

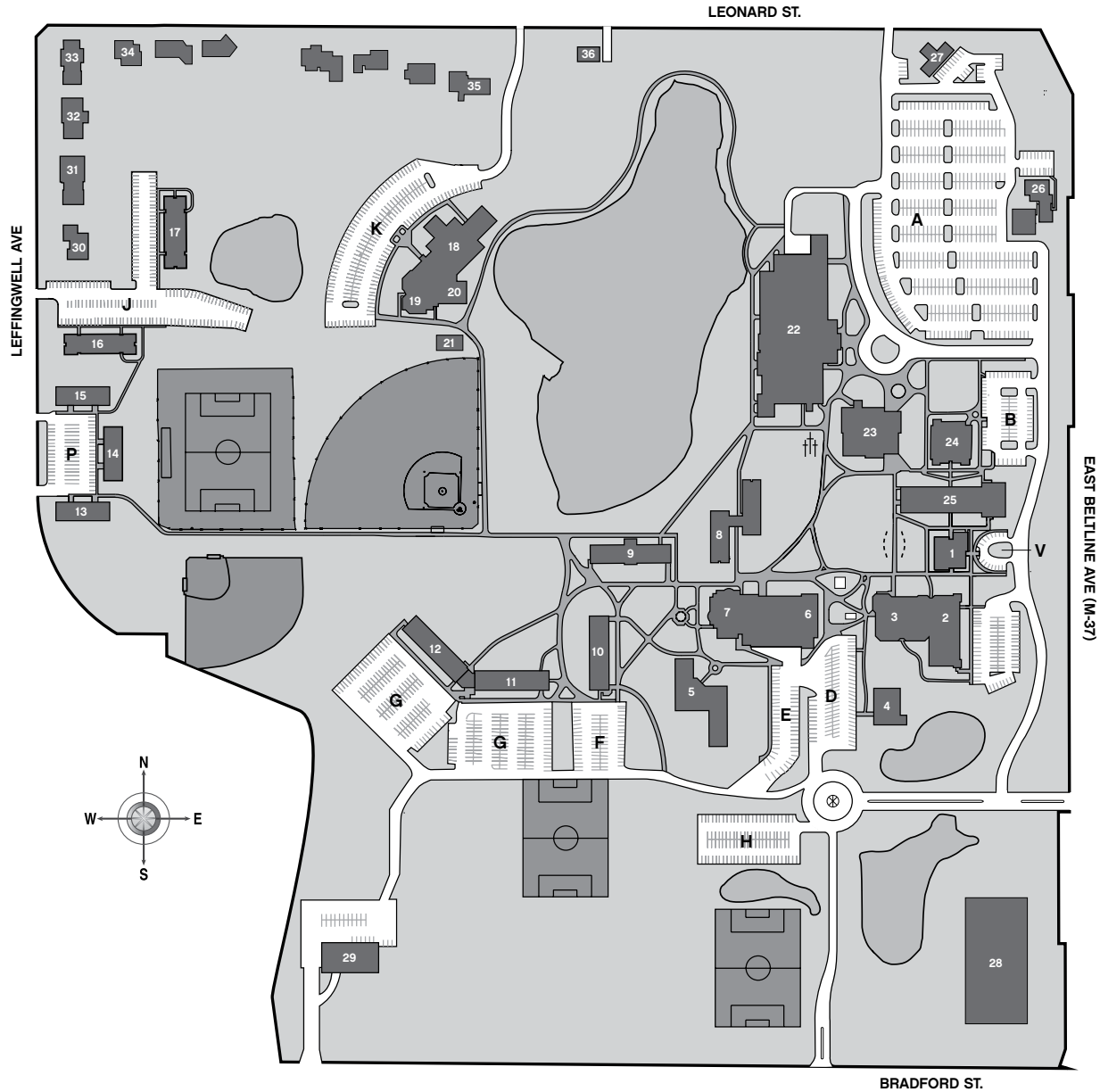
Cornerstone

UNIVERSITY®

BUILD A LIFE THAT MATTERS

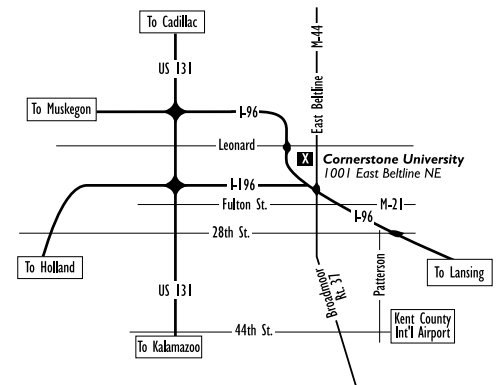
Grand Rapids, Michigan

Undergraduate Academic Catalog
2010-2011



MAP KEY

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| <ol style="list-style-type: none"> 1. Ketcham Bldg. (Admissions/Financial Aid/ Welcome Center) (KETC) 2. Faber Hall – Bookstore (FABR) 3. Bolthouse Hall (BOLT) 4. Gordon Hall (GORD) 5. Miller Hall (MLHL) 6. Gainey Conference Center (GAIN) 7. Corum Student Union (CORM) 8. Quincer Hall (QRH) 9. Picket Hall (PIRH) 10. Keithley Hall (KERH) 11. VanOsdel Hall (VORH) 12. Cook Hall (CKRH) 13. Fuller Hall (FURH) 14. Knoll Hall (KNRH) 15. Morris Hall (MORH) 16. Babcock Hall (BKRH) 17. Crawford Hall (CDRH) 18. Wood Seminary Bldg. (WOOD) | <ol style="list-style-type: none"> 19. Matthews Auditorium (MATA) 20. Pirsig/DeBruyn Chapel (PDCH) 21. Theatre Storage Building 22. Hansen Athletic Center (BHAC) 23. Miller Library (MLLB) 24. Administration Building (ADMN) 25. Daverman Hall (DAVR) 26. Cornerstone University Radio 27. Professional & Graduate Studies Bldg. and Accounting Office 28. Theatre Costume Storage & Rentals 29. Campus Services 30. Herald Office – 1128 Leffingwell 31. 1142 Leffingwell 32. 1158 Leffingwell – PGS Accounting 33. 1180 Leffingwell 34. 2830 Leonard 35. 2968 Leonard – Shabach House 36. 3014 Leonard – I.S. House |
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A Letter from the President



Dear prospective student,

Welcome to one of life's most exciting adventures! There are few experiences as significant as college life. And, there are few choices that are as determinative than the choice of what school you will attend to get that experience. During your college years you will make life-long friends and discover new horizons of spiritual, intellectual, social and personal growth. Being clear about God's leading in your life at this point is huge.

Given the importance of this decision, you can't imagine how thrilled I am that you have picked up the catalog for Cornerstone University. As you read through these pages you will find a lot of information that will be helpful as you navigate your decision. As president I can promise you that we make every effort to provide an education that will equip you to have a meaningful and successful future in a campus environment where you will thrive.

As you look through these pages, remember that Cornerstone University is not just course descriptions, program details and cost analysis. What we can't put into print is the sense of belonging and community that you will experience here. Caring professors, motivating spiritual experiences, top-flight athletics, important discussions about life and love that happen when you hang out with friends, and life-changing impact as you meet Jesus in new and fresh ways... all a part of the Cornerstone experience.

We'd love for you to come and visit us as a part of your decision process. In many respects life at Cornerstone is only fully appreciated when you walk our halls, meet our faculty and hear our students tell you why they love what they are learning and becoming at Cornerstone.

If you have any questions please let us know. We want to help you find God's will in your college choice in a clear and confident way!

Cordially,

A handwritten signature in black ink, which appears to read "Joseph M. Stowell". The signature is fluid and cursive, with a large, sweeping initial "J" and "S".

