication Major is to prepare students to think from a biblical worldview, to strive for excellence, and to pursue a life that glorifies God through professional engagement.

Our aim is to help students pursue the active, creative, lifelong adventure of learning, and to encourage students to worship and serve God through the study of communication. Additionally, we believe that education is more than career preparation. Education helps us to find and use our redeemed voices to make a difference in the world for Jesus Christ.

**PROGRAM LEARNING OUTCOMES**

1. Graduates will understand communication concepts and genres in their biblical, historical, aesthetic, and social contexts.
2. Graduates will practice and refine their use of authentic, audience-centered speaking styles in the field of Communication.
3. Graduates will practice and refine their use of authentic, audience-centered writing styles in the field of Communication.
4. Graduates will practice and refine their use of authentic, audience-centered visual styles in the field of Communication.
5. Graduates will practice and refine their critical thinking, discernment, and use of biblical wisdom in the field of Communication.

**OCCUPATIONAL OPPORTUNITIES**

Personal mentoring, small class sizes, and faculty-supported internships enhance each graduate's prospects for careers in public relations, corporate communication, writing, editing, marketing, web design, journalism, broadcasting, human resource management, ministry, theater, event coordination, radio, television, and missions. Many students enter such careers following graduation, while others attend graduate school and find their Corban preparation to be exceptional. The breadth of study prepares graduates to transition effectively between future careers and ministries in the expanding job markets.

**FACULTY**

Tamara P. McGinnis
Marty Trammell
Ryan Stark
Naomi Yanike
Colette G. Tennant

**MAJORS**
Communication, B.S. or B.A.
**CONCENTRATIONS**

- Communication
- Journalism

**MINORS**
Communication

| | |
|---|---|
| **B.S./B.A. IN COMMUNICATION** | **(45)** |
| | |
| **Core Requirements for All Communication Majors** | **(18)** |
| MEA213 Media and Society | 3 |
| JRN263 Journalistic Writing | 3 |
| MEA:253 Creativity and Career | 3 |
| MEA222 Digital Storytelling | 3 |
| MEA383 Narrative Theory | 3 |
| WRI423 Persuasive Theory and Writing | 3 |
| | |
| **COMMUNICATION CONCENTRATION** | **(27)** |
| COM323 Oral Interpretation of Literature | 3 |
| PHL323 Logic & Rhetoric | 3 |
| COM343 Advanced Speech | 3 |
| ITC403 Intercultural Communication | 3 |
| COM333 Organizational Communication (Capstone) | 3 |
| MKT435 Marketing Communications | 3 |
| Electives: Choose 3 courses | 9 |
| COM/MEA/WRI: 200-400-level & Internships | |
| | |
| **JOURNALISM CONCENTRATION** | **(27)** |
| COM323 Oral Interpretation of Literature | 3 |
| PHL323 Logic & Rhetoric | 3 |
| COM343 Advanced Speech | 3 |
| ITC403 Intercultural Communication | 3 |
| COM333 Organizational Communication (Capstone) | 3 |
| MKT435 Marketing Communications | 3 |
| JRN283 Journalism & Integrated Media | 3 |
| MEA264 Photography and Visual Rhetoric | 3 |
| WRI343 Creative Nonfiction | 3 |
| | |
| **COMMUNICATION MINOR** | **(18)** |
| COM233: Media and Society | 3 |
| COM323: Oral Interpretation of Literature | 3 |
| COM333: Organizational Communication | 3 |
| COM343: Advanced Speech | 3 |
| WRI423: Persuasive Theory and Writing | 3 |
| Elective: Choose 1 COM/MEA/WRI: 300-400-level | 3 |

# 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 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**

1. Graduates will understand literature and other works in the humanities, paying special attention to aesthetic, historical, philosophical, biblical, and social contexts, as appropriate.
2. Graduates will show a literary and rhetorical sensitivity in their writing to audience, purpose, language, style, and voice.
3. Graduates will demonstrate the ability to invent and revise original work.
4. Graduates will demonstrate professionalism in the Humanities.

**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, 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.

**FACULTY**

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

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

Education: Language Arts*
*requirements are listed under Education

**MINORS**
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

**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: 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 |
| ENGXXX | Literature Electives | 6 |
| | 200-400 level courses | |

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: LITERATURE (40)

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

**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 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 |
| THE362 | 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

1. Graduates will understand key people, events, and ideas that shape human history.
2. Graduates will demonstrate skill in historiography and methodology, including collecting and synthesizing information toward the successful completion of research.
3. Graduates will write and speak clearly, confidently, and persuasively in the field of history.
4. Graduates will apply a Christian worldview in the field of history, developing well-reasoned and 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** | **(27)** |
| HIS114 American History I | 3 |
| HIS124 American History II | 3 |
| HIS271 Premodern Japan: Age of the Samurai | 3 |
| HIS303MA History of Modern Africa | 3 |
| HIS331 History of the Vikings | 3 |
| HIS332 History of Ancient Greece and Rome | 3 |
| HIS383 History of the British Empire | 3 |
| HIS415 World History: The American Empire | 3 |
| HIS453 America Society Since 1945 | 3 |
| **History 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 |
| **Select one course from the following:** | **(3)** |
| HUM223 Art History | 3 |
| PHL303 History of Philosophy | 3 |
| POL203 American Government | 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 American History I | | (3) |
| HIS124 American History 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 ___ | Upper-division HIS 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

## PROGRAM 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. Graduates will understand key events, ideas, and people that have shaped the liberal arts.
2. Graduates will demonstrate skill in liberal arts methodologies, including the ability to collect and synthesize information for research projects in the field of liberal arts.
3. Graduates will speak clearly, confidently, and persuasively in the field of liberal arts.
4. Graduates will apply a biblical worldview in liberal arts studies, developing well-reasoned, informed conclusions.

## 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** |
| MGT303 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. 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 and to participate in media mission work and media ministry within the local church.

**We offer two concentrations: creative media and film studies.** Students are also 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.

**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.

**LEARNING OUTCOMES**

1. Graduates will understand media arts concepts and genres in their biblical, historical, aesthetic, and social contexts.
2. Graduates will practice and refine their use of authentic, audience-centered speaking styles in media arts.
3. Graduates will practice and refine their use of authentic, audience-centered writing styles in media arts.
4. Graduates will practice and refine their use of authentic, audience-centered visual styles in media arts.
5. Graduates will practice and refine their critical thinking, discernment, and use of biblical wisdom in the field of media arts.

**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**
Colette G. Tennant
Marty Trammell
Naomi Yanike

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

**MINOR**
Media Arts

**CONCENTRATIONS**:
- Creative Media
- Film Studies

**B.S./B.A. MEDIA ARTS: Core Requirements (18)**

**Media Arts Core Requirements**

| | | |
|---|---|---|
| MEA213 | Media and Society | 3 |
| MEA253 | Creativity and Career | 3 |
| MEA222 | Digital Storytelling | 3 |
| MEA383 | Narrative Theory | 3 |
| JRN263 | Journalistic Writing | 3 |
| WRI423 | Persuasive Theory and Writing | 3 |

**CREATIVE MEDIA CONCENTRATION (27)**

| | | |
|---|---|---|
| MEA202 | Visual Arts I: Foundations | 3 |
| MEA264 | Photography & Visual Rhetoric | 3 |
| MEA344 | Studio Voice, Audio, Podcast | 3 |
| BUS336 | Social Media Marketing | 3 |
| MEA354 | Graphic Design | 3 |
| MEA475 | Media Capstone (Portfolio) | 3 |
| **Electives**: | Choose 3 courses | 9 |

COM/MEA/WRI: 300-400-level & internships

**FILM STUDIES CONCENTRATION (27)**

| | | |
|---|---|---|
| MEA202 | Visual Arts I: Foundations | 3 |
| MEA264 | Photography & Visual Rhetoric | 3 |
| MEA344 | Studio Voice, Audio, Podcast | 3 |
| MKT336 | Social Media Marketing | 3 |
| MEA354 | Graphic Design | 3 |
| MEA475 | Media Capstone (Portfolio) | 3 |
| WRI3134 | Script & Screenwriting | 3 |
| MEA417 | Media Practicum: Short Film | 3 |
| MEA473 | Cinematography | 3 |

**MINOR – MEDIA ARTS (18)**

| | | |
|---|---|---|
| MEA202 | Visual Arts I: Foundation | 3 |
| MEA222 | 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 |
| MEA264 | Photography & Visual Rhetoric | 3 |
| JRN263 | Journalist Writing | 3 |
| JRN283 | Journalism & Integrated Media | 3 |
| MEA344 | Studio Voice, Audio, Podcast | 3 |
| MEA354 | Graphic Design | 3 |
| MEA383 | Narrative Theory | 3 |
| MEA473 | Cinematography | 3 |
| MEA475 | Media Capstone (Portfolio) | 3 |
| BUS336 | Social Media Marketing | 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
- Music
- Worship Arts

**MINOR**
Music

**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.

**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** | | **(44)** |
|---|---|---|
| **Core Requirements for Music Majors** | | **(17)** |
| MUS111AS | Aural Skills I | 1 |
| MUS113 | Music Theory I | 3 |
| MUS121AS | Aural Skills II | 1 |
| MUS123 | Music Theory II | 3 |
| HUM240 | Music in Film | 3 |
| HIS313 | World History: History of Music | 3 |
| MUS332 | Conducting I | 2 |
| MUS421 | Christian Musicianship Seminar | 1 |
| MUS300 | Musicianship Core | 0 |
| MUS100 | Music Forum (minimum of 6 semesters) | 0 |

| **MUSIC CONCENTRATION** | | **(27)** |
|---|---|---|
| MUS211 | Aural Skills III | 1 |
| MUS213 | Music Theory III | 3 |
| MUS221 | Aural Skills IV | 1 |
| MUS223 | Music Theory IV | 3 |
| MUS342 | Conducting II | 2 |
| MUS491 | Final Project | 1 |
| MUP | Applied Music (private lessons) | 8 |
| MUP3XX | Music Ensembles | 8 |

| **WORSHIP ARTS CONCENTRATION** | | **(27)** |
|---|---|---|
| MUP351 | Concert Choir (1) x 4 | 4 |
| MUP111 | Private Voice | 1 |
| CML202 | Theology of Ministry | 3 |
| WOR461 | Worship Arts Internship 1 X 4 | 4 |
| WOR493 | Worship Arts capstone project | 3 |
| MUP300 | Private Voice/Guitar/Piano/Percussion | 3 |

Electives- Choose 3 courses from the following (9)

| | | |
|---|---|---|
| MEA202 | Visual Arts I Foundations | 3 |
| MEA222 | Visual Arts II: Digital Storytelling | 3 |
| COM223 | Oral Interpretation of Literature | 3 |
| MEA264 | Photography & Visual Rhetoric | 3 |
| COM333 | Organizational Communication | 3 |
| COM343 | Advanced Speech | 3 |
| MEA344 | Studio Voice, Audio, Podcast | 3 |
| MEA383 | Narrative Theory | 3 |
| MEA354 | Graphics Design | 3 |

| **MINOR IN MUSIC** | | **(20)** |
|---|---|---|
| **Specific Requirements** | | **(9)** |
| MUS111AS | Aural Skills I | 1 |
| MUS113 | Music Theory I | 3 |
| MUP | Applied Music (Private Lessons 100+) | 2 |
| MUP | Ensembles | 3 |
| | (MUP371B, MUP371J, MUP371OR, or MUP351CN) | |
| **To Be Chosen from the Following Courses** | | |
| **(6 credits must be upper-division courses** | | **(11)** |
| MUP | Ensembles (any MUP351 or MUP371) | 2 |
| 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 |
| THE313 | Theology of Worship | 3 |
| HUM240 | Music in Film | 3 |
| HIS313 | World History: History of Music | 3 |

# SCHOOL OF MATH AND SCIENCES

## UNDERGRADUATE PROGRAMS

**AGRICULTURE SCIENCE**
**BIOLOGY**
**COMPUTER SCIENCE**
**KINESIOLOGY**
**MATHEMATICS**

## GRADUATE PROGRAMS

**MASTER OF SCIENCE IN KINESIOLOGY**

## 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

- Graduates will demonstrate a basic understanding of the field of agriculture, terminology, key components, and how these key components affect society.
- Graduates will be able to analyze agricultural business models, create financial plans, and make informed decisions related to the management of agricultural enterprises, including budgeting, marketing, and economic analysis
- Graduates will understand sustainable agriculture practices for crop and livestock management that optimize farm productivity while conserving natural resources, enhancing soil health, and reducing environmental degradation.
- Graduates will be able to use critical thinking to analyze agricultural challenges, propose innovative solutions, and evaluate the economic, environmental, and social impacts of agricultural practices.
- Graduates will demonstrate an awareness of new technologies, legislation and practices in the field of agriculture.
- Graduates will be able to locate credible information to support claims and opinions on a variety of agricultural topics and issues
- Graduates will develop a biblical world view that helps them remain true to their faith while engaged in the agriculture industry.

