

Principal License Program Handbook

2025-2026



Table of Contents

TABLE OF CONTENTS	2
THE HISTORY OF CORBAN UNIVERSITY	3
ACCREDITATION	3
LOCATION	4
LIBRARY	4
STATEMENT OF FAITH	5
PRINCIPAL LICENSE PROGRAM	6
OVERVIEW	6
PROGRAM MISSION AND VISION	6
PROGRAM LEARNING OUTCOMES	6
REQUIRED COURSES	7
COURSE DESCRIPTIONS	8
<i>Principal License (PLP)</i>	<i>8</i>
<i>Additional Courses if pursuing an M.S.Ed.</i>	<i>10</i>
INFORMATION FOR ALL GRADUATE PROGRAMS.....	11
2025-26 TUITION AND FEES	11
ADVISORS	11
AUDITING COURSES	11
FINANCIAL AID.....	11
REGISTRATION	11
REGISTRATION AND PAYMENT OF FEES FOR GRADUATE STUDENTS.....	12
GRADUATE SCHOOL ADMISSION AND ACADEMIC POLICIES	13
PRINCIPAL LICENSE ADMISSION REQUIREMENTS	13
ADMISSION PROCEDURES.....	13
ADMISSION PROCEDURE OF INTERNATIONAL STUDENTS	13
DETERMINING ADMISSION OF CANDIDATES	14
ACADEMIC APPEALS	14
ADDING OR DROPPING COURSES	15
<i>Adding Courses</i>	<i>15</i>
<i>Dropping Courses.....</i>	<i>15</i>
CRIMINAL CONVICTIONS	15
DISABILITIES POLICY	15
DIVERSITY STATEMENT	16
EQUAL OPPORTUNITY AND NON-HARASSMENT POLICY.....	16
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA).....	16
GRADING	17
HUMAN SUBJECTS RESEARCH REVIEW COMMITTEE.....	17
INCOMPLETES	17
INDEPENDENT STUDY POLICY	18
SUMMER SCHEDULE.....	18
TECHNOLOGY PROGRAM REQUIREMENTS.....	18
PRINCIPAL LICENSE PROGRAM INFORMATION AND POLICIES	19
DURATION OF STUDY LIMITS.....	19
PROGRAM REQUIREMENTS.....	19
READMISSION OF CANDIDATES.....	19
TRANSFER OF CREDIT	20
WAIVER OF REQUIRED COURSES	20
APPENDIX A: GRADUATE EDUCATION COURSE SCHEDULE.....	21
APPENDIX B: M.S.ED. PLANNING PARAMETERS	22
APPENDIX C: GRADUATE EDUCATION ACADEMIC CALENDAR	23

The History of Corban University

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 college has been transformed from a Bible college to a comprehensive college offering programs in biblical studies, the liberal arts, and professional studies.

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

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

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

Accreditation

Corban is an accredited institution through the Northwest Commission on Colleges and Universities (NWCCU). The School of Education is nationally accredited through the Association for Advancing Quality in Educator Preparation (AAQEP), a national accrediting organization recognized by the Council for Higher Education Accreditation. Full accreditation acknowledges that a program prepares effective educators who continue to grow as professionals and has demonstrated the commitment and capacity to maintain quality. It is approved to license teachers and principals 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.

Location

Corban is located in Salem, the capital of Oregon and the heart of Oregon's beautiful Willamette Valley. The campus sits on a 100-acre, tree-covered hillside—just 60+ minutes from the Pacific Ocean, Portland, Eugene, and magnificent Mt. Hood.

Library

In addition to 110,000 titles and 575 current periodical subscriptions on location, Corban's membership in the Oregon Private Academic Library Link (OPALL) provides access to an additional 500,000 titles and 750,000 volumes. The library and its users also have access to over 11,000 full-text journals in electronic format. The library houses the Prewitt/Allen Archaeological Museum, a collection of Middle East artifacts, unique on the West Coast.