Joseph M. Stowell
President

2010-2011 Academic Calendar



FALL 2010

| | |
|--|------------|
| Terra Firma Arrival (Undergraduate) | Sept. 1 |
| Faculty Work Days | Sept. 1-2 |
| Labor Day (No Classes) | Sept. 6 |
| Classes Begin | Sept. 8 |
| Fall Break | Oct. 18-19 |
| Mid-Term | Oct. 20-22 |
| Registration Begins | Oct. 25 |
| Senior Assessment | Nov. 3-6 |
| Last day for withdrawal without W/P or W/E | Nov. 9 |
| Thanksgiving Break | Nov. 24-26 |
| Class Resume | Nov. 29 |
| Last day withdrawal without W/E | Dec. 6 |
| Final Day of Classes | Dec. 10 |
| Final Exams | Dec. 13-16 |

SPRING 2011

| | |
|--|------------------|
| J-Term | Jan. 10-21 |
| Classes begin | Jan. 24 |
| Spring Break | March 7-11 |
| Classes Resume | March 14 |
| Mid-Term | March 14-18 |
| Registration begins | March 14 |
| Junior Assessment | March 23-26 |
| Last Day for withdrawal without W/P or W/E | March 28 |
| Senior Assessment | March 28-April 1 |
| Good Friday (No Classes) | April 22 |
| Easter Sunday | April 24 |
| Professional Development Day for Faculty | April 25 |
| Last day for withdrawal without W/E | April 25 |
| Classes Resume (Tues.) | April 26 |
| Final day of classes | April 29 |
| Final Exams | May 2-5 |
| Commencement | May 7 |

About Cornerstone



OUR IDENTITY: WHO WE ARE – Cornerstone is a Christ-centered university with a passion for global influence through the transforming power of the gospel.

OUR MISSION: WHY WE EXIST – We exist to empower men and women to excel as influencers in our world for Christ by offering a student-focused learning community where Jesus Christ is central.

OUR VISION: WHAT WE ASPIRE TO – We aspire to create a thriving community of fully devoted followers of Jesus in a spiritually contagious, academically excellent, richly resourced and culturally diverse learning environment that attracts outstanding students, faculty and staff who influence our world for Christ, his church and his kingdom.

History

Cornerstone University is an independent, evangelical Christian institution. The university (formerly Grand Rapids Baptist College and Seminary) began as an evening Bible institute in the educational wing of the Wealthy Street Baptist Church on Jan. 7, 1941. Two hundred and eleven students enrolled in Bible courses designed to make them more effective lay workers in local churches. The response to the program and the expressed desire of many students to enter into ministry led to the inauguration of a day school in 1944, which offered two- and three-year programs of study.

In 1945, the hiring of seminary-educated professors raised the level of education for ministry. As a prerequisite to entrance into the pastoral ministries program, a minimum of two years of general education, including Greek and philosophy, was required. In 1955, the seminary moved to admit only students with baccalaureate degrees. Steps were also taken to change both the level and the function of the Bible Institute to a degree-granting, undergraduate institution. One of the options considered was to become a liberal arts college. Finances and faculty did not adequately support that move, and in 1963 the Bible Institute became a state-approved Bible College, chartered to offer the Bachelor of Religious Education and Bachelor of Music degrees. The Bible College incorporated the general education of the pre-seminary course, added six 15-20 hour concentrations in the liberal arts to its curriculum, and became a four-year college with a two-year general education base and a major in Bible. In 1964, the college and seminary moved to a new 64-acre campus, and the same year the college was received as a member of the American Association of Bible Colleges. The campus is now 119 acres.

In 1972, with the development of facilities, faculty and finances, the institution was approved by the State of Michigan as a degree-granting college of arts and sciences. In 1977, the institution was accredited by what is now The Higher Learning Commission of the North Central Association of Colleges and Schools (30 N. LaSalle St., Suite 2400, Chicago, IL 60602-2514, 312-263-0456). Information and documents relative to accreditation are available for public inspection through the Office of the Executive Vice President. In 2001, the institution was accredited by the National Association of Schools of Music.

In 1993, Grand Rapids School of Bible and Music was joined to the institution for the preservation of its rich heritage and academic records. The following year (June 1994), the name of the institution was changed from Grand Rapids Baptist College and Seminary to Cornerstone College and Grand Rapids Baptist Seminary. In 1993, the college also instituted the Adult and Continuing Education program (currently called the Professional & Graduate Studies program). On July 1, 1999, following approval by the State of Michigan, Cornerstone College and Grand Rapids Baptist Seminary became Cornerstone University. In June 2003, the graduate theological school became Grand Rapids Theological Seminary.

Cornerstone University holds memberships in the Council of Independent Colleges, the National Association of Independent Colleges and Universities, the Association of Independent Colleges and Universities of Michigan, the Council for Christian Colleges and Universities, the National Association of Schools of Music (NASM, since 2001) and the North Central Association of Colleges and Schools (NCA, since 1977).

Build A Life That Matters

At Cornerstone University we believe that you are a life that matters. Our goal is to help you build on the foundation you have in Christ so that you can reach your highest potential. The following values are embedded throughout our policies, programs and community:

- 1. Jesus Matters** – *Cornerstone University values a spiritually contagious environment.* As followers of Jesus, our staff, faculty and students are committed to creating an environment where students can thrive in their personal relationship with God. This is the foundation we believe matters most.
- 2. Academics Matter** – *Cornerstone University values academic excellence in its programs and activities.* We offer a student-focused learning community that values excellence in education. Our outstanding students, faculty and staff are equipped to excel in their fields of study and be influencers for Christ in a variety of vocations.
- 3. Resources Matter** – *Cornerstone University values an environment that is richly resourced.* We are committed to providing an education and campus rich in resources both for our students, staff and faculty and for the West Michigan and global communities we influence.
- 4. Community Matters** – *Cornerstone University values cultural diversity in our environment, activities and programs.* We seek to provide cultural opportunities, a diverse community and cultural awareness in all of our programs to instill in our students a passion for global influence and cultural engagement.

The Cornerstone Confession

Cornerstone University affirms a core confession of convictions in common with the creeds of the early church, the confessions of the Reformation and all conservative, evangelical Christians.

1. We believe that the Bible is the Word of God, truth without error, clear and powerful in its message, sufficient for all of our needs and the final authority for faith and life.
2. We believe in the triune God – Father, Son and Holy Spirit – who is holy, loving, good, wise and almighty; who has created all things by his word out of nothing, who sustains, provides for and rules all things, who is our only Redeemer and who will judge all people.
3. We believe that God created men and women in His image and likeness for fellowship with himself and to carry out the creation mandates; that Adam sinned and that by his disobedience the entire race was alienated from God, deprived and totally lost.
4. We believe in the Lord Jesus Christ who added full humanity to His perfect deity, obeyed God perfectly, died for our sins on the cross, rose again to defeat Satan, returned to heaven to pour out the Holy Spirit at Pentecost and to intercede for His people.
5. We believe that the triune God has provided a great salvation for those who repent of their sins and trust Christ and His finished work; that He calls, regenerates, justifies, forgives, adopts, sanctifies, keeps and will glorify them.
6. We believe in the Holy Spirit who has been sent to complete and perfect in us all of the works that Jesus did for us. He convicts of sin, regenerates, sanctifies us, gifts us for ministry and assures us of our salvation.
7. We believe in the personal return of the Lord Jesus Christ, the bodily resurrection and final judgment of the just and the unjust, the everlasting blessedness of the saved and the everlasting, conscious punishment of the lost.