**FACULTY**
Susie Nelson

**MAJORS**
Agriculture Science

**CONCENTRATIONS**
Ag Science
Ag Business

**B.S./B.A. AGRICULTURE SCIENCE: Core Requirements (24)**

| **Agriculture Science Core Requirements** | | **(24)** |
|---|---|---|
| AGS215 | Intro to Animal Science w/lab | 4 |
| AGS222 | Soil Science and Management w/lab | 4 |
| AGS225 | Crop Science w/lab | 4 |
| AGS315 | Principles of Sustainable Agriculture | 3 |
| AGS320 | Natural Resource Economics | 3 |
| AGS450 | Land and Water Management | 3 |
| BUS323 | Management Principles Or | |
| AGB420 | Advanced Farm and Ranch Mgt | 3 |

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

**AG SCIENCE CORE REQUIREMENTS (24)**

**Ag Science Concentration Requirements (24-26)**

| | | |
|---|---|---|
| CHM214 | General Chemistry I w/lab | 4 |
| MTH111 | College Algebra | 3 |
| AGS483 | Agriculture Internship | 3 |

**Choose at least 2 of the following: (8)**

| | | |
|---|---|---|
| BIO210 | Biology I w/lab | 4 |
| BIO220 | Biology II w/lab | 4 |
| CHM224 | General Chemistry II w/lab | 4 |

**Choose 2 of any upper division Science or Agriculture Science courses (6-8)**

**B.S. AGRICULTURE SCIENCE: AG BUSINESS (45)**

**AGRICULTURE SCIENCE CORE REQUIREMENTS (24)**

**Ag Business Concentration (21)**

| | | |
|---|---|---|
| AGS483 | Agriculture Internship | 3 |
| BUS205 | Introduction to Financial Accounting | 3 |
| BUS210 | Contemporary Economics | 3 |
| BUS320 | Business Analytics | 3 |
| BUS333 | Marketing Principles | 3 |

**Choose 2 of the following: (6)**

| | | |
|---|---|---|
| ACC416 | Cost Accounting | 3 |
| BUS335 | Financial Management | 3 |
| BUS360 | Introduction to Human Resources | 3 |
| BUS324 | Personal Selling and Sales Management | 3 |
| BUS336 | Social Media Marketing | 3 |
| BUS435 | Marketing Communications | 3 |

**B.S. AGRICULTURE SCIENCE: COMMUNICATION (45)**

**AGRICULTURE SCIENCE CORE REQUIREMENTS (24)**

**Ag Communication Concentration Core Requirements (21)**

| | | |
|---|---|---|
| AGS483 | Agriculture Internship | 3 |
| JRN263 | Journalistic Writings | 3 |
| WRI423 | Persuasive Theory and Writing | 3 |
| COM333 | Organizational Communication | 3 |
| | **OR** | |
| COM 343 | Advanced Speech | 3 |

**Choose 3 of the following: (9)**

| | | |
|---|---|---|
| COM403 | Intercultural Communication | 3 |
| JRN283 | Journalism and Integrated Media | 3 |
| MEA213 | Media and Society | 3 |
| MEA323 | Creative Media Lab | 3 |
| MEA344 | Studio Voice, Audio, Podcast | 3 |
| MEA383 | Narrative Theory | 3 |
| BUS336 | Social Media Marketing | 3 |
| BUS435 | Marketing Communications | 3 |
| WRI343 | Creative Writing | 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. 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 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**

- Graduates will demonstrate knowledge and understanding of the principles of the science courses provided within the Biology program.
- Graduates will demonstrate safe and competent lab practices.
- Graduates will effectively communicate on a variety of scientific topics and issues (orally & in writing).
- Graduates will apply basic research and critical thinking skills to solve problems through the use of computation, data collection, and analysis, using both quantitative and qualitative approaches.
- Graduates will critically engage with science from a Biblical worldview.

**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  Clinton Knaus  Yufeng Zhao  Christopher Davey

**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

**CONCENTRATIONS**
Biomedical Sciences
Biology

**MINORS**
Biology
Chemistry

| **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 |
| KIN215 | 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: 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. Graduates will be able to program in some common languages but also have the tools to learn any other language
2. Graduates will understand how computers are put together and how decisions are made in order to make those machines more efficient
3. Graduates 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. Graduates 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 industry
5. Graduates will be able to articulate a biblical worldview with issues of ethics related to software technology

**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** | **(25)** |
|---|---|
| Core Requirements | **(19)** |
| CSC113 Introduction to Computer Science | 3 |
| CSC124 Object Oriented Programming | 3 |
| CSC233 Data Structure and Algorithms | 3 |
| CSC253 Advanced Data Structures and Algorithms | 3 |
| MTH234 Calculus I | 4 |
| 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 three concentrations based on their academic and professional goals: Clinical Kinesiology (37 units), Sport and Recreation Management (21 Units), or Athletic Performance (32 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**

- Graduates will demonstrate an understanding of the theoretical foundations for the subdisciplines of Kinesiology.
- Graduates will be able to develop evidence-based exercise programs for individuals across the lifespan.
- Graduates will be able to utilize psychological and behavioral techniques to enhance performance and well-being.
- Graduates will be able to analyze the current research within the discipline.
- Graduates will be able to demonstrate proficiency in the use of Kinesiological tools in their profession.
- Graduates will be able to professionally communicate core Kinesiology concepts in written and verbal form.
- Graduates will demonstrate appreciation for physical activity practice throughout life.
- Graduates will be able to explain how principles of the Christian faith shape their values, decisions, and conduct for their profession.

**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 Jamie Fields

**B.S. IN KINESIOLOGY (54-70)**

| **Core Requirements all Kinesiology Majors** | | **(33)** |
|---|---|---|
| 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 |
| HPR250 | Lifetime Fitness | 3 |
| HPR131 | Skill Activity | 1 |
| HPR121 | Fitness Activity | 1 |
| PSY105 | General Psychology | 3 |

**CLINICAL KINESIOLOGY CONCENTRATION (37)**

| | | |
|---|---|---|
| KIN243 | Care/Prevention/Athletic Injuries | 3 |
| KIN323 | Motor Learning and Development | 3 |
| KIN343 | Biomechanics | 3 |
| KIN403 | Therapeutic Exercise | 3 |
| KIN460 | Internship | 2 |
| SCI271 | Intro to Literature Review | 1 |
| IDS230 | Research Methods | 3 |
| CHM214 | General Chemistry I w/lab | 4 |
| CHM224 | General Chemistry II w/lab | 4 |
| PHY215 | Physics I w/lab | 4 |
| BIO210 | Biology I w/lab | 4 |
| KIN/BIO/CHM Upper Division (300+) Elective | | 3 |

**SPORT & RECREATION MANAGEMENT CONCENTRATION (21)**

| | | |
|---|---|---|
| BUS205 | Intro to Financial Accounting | 3 |
| BUS323 | Management Principles | 3 |
| BUS333 | Marketing Principles | 3 |
| BUS335 | Financial Management | 3 |
| SRM338 | Administration in Sport | 3 |
| BUS365 | Leadership | 3 |
| HPR322 | Coaching Sports: Theory & Practice | 3 |

**ATHLETIC PERFORMANCE CONCENTRATION (32)**

| | | |
|---|---|---|
| KIN215 | Nutrition | 3 |
| KIN225 | Speed Agility & Quickness | 3 |
| KIN323 | Motor Learning and Development | 3 |
| HPR322 | Coaching Sports: Theory & Practice | 3 |
| KIN343 | Biomechanics | 3 |
| KIN243 | Care/Prevention/Athletic Injuries | 3 |
| KIN361 | Advanced Topics in Sports Psychology | 3 |
| KIN345 | Exercise & Sport Nutrition | 3 |
| KIN440 | Performance Enhancement | 3 |
| KIN445 | Training Special Populations | 3 |
| KIN460 | Internship | 2 |

# 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 demonstrate proficiency in course-appropriate applications of mathematical theory and problem solving across the mathematics curriculum.
- 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.
- Graduates will be prepared for becoming math educators, pursuing further mathematics education, or entering math-related careers following graduation.
- Graduates will demonstrate a rich biblical worldview in the development and practice of biblical integration in mathematics.

**FACULTY**

Evan J.D. Hedlund
Madison Wagner

**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 |

# MASTER OF SCIENCE IN KINESIOLOGY

**PROGRAM OVERVIEW**

The Masters of Science in Kinesiology program at Corban University is designed to elevate career options and excellence as a leader in Kinesiology through emphasizing evidence-based practices, advanced fitness assessment techniques, nutrition, program design, exercise in disease treatment and prevention, and the various roles of exercise in living a healthy lifestyle throughout the lifespan. This program prepares students for advanced positions in Teaching, Coaching, Personal training and to take the NSCA Certified Strength and Conditioning Specialist (CSCS) exam while building professional expertise and network through research studies and internships.

The Master's in Kinesiology is designed for people who want advanced expertise in human movement, exercise science, and performance, including those already working in fitness, coaching, rehabilitation, wellness, or related fields and those preparing for careers where deeper scientific and applied kinesiology knowledge is essential.

**PROGRAM MISSION AND VISION**

The Master of Science in Kinesiology at Corban University serves to advance the study and application of human movement science through a distinctively Christ-centered, evidence-based framework. The program is dedicated to cultivating advanced practitioners, educators, and ethical leaders who synthesize rigorous scientific inquiry with a biblical worldview. By bridging theoretical research in human performance, biomechanics, and physiological adaptation with purposeful, servant-minded practice, the program equips graduates to optimize holistic health across the lifespan and lead with professional excellence and transformative purpose in an evolving global landscape.

**PROGRAM LEARNING OUTCOMES**

1. Design and implement evidence-based strength training and conditioning programs for various populations including in-season, off-season and pre-season athletes
2. Analyze and assess physical health, chronic disease, and components of physical fitness
3. Demonstrate advanced knowledge of human movement science to address health, disease, fitness, and sports performance
4. Synthesize key concepts in kinesiology to promote health and enhance physical performance across the lifespan
5. Serve the greater kinesiology community through purposeful research and/or internship hours

**OCCUPATIONAL OPPORTUNITIES**

Graduates of the MSK program are prepared for professional and leadership 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 MSK curriculum prepares students for continued education in graduate programs and 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.
Some potential careers include:
Strength and Conditioning Coach
Clinical Exercise Physiologist
College Coach
Corrective Exercise & Biomechanics Specialist
Corporate Wellness Director
Kinesiology Teacher

**FACULTY**
**M. S. IN KINESIOLOGY**
Paul Carter Sarah Comstock Jamie Fields

**MASTER OF SCIENCE IN KINESIOLOGY REQUIREMENTS (36)**

| | | |
|---|---|---|
| KIN511 | Human Movement Science | 3 |
| KIN515 | Motor Learning | 3 |
| KIN541 | Performance Nutrition | 3 |
| KIN561 | Advanced Exercise Physiology | 3 |
| KIN563 | Advanced Research Methods | 3 |
| KIN573 | Performance Psychology | 3 |
| KIN611 | Essentials of Strength and Conditioning | 3 |
| KIN612 | Program Design for Strength and Conditioning | 3 |
| KIN622 | Corrective Exercise – Strategies & Applications | 3 |
| KIN635 | Exercise and Chronic Disease | 3 |
| KIN683 | Internship/Research Project | 3 |

## GRADUATE PROGRAM 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). Corban 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 Load**

Normal progress to a degree requires an academic load of 6 credits per term. Three in the "A" session and three in the "B" session. Full time status in graduate programs at Corban University for financial aid and athletic purposes is six hours per semester.

**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.

**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 6 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.

**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.

**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.

# DEPARTMENT OF NURSING

## UNDERGRADUATE PROGRAM

### NURSING

# NURSING

**PROGRAM OVERVIEW**

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**<br>**(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.<br>• By applying and being admitted to Corban University as a nursing major, the student begins as a pre-clinical nursing major.<br>• Admission to the Clinical Nursing phase of the BSN program is contingent upon successfully meeting the Pre-Clinical Nursing requirements and the number of seats available in the Clinical Nursing program. |
| **Clinical Nursing**<br>**(2 yrs.)** | • The second phase begins **after applying and being admitted to the Clinical Nursing program.**<br>• Successful completion of the application requirements yields Direct Admit status to students who have completed their previous four semesters at Corban University, contingent upon availability of seats each term.<br>• It consists of 2 years of instruction & training.<br>• Admission into clinical nursing is competitive and requires a secondary application to the Department of Nursing.<br>• 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.
- **Guaranteed Acceptance Students**
  - All requirements for First-Time College Students
  - Completion of the following:
    - Must be accepted to Corban University as a full-time, first-time freshman
    - Cumulative GPA of 3.5 on a 4.0 scale
    - ACT score of 27 or higher or RSAT score of 1250 or higher
    - High school coursework includes 4 years of English and 3 years of math (including algebra) and natural sciences (including one chemistry and one biology course)
    - Application to be a Guaranteed Acceptance student

**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.<br>• 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.<br>• Admission interview with nursing admission committee.<br>• Demonstrate adequate English language oral and writing skills, and effective communication and motivation fit during an interview with the nursing faculty.<br>• 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:** | • Have a cumulative GPA of 2.75 or higher from all colleges attended.<br>• Have a total science GPA of 2.75 or higher on all required prerequisite sciences.<br>• 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.<br>• All retakes and withdrawals will be evaluated and may impact admission decision.<br>• 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 include, but are not limited to, the following:** | • Work experience of any kind. Employment in health care settings preferred.<br>• Volunteer experiences. Volunteer experience in health care settings preferred.<br>• Leadership activities in church, high school, or college.<br>• Missions and other cross-cultural experiences.<br>• Corban student extra-curricular activities.<br>• 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**

- Graduates will integrate, translate, and apply knowledge from nursing history, theory, liberal arts, social sciences, and theology to advance nursing practice.
- Graduates 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.
- Graduates 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.
- Graduates will 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.
- Graduates 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.
- Graduates will 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.
- Graduates will 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.
- Graduates will be able to clearly articulate nursing-related content in written & oral form to the inter-professional team, instructors, patients, families & communities.
- Graduates will 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
- Graduates 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.