The Corban Library also houses the Teacher Education Center that currently contains curriculum, Children's Literature, home school and education journals. The school has also purchased access to ProQuest, an education information service that will give our students access to over 400 education journals online. There are another 4,500 education book and video titles in the education section of the general circulation collection. During the school year, the library is open 80 hours a week while also offering online access to its databases and research assistance.

Statement of Faith

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Principal License 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. Candidates may pursue the Principal License as part of either an M.S.Ed. or Ed.D. degree, or as a stand-alone license.

The completion of the Principal License as a part of an M.S.Ed. requires 36 credits of content and internship while the completion of the Principal License as a part of an Ed.D. required 45 credits of coursework and research.

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 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 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.

Required Courses

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	(3)

Internship (6):

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

Course Descriptions

Principal License (PLP)

EDU511 (3) Biblical Worldview & Ethics in Education

This course examines how biblical belief structures influence the methods educators use to motivate people to learn. Each candidate will develop a personal statement of his/her biblical worldview and how that view affects his/her perspective on learning, teaching, and thinking on current issues in education.

EDU513 (3) Biblical Leadership in an Educational Environment

This course is designed to explore biblical leadership in the educational setting. Through the light of biblical ethical theory, students will examine and analyze on how organizational leaders respond to the situations they face and be asked to embrace the responsibility of leadership with a view to the positive difference both formal and informal leaders can make in any given educational environment. Students will have the chance to reflect on and apply their own values and ethical understanding to shed light on situations they often face as educational leaders. In addition, students will examine research that exists on traditional theories of leadership and investigate current issues in school leadership, with a view to articulating what each might do as an active leader in their own educational setting. (Fall)

EDU536 (3) Equity and Ethics in Education

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)

EDU545 (3) Law, Policy and Politics in Education

This course identifies and analyzes major policy and political trends and issues impacting education on the national, state and local levels. Recent and historical legal issues and specific decisions will also be examined to add light on the policy, politics and practices in American schools. This course leads students to a familiarity with the perspective of a wide range of stakeholders in education, and the complex processes of making policy and determining practices.

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.

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.

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.

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).

EDU568 Internship I – 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).

EDU569 Internship II – Candidates must complete 200+ hours in their primary placement.

Additional Courses if pursuing an M.S.Ed.

EDU503 (3) Exploring Issues in Education

Educators continually examine current practices in P-12 education in search of better solutions to increase student achievement and prepare students for the world in which they will live and work. In this course, participants will examine issues of learning, culture, society, politics and philosophies impacting students, teachers and schools today. The course will equip participants to use academic scholarship and research to develop their own reflective practice, collaborate with others and advocate for solutions that better 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. Participants 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)

EDU601 (3) Introduction to Educational Research and Analysis

This course will provide an overview of various research methodologies applied in the field of education, as well as instruction in finding, selecting and evaluating educational research. Students will be guided in the defining of the focus area for their thesis and developing a relevant annotated bibliography to take with them into the thesis writing. (Fall)

EDU602 (3) Thesis

Students will be guided in supplementing the thesis bibliography begun in EDU601, organizing the resources for thesis writing and work with the instructor/advisor to meet a series of writing and review deadlines through the course of the semester. Significant attention will be provided also to the process of viewing academic literature and theses through the lens of a biblical worldview. *Candidates not finishing their Thesis by the end of the semester will be required to take one credit of Thesis work each semester until completed or withdrawing from the program.* (Spring)

Information for All Graduate Programs

2025-26 Tuition and Fees

Tuition per graduate semester hour: Education.....	\$684
Approximate tuition commitment: M.S.Ed.	*\$20,500
*For 2025/2026 2 yr. program candidates	
Program application fee.....	\$50
Graduation fee: M.S.Ed.....	\$150
Education/MBA Program: Independent Study fee	\$300
*More information under Independent Study section	

Advisors

Each student admitted will be assigned an academic advisor. Students are urged to contact their advisor regularly with questions they have about their program of study.

Auditing Courses

Students may audit courses from which they wish to derive benefit without fulfilling credit requirements. Only traditional undergraduate courses are available for audit. Auditing of an undergraduate course is subject to instructor approval and course availability as determined by the Registrar. Auditing private lessons, applied music classes or any online course is not permitted. Students may not challenge or test out of a course that has been audited.