While many fellow Christians affirm the above truths, we affirm them from within the Baptist tradition as developed at the end of the twentieth century and as reflected in the following beliefs:

1. We believe that the church is a new people of God born at Pentecost, distinct from Israel, and manifest in local congregations of baptized believers who are committed to carry out the great commission.
2. We believe that Jesus gave two ordinances to the church, baptism of believers by immersion and the Lord's Supper.
3. We believe in the autonomy of the local congregation, the priesthood of all believers and in leadership by elected pastors and deacons.
4. We believe in the continued expression of the spiritual gifts. The more demonstrative or "sign gifts" such as healing, raising the dead and speaking in tongues were essentially given for the authentication of the apostolic generation and are not normative for today.
5. We believe that Jesus Christ may return at any moment to deliver His people from the coming wrath, defeat the kingdom of Antichrist, and establish His millennial kingdom.
6. We believe that civil government is of divine appointment and that we are responsible to be good citizens. However, should civil government command us to violate God's Word, we must obey God rather than man.
7. We believe in the reality of Satan and his kingdom of darkness, and that our confrontation of Satan demands belief and trust in God and the effective use of Scripture and other resources God has made available to us.

We are an educational institution and would forfeit our mission if we attempted to be a local church or if we failed to interact with the contemporary world. Therefore:

1. We are committed to do this from a thoroughly biblical worldview in which “The fear of the Lord is the beginning of wisdom.”
2. We are responsible to engage with the world of education, business, economics, politics, the sciences, the humanities, and everything else that is included in the contemporary world cultures.
3. We are responsible to prepare our students to have an effective influence in this wider world. To accomplish these goals it is often necessary for us to listen to and critique people and ideas that are influential in this world and yet may be in significant disagreement with our convictions.
4. On this foundation, we desire to prepare students for a Christian life, ministry and service in the various cultures of the global community.

Curricular Goals

CIVITAS LEARNING OBJECTIVES

In the lives of our students, we desire to develop wise citizens, thoughtful about the present and future of God’s kingdom. The curriculum is structured to this end, with five central outcomes and learning objectives which will prepare students who are able to:

1. Formulate and articulate a biblical worldview that is:
 - a. based upon the biblical narrative;
 - b. rooted in a Spirit-directed response to that narrative;
 - c. informed by sound biblical hermeneutics;
 - d. aimed at cultivating faithful and courageous disciples of Jesus Christ.
2. Engage in all spheres of knowledge as stewards of God’s truth by:
 - a. responding to the cultural mandate of Genesis 2 by tending God’s natural and man’s social creation;
 - b. unfolding the empirical and logical matrix of God’s general revelation;
 - c. utilizing critical thinking (analytical) skills to participate in culture-making and cultural analysis;
 - d. proactively practicing whole person wellness (emotional, intellectual, physical, social, spiritual and vocational) for the glory of God.
3. Communicate effectively in oral, written and symbolic forms by:
 - a. utilizing careful and charitable arguments as well as the use of technology to enhance communication;
 - b. confidently participating in meaningful public and interpersonal discourse as wisdom-seekers.
4. Demonstrate leadership by:
 - a. enacting the biblical mandate of justice which carries across lines of social diversity and stratification;
 - b. serving as agents of mercy of restoration, thus, connecting with the world’s deep needs.
5. Show mastery of transferable skills:
 - a. resulting from the breadth of the liberal arts core and the depth of the major field of study, thus,
 - b. enabling students to act as wise citizens within the context of each particular vocation.

WORLDVIEW LEARNING OBJECTIVES

Cornerstone University faculty, staff and administration are committed to developing a Christian worldview. We believe that an authentic Christian worldview, or Christian perspective on reality, is one that follows the biblical narrative of creation, fall, redemption and consummation.

Upon completion of their education at Cornerstone University, students will be able to:

1. Comprehend the general elements of worldview.
 - a. Describing characteristics of a worldview
 - b. Identifying a worldview from a description, case study, narrative or experience
 - c. Comparing and contrasting worldviews
 - d. Identifying historical roots of the concept of worldview
2. Evaluate assertions made in all areas of scholarship.
 - a. Identifying underlying assumptions/worldviews
 - b. Appraising assertions for logical consistency and biblical revelation
 - c. Formulating conclusions consistent with biblical revelation
 - d. Demonstrating responsibility for intellectual interpretation

3. Demonstrate the Spirit-directed relationship between the believer, the church and society.
 - a. Relating original and on-going responsibility of humanity to culture
 - b. Describing the role of the church in relationship of the believer to the community
 - c. Describing the role of the Christian in relationship to the church
 - d. Demonstrating intellectual faithfulness as disciple of Christ

INFORMATION LITERACY LEARNING OBJECTIVES

Cornerstone University recognizes the “remarkable extent to which technology has transformed our lives, bringing a vast new world of information resources into our homes, classrooms, libraries and offices, it seems clear that among the most essential ingredient of success today is the ability to learn, communicate, evaluate and manage all forms of communication.” Thus, a Cornerstone University education strives to accomplish certain general tasks.

Upon completion of their education at Cornerstone University, students will be able to:

1. Identify the appropriate information needed for a given task.
 - a. Defining the research question.
 - b. Conducting an efficient search for information from multiple reference sources.
 - c. Locating resources, both online and in print.
2. Evaluate quantitative and qualitative information from various sources.
 - a. Interpreting and producing graphical, statistical and other forms of quantitative data utilizing proper problem solving techniques.
 - b. Determining reliability, validity, accuracy, authority and relevance.
 - c. Analyzing the claims of sources for bias, prejudice and manipulation.
 - d. Examining the author’s research methodology and/or information gathering.
3. Incorporate new knowledge into a framework of scholarship
 - a. Critically analyzing and connecting new knowledge to prior knowledge.
 - b. Demonstrating connections between disciplines.
 - c. Integrating research with original thought to accomplish a purpose.
 - d. Communicating coherently using appropriate means, including contemporary technologies.
4. Employ ethics rooted in biblical worldview for accessing and using information
 - a. Using technology responsibly in personal and communal contexts.
 - b. Applying legal and ethical guidelines.
 - c. Citing sources in adherence with the appropriate documentation style.

Philosophy of Christian Liberal Arts Education

The general purpose of Christian education is to educate persons to live the life of faith. Faith is the appropriate response of the human person to God’s self-disclosure in general revelation and in special redemptive revelation. To respond appropriately to this revelation means to believe in the person of Christ as revealed in Scripture. It is to place one’s loyalty, allegiance and confidence in Christ to such an extent that life gets its meaning from the primacy of this personal relationship. This Christian life is lived in two basic arenas – the Christian community and society.

Christian liberal arts education is comprised of extensive and intensive study of certain academic disciplines. Disciplines have a particular content, a conceptual framework and methods for discerning truth. Christian education in the disciplines implies study of God’s creation, illumined and directed by God’s special revelation in Scripture. The professor will integrate the discipline and biblical revelation with a view to a Christian understanding of the discipline and the formation of a Christian worldview in the learner.

The general education core provides extensive study of many disciplines in order to rightly interpret reality and live out one’s faith in all areas of life. The major provides the intensive study of a specific subject area to have precise knowledge and facility in the discipline. In both areas, the study of the disciplines should be illumined and directed by special revelation.

Education also seeks to develop certain competencies in the learner. Communication skills include reading, writing, speaking and listening. These skills are necessary for disciplined study of any aspect of reality. Critical thinking skills and personal wellness transcend any specific discipline and are necessary for scholarship and a healthy life, respectively.

The graduate of a Christian liberal arts education ought to have developed a Christian worldview and the intellectual and community skills necessary to function in the Christian community and society, as well as skills and attitudes conducive to spiritual formation.

Asia Baptist Theological Seminary

Cornerstone University provides graduate level theological education to eligible national church leaders and cross-cultural missionaries ministering in Asia. This program offers the means whereby these individuals may earn the In-Ministry Master of Religious Education degree from Cornerstone University while remaining in Asia. Working in connection with the Association of Baptists for World Evangelism (ABWE), Cornerstone has full-time faculty and staff in Singapore administering this program.