**CREDIT HOUR MEASUREMENT IN CLINICAL NURSING PROGRAM**

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. Where classes meet on a regular basis during 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 (see Course Catalog).

The Department of Nursing applies the following credit to contact ratio:

- Classroom instruction: 1 credit equals 50 minutes instruction time per credit hour for 15 weeks.
- Laboratory instruction: 1 credit equals 2 hours of instruction time per credit hour for 15 weeks. A 1 credit lab course will have 30 hours of instruction (including self-practice and peer evaluation) time in the semester.
- Clinical instruction: 1 credit equals 3 hours of instruction time per credit hour for 15 weeks. A 2 credit clinical course will have 90 hours of instruction time in the semester. When the student participates in a scenario-based simulation, 1 hour of activity equals 2 hours of instruction time. Simulation activities cannot be more than 50% of the total instruction time.

**FACULTY**

Christine Sommers, Ph.D., RN, CNE, Director of Nursing Program
Alexandra Rominger, M.SN., RN

PRE-CLINICAL NURSING REQUIREMENTS (30)

| | | |
|---|---|---|
| THE362 | Bioethics | 3 |
| PSY205 | 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 (54)**

| | | |
|---|---|---|
| NRS305 | Intro to Nursing as Ministry in Professional Practice | 3 |
| NRS311 | Pathophysiology for Nursing | 3 |
| NRS315 | Intro to Nursing Research & Evidence-Based Practice | 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 |
| NRS372 | Christian Leadership in Nursing | 2 |
| 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 |
| NRS490 | Nursing Capstone: Caring in Practice – Clinical Preceptorship | 4 |

*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 ARTS IN EXERCISE AND FITNESS MANAGEMENT**
**MASTER OF PUBLIC 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**

- Graduates will be able to communicate effectively and behave professionally in a diverse and global environment.
- Graduates will be able to analyze business problems using appropriate theories and techniques.
- Graduates will demonstrate proficiency with workplace related software and technology.
- Graduates will demonstrate foundational knowledge of the functional areas of business.
- Graduates will model effective teamwork skills.
- Graduates will be able to articulate a biblical understanding of key business concepts.
- Graduates will be able to integrate discipline specific knowledge, and skills into a complete business plan.

**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 Public Administration
Master of Arts in Exercise & Fitness Management

**FACULTY**

Bryce Bernard
Ken Driver
Kristine Medyanik

### 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 | Business Analytics | 3 |
| **Additional Electives** | | 6 |
| *Select electives from the following:* | | |
| BUS323 | Management Principles | |
| BUS333 | 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 |
| BUS320 | Introductory Business Analytics | 3 |
| BUS313 | Business Law | 3 |
| BUS323 | Management Principles | 3 |
| BUS333 | 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) |
|---|---|---|
| AGB420 | Advanced Farm and Ranch Management | 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) |
|---|---|---|
| BUS365 | Leadership | 3 |
| BUS453 | Entrepreneurship | 3 |
| BUS438 | Project Management | 3 |
| BUS360 | Introduction to Human Resources | 3 |
| 6 elective hours of upper-division BUS or BUS203 | | 6 |

| MARKETING CONCENTRATION REQUIREMENTS | | (18) |
|---|---|---|
| BUS383 | Consumer Behavior | 3 |
| BUS336 | Social Media Marketing | 3 |
| BUS435 | Marketing Communications | 3 |
| BUS370 | 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 |
| BUS360 | Introduction to Human Resources | 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 |
| BUS320 | Introduction to Business Data Analytics | 3 |
| 9 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

**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 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
Kristine Medyanik  Paul Carter

## 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
Kristine Medyanik

## 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 |

## 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). Corban 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 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.

**Graduation Requirements**

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

4. All required courses in the graduate degree program.
5. 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).
6. 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.

**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, MEFM, and MPA 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 AND COUNSELING

**UNDERGRADUATE PROGRAMS**
**EDUCATION**

**GRADUATE PROGRAMS**
**GRADUATE TEACHER LICENSURE**
**PRINCIPAL LICENSURE**
**MASTER OF SCIENCE IN EDUCATION**
**MASTER OF ARTS IN COUNSELING**

**POST- GRADUATE PROGRAMS**
**DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP**

# 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 are committed to helping students 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 graduate understands the learning/teaching process and uses a variety of engaging instructional strategies within a variety of field experiences that indicate the teacher is progressing from theory to practice.
- The graduate analyzes the nature and organization of the content he or she teaches and structures learning experiences that make the content accessible to students.
- The graduate employs data from formal and informal assessment to implement a cycle of reflection, evaluation, and revision of teaching practice to improve and support student achievement in learning.
- The graduate will know and value the characteristics of academically and culturally diverse populations of students and design instruction which reflects that understanding. Teacher graduates will demonstrate an understanding of how diverse student needs often create situations for teachers to advocate for their students.
- The graduate demonstrates strong dispositional manifestations in his/her interactions with peers, faculty, students, and school staff.
- The graduate will demonstrate understanding of teaching and learning theories, and articulate their developing theoretical perspectives.
- The graduate incorporates appropriate technology in planning, teaching, student learning and record keeping processes.

**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.

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
Angela Sotelo
Lance Villers
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 Mathematics

**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:** | **(14)** |
|---|---|
| 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)** |
|---|---|---|
| MTH111 | 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 |
| | | |
| BUS323 | 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)** |
|---|---|---|
| MTH111 | 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 |
| BIO283 | Ecology and Evolution | 3 |
| SCI133 | Physical Science w/lab | 4 |
| BIO304 | Microbiology w/lab | 4 |
| BIO444 | 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 | 2 |
| 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 (78)

| **Content Courses** | | **(34)** |
|---|---|---|
| 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 | 2 |
| 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 (84)

| **Content Courses** | | **(40)** |
|---|---|---|
| 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 | 2 |
| 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 |
| MTH111 | 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.)

**PRINCIPAL LICENSURE ADMISSION REQUIREMENTS**

The application will require evidence of the following:

- 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 and have demonstrated experience as a K-12 teacher.

**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.

**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.

**Ed.D. ADMISSION REQUIREMENTS**

- Submission of application including a statement regarding Christian testimony and a purpose statement indicating the reason(s) for pursuing this degree.
- An appropriate master's degree in a related field or cognate field
- Current and relevant experience with a minimum of 5-7 years in a P-12 education, higher education or non-profit endeavors in a professional capacity.
- Graduate level GPA of 3.25 of higher

**ACADEMIC POLICIES**

**Registration**
Graduate students register 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, PLP, and M.S.Ed. programs are asynchronous and online offered at specific times each year. Courses are not self-paced. A course schedule is available to current students describing when all courses will be offered.

**Summer Schedule**
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.

Ed.D. program has a one-time 2-week residency requirement for each cohort the summer prior to dissertation.

**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 possible when the following criteria are met:

1. The teacher candidate makes initial contact with the desired district to ascertain if the presence or possibility of a partnership between Corban and the school or district is agreeable for the 15-week placement.
2. The partner district approves the use of remote observation tools such as video recording within the classroom to allow a Corban Supervisor to observe.

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, the Corban Supervisor determines based on availability and proximity if all observations will be done remotely or if any on-site observations will take place. Should it be necessary for a Corban Supervisor to travel outside of the 30-mile radius due to a Teacher Candidate issue or performance additional fees will be charged to the student. 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 Preliminary 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.

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

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.

Doctor of Education requirements must be completed within six years from the beginning of admission to the Ed.D. program without loss of credit for completed classes. All decisions will be made on an individual basis by the director of graduate education and chair 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, <u>and</u> if the candidate has been taking courses in the M.S.Ed. program since completing student teaching <u>or</u> 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 or PRINCIPAL LICENSURE PROGRAM**

Candidates admitted to the Graduate Teacher Licensure program are, at that time, provisionally admitted to the M.S.Ed. program and may take M.S.Ed. coursework beyond licensure requirements. The following conditions apply to GTL students seeking to continue in the M.S.Ed. program or Principal Licensure 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, M.S.Ed., or Ed.D. 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. or Ed.D. 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 who do not finish 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.

**Dissertation Requirement (Ed.D.)**

All candidates for the Doctor of Education degree at Corban University will write a dissertation paper addressing an educational issue relevant to their professional goals. Foundations for the dissertation will begin as students consider topics of personal interest while taking Ed.D. coursework. Students will then identify a specific focus area and probable guiding questions during the first course in the research sequence. The dissertation document will consist of a traditional five-chapter research manuscript focusing on an Introduction, literature review, methodology, findings, and a conclusion. Study and writing for the dissertation will be included in the research sequence, EDU881 and EDU882. *Candidates who do not finish their dissertation by the end of the semester will be required to take two credits of dissertation work each semester until completed or withdrawn*

*from the program.*

Corban's School of Education has selected the five-chapter dissertation model because of our belief that the students coming through this program must be able to perform a rigorous and in-depth examination of a professional issue in order to add new knowledge or perspectives that contribute to ongoing scholarship and discussion around professional topics. There is a desire that students truly master a topic or issue through creating and implementing personal research for academic purposes.

**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, the Principal Licensure Program, 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.

Ed.D. work completed at other universities will not be accepted for transfer credit.

**WAIVER OF REQUIRED COURSES**

Courses required for completion of the Graduate Teacher Licensure or Principal Licensure programs 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 $200 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.

**Graduation Requirements (Ed.D.)**

To become eligible for the Doctor of 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, 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. Defense of Dissertation. The penultimate step to graduation is the formal presentation of the dissertation to the assigned dissertation committee. Though this will be incorporated into EDU882 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 video conference call with at least two dissertation committee members.
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 $200 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
- Elementary – Multiple Subjects
- Music Education K-12
- Physical Education K-12
- Foundational Language Arts
- Foundational Math
- Foundational Science
- Foundational Social Studies
- Secondary Agriculture
- Secondary Biology
- Secondary Health
- Secondary Language Arts
- Secondary Math
- Secondary 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.

**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 TEACHER LICENSURE PROGRAM REQUIREMENTS (29-30 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.

## PRINCIPAL LICENSURE PROGRAM

### PROGRAM OVERVIEW

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

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

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

### PROGRAM LEARNING OUTCOMES

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

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

## PRINCIPAL LICENSURE PROGRAM REQUIRED COURSES (27 credits)

**Courses (21):**

| | | |
|---|---|---|
| EDU511 | Biblical Worldview & Ethics in Education | (3) |
| EDU513 | Biblical Leadership in an Educational Environment | (3) |
| EDU536 | Equity & Ethics in Education | (3) |
| EDU545 | Law and Policy in Education | (3) |
| EDU546 | Leading People and Aligning Resources | (3) |
| EDU547 | Continuous School Improvement | (3) |
| EDU548 | Instructional Leadership Track | (3) |

**Internship (6):**

| | | |
|---|---|---|
| EDU568 | Principal Internship I | (3) |
| EDU569 | Principal Internship II | (3) |

# 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 three tracks: Curriculum and Instruction, ESOL, and Principal License. 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. Elements specific only the Principal License Program can be found in the previous section.

**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 (3 – TRACKS)**

**Curriculum and Instruction Track (30 credits)**

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 (30 credits)**

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.

**Principal Licensure Track (36 credits)**

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 collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
6. The candidate will understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
7. The candidate will develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

8. The candidate will evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.
9. The candidate will engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.
10. The candidate will improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.
11. The candidate will build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

## 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.

### PRINCIPAL LICENSURE TRACK (M.S.ED.)

**PROGRAM OVERVIEW**

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

## MASTER OF SCIENCE IN EDUCATION REQUIRED COURSES (30-36 credits)

| **M.S.Ed. Core** | **(15)** |
|---|---|
| EDU503 Exploring Issues in Education | (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) |
| EDU545 Law and Policy in Education | (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) |

| **Principal Licensure Track** | **(21)** |
|---|---|
| EDU536 Equity & Ethics in Education | (3) |
| EDU545 Law and Policy in Education | (3) |
| EDU546 Leading People and Aligning Resources | (3) |
| EDU547 Continuous School Improvement | (3) |
| EDU548 Instructional Leadership | (3) |
| EDU568 Principal Internship I | (3) |
| EDU569 Principal Internship II | (3) |

# DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

**PROGRAM OVERVIEW**
This program is designed for professional educators, ministry, and business leaders who are pursuing leadership opportunities within public, private, and non-academic organizations with a specific focus on administrators, directors, and those in ministry. This program meets state of Oregon requirements for a terminal degree program.