A request to audit a course must be submitted to the office of the Registrar in writing at the time of registration or no later than the end of the registration period. If a student decides to take the course for credit, this schedule change must occur prior to the close of registration of the given semester. All other Corban academic policies apply to the course audit policy (e.g. non-degree seeking student, dropping a course, etc.). See the Registrar's Office for applicable fees.

Financial Aid

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

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

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.

Registration

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

Registration and Payment of Fees for Graduate Students

At the beginning of each semester, the student is required to pay the \$50 (nonrefundable) registration fee that is considered part of the overall tuition but is paid up-front. Tuition and fees are subject to change annually to take effect in the following Fall semester. No refunds will be granted following the close of registration.

Graduate School Admission and Academic Policies

Principal License Admission Requirements

The successful candidate will:

1. Profess faith in Jesus Christ and live a consistent Christian lifestyle.
2. Have completed a Bachelor's or Master's degree program at an accredited institution with a minimum cumulative GPA of 3.00.
3. 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. Remit Payment of \$50.00 as a nonrefundable application fee.
3. Submit Recommendation Forms listed below. Evaluators who complete the form should send it to the Office of Graduate and Online Admissions.
 - a. Professional
 - b. Christian Character
4. Send official transcripts from the final undergraduate institution to the Office of Graduate and Online Admissions. In addition, transcripts for any graduate courses believed to be transferable to the program should also be sent.
5. Provide evidence of professional teaching experience, applicable experience and/or licensure by submitting a Professional Resume.

Admission Procedure of International Students

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

1. The applicant must submit all of the documents required of any new student, as listed under the Admissions Procedure. Transcripts of the student's academic record submitted in a language other than English must be accompanied by a certified translation into English by World Evaluation Services. (www.wes.org)
2. The applicant must demonstrate proficiency in reading, writing, and speaking English by attaining a minimum score of 637-673 (paper test) or 110-120 (Internet) on the Test of English as a Foreign Language (TOEFL). We would also accept an equivalent score on a similar, approved test. The TOEFL code number for Corban University is 4956. This number should be entered on examination answer sheets. To report scores of tests previously taken, enter the code number on TOEFL Request Forms. An alternative to the TOEFL exam is the International English Language Testing System (IELTS). Applicants must attain a minimum score of Band 8-9. Outside of the United States, information regarding the tests may be obtained from American embassies and consulate offices of the United States Information Service. Students who are accepted with minimal language ability may be required to take formal training in English as a Second Language (ESL).

3. The applicant must submit a written guarantee that transportation costs to and from the United States and expenses while in attendance at Corban University will be underwritten. Copies of bank account records, other financial instruments, or letters of certification may be submitted for this purpose.

International students must maintain a full schedule of studies, which is defined as a minimum of six units per semester. The United States government will not grant permission for part-time employment until a student has completed one year of studies and can prove that his or her financial situation has changed. In most cases, permission is granted only for work that is a practical application of the area of study being pursued by the student. In no case may other activities be allowed to interfere with a student's academic responsibilities.

The processing of an application usually takes several weeks. All application materials should be received by the Admissions Office by July 1 for the fall semester and by November 1 for the spring semester.

Determining Admission of Candidates

The Admissions Committee considers completed applications periodically in advance of each semester in which new students may start a degree or program of study. Following are the determinations that are made by the Admissions Committee and subsequently communicated to applicants in letter form.

- **Official Acceptance.** The applicant meets Admission Requirements and is offered the opportunity to enroll as a student in an upcoming semester. No provisions for admission are issued with this determination.
- **Provisional Acceptance.** The applicant meets Admission Requirements and is offered the opportunity to enroll as a student in an upcoming semester subject to certain prescribed provisions. The determination letter sent to the applicant will specify required provisions. Provisions for acceptance must be fulfilled prior to completion of the student's first semester of coursework. If provisions are not fulfilled on a timely basis, the student will not be allowed to take additional courses until admission is complete and approved. Some provisions may be prescribed which must be fulfilled prior to enrollment in the first semester of classes. The provisionally accepted candidate must submit evidence that provisions have been fulfilled to the Office of Graduate and Online Admissions. After provisions have been fulfilled, a letter of official acceptance will be issued.
- **Declination.** The applicant does not meet Admission Requirements and is not allowed to enroll as a student in an upcoming semester. Unless specified in the determination letter, declination does not preclude re-application at a future time if the applicant's situation changes and an updated application can be submitted to demonstrate the candidate subsequently meets Admission Requirements.