Students earn their degree through a combination of distance education and resident seminars which are held in major Asian cities. The seminars are taught by full-time Cornerstone University Asia Program faculty, Grand Rapids campus faculty, and adjunct faculty living and/or ministering in Asia. Tuition levels for both extension courses and resident seminars have been adjusted to fit the economics of the Asian countries. Although the academic work is accomplished through the Asia program office in Singapore, the completed degree is awarded by Cornerstone. The Asia Program is approved and accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools.

President's Cabinet

Joseph Stowell, *President*
John VerBerkmoes, *Academic Dean, Grand Rapids Theological Seminary*
Marc Fowler, *Executive Vice President & Chief Operations Officer*
Bob Sack, *Executive Director of Marketing & Communications*
Chris Lemke, *Executive Director of Cornerstone University Broadcasting*
Bill Knott, *Senior Vice President for University Advancement*
Rick Ostrander, *Provost*
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Kentwood, MI

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Lewis Roberts, *Kalamazoo, MI*
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Cornerstone University Emeriti Faculty

Retired faculty members who have given particularly meritorious service to Cornerstone University are recognized by the “emeritus” designation. This status is neither automatic nor institutionally obligatory and as such is one of the university’s highest academic honors, granted only by the university’s Board of Trustees.

Emeritus status is based on consideration of the following factors:

- Recognition for meritorious teaching excellence and exemplary integration of a Christian worldview with one’s discipline and development of students’ leadership skills.
- Christian impact and reputation.
- Contribution to the development of students.
- Contribution to the discipline and profession, particularly scholarship.
- Rank of professor or associate professor.
- A minimum of 10 years of service at the institution.

Emeritus Professors

Abuhl, Ralph (1963 to 1996), Emeritus Professor of Psychology and Social Work; B.A. (1960), Grace College; M.A. (1962), Wheaton College; M.A. (1967), Ph.D. (1978), Michigan State University; M.S.W. (1990), Grand Valley State University

Baker, Gloria (1973 to 2004), Emeritus Associate Professor of Kinesiology; B.S. (1960), Wheaton College; B.R.E. (1976), Grand Rapids Baptist College; M.A. (1965), Michigan State University; Ed.S. (1985), Central Michigan University

Brew, William (1973-2006), Emeritus Associate Professor of Bible; B.A. (1959), Bryan College; M.A. (1963), Dallas Theological Seminary

Cole, Dwayne (1978 to 2005), Emeritus Professor of History; B.A. (1961), Northwestern College; M.A. (1964), University of Minnesota; Ph.D. (1973), St. Louis University

Galloway, Orpha (1977 to 2001), Emeritus Professor of Music; B.F.A. (1954); M.M. (1954), University of South Dakota; D.M.A. (1986), Michigan State University

Good, Gregory (1975-2006), Emeritus Associate Professor of Music; B.Mus. (1970), Eastman School of Music; M.M. (1972), Eastman School of Music

Horn, Joyce (1962-2007), Emeritus Associate Professor of Music; B.Mus. (1969), Grand Rapids Baptist College; M.M. (1972), Western Michigan University

Mayers, Ronald (1969-2007), Emeritus Professor of Religion; Th.B. (1964), Baptist Bible Seminary; B.A. (1965), State University of New York; M.A. (1967), Syracuse University; Ph.D. (1972), Syracuse University; Th.M. (1973), Western Theological Seminary

Stewart, Richard (1969-2007), Emeritus Professor of Music; B.Mus. (1965), Baldwin Wallace Conservatory of Music; M.M. (1967), Union Theological Seminary; Ph.D. (1985), Michigan State University

Spiritual Formation



The Spiritual Formation Office exists to challenge students to become more holistically and fully devoted followers of Jesus.

Learning Goals

Upon completion of their CU experience, and as a result of their involvement with the Spiritual Formation Office staff and programs, students will have learned and experienced the following during their years at CU:

Biblical Discernment: Students will demonstrate the ability to articulate the Christian story, their unique role in it, and be able to apply its truth in order to make decisions for their lives. *(What does God's Word say? Why does it matter to me? How do I apply it to my life?)*

Relationship with God: Students will understand various disciplines and contexts in order to more personally relate to God. *(Who is God? How can I relate to God more intimately?)*

Vocation: Students will discover their God-given abilities, personalities, experiences and passions, and seek to understand how God is calling them to use them in their everyday lives. *(Who am I? How has God made me? What does God want me to do with my life?)*

Servant Leadership: Students will develop Christ-like character and necessary skills in order to use their God-given uniqueness to serve others. *(How does God want to use me to serve others?)*

Justice: Students will purpose to treat every person and all creation with respect and dignity, advocating and working for mercy, justice and redemption of all things. *(How can I care for every person and thing God has created as God intends?)*

Self-Care: Students will understand that God created and cares for every aspect of their being, and thus learn to proactively pursue care of their whole self (e.g., emotional, intellectual, physical, social, spiritual). *(How do I care for my whole self? What parts of me need to be redeemed?)*

Discipling Community: Students will pursue relationships with others who will help them become more fully devoted followers of Jesus. *(How can my friends and I challenge each other to be more like Jesus?)*

Cultural Engagement: Students will demonstrate selflessness, respect, genuine dialogue, and the ability to speak the truth in love while engaging with everyone they encounter, regardless of differences in opinion, values or beliefs, ethnicity, gender or race. *(How do I engage with those who are different from me?)*

The Spiritual Formation Office is comprised of the following departments:

- Residence & Commuter Life
- Worship Arts
- Career Services and Internships
- Counseling Services
- Health Services
- Leadership Development and Service Learning
- Global Opportunities & Ministry Development
- Discipleship
- Student Activities
- Terra Firma (First Year Experience)

Global Opportunities

The Global Opportunities program exists to give students exposure to and ministry in a culture different from their own both nationally and internationally. Students will go out both in teams and individually to work with pastors, missionaries, national church leaders and local agencies. A variety of ministry programs will be served depending upon the needs of the given location. Recent trips have included Singapore, India, Philippines, Jamaica, Mexico, Honduras, Dominican Republic, Ukraine, Chicago and Atlanta.

Discipleship Groups/Mentoring Relationships

An intentional structure of staff and students has been put into place in order to create an atmosphere that encourages spiritual growth and challenges individuals to become more like Christ in thought, word, and deed. Each residence hall has multiple Discipleship Coordinators (DCs) living throughout the building. (This is in addition to the Resident Assistants serving throughout the hall.) The role of a DC is to encourage students to participate in a Discipleship Group for the purpose of spiritual growth and community building. This typically happens through prayer, accountability, Bible study, book discussions, as well as serving or hanging out together. All DCs are mentored by a Spiritual Life Director (SLD) – a student leader who is devoted to encouraging and challenging the DCs in his/her care. The SLDs are, in turn, mentored by staff members in the division of spiritual formation. Although not tied to the residence halls, a similar structure for SLDs and DCs has been put into place for commuter students as well.

There are also specific opportunities for CU students to be in a mentoring relationship with staff members in our community or older peers on campus. Students also have the chance to serve as mentors to other students in our community.

Notice of Nondiscriminatory Policy Toward Students

Cornerstone University does not discriminate on the basis of race, national origin, sex, age or disability in its policies and programs.

The provisions of this catalog are not to be regarded as an irrevocable contract between the student and Cornerstone University. Changes and modification in educational policy are implemented when deemed appropriate and not necessarily with the issuance of a new catalog. This catalog has attempted to present information in as accurate and up-to-date a fashion as possible. Changes will be publicized through normal channels and will be included in the following catalog.

All material in this catalog applies to the 2008-2009 academic year and reflects information available on the publication date. Cornerstone University reserves the right to revise all announcements contained in this publication and, at its discretion, to make reasonable changes in requirements to improve or update academic and non-academic programs.