**PROGRAM MISSION AND VISION**
The Corban Ed.D. program is specifically designed for a well-rounded doctoral experience which weds theological reflection, leadership theory, and focused research skills to prepare leaders in Christian Education Pk-12, Christian Higher Education and Christian Non-Profit leadership positions for the purpose of making a difference globally for the cause of Christ.

**PROGRAM LEARNING OUTCOMES**
The Corban School of Education has four overarching Outcomes that drive assessment collection and accreditation through NWCCU for all graduate education programs. You will find these outcomes aligned on the Course Outcomes chart in the syllabus for each course.

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

Ed.D. specific outcomes are as follows. Candidates will apply the knowledge, skills and commitments necessary to:

- Acquire the technical and ethical competence necessary to design, carry out, and present solid field research which addresses the needs of institution of P-12 education, higher education or non-profit entities from a Christian worldview.
- Engage in the scholarship of discovery by locating, analyzing, evaluating, and synthesizing knowledge from the broad field of educational and ministry studies to apply that knowledge to the specific needs found in those settings.
- Demonstrate proficiency in conducting biblical and theological research through the integration of theological and social science materials with the result that they positively inform and guide educational and non-profit practice.
- Demonstrate assessment capabilities suitable for educational and non-profit settings with the ability to diagnose issues and provide solutions.
- Give evidence of a faith-informed approach to leadership practices compatible with Christ-centered higher education and non-profit endeavors.

Each track that is built in the Ed.D. has additional outcomes based upon standards and outcomes required for the conferring of a Doctor of Education (Ed.D.) degree from Corban University. For example, if one is completing the Principal License as a part of the Ed.D. there are standards built off of NELP/TSPC requirements that drive that track.

**DOCTOR OF EDUCATION (Ed.D.) REQUIRED COURSES (45 credits)**

**Core Courses (18 credits)**
EDU810 Philosophical Issues in Educational Studies (3)
EDU811 Research 1: Introduction to Educational Leadership Research (3)
EDU814 Ethical Leadership (3)
EDU824 Theological Research and Integration for Educational Studies (3)
CML833 Philosophical Foundations of Leadership (3)
EDU821 Research II: Qualitative Research (3)
EDU831 Research III: Quantitative Research and Statistics (3)

**P-12 Education Track (18 credits = 6 of the following courses)**
EDU532 Learning Theories (3)
EDU534 Diverse Learner (3)
EDU535 Curriculum Theory and Design (3)
EDU536 Equity and Ethics in School Communities (3)
EDU542 Assessing Teaching and Learning (3)
EDU545 Law & Policy in Education (3)
EDU546 Leading People and Aligning Resources (3)
EDU547 Continuous School Improvement (3)
EDU548 Instructional Leadership (3)
EDU641 Developing the Practice of Christ Animated Teaching (3)
EDU537 Foundations in Digital Learning (3)

**Comprehensive Exam and Dissertation (9 credits)**
EDU887 Candidacy Exam Capstone (3)
EDU881 Dissertation 1 (3)
EDU882 Dissertation II (3)

**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.

**EdD ADMISSION REQUIREMENT**

- Submission of application including a statement regarding Christian testimony and a purpose statement indicating the reason(s) for pursuing this degree.
- An appropriate master's degree in a related or cognate field
- Current and relevant experience with a minimum of 5-7 years in P-12 education, higher education or non-profit endeavors in a professional capacity.

Graduate-level GPA of 3.25 or higher.

**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 Ed.D. year will be placed on academic notice 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 3.25 GPA 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 program director. Course work is graded by the visiting professor of each module in accordance with the requirements of their syllabus.

**ADVANCED STANDING**

Because the Ed.D 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.

**COURSE SUBSTITUTIONS & EXEMPTIONS**

The nature of the Corban Doctor of Education program does not allow for course substitutions and exemptions.

**DROPPING AND ADDING MODULES**

Post-graduate students register themselves using the online Populi LMS (corban.populi.edu), and they may register for courses the day open registration occurs on the academic calendar.

**GRADE REQUIREMENTS**

To graduate from the Doctor of Education program, students must complete the following: all coursework, dissertation, and Exam Capstone, 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 3.25, 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 Ed.D. program, however, any grade below a B- is considered grounds for academic notice and possible dismissal from the program.

**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 Ed.D. director for additional time. A contract will be established with the Ed. D 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.

**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. 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.

## 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 Orientation and Ethical Practice Students will demonstrate their understanding of professional counseling and ethical practice.
- Social and Cultural Foundations Students will recognize human diversities and social iniquities, and provide socially just, and culturally-informed, counseling services.
- Lifespan Development Students will demonstrate an understanding of growth and development and promote resilience and wellness across the human lifespan.
- Career Development: Students will demonstrate their understanding of career development processes relevant to career planning and decision making in a global economy.
- Counseling Practice and Relationships: Students will demonstrate knowledge of theory, the importance of therapeutic relationship and evidence-based, and culturally relevant, counseling skills and practices.
- Group Counseling: Students will demonstrate their understanding of the principles of group dynamics, and theories of group counseling methods, behaviors, and assessments.
- Assessment and Diagnosis: Students will demonstrate an understanding of diagnostic processes and testing and assessment to evaluate client issues, prevention, intervention, and treatment planning in order to promote client wellness.
- Research and Program Evaluation 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**

Ryan Connor
Amanda Egan
Lori Schelske
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?
1. 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 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. The assigned admissions professional will keep all applicants updated on admittance timelines.

**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.

**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 I (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 |
| | CNL538 Crisis/Disaster/Trauma Counseling (3) | On Campus | 8 weeks |
| | CNL534 Appraisal (3) | Hybrid | 8 weeks |
| | CNL602 Theology & Counseling II (2) | Online | 8 weeks |
| Spring | CNL561-563 Internship (1-3) | On Campus | 15 weeks |

| | | | |
|---|---|---|---|
| | CNL523 Group Counseling (3) | On Campus | 8 weeks |
| | CNL539 Psychopharmacology for Counselors (2) | On Campus | 8 weeks |
| | CNL533 Career Counseling (3) | Online | 8 weeks |
| Summer | CNL561-563 Internship (1-3) | On Campus | 15 weeks |
| | CNL603 Theology & Counseling III (2) | Online | 8 weeks |

## MASTER OF ARTS IN CLINICAL MENTAL HEALTH COUNSELING REQUIRED COURSES (60 credits)

CNL501 Counseling Theory and Skills I (4)
CNL502 Counseling Theory and Skills II (4)
CNL512 Practicum (2)
CNL521 Introduction to Family Counseling (3)
CNL522 Counseling Through the Lifespan (3)
CNL523 Group Counseling (3)
CNL531 Foundations of the Counseling Profession (3)
CNL532 Social & Cultural Foundations (3)
CNL533 Career Counseling (3)
CNL534 Appraisal (3)
CNL535 Psychopathology, Diagnosis & Treatment Planning (3)
CNL536 Addiction Counseling (3)
CNL537 Legal, Ethical & Professional Issues in Counseling (3)
CNL538 Crisis, Disaster, and Trauma Counseling (3)
CNL539 Psychopharmacology for Counselors (2)
CNL541 Research Methods (3)
CNL561-563 Internships (6)
CNL601 Theology and Counseling I (2)
CNL602 Theology & Counseling II (2)
CNL603 Theology & Counseling III (2)

**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.

# 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 heritage and addresses current issues.
- students will exemplify growing Christ-like character and biblical readiness for productive ministry.
- students will manage their lives through effective prioritizing, planning, and problem-solving.
- students will be able to articulate and implement a biblically-based and culturally-relevant ministry philosophy.
- students will practice preaching and teaching ministries characterized by accuracy and impact.
- students will demonstrate a caring shepherd's heart, ministering to people with compassion and skill.
- students will evidence the ability to share the gospel and disciple those who receive it.

**FACULTY**

Tim L. Anderson
Sam E. Baker
Annette R. Harrison
Jacob Rainwater
Spencer Stewart
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 Communication | 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 |
| CML571 Ministering Cross-culturally | 3 |

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

## 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 | 3 |
| CMI365 Youth Ministry | 3 |
| CMI323 Women in Ministry | 3 |
| CMI233 Parachurch & Camping Ministry | 3 |
| ITC437 Social Justice in Global Context | 3 |
| 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 |
| THE513 Effective Theological 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 |
| EDU307 | Secondary Classroom Mgmt and Disc | 3 |
| 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 |
| THE513 | Effective Theological 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 an M.Div. degree.

**PROGRAM LEARNING OUTCOMES**

1. Students will demonstrate an advanced working knowledge of the Bible and the skills for personal in-depth study.
2. Students will be able to articulate a biblically defensible theology that appreciates Corban's heritage and addresses current issues.
3. Students will exemplify growing Christ-like character and biblical readiness for productive ministry.
4. Students will manage their lives through effective prioritizing, planning, and problem-solving.
5. Students will be able to articulate and implement a biblically-based and culturally-relevant ministry philosophy.
6. Students will practice preaching and teaching ministries characterized by accuracy and impact.
7. Students will demonstrate a caring shepherd's heart, ministering to people with compassion and skill.
8. Students will evidence the ability to share the gospel and disciple those who receive it.

**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)** |
| CML205 | Mentored Ministry | 1 |
| CML405 | Mentored Ministry (4x1 credit) | 4 |

| | |
|---|---|
| **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 |
| THE513 | Effective Theological 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 All students will demonstrate an advanced working knowledge of the Bible for personal study and teaching others.†
2 All students will be able to articulate and implement a biblically-based and culturally-relevant ministry philosophy.††
3 All students will provide evidence of intercultural competence in communication, display comprehension of language learning theory and perform at novice proficiency or above in a second language.
4 All students will be characterized by open-minded and discerning, welcoming, and adaptable attitudes necessary to build trusting relationships cross-culturally.††
5 All students will exhibit the ability to exegete the sociocultural, religious and communicative characteristics of a community in order to accurately and meaningfully contextualize the Gospel message.
6 (TESOL) Students in the TESOL concentration (Teaching English to Speakers of Other Languages) will demonstrate foreign language teaching ability.
7 (LC) Students in the Language and Culture concentration will successfully complete a course of study abroad.

**FACULTY**

Tim L. Anderson
Sam E. Baker
Annette R. Harrison
Jacob Rainwater
Spencer Stewart
Greg V. Trull

[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*

***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** | **Intercultural Studies Core** | | **18** |
|---|---|---|---|---|---|
| CML102 | Introduction to Ministry | 1 | ITC363 | Language & Culture Acquisition | 3 |
| CML202 | Theology of Ministry | 3 | ITC403 | Intercultural Communication | 3 |
| CML303 | Philosophy of Ministry | 3 | ITC123 | Cross-cultural Internship | 3 |
| CML201 | Practicum I | 1 | **Choose Three**: | | 9 |
| CMI302 | Teaching the Bible (meets Gen Ed requirements) | 3 | SOC203 | General Sociology (meets Gen Ed requirements) | |
| ITC213 | Missional Living (meets Gen Ed requirements) | 3 | ANT303 | Cultural Anthropology (meets Gen Ed requirements) | |
| THE303 | Religious Movements | 3 | ITC355 | Literacy and Orality | |
| CML501 | Growing in the Lord | 3 | ITC435 | Contemporary Missiological Issues | |
| CML571 | Ministering Cross-culturally | 3 | ITC437 | Social Justice in Global Context | |

| | | |
|---|---|---|
| **LANGUAGE AND CULTURE** | | **18-19** |
| **Choose from:** | | |
| CanIL Linguistics Program | | 6-15 |
| Accredited International 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
Annette R. Harrison
Jacob Rainwater
Spencer Stewart
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 $70.00. 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 or a B.S. in Kairos and a Masters of Divinity 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 chair 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 participating 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. The graduation fee must accompany the application.

**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.

**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 in conjunction with the office of the Registrar.
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 faculty advisor, 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**

1. students will be able to understand and accurately interpret the Bible within its literary, historical, cultural, and geographical contexts.
2. students will be able to explain, defend, and consistently apply Christian theology and biblical worldview within any cultural context.
3. students will be able to articulate and live out a biblical theology of spiritual transformation.
4. students will design and convey a philosophy of ministry that is informed by scripture and culture.
5. students will apply leadership practices that reflect biblical principles and are informed by contemporary theory and practice.
6. students will be able to communicate the bible and its relevance effectively to those in their ministry and vocational circles.
7. students will demonstrate competency in making disciples and training others to be disciple makers.
8. students will be able to locate, evaluate, and synthesize information from a wide variety of sources for improving biblical and theological thinking and practice.