Academic Appeals

Students who have challenges or conflicts due to any of the policies of the graduate program can submit an appeal. The following is a list of steps that will be followed with each appeal.

- Document in writing explaining the appeal.
- Appeal submitted to the Director of the Graduate Department.
- The decision of the Director/Dean may be appealed to the Academic Council of the University.
- The decisions and recommendation of the Academic Council will stand in all academic appeals and petitions.

Adding or Dropping Courses

Adding Courses

Fall & Spring Semester/Face to Face: 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 Director of Graduate Education and the instructor teaching the course. Students are required to make up any course work missed due to late enrollment.

Dropping Courses

Students may drop a course up to the Drop Deadline (see Program Calendar). This is done by the student via Populi, but it is strongly recommended that students consult their advisor before making changes in their schedules.

Students may drop a course with no tuition penalty if done up to the Drop deadline.

- After the Drop Date deadline there will be no refund of tuition and no change in Financial Aid decisions made according to the original registration.
- Courses dropped before the Drop will not be reflected in the final transcript.
- Courses dropped after the Drop deadline will be included on the transcript with a W grade.
- Courses cannot be dropped in the last 2 weeks of class in order to avoid a low or failing grade.

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 Director or Dean and the Registrar.

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

Criminal Convictions

It is the policy of Corban that prospective applicants with a criminal record wait to apply for a minimum of one year from the end of their parole and/or probation. Prior to application, the candidate must have been established in a community and involved in an evangelical church for at least three years. Additionally, convictions for crimes involving moral turpitude, such as listed in ORS 342.143 and ORS 161.405, will be grounds for denial of admission to the University or grounds for dismissal from the University. Additional Criminal History Background checks may be conducted in the Graduate Education programs.

Disabilities Policy

In compliance with and implementation of the Americans with Disabilities Act of 1990 (ADA) it is the policy of the university to work with students and offer reasonable accommodation for any type of disability.

Corban offers a variety of supportive services that facilitate access to educational opportunities for students with disabilities. Documentation of an existing disability is required.

Interested students should contact the Director of Career and Academic Services, who can assist in planning for necessary academic support services. Students are encouraged to schedule appointments

as early as possible. Questions or complaints may be directed to: Director of Career and Academic Services, 503-375-7012.

Diversity Statement

We are committed to a community that values the worth of every individual. We strive for unity as a diverse community locally and globally. Teachers recognize assets students bring, the various contexts in which individual students thrive, and must advocate for the needs of all students. Teachers empower students' learning by providing the best learning environments possible and will not discriminate on the basis of students' race, ethnicity, linguistic background, sexual orientation, religious belief, socioeconomic status, or academic ability.

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 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 intimidating, hostile or offensive working or academic environment.

Questions or complaints may be directed to: Vice President for Business, Corban University Business Office 503-375-7030.

Family Educational Rights and Privacy Act (FERPA)

Corban University complies with the amended federal Family Educational Rights and Privacy Act of 1974 (FERPA) in the maintenance of records. Educational records of students maintained by the college will be made available only to members of Corban's staff who have a legitimate professional need for the material. FERPA, as amended, is designed to protect the privacy of student records. Students have the right to review all of their educational records and to challenge the content of a record they believe to be inaccurate or misleading.

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

Copies of Corban's Information Policy are available in the Student Life Office and the Registrar's Office. Students are advised that the Federal Government considers the following information to be directory information: the student's name, photograph, campus and home addresses, class standing, enrollment

status, telephone number and email address, date and place of birth, major field(s) of study, academic honors, participation in college activities and sports, degrees and awards/honors received, previous schools attended, dates of attendance. For members of athletic teams, directory information also includes height, weight, and positions played. Directory information may be released to third parties, such as in news releases. Students may request that directory information not be released to third parties. To make such a request, send a signed, dated statement to the Vice President for Student Life.