Campus Photography

All enrolled students at Cornerstone University give Cornerstone permission to use student images and/or photographs on its Web site and in other university-related electronic and printed materials and advertisements. If for any reason a student does not wish to grant this permission, he/she must sign a form in the university's Marketing & Communications Office.

Consumer Information

GRADUATION RATE INFORMATION

Available upon request from the Registrar's Office.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Education Rights and Privacy Act of 1974 requires institutions to obtain written consent from a student prior to releasing information from the student's education record to most sources outside the university. It is allowable for a school to release directory information which includes name, address, e-mail address, phone number, date and place of birth, major field of study, dates of attendance, degrees and awards, cumulative hours, participation in officially recognized sports, and weight and height of athletes. As an enrolled student, you have the right to restrict the release of directory information. To restrict the release of directory information, contact the Registrar.

** For more information, see current Student Handbook.*

EQUITY IN ATHLETICS DISCLOSURE

To view Cornerstone University's Equity in Athletics Disclosure report, go to <http://ope.ed.gov/athletics/index.asp>. Simply enter Cornerstone University in the "Institution Name" field once you are on the selection screen.

CAMPUS SAFETY REPORT

To view the Cornerstone University crime statistics page, go to www.cornerstone.edu/departments/campus_safety/clery-report.

THIRD-PARTY SERVICERS

Cornerstone University has contracted with several third-party servicers for various aspects of the Title IV aid process. Below is a list of those servicers and their responsibilities:

- University Accounting Services – performs Perkins loan billing, servicing and NSLDS reporting functions
- National Student Loan Clearinghouse – reports enrollment data to the NSLDS
- Institute for Professional Development – recruits students for PGS programs, posts aid to PGS student accounts, monitors and issues checks for Title IV credit balances and collects on student accounts
- Great Lakes Higher Education Corporation – provides online student loan counseling
- FACTS Management Company – provides payment options for students in traditional programs
- National Enterprise Systems – collects on delinquent Perkins loans, institutional loans and student accounts
- RMA – collects on delinquent Perkins loans, institutional loans and student accounts
- General Revenue Corporation – collects on delinquent Perkins loans, institutional loans and student accounts
- Rapid Shred – destroys student information that is no longer required to be retained

DRUG AND ALCOHOL ABUSE PREVENTION INFORMATION

Available in the student handbook.

Campus Life



University life is more than just classrooms and books. The university emphasizes education of the whole person and provides opportunity for the development of the intellectual, spiritual and social areas of the student's life. Some of the activities designed for a well-balanced Christian life are residence hall activities, films, musical performances, seminars, prayer groups, mission trips, discussion groups and athletic events. The Student Development Office directs events pertaining to student life. A listing of student activities can be found in the Student Handbook, and opportunities for leadership can be found by contacting the Student Development Office.

Campus Housing

Babcock Hall, built in 1979, is named after Dr. Wendell K. Babcock for his many years of exemplary academic service to Grand Rapids School of Bible and Music (GRSBM) and for his years of volunteer service to Cornerstone University in the Alumni Office. Babcock Hall houses approximately 130 students. Made up of three floors, the men live on one floor, while the women fill the other two. Each living unit is comprised of a kitchen with a stove and refrigerator, bathroom, living area and two bedrooms. Data ports allow students to access their e-mail and the Internet, and every floor has laundry facilities. There is a community lounge. Residents are encouraged to use these lounges to interact, watch television or study.

Cook Hall, built in 2000, is named after Emajeon "Pat" Cook, devoted and loving wife of Peter Cook, a successful businessman whose philanthropic endeavors have included a gift in support of this residence hall. Cook Hall houses 142 students in suite-style rooms, consisting of two bedrooms with a bathroom in between. Data ports allow students to access their e-mail and the Internet, and every floor has laundry facilities. There are two single-occupancy, barrier-free rooms and an elevator to assist physically challenged students. Cook Hall is connected to Van Osdel Hall by a three-story glass atrium. The common areas feature shared lounges, kitchenette, study lounge and game area for the 256 residents in the two halls. It is an appealing place for individuals to come together for social interaction and relaxation.

Crawford Hall, built in 1980, is named after Dr. Joe Crawford who was associated with Grand Rapids Theological Seminary for 52 years. Dr. Crawford began as a student at Cornerstone in 1948 and continued to teach until his homegoing on November 3, 2000. Almost identical to Babcock Hall, Crawford houses approximately 130 students. Men live on two floors and the women on the other one. Each living unit is comprised of a kitchen with a stove and refrigerator, bathroom, living area and two bedrooms. Data ports allow students to access their e-mail and the Internet, and every floor has laundry facilities. There is a community lounge, as well, and residents are encouraged to use these lounges to interact, study or watch television.

Fuller, Knol and Morris Apartments, built in 1965, 1965 and 1970, are named for David O. Fuller, first president of Cornerstone University, the Gerard Knol, third president of Cornerstone and Lloyd Morris, board member and pastor. The three buildings contain a total of 48 one- and two-bedroom units, including two guest apartments. The apartments are reserved first for married seminary students, then single seminary students. Remaining vacancies are filled first by married undergraduate students, and finally single undergraduate students. These leased apartments are managed by campus services. Call (616) 222-1420 for more information.

Keithley Hall, built in 1975, is named after Howard Keithley who faithfully served on the board of trustees of Cornerstone University for 32 years and as interim president (1958-59). The structure of the hall follows a suite format where two rooms, each housing two students, are joined by a bathroom, which provides a convenient living arrangement. Data ports allow students to access their e-mail, the Internet and Cornerstone's server. Keithley has a computer lab and a nicely furnished lounge on the first floor. Keithley houses 80 students.

Pickitt Hall, built in 1970, is named after Ann Pickitt, wife of Allegan businessman Harry Pickitt, who supported the building of this hall. Pickitt can house 165 students. Pickitt is the only residence hall to offer communal bathrooms, which promote a sense of unity among its residents. Data ports allow students to access their e-mail, the Internet and Cornerstone's server. The students in Pickitt have access to a large, fully furnished lounge with a pool table, foosball table and television. The north side of Pickitt has the advantage of a beautiful view of the pond.

Van Osdel Hall, built in 1977, is named in honor of Oliver W. Van Osdel. Van Osdel is a three-story residence hall that can accommodate a maximum of 114 residents. The rooms are arranged in a suite-style where two rooms, each housing two students, are connected by a shared bathroom. Data ports allow students to access their e-mail, the Internet and Cornerstone's server. Van Osdel, also known as "VO," has a spacious lounge in the basement, with a pool table, foosball table, large television and study lounge. It shares with Cook Hall a three-story atrium with lounges on the second and third floors. VO seeks to provide an environment where students are challenged spiritually, socially and physically, in hopes to encourage them to deepen their relationships with God and other fellow believers.

Campus Safety

The primary mission of the Campus Safety Department is to promote and provide safety, security and service to our students, staff and visitors through information, education, public and personal relations and enforcement. Our secondary efforts involve service to and protection of our general campus community and all properties and assets therein. Campus Safety personnel provide 24/7/365 campus safety and security patrols, as well as 24/7/365 switchboard and dispatch services. Campus Safety, including Switchboard, is located in front of Faber Hall and where photo ID cards are issued for all students and employees. Safety officers patrol the campus pro-actively, enforce parking and traffic regulations as well as behavioral and conduct standards, respond to emergencies and investigate incidents. The Campus Safety Department also provides an array of other convenience services including assistance with vehicle lockouts, battery boosts and airing flat tires, as well as limited special need transportation. For emergencies or general service requests, including general information inquiries, contact the Campus Safety Department at 0 (Zero) from campus phones or at (616) 949-5300 from all other phones.