**OCCUPATIONAL OPPORTUNITIES**

The Master of Arts in Christian Leadership trains graduates to be effective in many leadership roles including 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 |
| THE513 | Effective Theological 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 | |
| CML641 | Leading Ministries | |
| CML571 | Ministering Cross-culturally | |

| | | |
|---|---|---|
| **Non-profit Leadership Concentration** | | **(15)** |
| BUS534 | Finance, Reporting and Control | 5 |
| BUS544 | Technology & Operations Management | 5 |
| Choose one of the following: | | 5 |
| BUS554 | Marketing & Analytics | |
| BUS564 | Leadership & Organizational Behavior | |
| BUS574 | Contemporary Issues in the Marketplace | |
| BUS584 | 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 , with a church ministry concentration.

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.

**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

1. Students will be able to understand and accurately interpret the Bible within its literary, historical, cultural, and geographical contexts.
2. Students will be able to explain, defend, and consistently apply Christian theology and biblical worldview within any cultural context.
3. Students will be able to articulate and live out a biblical theology of spiritual transformation.
4. Students will design and convey a philosophy of ministry that is informed by Scripture and culture.
5. Students will apply leadership practices that reflect biblical principles and are informed by contemporary theory and practice.
6. Students will be able to communicate the Bible and its relevance effectively to those in their ministry and vocational circles.
7. Students will demonstrate competency in making disciples and training others to be disciple makers.
8. Students will be able to locate, evaluate, and synthesize information from a wide variety of sources for improving biblical and theological thinking and practice.

**OCCUPATIONAL OPPORTUNITIES**

The Master of 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
Annette R. Harrison
Jacob Rainwater
Spencer Stewart
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 |
| THE513 | Effective Theological Research | 3 |
| 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 |
| CML571 | Ministering Cross-culturally | 3 |
| CML561 | Supervised Experience | 6 |
| | (2 credits for three semesters – 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 |

# 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.

# DEPARTMENT OF SOCIAL SCIENCES

## UNDERGRADUATE PROGRAM

**COUNSELING PSYCHOLOGY**
**PSYCHOLOGY**
**CRIMINAL JUSTICE**
**FORENSIC PSYCHOLOGY**

# 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 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**

1. Graduates will understand key events, ideas, and people that have shaped studies in Counseling Psychology.
2. Graduates will collect, evaluate, and synthesize information effectively to complete investigations and research projects in Counseling Psychology.
3. Graduates will write and speak clearly, confidently, and persuasively in the field of Counseling Psychology.
4. Graduates will apply a biblical worldview in the field of Counseling Psychology, developing well-reasoned, informed conclusions.

**FACULTY**

Loren Calkins

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 |

**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*

# PSYCHOLOGY

**PROGRAM OVERVIEW**

The psychology degree at Corban University provides students with a strong foundation for comprehending what guides human behavior and what leads to human flourishing. We teach students how to research problems, study social dynamics, and understand the whole person. Each faculty member brings a unique set of skills, passions, and abilities to the classroom. Each has unique gifts and training along with a combination of certifications, specialties, state licenses, and advanced degrees. They aim to help students reach their academic and personal goals. The undergraduate degree in psychology prepares students for a wide range of future careers and life endeavors, from the pursuit of graduate study in counseling or psychology to employment in social work, human resources, corporate research, and ministry, among many other areas. Our graduates are prepared biblically, theoretically, and practically.

**PROGRAM LEARNING OUTCOMES**

1. Students will understand key events, ideas, and people that have shaped the discipline of psychology.
2. Students will collect, evaluate, and synthesize information effectively to complete investigations and research projects in the field of psychology.
3. Students will communicate clearly, confidently, and persuasively in spoken and written form, as appropriate in professional psychology settings.
4. Students will apply a biblical worldview in the field of psychology, developing well-reasoned, informed conclusions.

**FACULTY**

| | |
|---|---|
| Loren Calkins | Jamie Fields |
| Sandra Flint | Paul Carter |

**MAJORS**

Psychology, B.S. or B.A.

**Concentrations**

- Sports Psychology
- Psychology

**MINORS**

Psychology

| **B.S. PSYCHOLOGY:** | **45-51 credits** |
|---|---|
| **Core Requirements: Psychology Majors** | **(33 credits)** |
| PSY105: General Psychology | 3 |
| PSY205: Lifespan Development | 3 |
| PSY215: Social Psychology | 3 |
| IDS230: Introduction to Research Methods | 3 |
| PSY275: Abnormal Psychology | 3 |
| PSY307: Human Sexuality | 3 |
| PSY311: Biopsychology | 3 |
| PSY335: Counseling Theories | 3 |
| PSY418: Group Dynamics | 3 |
| PSY495: Psychology and Christianity | 3 |
| PSY415: Internship OR Research Lab | 3 |
| **Psychology Concentration** | **(45)** |
| **Core Requirements** | **(33)** |
| **Specific Requirements** | **(12)** |
| Psychology Electives: 200-400 level | 9 |
| Social Science Elective: CJU, ANT, SOC, POL | 3 |
| **Sports Psychology Concentration** | **(51)** |
| **Psychology Core** | **(33)** |
| **Specific Requirements** | **(18)** |
| HPR121/131: Activity Courses | 2 |
| KIN223: Exercise and Sports Psychology | 3 |
| KIN243: Care and Prevention of Athletic Injuries | 3 |
| HPR322: Coaching Sports & Theory | 3 |
| KIN323: Motor Learning & Development | 3 |
| KIN361: Adv Topics in Sports Psych | 3 |
| HLT401: First Aid & CPR | 1 |

| **MINOR IN PSYCHOLOGY** | **(18)** |
|---|---|
| PSY105: General Psychology | 3 |
| PSY215: Social Psychology | 3 |
| PSY275: Abnormal Psychology | 3 |
| PSY300-400 Electives | 9 |

*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.

## PROGRAM LEARNING OUTCOMES

1. Graduates will understand key events, ideas, and people that have shaped studies in Criminal Justice.
2. Graduates will collect, evaluate, and synthesize information effectively to complete investigations and research projects in Criminal Justice.
3. Graduates will write and speak clearly, confidently, and persuasively in the field of Criminal Justice.
4. Graduates will apply a biblical worldview in the field of Criminal Justice, developing well-reasoned, informed conclusions.

## FACULTY

Sandra Flint
Tom Pennington

**MAJOR**
Bachelor of Science or Bachelor of Arts:
- Criminal Justice

**MINORS**
Criminal Justice

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

**Specific Requirements (33)**

| | |
|---|---|
| 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 |
| POL103 Introduction to Politics or | |
| POL203 American Government | 3 |

Electives (9 credits from the following)

| | |
|---|---|
| ANT303 Cultural Anthropology | 3 |
| BUS210 Contemporary Economics | 3 |
| CJUXXX CJU Upper division elective | 3-9 |
| POL100-400 Elective | 3-6 |
| SOC203 General Sociology | 3 |

**MINOR IN CRIMINAL JUSTICE (21)**
**Minors must be taken in conjunction with a major to satisfy requirements for a bachelor's degree.**

| **Specific Requirements** | | **(21)** |
|---|---|---|
| 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 |

# 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**

1. Graduates will understand key events, ideas, and people that have shaped studies in Forensic Psychology.
2. Graduates will collect, evaluate, and synthesize information effectively to complete investigations and research projects in Forensic Psychology.
3. Graduates will write and speak clearly, confidently, and persuasively in the field of Forensic Psychology.
4. Graduates will apply a biblical worldview in the field of Forensic Psychology, developing well-reasoned, informed conclusions.

**FACULTY**

Sandra Flint

| 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 |

# CORBAN ONLINE

## UNDERGRADUATE PROGRAMS

**BUSINESS**
**BIBLICAL & THEOLOGICAL STUDIES**
**INTERDISCIPLINARY STUDIES**
**PSYCHOLOGY**

## CERTIFICATES

**BIBLICAL STUDIES**
**THEOLOGICAL STUDIES**

## CORBAN ONLINE

**ONLINE UNDERGRADUATE BACHELOR, ASSOCIATE DEGREES, AND CERTIFICATES**

Corban Online provides a practical, world-class education from a biblical worldview, preparing 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 biblically, respond rightly, and live faithfully in their chosen fields.

Online learners often have busy schedules. It's often difficult to juggle academic progress with the demands of work and family. Corban University's online 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.

Programs are designed to maximize flexibility. With new classes launching every eight weeks, students have many opportunities to arrange their coursework to fit their schedules. Courses are delivered on a user-friendly online platform that allows students to engage with the class and complete weekly assignments whenever and wherever it is convenient for them.

The online 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.

Fully online degree programs include bachelor's degrees in Biblical & Theological Studies, Business, and Psychology. Additionally, students can also combine their interests and construct their own bachelor's degree in interdisciplinary studies. For students not pursuing a full bachelor's degree, an associate's degree in Business is available, as well as certificate programs in Biblical Studies and Theological Studies.

A bachelor's degree requires the completion of 120 credit hours. However, many adult 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.

Corban University's online undergraduate program is designed to overcome the obstacles that can keep students from attending a traditional on-campus program without sacrificing academic excellence, personal mentoring, student support, or spiritual engagement.

**MAJORS**

Business, B.S., A.B.
Biblical and Theological Studies, B.S.
Interdisciplinary Studies, B.S.
Psychology, B.S.

**CERTIFICATES**

Certificate in Biblical Studies
Certificate in Theological Studies

**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 |

# BUSINESS

**Offered online only**

**PROGRAM OVERVIEW**

The online undergraduate 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 apply collaborative skills to achieve shared objectives in a team-based business project.
- 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.

**MAJORS**

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

**ASSOCIATE OF BUSINESS (A.B.) (60)**
**[Online Only]**

**General Ed. Core Requirements (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 |

**Associate Requirements (21)**

| | | |
|---|---|---|
| **Business Requirements** | | **(15)** |
| BUS205NT | Introduction to Financial Accounting | 3 |
| BUS210NT | Contemporary Economics | 3 |
| BUS230NT | Introduction to Management | 3 |
| BUS313NT | Business Law | 3 |
| BUS360NT | Introduction to Human Resources | 3 |
| **Additional Electives** | | **(6)** |
| *Select two electives from the following:* | | |
| BUS220NT | Business Communications | 3 |
| BUS303NT | Leadership | 3 |
| BUS320NT | Business Analytics | 3 |
| BUS325NT | Accounting and Finance for Managers | 3 |
| BUS333NT | Marketing Principles | 3 |
| BUS355NT | Survey of Operations Management | 3 |
| BUS370NT | Advanced Market Research | 3 |
| BUS438NT | Project Management | 3 |
| BUS453NT | Entrepreneurship | 3 |

**BUSINESS (B.S)**
**[Online Only]**

In addition to the General Education Core Requirements (48), The Online Business major requires:

**REQUIREMENTS FOR ONLINE BUSINESS MAJORS (45)**

| | | |
|---|---|---|
| BUS205NT | Introduction to Financial Accounting | 3 |
| BUS210NT | Contemporary Economics | 3 |
| BUS220NT | Business Communications | 3 |
| BUS230NT | Introduction to Management | 3 |
| BUS250NT | Survey of Marketing | 3 |
| BUS303NT | Leadership | 3 |
| BUS313NT | Business Law | 3 |
| BUS320NT | Business Analytics | 3 |
| BUS325NT | Accounting and Finance for Managers | 3 |
| BUS355NT | Survey of Operations Management | 3 |
| BUS360NT | Introduction to Human Resources | 3 |
| BUS370NT | Advanced Market Research | 3 |
| BUS438NT | Project Management | 3 |
| BUS453NT | Entrepreneurship | 3 |
| BUS483NT | Business Capstone | 3 |

# 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.

The certificates are designed to support personal formation and vocational discernment, preparing students for service in church, parachurch, and community contexts, as well as providing a foundational pathway for future academic study.

**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.S.

**BIBLICAL & THEOLOGICAL STUDIES (B.S)**

**[Online Only]**
In addition to the General Education Core Requirements, B.S. in Biblical and Theological Studies requires:

**REQUIREMENTS FOR ONLINE 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 |

**CERTIFICATE IN BIBLICAL STUDIES**

| **BIBLICAL STUDIES REQUIREMENTS** | **(18)** |
|---|---|
| BIB105NT Bible Study Methods | 3 |
| BIB114NT Survey of the Old Testament | 3 |
| BIB124NT Survey of the New Testament | 3 |
| THE205NT Introduction to Theology | 3 |
| BIBXXXNT Upper Division Bible Elective | 6 |

**CERTIFICATE IN THEOLOGICAL STUDIES**

| **THEOLOGICAL STUDIES REQUIREMENTS** | **(18)** |
|---|---|
| BIB105NT Bible Study Methods | 3 |
| PHL213NT The Worldview Seminar | 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 |

# 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.S.

**MAJORS**
Psychology, B.S.

**PSYCHOLOGY**
**[Online Only]**
In addition to the General Education Core Requirements, the B.S. in Psychology requires:

**REQUIREMENTS FOR ONLINE PSYCHOLOGY MAJORS (45)**

| | | |
|---|---|---|
| PSY105NT | General Psychology | 3 |
| PSY205NT | Organizational and Industrial Psychology | 3 |
| PSY208NT | Lifespan Development | 3 |
| PSY215NT | Social Psychology | 3 |
| PSY235NT | Social Science Research Methods | 3 |
| PSY275NT | Abnormal Psychology | 3 |
| PSY307NT | Human Sexuality | 3 |
| PSY311NT | Biopsychology | 3 |
| PSY312NT | Health Psychology | 3 |
| PSY334NT | Conflict Management | 3 |
| PSY335NT | Counseling Theories | 3 |
| PSY408NT | Crisis and Trauma | 3 |
| PSY495NT | Psychology and Christianity | 3 |
| PSY496NT | Psychology Capstone | 3 |
| SSC411NT | Ethics in Social Sciences | 3 |

# INTERDISCPLINARY STUDIES

**PROGRAM OVERVIEW**

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 Director of Corban Online and the Registrar.