Non-directory information, such as grade reports, is released to third parties only when the student has submitted a written request. The custodial parent(s) of dependent students do have access to the student's records.

Grading

Grading Scale: Grades in the graduate program have the following meaning:

A	(4.00)	Superior
A-	(3.7)	
B+	(3.3)	
B	(3.0)	Good
B-	(2.7)	
C+	(2.3)	Passing, but below graduation requirement
C	(2.0)	
C-	(1.7)	
D+	(1.3)	Unsatisfactory; credits not applicable to the degree
D	(1.0)	
D-	(0.7)	
F	(0.00)	Failure
I		Incomplete
X		Coursework continuing into subsequent semester(s)
WP/WF		Indicates official withdrawal from the course (while passing/while failing). The candidate receives no credit for that course or for work that may have been completed while registered for the course.

Human Subjects Research Review Committee

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

Applications to be reviewed by the Committee are due two weeks prior to the Committee's meeting date, the second Tuesday of every month.

Incompletes

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

To be considered for an incomplete grade, students must be passing the course and have completed the majority of the course work, including all exams. The instructor will assign a contingency grade, which will become the final grade if the incomplete work has not been received by the due date of the contract.

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

Independent Study Policy

Graduate students may request permission to do an Independent Study (IS). An IS may be considered when there is a schedule conflict that cannot be resolved any other way. The student requesting the IS must have a minimum CGPA of 3.0 and be current on all course work. Any candidate desiring to take a course as an independent study will be charged an independent study fee of \$300. This is in addition to tuition charges.

Arrangements for independent study are initiated by the student with his or her advisor, and contingent upon consultation with and approval of the Director of Graduate Education. Independent study courses are limited offerings and dependent upon a variety of factors, including availability of faculty. Additional conditions or factors are as follows:

1. No more than six hours per semester are to be taken.
2. No more than 9 hours of independent study are taken over the course of study.
3. The independent study fee does not apply to content elective courses that candidates must complete to meet graduation requirements. These courses are paid for at the same rate as all other graduate courses.
4. The independent study fee does not apply to courses that must be taken out of sequence due to no decision or action on the part of the student. These courses are paid for at the same rate as all other graduate courses.

Summer Schedule

During the traditional academic year (fall and spring semester) courses are taught in a 15-week semester format. In the summer, courses are offered from the first week of June through the second week of August in a compressed 10-week semester format.

Technology Program Requirements

All students are required to use Microsoft Word as their word processing application, to be able to navigate online resources with reasonable fluency and to use their official Corban email account for all program communication. *Corban students will be eligible to purchase Microsoft Office at a discounted price.

Principal License Program Information and Policies

Duration of Study Limits

Principal License 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 upon completion of licensure requirements to enter the M.S.Ed. program, at which time all GTL coursework that applies to the M.S.Ed. requirements will be accepted and the candidate has four years in which to complete the remaining M.S.Ed. requirements. All decisions will be made on an individual basis by the Director of Graduate Education and Dean of Education based on recency of coursework and relevant professional experience.

Program Requirements

To become eligible for recommendation to TSPC for the principal license, 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 Bulletin.
2. Completion of Internship I & II. The penultimate step to completion of the program is the Internships and accompanying Portfolio.
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.

Readmission of Candidates

Candidates absent from the Principal License program for one year or less are not required to apply for re-admission. They will meet with the program advisor to determine a continuing program plan. To apply for readmission after an absence of one year or more, a candidate must complete an Application for Admission and return it to the Office of Graduate Admissions. The following additional factors and conditions apply for candidates absent from the program for more than one year:

- Returning after one year but within two years the candidate will be re-admitted upon applying for admission with no application fee and no letters of recommendation required.
- Returning within three years the candidate will be re-admitted upon applying for admission, including the application fee and letters of recommendation.
- After a three-year absence the candidate is required to submit all admissions application documentation and fees and will be considered for admission as a new student to the program –

though any coursework completed within six years of original admission can be included as fulfillment of M.S.Ed. requirements.