Career Services

Our mission is to provide individuals with the tools to acquire meaningful life work using their God-given gifts and abilities. Career Services functions as a bridge between the classroom and work. We offer career advising and assessment for undergraduate students, adult students and alumni. Our services include the coordination of teacher credential files and assistance with resumés, cover letters, job search strategies, interviewing skills, work etiquette and job offers. Job opportunities are available through our Web site and in the Career Services Office. The job listing includes full-time, part-time, ministry, internships and seasonal opportunities. Career Services actively participates in several career/job fairs each year that students are encouraged to attend.

Chapel

All undergraduate students are required to attend 25 chapels throughout the semester. Chapel exists to challenge the community of learners to seek a deeper understanding and application of spiritual formation, worldview development, integrity and the pursuit of one's academic and vocational calling. Numerous opportunities are provided in the morning and on Sunday evenings in order to accommodate the schedules of our students. These sessions feature singing, preaching, music and drama presentations, student-led hours, missions reports and challenges, faculty, staff and student testimonies, and public speaking. Speakers may be pastors, missionaries, professionals, scholars, personnel and others. Variety, quality and biblical truth are the hallmarks of chapel. Students may receive up to 5 chapel credits for attending Cornerstone University-approved discipleship groups. Please see the current student handbook for a full description of the chapel attendance requirement.

Counseling Services

Confidential counseling is available to all undergraduate Cornerstone students who may struggle with issues due to the stresses and challenges of life and the college experience. All services are Christ-centered, based upon unchanging biblical truth and highest professional standards. A variety of confidential services are offered including individual and group counseling, pre-marital and marital counseling, residence hall programs and seminars on contemporary social/emotional issues, profile testing, resource materials, crisis intervention and referrals to off-campus resources. All full-time undergraduate Cornerstone students are eligible for 10 free counseling sessions. If a student needs more than 10 sessions, an affordable fee will be arranged between \$0-\$20 per session based on the student's ability to pay. Counseling appointments can be made by calling 222-1533 from off-campus or extension 1533 from on-campus. The Counseling Center is located in Miller Hall and is open Monday through Friday.

Cornerstone University Student Government (CUSG)

CUSG functions as both an active liaison between students and administration and a project-oriented organization that mobilizes the energy of students to address campus, community and global concerns.

It is comprised of approximately 40 officers, including organization presidents, marketing directors, activity directors, representatives and the Executive Council. The Executive Council, consisting of the student body president and vice presidents of legislation, marketing, finance and student organizations are elected and selected from the student body-at-large. The advisor is a non-voting member. Meetings are held regularly and are open to all members of the student body, faculty and staff.

Honors Program

The Cornerstone University Honors Program provides an opportunity for academically gifted students to enhance their educational experience through special sections of classes and close work with faculty members on individual projects. Central to the program is the on-going dialogue between the “Great Books” of the Western intellectual tradition and “the Book,” the Bible, upon which all our intellectual endeavors are based. Another strong emphasis is focused preparation for graduate studies in each honors student’s field of study. The objective of the program is to produce scholars who will take this synthesis of biblical and classically based education into their professional careers.

Miller Library

As the center for information resources at Cornerstone, Miller Library is an attractive and comfortable facility that provides independent learning resources for the university. Miller Library’s collection includes approximately 150,000 books and audiovisual items, 288,000 microfilms, 850 current periodical subscriptions and full-text access to at least 20,000 other journals online. Miller Library also houses the university archives, the curriculum materials center for teacher education students, a library instruction classroom and several group study rooms. Book discussion groups, guest lectures and visiting exhibits are part of the Library’s outreach program. The library also provides access to resources outside its walls such as catalogs of other academic libraries, some 25,000 ebooks, numerous Internet resources such as OCLC’s FirstSearch (including ATLA Religion) and about 100 other research databases. The library is staffed by seven full-time professionals, as well as part-time staff and student workers, who offer such public services as Interlibrary Loan, research assistance, personal and classroom instruction and circulation. The library’s Web site is an excellent resource which serves as a gateway and guide to the world of information. Students are encouraged to visit Miller Library’s Web site at www.cornerstone.edu/library.

Musical Activities

There are numerous musical opportunities on campus. Private lessons are available to non-music majors on many orchestral instruments, piano, organ, guitar, drumset and voice. Performance ensembles include the following:

- **Chancel Singers (MUP-111)**
An exciting campus choir, open to all students, the Chancel Singers place special emphasis on the performance of high-quality choral music for worship and ministry. Students are given numerous opportunities to share their love of singing and to develop their gifts through regular performances in chapel, area nursing homes and other venues.
- **University Chorale (MUP-101)**
This select choral ensemble is dedicated to the performance of outstanding choral literature, providing singers with a number of exciting opportunities. Focusing on public performance as a means of worship and Christian service, the Chorale performs a broad spectrum of choral literature including a cappella motets, large-scale works for chorus and orchestra, spirituals and contemporary compositions. Auditions for the Chorale are held at the beginning of each fall semester.
- **Symphonic Winds and Chamber Winds (MUP-121)**
This select group of woodwind, brass and percussion players is committed to the quality performance of outstanding wind ensemble and concert band literature. At the beginning of each fall term, a weekend retreat is held off-campus to foster musical growth and camaraderie among its members. Symphonic Winds is open to students by audition.
- **Musical Theatre**
Full-scale, staged productions of popular Broadway-style musicals are held each year. Opportunities for musicians include stage singing and the pit orchestra.
- **Percussion/Zoc Ensemble (MUP-151)**
This highly energetic ensemble performs an array of literature for myriad percussion instruments in numerous combinations, as well as twentieth century works for mixed ensemble. Percussion/Zoc Ensemble is open to all students by audition.
- **Contemporary Ensembles (MUP-141)**
These small ensembles are comprised of drums, bass, keyboard, guitars, and vocalists. Contemporary Ensembles perform music in a variety of styles drawn from the broad umbrella of popular music. Membership is by audition only, and they perform both on and off campus in a variety of settings.
- **Credo (MUP-151)**
This high-energy vocal ensemble specializes in sacred and secular a cappella music and contemporary singing with an uncompromising dedication to excellence. Eight gifted and highly motivated singers, selected by audition only, train in the art of jazz in a wide variety of settings: on campus, in area churches, high schools and more.
- **Cornerstone University Brass (MUP-151)**
This select brass quintet performs a wide variety of literature on campus and in area churches and schools. Membership is by audition only.
- **Woodwind Quintet (MUP-151)**
This select woodwind quintet performs a wide variety of literature campus and in area schools. Membership is by audition only.

- **Pep Band (MUP-161)**

This highly energetic ensemble is comprised of winds, bass and drums, and serves to enhance the atmosphere at Cornerstone University men's and women's basketball games. Pep Band is open to all students.

- **Worship Ensemble (MUP-171)**

This ensemble is comprised of drums, bass, keyboard, guitars and vocalists, and primarily serves in the university chapels. Students prepare and minister music for congregational singing and develop both musical and ministry skills. Membership is by audition only.

Student Publication – THE HERALD

The Herald, the official student newspaper, is published weekly during the academic year. Its content is produced by a student editorial staff, under the supervision of a faculty member, assistant professor of journalism, Alan D. Blanchard, who has more than 20 years' writing and editing experience at newspapers and magazines.

Students may participate on *The Herald* for academic credit (JRN-261) or for zero credit, as course loads allow. Some key student newspaper editor and marketing jobs are paid positions.

Journalism majors and minors must enroll in six semesters and three semesters of JRN-261, respectively. English writing track majors and minors must enroll in three semesters and two semesters of JRN-261, respectively. Secondary teacher majors who minor in journalism must enroll in three semesters of JRN-261.