In addition to the General Education Core Requirements, the 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.***

| **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.***

# GLOBAL PARTNERSHIPS

**TEACHERS COLLEGE (Universitas Pelita Harapan)**

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

**STUDY ABROAD PROGRAMS**

# 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*: *2026-2027.*

**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 seven majors:

1. Biology Education
2. Christian Religion Education
3. English Language Education
4. Indonesian Language Education
5. Mathematics Education
6. Primary Teacher Education
7. 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 International Primary Teacher Education or International English Language 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 if these credits may be available and 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.

# 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. Global Trips Fee applies.

# 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 an NT suffix. For example, BIB10500 would become BIB105NT.

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

**AGB103 Foundations of Agriculture/Ag Science (3)**
This course is an introductory seminar style course, designed to provide students an integrated perspective of various facets of the agriculture industry including plant and animal sciences, agronomy, water resource management, agribusiness, agricultural stewardship and ethics. Selected guests who are experts in their field will be invited to present lectures on topics related to agriculture, students will present their own literature review and the instructor will facilitate discussion. Prerequisite BIO210 or BIO220 or equivalent introductory biology course.

**AGB310 Agriculture Economics: Commodity Marketing and Food Pricing (3)**
This course is focused on the application of economic theory to agriculture pricing. Students will learn how prices are determined and develop the skill to analyze and forecast how prices change as the underlying conditions change. Students will learn how to find data, manipulate, analyze, and then apply them to test the validity of simple economic models. There is a mixture of theory along with practical knowledge paired with examples, creating a balanced representation of the tools used in market analysis. Prerequisites: BA210.

**AGB410 Sales and Marketing Agricultural Products (3)**
This course provides a broad view of agricultural marketing including supply chains and consumption, marketing functions and institutions. Students will learn to position their agribusiness through a variety of methods to gain market leverage. Students will learn various aspects of the sales process, including types of sales, creating the sales climate, motivation, referral and non-referral prospecting, qualifying prospects, selling to a buying center, and overcoming objections and closing techniques. Prerequisites: BUS323, BUS333.

**AGB420 Advanced Farm and Ranch Management (3)**
This course addresses advanced planning techniques, investment analysis, agricultural financing, real estate management, risk management, intergenerational transfer of family business, governmental regulation and political promotion of agribusiness, and stewardship and justice in agriculture. Students will learn management of people and leadership from a Biblical perspective. (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)

**AGS215L Intro to Animal Science (1)**
Introduction to Animal Science Lab will give students a chance to have hands-on experience with animals. This class visits farms and learns specific animal care and handling techniques in addition to focused study on breed ID and judging.

**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. (Spring – 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. (Fall – 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.

**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)

**AGS483 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.

## 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.

## 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)

**BIB134VA Bible Study Methods (2)**
An introduction to the principles and practice of the inductive approach to studying the Bible. (Vector Academy)

**BIB136VA Old Testament Study I (2)**
A study of a portion of the Old Testament built on an inductive Biblical studies method. Section specifics as outlined in the syllabi (Vector Academy)

**BIB137VA New Testament Study (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)

**BIB138VA Old Testament Study II (2)**
A study of a portion of the Old Testament built on an inductive Biblical studies method. Section specifics as outlined in the syllabi (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)

**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 (Spring, Alt.)

**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. (Fall, 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. (Fall, 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)

**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)

**BUS320 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)

**BUS323 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)

**BUS324 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)

**BUS333 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.

**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.*

**BUS336 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)

**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)

**BUS360 Introduction to Human Resources (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)

**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)

**BUS365 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)

**BUS370 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)

**BUS383 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)

**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.

**BUS435 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)

**BUS438 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.

**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.

**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)

**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)

**CML205 Mentored Ministry (1)**
Mentored Ministry is a one credit class that meets throughout the student's time in the Kairos program and it exists to be a place of processing, personalizing, practicing, and passing on all the ministry skills that are being learned in the classroom and in the student's ministry context. CML205 is designed for a student beginning the Kairos program.

**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)

**CMI365 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.

**CML405 Mentored Ministry (1)**
Mentored Ministry is a one credit class that meets throughout the student's time in the Kairos program and it exists to be a place of processing, personalizing, practicing, and passing on all the ministry skills that are being learned in the classroom and in the student's ministry context

**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.*

**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)

**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.

**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.

**COM343 Advanced Speech (3)**
This course provides a professional forum for students to experiment with advanced skills. Prerequisite: CO102. *Enrollment is limited.*

**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)

**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. Non-Criminal Justice and Forensic Psychology major and minors may take firearms courses but will be assessed a course fee. 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.)

**CJU415 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.

**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.

**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.

## 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. (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 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. Admittance to School of Education required or approval of director. (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. Admittance to School of Education required or approval of director. (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. Admittance to School of Education required or approval of director. (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. 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: Admittance to the School of Education required, or approval 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: Admittance to the School of Education required, or approval 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. Prerequisite: Admittance to the School of Education required, or approval of director. (Spring)

**EDU344 Literacy Methods I for Elementary Teachers (3)**
This upper division course prepares future elementary educators to design and deliver effective, evidence-based reading instruction grounded in structured literacy principles. Emphasis is placed on the essential components of reading—phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension—through explicit, systematic, cumulative, and multisensory instruction. Students will analyze and become familiar with a diverse library of children's literature and understand the importance of curricular literacy. Instructional strategies include small-group intervention, scaffolded support, progress monitoring, and culturally and linguistically responsive teaching. Candidates analyze and interpret data to inform instructional decision-making. They practice administering and evaluating reading assessments, designing data-driven lesson plans, and monitoring student growth through systematic progress monitoring tools. By the end of the course, teacher candidates will be equipped to create structure, supportive, and literature-rich reading environments that meet the diverse needs of elementary learners, including those with Dyslexia, and promote equitable literacy outcomes for all students. (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. Prerequisite: Admittance to the School of Education required, or approval of director. (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 the School of Education required, or approval of director. (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: Completion of ESOL coursework. (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. Prerequisite: Admittance to the School of Education required, or approval of director. (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. Prerequisite: Admittance to the School of Education required, or approval of director. (Fall)

**EDU444 Literacy Methods II for Elementary Teachers (3)**
This upper division course prepares future elementary educators to design and deliver effective, evidence-based writing instruction grounded in structured literacy principles. Emphasis is placed on the essential components of writing which include phonological and phonemic awareness, phonics, author's craft, and understanding the continuum of writing development. Instructional strategies include small-group intervention, scaffolded support, progress monitoring, and culturally and linguistically responsive teaching. Candidates analyze and interpret data to inform instructional decision-making. They practice administering and evaluating writing assessments, designing data-driven lesson plans, and monitoring student growth through systematic progress monitoring tools. By the end of the course, teacher candidates will be equipped to create structured, supportive, and literature-rich writing environments that meet the diverse needs of elementary learners, including multilingual learners and those with Dyslexia, and promote equitable literacy outcomes for all students.

**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. Prerequisite: Admittance to the School of Education required, or approval of director. *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: Successful completion of Education coursework and approval of director (Fall) Course fee: 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: Successful completion of Education coursework and approval of director (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: Successful completion of Education coursework and approval of director (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. Prerequisite: Successful completion of Education coursework and approval of director. (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

**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).

**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.

**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.

**ENG31400 Fantastic Literature and Lore (3)**
This course surveys a wide variety of fantastic literature and lore, from ancient times to the current era. This course satisfies the world literature requirement for English majors, and it also functions as a general education option for more advanced students.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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)**
In this course, selected elements of culture serve as the focal points of intellectual discourse. Of great interest will be the expressed worldviews of American colonists / citizens, indigenous peoples, and slaves, specifically their prevailing concepts of human nature and purpose. Ultimately, the intention is to promote and enable meaningful Christian thinking as we consider our relationship to these historical / intellectual foundations.

Moreover, while American History I explores the historical origins and realities of political conflict, social revolution, and modes of cultural exchange, much time is specifically given to the contextual study of dominant philosophies, including Puritanism, Enlightenment individualism, Deism, and transcendentalism, refining our understanding of these perspectives in relation to the Christian worldview.

**HIS124 American History II (3)**
This course promotes and enables meaningful Christian thinking as we consider our relationship to the historical-contextual foundations in the United States from 1877 to the present. Moreover, while the course explores the origins and realities of political conflict, social revolution, and modes of cultural exchange, time is also given to the study of key modern philosophies, including Marxism, secular existentialism, and postmodernism, refining our understanding of these perspectives in relation to the Christian worldview.

**HIS135VA Christianity & Culture I: Great Ideas of the West (2)**
This course is intended to introduce the students to elementary principles of philosophy, history and cultural analysis. (Vector Academy)

**HIS136VA Christianity & Culture II: God and Government (2)**
The course will cover political theory, early American history, and constitutional analysis. (Vector Academy)

**HIS137VA Christianity & Culture III: Capstone (2)**
The course will cover selected topics in contemporary cultural issues and how Christians should think about future cultural influence. (Vector Academy)

**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.

**HIS271 Premodern Japan: Age of the Samurai (3)**
A survey of the broad cultural forces – social, economic, religious, and military in nature – that shaped the country of Japan in the premodern era. The course timeline will include an overview of feudal Japan's cultural origins. However, it will focus most heavily on the late-Ashikaga Shogunate (ca. 1550) through the end of the Tokugawa Shogunate and the onset of the Meiji Restoration in 1868.

**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

**HIS331 History of the Vikings (3)**
A historical-contextual overview of the ideas, events, and people in the various corners of the Norse world that shaped – and were shaped by – the cultures of northern Europe and beyond during the Viking Age (A.D. 793 – 1241)

**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 by 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 Lifetime 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. Course/lab fee ($25)

**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. Course fee ($20).

**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

**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.

**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)

**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 professionals. This course will encourage students to make academic, social, and spiritual discernments Phithat 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. (Spring) *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 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. *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. (Fall, Even)

**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 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. (Offered as needed). *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. *Cross list COM403.*

**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. (Offered as needed)

**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.

**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.

**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.

**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: $100.

## 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. Course fee: $20 (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. Course fee: $30 (Spring)

**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 Course fee: $20 (Spring)

**KIN225 Speed, Agility and Quickness (3)**

This course is designed to provide students content related to the ever-growing specialization in speed training. Students will be exposed to content from the National Association of Speed and Explosion (NASE), and at the close of the course will be prepared to sit for their certification to become a Speed and Explosion Specialist. All aspects of speed training will be explored, including mechanics, training, and program design. The course will provide an entry-level understanding of biomechanics and exercise physiology as it pertains to improving athletic performance. Additionally, practical applications will be presented pertaining to proper warm up procedures, drills and exercises and sample programs that can be immediately applied upon completion of the course. Course fee: $190 (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: $50

**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. Course/lab fee: $30 (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. Course/lab fee: $30 (Fall)

**KIN 345 Exercise and Sport Nutrition**

Exercise and Sport Nutrition gives science-backed advice that has been translated into practical recommendations to help optimize training, boost performance, and accelerate recovery through nutrition. Learn why nutrient timing matters and how to identify your specific timing needs. Find carb, protein, fat, fluid, and supplement recommendations—for before, during, and after training or competition specific to situation, activity level, and sport. Use the sample nutrition plans and case studies for various sports and situations to help facilitate the implementation of those recommendations. (Alt Spring)

**KIN 361 Advanced Topics In Sport Psychology (3)**

Advanced Topics In Sport Psychology will provide students with an overview of advanced theories and research related to exercise and sport. Topics to be covered include the scientific background of sports psych, personalities, competition, diversity and inclusion, team dynamics, arousal regulation, self-confidence, adherence, psychology of injury, addiction and behavior, children and sport psych, and aggression. This course will also be designed to apply principles to exercise well-being and

sport performance in their lives. Prerequisite: KIN223, Recommended preparation: PS105, Course fee: $30 (Alt Fall)

**KIN373 Physiology of Exercise (3)**

Study of physiological mechanisms underlying human movement and exercise, including muscle contraction, energy production, fatigue, and neuromuscular control. Emphasis on cardiovascular, respiratory, endocrine, and nervous system responses to exercise, training adaptations, and fitness assessment. Laboratory and applied experiences focus on performance analysis, recovery, and athlete health. Course also explores ethical practice and Christian perspectives on stewardship of the body. Course Fee: $75 (Fall)

**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 Course/lab fee ($40) (Fall)

**KIN440 Performance Enhancement (3)**

The aim of this course is to help students become the most impactful sports performance coach possible by teaching the application of complex athletic development principles. The course provides evidence-based methods and coaching principles to help develop a top-level sports performance coach or a cutting-edge fitness professional. Course fee: $550 (Spring)

**KIN445 Training Special Populations (3)**

This course provides students an understanding of the physiological benefits of exercise in various populations. Special populations will include children and adolescents, pregnant clients, geriatric population, clients with cardiovascular disease, pulmonary conditions, cancer, cognitive disorders, and chronic conditions. Students will learn common pathophysiological conditions that may be associated with each population in the context of safety during exercise. An emphasis will be placed on how to design and implement exercise programs for each of the populations discussed. At the close of the course, students will be prepared to sit for their certification to become an NSCA (National Strength and Conditioning Association) Certified Special Population Specialist. Prerequisite KIN373. Course fee: $35 (Alt Spring)

**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: $100.

**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: $100.

**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: $100.

**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. Fee: $100.

**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: $100.

**MEA344 Studio Voice, Audio, 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: $100.

**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: $100.

**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 Media Practicum: Short Film (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.