- All other Duration of Study Limits apply as described in that section of the Academic Bulletin.
- All admissions requirements as described in this Bulletin apply to any request for re-admission.

Transfer of Credit

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

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

Waiver of Required Courses

Courses required for completion of the Principal License Program or M.S.Ed. may have been waived based on similar graduate or undergraduate courses taken at Corban or another higher education institution.

Appendix A: Graduate Education Course Schedule

The matrix below provides an overview of when and in what format all graduate courses will be offered in a two-year cycle, and will allow students to actively participate in determining their own program plan. A number of important planning parameters are listed on the following page for students to note when designing or considering changes to their program plan. The following page of this document also provides a look at the course numbers and titles for required courses in all tracks in the M.S.Ed. Program. Some aspects of this plan are tentative due to adjunct and faculty schedules or changes.

COURSE MATRIX									
	2025-2026			2026-2027			2027-2028		
	<i>Fall</i>	<i>Spring</i>	<i>Summer</i>	<i>Fall</i>	<i>Spring</i>	<i>Summer</i>			
Core	513 601	511 602	503 511	513 601	511 602	503 511	513 601	511 602	503 511
C/I	534 536	535 542 545	532	534 536	542 545	532 535	534 536	542 545	532 535
Electives	550 556	538/539 (2) 551 (2) 58?	549 (2)	550 556	538/539 (2) 551 (2) 58?	549 (2)	550 556	538/539 (2) 551 (2) 58?	549 (2)
ESOL	611 614 618	615 616	618						
PLP	536 548	545 546	547	536 548	545 546	547	536 548	545 546	547

Appendix B: M.S.Ed. Planning Parameters

- 503 is required prior to taking 601 and 602. Other than that, Core courses do not need to be taken before track courses.
- 601 and 602 should be taken the last fall and spring in the program plan.
- ESOL Endorsement practica must be taken after all track courses are completed (or in the same semester of the last track course if that is spring semester).
- C/I candidates may take any ESOL, Principal License, or Reading courses to fulfill elective requirements.
- The C/I track can be completed entirely online, but ESOL and Principal License will require some synchronous events and in person practica.

M.S.Ed. Core (15 credits)
EDU503 Exploring Educational Issues (3) EDU511 Biblical Worldview & Ethics in Education (3) EDU513 Biblical Leadership in Educational (3) EDU601 Introduction to Research in Education (3) EDU602 Thesis (3)
Curriculum and Instruction (15 credits)
EDU532 Theories of Learning and Teaching (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, Policy and Politics in Education (3)
ESOL Endorsement (14 credits)
EDU611/711 Intro to Linguistics and Language Acquisition (3) EDU614/714 Intercultural Communication and Teaching (3) EDU615/715 The ESOL Classroom: Methods, Materials & Issues (3) EDU616/716 Content Area Instruction & Assessment for ELL Students (3) EDU618/718 ESOL/Bilingual Practicum (2)
Principal License Program (21 credits)
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)

Appendix C: Graduate Education Academic Calendar

	2025-2026	2026-2027
Fall Semester	Fall 2025	Fall 2026
Open Registration Begins	July 15	
1 st Day of Instruction	September 2	
Add/Drop Date Deadline	September 9	
Thanksgiving Break	November 26-28	
Finals Week	December 8-12	
Spring Semester	Spring 2026	Spring 2027
Open Registration Begins	November 15	
1 st Day of Instruction	January 5	
Add/Drop Date Deadline	January 12	
Spring Break	March 23-27	
Finals Week	April 27 – May 1	
Commencement	May 2	
Summer Semester	Summer 2026	Summer 2027
Open Registration Begins	April 15	
Online Instruction Begins	June 8	
Add/Drop Date Deadline	June 15	
Final Week of Online Instruction	August 10-14	

*Any course to be added to a student's schedule **after the first day of online instruction** requires **consultation with and approval of the Director of Graduate Education**, even if the course is F2F and has not yet met for the first time.*