Theatre Productions

Various opportunities in Cornerstone's award-winning theatre department productions are offered on campus. The theatre season consists of three to four full-length quality plays and musicals with acting/performance roles, directing, and production opportunities open to any student in the university. Numerous experiences in performance and stagecraft are possible, including one-act plays and scenes from classical works, not only for students in theater and music classes, but also for any interested student. Kappa Theta Gamma is a student theatre society established to recognize the fine arts and promote professional performance in all theatre productions and activities on campus. It serves to recognize outstanding acting, technical achievements, artistic growth and theatrical involvement with a Christ-centered focus.

Admissions



Students who desire a Christ-centered education that is characterized by an academically excellent and spiritually contagious environment are encouraged to submit an application to Cornerstone University. All students are encouraged to apply for admission at the earliest possible date. An early application gives optimal opportunity for financial aid awards, course selection and campus housing. Application materials and information may be obtained by contacting the Admissions Office or by visiting the Admissions Web site at www.cornerstone.edu/future_students

Cornerstone University Admissions Office

1001 E. Beltline Ave. NE | Grand Rapids, MI 49525
phone 616.222.1426 | toll-free 800.787.9778 | fax 616.222.1418
e-mail: admissions@cornerstone.edu | www.cornerstone.edu

Admissions Requirements

The criteria for admission to Cornerstone University include evidence of a personal relationship with Jesus Christ characterized by a consistent Christian lifestyle and acceptable academic achievement. For full admission, a student must have a minimum ACT score of 19 (or corresponding SAT score of 1350) and successfully completed high school with a 2.5 high school G.P.A. in a college preparatory program. Transfer students should have a 2.0 minimum college G.P.A. as well as the high school minimums, if transferring less than 24 credits. The university reserves the right to change these minimums at any time.

The following information and documentation are required to complete the application process:

- Completed application with \$25 application fee or free if completed online.
- Official high school transcript sent directly from the school, or official G.E.D. results.
- ACT or SAT scores. The ACT assessment is preferred; however, the SAT assessment will be accepted in place of the ACT. Information regarding registration, test dates and location may be obtained from your high school guidance counselor or may be requested from the following:

American College Testing Program
2201 N. Dodge Street | P.O. Box 451 | Iowa City, IA 52243 | www.act.org

or

College Board (SAT) | P.O. Box 6200 | Princeton, NJ 08541 | www.collegeboard.com

Since the test scores are a part of the data to be submitted at the time of application, applicants are encouraged to take the test early. The ACT college code number, 2002, should be placed on your examination for the official reporting of the scores. The SAT college code number is 1253.

- Christian leader recommendation completed by senior pastor, youth pastor, leader from the church, Christian teacher, Bible study leader or Christian mentor. (form available online)
- Official college transcripts from all colleges previously attended.

Admissions Process

The applicant will be notified of his or her status when the Admissions Office has received all application credentials. Priority consideration for admission is given to students who submit their application before the following dates:

Fall semester: Aug. 1 | Spring semester: Dec. 15

Applicants are encouraged to apply before these dates, as admission will be granted on the availability of space in the entering class. Some applicants may be placed on a waiting list for future review of their application. A waiting list is used when the university has limited space available for new students or when a student has not met our current academic expectations.

As part of the admissions process, individuals within the Admissions Office will carefully review each applicant's high school transcript. High school students should take courses in a college preparatory program which should include the following:

| | |
|------------------------|-------------|
| English | 8 semesters |
| Math* | 6 semesters |
| Science | 4 semesters |
| Social Science/History | 6 semesters |
| Foreign Language | 4 semesters |
| Academic Electives** | 8 semesters |

**Math equivalent of two years of algebra and one year of geometry with mathematical reasoning. Math in the senior year is strongly recommended.*

***Academic electives should include courses in computers, government, psychology and speech.*

Preliminary acceptance will be granted to high school students before graduation. The student should request that the high school send a final transcript to Cornerstone University upon graduation.

A \$150 advance tuition deposit is required for all admitted students to reserve their place in the entering class. This deposit is non-refundable after May 1 for the fall semester and Dec. 15 for the spring semester. This deposit is credited to the tuition bill. Students who will be living on campus in one of our residence halls are also required to submit a \$150 housing deposit which is kept on account until termination of campus housing. A full refund of the housing deposit is available until July 1 for the fall semester and Dec. 1 for the spring semester. The deposit becomes non-refundable after these dates. New students are also required to submit completed health forms and to make arrangements for payment of the school bill before arrival on campus.

Admissions Decisions

When an applicant has completed the application process, one of the following decisions will be made for their entrance into Cornerstone University:

FULL ADMISSION – An applicant is given full admission to Cornerstone University when the criteria for admission have been met. Applicants are notified on a rolling basis throughout the year.

CONDITIONAL ADMISSION – A limited number of students whose high school and college academic scores do not meet our minimum requirements may be given conditional admission upon recommendation of the admissions committee. These students will not be able to exceed 14 credit hours during the first semester, will work closely with an academic advisor, and will be required to enroll in the Cornerstone Learning Strategies course. Those students admitted conditionally will need to achieve the grade point averages listed in the section "Scholastic Probation, Suspension, and Academic Dismissal" or be placed on academic probation.

WAITING LIST – Depending upon the expected size of the incoming class and the availability of space on campus, some applicants may be placed on a waiting list for future review. In some cases an applicant may be placed on the waiting list because of past academic performance in which additional documentation may be required. As students are placed on a waiting list for admission, appropriate notification will be sent to them which will specify the future review date.

DENIED ADMISSION – The admissions committee determines denial of admission to Cornerstone University. In some cases, students will be asked to pursue course work at a community college before entering Cornerstone University as a full-time student. It is the university's desire to admit students who will be successful at Cornerstone University.

Consortium Programs

Several consortium programs exist with area colleges. The requirements for admission to these programs are the same as our traditional degree-seeking program except the application fee is waived. Questions should be directed to the consortium school's college official or an admissions professional at Cornerstone.

Early Enrollment Program

The Early Enrollment Program of Cornerstone University allows qualified high school students to take freshman level college courses during high school, at a reduced tuition rate of \$125/credit, plus a \$35 technology fee.

In order to participate in the program, a student must meet the following criteria:

- Recommendation from high school counselor.
- 3.0 G.P.A. minimum from high school.
- Completion of the application process.

Please contact the Admissions Office for additional information.

Home-Educated Students

Cornerstone University encourages home-educated students to consider furthering their education after completion of their high school curriculum. Students are asked to submit a high school transcript indicating the course work, curriculum and grades received in their program. Greater emphasis is placed upon the results of the ACT or SAT standardized test for consideration of admission. Home-educated students who are under the traditional college age for entering students will be required to have an interview for admission. Further questions should be directed to an admissions professional at Cornerstone.

International Students

International students are required to complete the entire application process with a few additional requirements. Proof of financial support is required by completing the financial support form available from the Admissions Office. It is the responsibility of the student to arrange all necessary financial support for all expenses at Cornerstone University. International students from countries where English is not the primary language are also required to successfully complete the TOEFL (Test of English as a Foreign Language) examination before admission can be granted. International students are encouraged to communicate by e-mail (admissions@cornerstone.edu).

Non-Degree Admission

Persons interested in enrolling at Cornerstone University on a part-time, non-degree basis must complete the non-degree application, which is available from the Admissions Office. A final high school transcript or college transcripts (if applicable) along with a Christian Leader recommendation are required as part of the application process. Six credits per semester and a maximum of 24 total credit hours may be taken as a non-degree student. Non-degree students are not eligible for federal, state or institutional financial assistance. A student wishing to be admitted as a degree-seeking student must complete the application process as previously outlined.

Re-Admission

Former students who have not been in attendance for one or more semesters (excluding summer session), should apply for re-admission. Official transcripts of all studies attempted in the interval should be submitted for review. Application for re-admission after three years will require repetition of the total admissions process.

A student on academic suspension may be readmitted after one semester (or other specified length of time) by petitioning the Academic Appeals Committee. A student on disciplinary suspension should contact the dean of community life. A current Christian leader's reference may be required as well as an interview.