**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.

## 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)

**MTH111 College Algebra (3)**
This course focuses on functions and their properties, including polynomial, rational, exponential, logarithmic, piecewise-defined, and inverse functions. These topics will be explored symbolically, numerically, and graphically in real-life applications and interpreted in context. This course emphasizes skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology. (Fall)

**MTH112 Pre-Calculus (3)**
A course primarily designed for students preparing for the sciences, calculus, and related disciplines. Essential topics of MTH111 College Algebra are covered in a condensed format. Then trigonometry is covered in detail. This course explores trigonometric functions and their applications as well as the language and measurement of angles, triangles, circles, and vectors. These topics will be explored symbolically, numerically, and graphically in real-life applications and interpreted in context. This course emphasizes skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology.

Students with a sufficient background in algebra may take this course without taking MTH111 College Algebra as a prerequisite. (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 years)

**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 or instructor approval. (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 or instructor approval. (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 MTH363 or instructor approval. (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 years)

**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 years)

**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 years)

**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)

**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: NRS305, NRS311, NRS320, NRS320L, NRS325, NRS325C, and NRS325L, NRS330L. (Spring)

**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. Clinical Fee: $200 (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: NRS305, NRS311, NRS320, NRS320L, NRS325, NRS325C, NRS325L, and NRS330L. Concurrent enrollment in NRS330C 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: NRS305, NRS311, NRS320, NRS320L, NRS325, NRS325C, NRS325L, and NRS330L. Concurrent enrollment in NRS330 is required. Clinical Fee: $200 (Spring)

**NRS330L 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. Acceptance into Nursing Program is required. Lab Fee: $150 (Fall)

**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:NRS305, NRS311, NRS320, NRS320L, NRS325, NRS325C, NRS325L, NRS330, NRS330C, NRS330L, NRS410, NRS410C, and NRS315 Concurrent enrollment in NRS333C is required. (Fall)

**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:NRS305, NRS311, NRS320, NRS320L, NRS325, NRS325C, NRS325L, NRS330, NRS330C, NRS330L, NRS410, NRS410C, and NRS315 . Concurrent enrollment in NRS333 is required. Clinical Fee: $200 (Fall)

**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, NRS315, NRS320, NRS320L, NRS325, NRS325C, NRS325L, NRS330, NRS330C, NRS330L, NRS410, NRS410C, NRS420, NRS420C. (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 and NRS330L. Concurrent enrollment in NRS410C is required. (Spring)

**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 and NRS330L. Concurrent enrollment in NRS410 is required. Clinical Fee: $200 (Spring)

**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, NRS410, NRS410C, 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, NRS315, NRS320, NRS320L, NRS325, NRS325C, NRS325L, NRS330, NRS330C, NRS330L, NRS410, NRS410C. Concurrent enrollment in NRS420 is required. Clinical Fee: $200 (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, NRS315, NRS320, NRS320L, NRS325, NRS325C, NRS325L, NRS330, NRS330C, NRS330L, NRS333, NRS333C, NRS410, NRS410C, NRS420, NRS420C. Concurrent enrollment in NRS440 is required. Clinical Fee: $200 (Spring)

**NRS490 Nursing Capstone: Caring in Practice – Clinical Preceptorship (4)**
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, NRS315, NRS320, NRS320L, NRS325, NRS325C, NRS325L, NRS330, NRS330C, NRS330L, NRS333, NRS333C, NRS410, NRS410C, NRS420, NRS420C. Clinical Fee: $200 (Spring)

## PHILOSOPHY

**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)

**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)

## 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 marital relationships 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. (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. (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: $75.

**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

**THE135VA Theology I (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)

**THE136VA Theology II (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)

**THE137VA Theology III (2)**
In this final Doctrine class, students will be equipped to live as Spirit-filled believers. 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)

**THE185VA Worldview I (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)

**THE186VA Worldview II (2)**
This course will train students in apologetics, the study of the intellectual defense of Christianity. (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.

**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.

**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)

## 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.

**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. (Spring, Alt.)

# ONLINE PROGRAM COURSE DESCRIPTIONS

## 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).*

**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.*

**BUS333NT 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 BUS333 Marketing Principles).*

**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 MGT303 Leadership).*

**BUS370NT 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.*

**PSY312NT Health Psychology (3)**
This course examines the psychological, behavioral, cultural, and spiritual factors that influence physical health and illness. Students will explore how cognition, emotion, personality, stress, lifestyle choices, social relationships, and broader cultural contexts affect health outcomes across the lifespan. Emphasis is placed on prevention, health promotion, and coping with illness through evidence-based psychological principles. From a Chrisitan worldview, this course considers the biblical understanding of the human person as an integrated unity of body, mind, and spirit. Students will evaluate contemporary health psychology theories and practices in light of Scripture, Christian ethics, and the call to steward the body as God's creation. Topics include stress and coping, pain management, chronic illness, behavioral change, health decision-making, cultural influences on health beliefs and practices, and the role of faith, prayer, and community in healing and well-being. Through readings and discussions, and applied assignments, students will develop skills for promoting healthy behaviors, supporting individuals facing illness, and thoughtfully engaging modern healthcare issues with compassion, wisdom, and theological discernment. (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 marital relationships 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.

**BIB207NT: Principles of Biblical Interpretation (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.

**BIB328NT: Old Testament: The Prophetic Literature (3)**
An expository study of the message and times of the preexilic, exilic, and postexilic prophets (Isaiah through Malachi). The course will focus on the biblical theology of these books, their genre, and their major themes (judgment and restoration, promise and fulfillment, the coming Day of the LORD, Messiah, and 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.

**BIB345NT: New Testament: The Gospels (3)**
An expository study of the life and teachings of Jesus Christ as recorded in the four canonical Gospels. The course will focus on the chronology of events, the major discourses, and key themes of the Gospels in their First-Century historical, cultural, geographical, and religious setting. Skills will be developed for the communication and application of the text with an eye toward personal discipleship and ministry in the local church.

**BIB348NT: New Testament: Johannine Literature (3)**
An expository study of Johannine literature, including the Gospel of John, the three epistles of John, and Revelation. The course will emphasize the composition and interpretation of these texts, along with key symbolism and theological themes within each. Skills will be developed for the communication and application of the text with an eye to personal discipleship and ministry in the local church.

**BIB355NT: New Testament: Acts and Pauline Literature (3)**
An expository study of select portions of Acts and the Pauline Epistles (Romans through Philemon). The course emphasizes the biblical theology, genre, and application of these books, with special attention given to political, religious, and social conditions in the eastern Roman Empire in the First Century A.D, hermeneutical principles

regarding narrative and epistolary literature, and key Pauline themes. Skills will be developed for the communication and application of the text with an eye to personal discipleship and ministry in the local church.

**THE315NT: Systematic Theology I: Foundations, Bible, Trinity (3)**
A study of key topics in systematic theology, with special attention given to developing skills necessary to identify the biblical foundation for each doctrine, the relationship each doctrine has to all others, and the functional application of sound doctrine for personal spiritual development and service in the local church. Topics dealt with include; prolegomena, Bibliology, the inspiration, authority, inerrancy, necessity, sufficiency, and clarity of Scripture; trinity, theistic and anti-theistic systems, the doctrine of the Trinity.

**THE325NT: Systematic Theology II: God the Father, Humanity, Sin (3)**
A study of key topics in systematic theology, with special attention given to developing skills necessary to identify the biblical foundation for each doctrine, the relationship each doctrine has to all others, and the functional application of sound doctrine for personal spiritual development and service in the local church. Topics include:
God the Father: the attributes of God; the names of God; Providence and the decree of God; humanity, the origin and nature of humanity; sin, the Fall and its consequences, original sin and depravity; the Christian and sin.

## 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.*

**COM102NT 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.*

**HIS215NT Christianity and Western Culture (3)**
Three enduring tensions have marked Christianity's relationship with Western culture: church versus state, faith versus reason, and sacred versus secular authority. Taking the era of classical antiquity as a starting point, this course will examine these tensions in the cultural, philosophical, religious, and political developments of Western Civilization. Eras covered include ancient Greece, Rome, the emergence of Christianity, the Middle Ages, the Renaissance, the Reformation, and the Age of Absolutism. The course places special emphasis on analyzing primary sources to explore Christianity's evolving relationship with Western civilization and culture. As students explore this relationship, they will develop a biblical Christian worldview and critically assess the positive and negative impacts of Christianity's interaction with Western civilization. *Online course offered as needed*.

**HIS225NT Christianity and Western Culture II (3)**
Beginning in the seventeenth century, this course examines Western civilization's cultural, philosophical, religious, and political developments, with an emphasis on the reciprocal impact between Christianity and the modern world. Periods studied include the Scientific Revolution, the Enlightenment, the French Revolution, industrialization, nineteenth-century political ideologies,

twentieth-century totalitarianism, the world wars, and the Cold War. Students will critically analyze themes such as the relationship of faith to reason, the effects of secularization, and the response of Christian thought leaders to ideological and economic challenges. Students will evaluate the positive and negative impacts of Christianity's interaction with Western civilization. Students will emerge with a stronger understanding of how past Christians have modeled faithfulness to Christ. Assessment will include online discussions, quizzes, and written papers. *Online course offered as needed*.

**HIS254NT 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.*

**HIS333NT 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.*

**HIS393NT 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.*

**MTH111NT 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.*

**MTH223NT 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.

**CML 505 Mentored Ministry (1)**
This course is intended for Kairos students in the grad portion of their program and does not differ substantively from CML 205 or 405 Mentored Ministry courses that Kairos students take each semester. While CML 205 is for freshmen and 405 is for sophomores and juniors, CML505 is for academic seniors and 5th year students. Mentored Ministry is a practicum style class that requires weekly ministry involvement, monthly mentorship from the Kairos program director, weekly class attendance, and also peer small groups to facilitate processing ministry and spiritual 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.

**CML833 Philosophical Foundations of Leadership (3)**
This course examines the philosophic foundations of leadership from a biblical and socio-historical perspective. Students will be directed to consider past and present leadership theory and praxis in light of Scripture. Best practices will be identified and examined in concert with Scripture in order to build a foundation for leadership that is rooted in the historical Christian faith and culturally informed and relevant.

## 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 I (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 Theology & Counseling II (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 Theology & Counseling III (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 the 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. (Spring)

**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. (Spring)

**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. (Spring)

**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)

**EDU 546 Leading People & Aligning Resources (3)**
In this course, future principals will gain knowledge pertaining to nonacademic duties of the principal including supervision of facilitates and services. Course topics will include, but are not limited to, budgeting, scheduling, human resource management, hiring, resource acquisition, technology, school safety, investigations, and governance processes. Candidates will learn and practice leadership skills to effectively manage and evaluate operational management, resource, and finance systems within an inclusive school equitably, effectively, and efficiently. Capacity building through recruitment and hiring will be explored as well as exploring applicable laws, policies, and regulations as required to lead and manage school resources and systems. (Spring)

**EDU547 Continuous School Improvement (3)**
This course will prepare leaders in establishing a vision and plan for their school. This course focuses on organizational influences on leadership, communications in schools, decision making, managing conflict, and facilitating change in schools. The course also emphasizes a recognition of the role schools play in community restoration and reconciliation processes. Students will develop skills surrounding the presentation and development of methods for creating a climate of continuous, systemic improvement in schools, learn to conduct a needs assessment and use systems thinking to develop long-term solutions, plan, and track goals to address deficiencies and inform community members of findings, progress and outcomes. They will gain understanding of how the relationships among the development of learning communities, teacher leadership, school effectiveness, and site-based accountability can positively improve schools. (Summer)

**EDU548 Instructional Leadership (3)**
This course is designed to help educational leaders develop their theoretical and practical understanding of key ideas central to supervising teaching and learning. The course emphasizes ways in which cultural, social, and organizational contexts influence teaching and learning, while recognizing the implications of teachers and students being created in the image of God. Candidates will learn to set a vision for teaching and learning with stakeholders and implement a plan to achieve that vision. They will know state requirements for curriculum, instruction and assessment, and create an action plan to improve teaching and learning. Practical exercises will be used throughout the course to develop skills in clinical process and a developmental approach to the supervision of educators through learning how to utilize data to support staff and faculty growth through professional learning. (Fall)

**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 graduate level course prepares future elementary educators to design and deliver effective, evidence-based reading and writing instruction grounded in structured literacy principles. Emphasis is placed on the essential components of reading—phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension, author's craft and the continuum of writing—through explicit, systematic, cumulative, and multisensory instruction. Students will analyze and become familiar with a diverse library of children's literature and understand the importance of curricular literacy. Instructional strategies include small-group intervention, scaffolded support, progress monitoring, and culturally and linguistically responsive teaching. Candidates analyze and interpret data to inform instructional decision-making. They practice administering and evaluating reading and writing assessments, designing data-driven lesson plans, and monitoring student growth through systematic progress monitoring tools. By the end of the course, teacher candidates will be equipped to create structured, supportive, and literature-rich reading and writing environments that meet the diverse needs of elementary learners, including multilingual learners, those with Dyslexia, and other exceptionalities to promote equitable literacy outcomes for all students. (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 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 students 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. Students 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. Course Fee: 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. (Fall, Spring, or Summer) 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. (Fall or Spring) Course fee: See course fees.

**EDU568 Principal Internship I (3)**
The Professional Seminar is a 15-week semester course throughout the duration of the Internship I and II practicum. The EDU568/569 Internships require candidates to compile 300+ hours in their placement completing and documenting a variety of leadership tasks. Candidates will complete a variety of coherent, authentic, field experiences in at least two school environments (Primary & Secondary) that afford opportunities to synthesize and apply knowledge while developing and refining professional leadership skills related to the NELP and OAR standards. Seminar sessions meet both in-person and online (asynchronous) and address current issues relevant to the ongoing leadership experiences. The purpose of seminar is to provide principal candidates with a forum to discuss their internship experiences, to work through expectations and portfolio items, to share information about licensing and employment, and to offer professional development opportunities and encouragement. Prerequisite: Passing of Internship Readiness Evaluation. Additional Course Fee required (see Course Fee list). Candidates must complete 100+ hours in their supplemental placement.

**EDU569 Principal Internship II (3)**
The Professional Seminar is a 15-week semester course throughout the duration of the Internship I and II practicum. The EDU568/569 Internships require candidates to compile 300+ hours in their placement completing and documenting a variety of leadership tasks. Candidates will complete a variety of coherent, authentic, field experiences in at least two school environments (Primary & Secondary) that afford opportunities to synthesize and apply knowledge while developing and refining professional leadership skills related to the NELP and OAR standards. Seminar sessions meet both in-person and online (asynchronous) and address current issues relevant to the ongoing leadership experiences. The purpose of seminar is to provide principal candidates with a forum to discuss their internship experiences, to work through expectations and portfolio items, to share information about licensing and employment, and to offer professional development opportunities and encouragement. Prerequisite: Passing of Internship Readiness Evaluation. Additional Course Fee required (see Course Fee list). Candidates must complete 200+ hours in their primary placement.

**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 the 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.

**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 emphasis 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.

**EDU641 Developing the Practice of Christ Animated Teaching (3)**
This course will foster the ability to develop models of the teacher as the practitioner of formation, model of Christian values, integrator of faith and learning, and designer of space and time necessary to develop a Christian learning community. Participants will examine content and processes of teaching Christianly in P-12 education, higher education, or non-educational contexts depending upon individual context and career paths. (Summer)

**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)

**EDU810 Philosophical Issues in Educational Studies (3)**
Students will examine philosophical issues relevant to educational studies from a Christian worldview. Emphasis is placed on enhancing critical thinking skills about issues related to higher education and non-profit endeavors. (Summer)

**EDU81100 Research I: Introduction to Leadership Research (3)**
This course serves as an introduction to the key principles and practices of educational research, aimed at developing the foundational skills necessary for doctoral-level inquiry in education and leadership. Students will explore both qualitative and quantitative research methods, learning how to design, conduct, and critique research studies in educational settings. Emphasis will be placed on understanding research design, data collection, and analysis techniques, as well as the role of evidence-based research in shaping educational policy and

leadership. Through both theoretical and practical components, students will engage with existing research literature, explore current trends and challenges in education, and begin to develop original research questions and study proposals. The course will also introduce key ethical principles in conducting educational research, ensuring that students develop a strong foundation in both methodology and professional integrity. By the end of the course, students will be prepared to engage in their own research projects by developing a literature review as part of a research proposal.

**EDU81400 Ethical Leadership (3)**
This course explores the foundations and practical applications of ethical leadership within educational contexts. Students will engage with biblical, classical, and contemporary theories of ethics, explore real-world case studies, and reflect on their own leadership values and practices. The course emphasizes the development of a personal philosophy of ethical leadership, encouraging students to align their beliefs with professional actions. In addition, students will analyze unethical behaviors commonly encountered in institutions and design corrective action plans that are both practical and rooted in ethical standards.

**EDU82100 - Research II: Qualitative Research**
This course serves to deepen the understanding of qualitative research methodologies, emphasizing the design, data collection, and analysis techniques essential for conducting high-quality research in educational settings. Students will explore various qualitative research traditions, such as phenomenology, ethnography, grounded theory, and case study research, while also learning how to critically evaluate the quality and rigor of qualitative studies. Special attention will be given to the ethical considerations inherent in qualitative research, with a focus on maintaining rigor and trustworthiness in data collection and analysis. Through practical exercises and case study analyses, students will gain hands-on experience in conducting qualitative research, preparing them for application in both formal educational institutions and non-formal educational contexts, such as community-based programs, adult education, and leadership development initiatives.

**EDU82400 Theological Research and Integration for Educational Studies (3)**
An introduction to research method and relevant resources in biblical and theological studies and discipleship practice. Students pursue integrative analysis related to their social science research interests to enhance their biblical and theological research competencies to be utilized in dissertation research.

**EDU83100 - Research III: Quantitative Research and Statistics**
In this course, students will deepen their understanding of quantitative research methods and inferential statistical analysis in the context of educational research. Building on prior research knowledge, the course focuses on topics in causal-comparative, correlational, and experimental research designs, with an emphasis on the appropriate use of statistical techniques to draw meaningful conclusions from data. Students will gain proficiency in using SPSS (Statistical Package for the Social Sciences) for data management, analysis, and interpretation of statistical results. The course will also continue to develop students' skills in composing literature reviews, synthesizing research findings, and applying statistical methods to real-world educational issues. Students will engage with both theoretical and practical aspects of quantitative research, preparing them to design and conduct robust research studies that contribute to evidence-based educational practices and policy.

## 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.

## KOGNIFIA EDUCATOR PROFESSIONAL DEVELOPMENT COURSES

**EDU940KO Classroom Management & Student Engagement (2)**
This course explores six research-based routines associated with but not exclusive to Positive Behavioral Intervention and Supports (PBIS), Teaching Expectations & Routines, Active Supervision, Opportunities to Respond, Behavior-Specific Praise, Precorrection, and Instructional Choice.

**EDU941KO Assessment for Learning (2)**
This course will walk educators through the power of strong formative assessment, how to teach students to work with feedback and self-assessment, use data to create timely instructional shifts, focus on rubric calibration to performance tasks, and digital assessment including auto-analytic platforms.

**EDU942KO Culturally Responsive Teaching (2)**
This course addresses several important factors of culturally responsive teaching. Beginning with the theoretical framework of funds of knowledge, questioning strategies for rigorous discussion that invited translanguaging and heritage language use. The course continues with scaffolds for language through linguistically responsive pedagogy and finishes with perspectives on the power of fostering family partnerships.

**EDU943KO Blended Learning (2)**
This course will introduce digital components to station-rotation and flipped models of instruction, using universal design for learning online models, aligning workflow and pacing in an LMS, building student agency and self-regulation for online components of learning and finishing with how to assess in blended settings.

**EDU944KO Educational Technology Integration Educational Technology Integration (2)**
The ISTE Standards emphasize technology integration as valuable to classroom learning. This course spotlights understanding ISTE standards, digital citizenship and data privacy, learning about multimedia creation and curation skills, AR/VR and simulation labs in the classroom, and basic trouble shooting and device management.

**EDU945KO Generative AI in Education (2)**
This course looks at Generative AI as an instructional tool. Focusing on Prompt engineering and feedback to create clear requests that result in reliable results, personalized learning platforms, and AI assisted formative assessment and analytics. This course will also introduce ethical, privacy, and bias considerations for AI use and student AI literacy and work force preparation.

**EDU946KO Supporting Students with Learning Disabilities (2)**
This course focuses on universal design, structured literacy, and numeracy intervention. This course also includes modules on assistive-technology toolkit, collaborative co-teaching models, progress monitoring, and IEP goal alignment.

**EDU947KO Trauma Informed Teaching Strategies (2)**
This course includes modules on neurobiology of trauma and classroom impact, predictable routines and safe spaces, integrating SEL practices, restorative and de-escalation techniques and educator – secondary trauma self-care.

**EDU948KO Effective Communication with Parents (2)**
This course will walk educators through modules on structuring 2-way communication channels, culturally responsive family engagement, digital etiquette and privacy, student led conferences and digital portfolios and navigating difficult conversations.

**EDU949KO Self-care for Educators (2)**
This course will walk educators through several strategies around self-care. Units include mindfulness practices, workload triage and time-blocking strategies, establishing professional boundaries and digital detox habits, peer support and mentoring circles that conclude with crafting a personal wellness plan.

**EDU950KO IDEA General Supervision - Least Restrictive Environment (2)**
This mini module undertakes a comprehensive, district-wide file review of all compliance indicators—spanning Least Restrictive Environment, IEP Development, FAPE, Discipline, and Secondary Transition. Pairing audits with targeted, evidence-based professional development recommendations for each non-compliant indicator, the initiative transforms compliance data into an actionable roadmap for systemic improvement. The outcome is

twofold: a precise snapshot of current adherence levels and a strategic training plan that equips staff with the knowledge, skills, and processes needed to sustain 100 percent compliance and, ultimately, deliver better educational outcomes for every student.

## 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

**KIN511 Human Movement Science (3)**
Examines the scientific foundations of human movement, with emphasis on the structure and function of the muscular, articular, and nervous systems. Focuses on the analysis of force production, stabilization, and force attenuation, and the integration of these systems in the control and execution of movement.

**KIN515 Motor Learning (3)**
Explores the physiological and psychological mechanisms underlying the acquisition, performance, and retention of motor skills across the lifespan. Emphasizes theoretical models of motor control, factors influencing skill development, and the application of motor learning principles to the assessment, instruction, and refinement of movement.

**KIN541 Performance Nutrition (3)**
Examines evidence-based nutritional strategies to support physical performance, recovery, and adaptation. Emphasizes nutrient timing, macronutrient and micronutrient requirements, hydration, and supplementation across varying training demands and populations.

**KIN561 Advanced Exercise Physiology (3)**
Provides an advanced analysis of physiological responses and adaptations to exercise. Addresses metabolic, cardiovascular, respiratory, and neuromuscular function, with consideration of age, sex, environmental conditions, and implications for conditioning and performance.

**KIN563 Advanced Research Methods (3)**
Introduces quantitative and qualitative research methodologies relevant to kinesiology and related disciplines. Emphasizes research design, statistical analysis, and critical evaluation of scientific literature, culminating in the development of a research proposal.

**KIN573 Performance Psychology (3)**
Analyzes psychological factors associated with optimal performance in individual and team settings. Examines strategies for enhancing motivation, focus, and resilience, and for developing performance environments that support consistent, high-level outcomes.

**KIN611 Essentials of Strength and Conditioning (3)**
Presents foundational principles of strength and conditioning, including exercise physiology, biomechanics, and nutrition. Emphasizes exercise technique, program design, testing, evaluation, and organizational considerations, with alignment to professional standards and certification expectations.

**KIN612 Program Design for Strength and Conditioning (3)**
Focuses on the development of individualized and sport-specific training programs. Emphasizes needs analysis, periodization, performance assessment, and evidence-based decision-making in the design and evaluation of strength and conditioning programs.

**KIN621 Techniques And Assessments in Corrective Exercise (3)**
Examines methods for assessing movement quality and identifying dysfunction, imbalance, and compensatory patterns. Emphasizes systematic assessment techniques and the interpretation of findings to inform corrective interventions.

**KIN622 Corrective Exercise - Strategies And Applications (3)**
Applies principles of corrective exercise to the design and implementation of targeted interventions. Emphasizes improving movement quality, enhancing functional capacity, and reducing injury risk through evidence-based strategies.

**KIN635 Exercise And Chronic Disease (3)**
Examines the role of exercise in the prevention and management of chronic diseases. Emphasizes evaluation of current evidence and application of exercise guidelines for conditions including cardiovascular disease, diabetes, obesity, cancer, and neurological and musculoskeletal disorders.

**KIN683 Internship/Research Project (3)**
Provides a supervised experiential learning opportunity through a professional internship or mentored research project. Emphasizes the integration of theory and practice, professional competencies, and application of kinesiology principles in applied or research settings.

## 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.