Students who have not been enrolled at Cornerstone University during the past three semesters and/or who are enrolling in a major or minor not included in their original catalog should follow the university catalog which is current at the time of re-admission.

Transfer Admission

Transfer students from other institutions must be in good standing academically and socially from the schools of last attendance. In addition to the other admissions requirements, transfer students must request that all colleges send official transcripts directly to Cornerstone University. Financial obligations to previous colleges must be cared for before full admission will be granted.

University Lifestyle Statement

CHRISTIAN COMMITMENT

By choosing to attend Cornerstone University, each student is expected to maintain his or her commitment to the university's lifestyle statement.

1. To be a good steward of time by engaging in careful study, service to the community, active participation in a local church and attendance at university chapel services.
2. To practice biblical discernment in all entertainment choices.
3. To avoid every form of immorality, including immoral sexual behavior, homosexuality, lying, stealing and cheating.
4. To abstain from possession and use of illegal drugs.
5. To abstain from activities that may cause personal spiritual harm or may show insensitivity regarding how one's behavior affects other members of the community. Some of these prohibited activities include: gambling and possession or use of alcohol or tobacco.

Some of these rules of conduct are matters of Christian liberty for which each student alone will be responsible when no longer a student at the university. It is expected that students will temporarily set aside that freedom in these areas for the benefit of the entire community.

Students' voluntary enrollment at the university attests to the fact that they agree to live within the framework of the university's standards of conduct as stated in the student handbook and academic catalog. Students are obligated to honorable adherence to the standards of conduct while enrolled at Cornerstone, including Thanksgiving and spring breaks.

Behavior, either on campus or away, which indicates that a student has disregard for the spirit of the university standards may be sufficient reason to ask a student to withdraw from the university.

Financial Information



Charges and Fees for Academic Year 2010-2011

TUITION, PER SEMESTER:

| | |
|---|----------|
| 1 through 11 credit hours, per credit hour | \$798 |
| 12 through 17 credit hours, block rate | \$10,404 |
| 18 plus credit hours, per credit hour | \$568 |
| (J-term credit hours are included as part of Spring load) | |
| Summer School, 2009; per credit hour | \$568 |
| Audit, per credit hour | \$182 |

ROOM AND BOARD, PER SEMESTER:

| Room & Board | Meal Plan | Residence Hall Style | Apartment Style |
|--|------------------------------|----------------------|-----------------|
| | 7 meals (seniors only) | \$2,734 | \$2,934 |
| | 10 meals | \$3,012 | \$3,212 |
| | 12 meals | \$3,192 | \$3,392 |
| | 15 meals | \$3,455 | \$3,655 |
| | 18 meals | \$3,708 | \$3,908 |
| Commuter student life fee (includes 25 meals per semester) | | | \$250 |
| Residence life fee, per semester | | | \$100 |
| Commuter meal plan (25 meals per semester) | | | \$160 |

SUPPLEMENTAL FEES:

| | |
|--|------------|
| Technology fee, per semester | \$185 |
| Laptop rental fee, per semester (less than 6 credit hours) | \$175 |
| Enrollment application fee, per semester | \$25 |
| Replacement I.D. card fee | \$10 |
| Payment plan fee, per semester | \$50 |
| Late payment fee, initial charge | \$100 |
| Late payment fee (monthly, after initial charge if financial obligations not fulfilled) | \$25 |
| Lab fee, per semester (Science, Psych., Sociology, Comp. Science, Stat., etc. Fee may vary; see course description in catalog) | \$30 |
| Independent Study/Directed Reading/Independent Enrollment (per class) | \$250 |
| Private music lesson fee, per semester: | |
| One-half hour lessons | \$250 |
| One hour lessons | \$500 |
| Recital fee | \$40 |
| Photography fee, per semester | \$80 |
| Kinesiology fee, per semester: | |
| Off-campus classes (fencing, golf, skiing, tennis, etc.) | varies |
| Classes on Wellness, Anatomical Kinesiology, Exercise Physiology, First Aid, Martial Arts | \$20-\$50 |
| IDS-103 & 106 Course fee (Terra Firma) | \$275 |
| Media Course Fee | \$50-\$100 |
| PSY-443, PSY-444 | \$50 |
| Transcript fee | \$5 |
| Vehicle registration fee, per semester | \$70 |

HOUSING DEPOSIT:

| | |
|--|--------------|
| Residence hall deposit | \$150 |
| Campus apartment housing deposit | 1-month rent |

CAMPUS APARTMENT RENT: (includes all utilities and local phone; 1-year lease required)

| | |
|--|-------|
| One-bedroom apartment, per month | \$530 |
| Two-bedroom apartment, per month | \$595 |

Travel and personal expense figures used for the federal cost of attendance budget can be found at www.cornerstone.edu/financial_aid/tuition/cost.

Payment of Bills

The balance for total tuition, fees, room and board charges is reduced by all financial aid credits a student receives for that semester. If your financial aid award letter includes "Federal Work Study," your account balance will not be reduced by the suggested amount of work study. Bills will be sent to students prior to the beginning of each semester provided the student registers in a timely manner. Students have two choices for paying the balance due:

Pay in Full: Payment due dates for each semester will be indicated on the semester bill.

Payment Plan: Students may choose to pay the balance due in four equal monthly installments. Fall semester payment due dates are Aug. 1, Sept. 1, Oct. 1 and Nov. 1. Spring semester payment due dates are Jan. 1, Feb. 1, March 1 and April 1. There is a nominal carrying charge for the plan. Students who do not pay as arranged on the payment plan may be excluded from using the payment plan in succeeding terms.

Late payment fees may be added to accounts not paid as arranged. Accounts are expected to be paid in full before taking examinations, obtaining transcripts, receiving diplomas, or registering for a succeeding term. Accounts not paid as arranged may be submitted to a collection agency. Students are responsible for all collection costs if an account is submitted to a collection agency.

Refunds – WITHDRAWAL FROM INDIVIDUAL COURSES

Students withdrawing from individual courses will receive refunds based upon the following schedule:

| | |
|--------------------------------------|-------------|
| One week or less | 100 percent |
| Second week | 86 percent |
| Third week | 80 percent |
| Fourth week | 73 percent |
| Fifth week | 66 percent |
| Sixth week | 60 percent |
| Seventh week | 53 percent |
| Eighth week | 46 percent |
| Ninth week | 40 percent |
| After 9 th week | No refund |

Appropriate adjustments will be made to financial aid programs following formulas mandated by federal, state and institutional regulations. Students whose enrollment status (i.e. full-time, 3/4-time, 1/2-time) would change if classes were dropped should consult with the Student Financial Services Office to determine the extent of these adjustments.

Refunds – WITHDRAWAL FROM THE INSTITUTION

Students who cease attending but do not officially withdraw from a course will receive a failing grade for that course. Tuition refunds for students who withdraw during the course of the semester, as well as those who are dismissed or suspended, will be computed as follows:

| | |
|--------------------------------------|-------------|
| One week or less | 100 percent |
| Second week | 86 percent |
| Third week | 80 percent |
| Fourth week | 73 percent |
| Fifth week | 66 percent |
| Sixth week | 60 percent |
| Seventh week | 53 percent |
| Eighth week | 46 percent |
| Ninth week | 40 percent |
| After 9 th week | No refund |

Room and board will be refunded on a prorated basis. Fees are not refundable after drop/add week. Students who receive financial aid and withdraw from the institution during the semester may be required to return all or a portion of the aid to the appropriate programs. A calculation will be made based on the student's withdrawal date to determine what portion of the financial aid must be returned. Students may request a copy of the refund and repayment policy from the Student Financial Services Office.

Federal Title IV Aid – If a student withdraws before completing 60 percent of the semester or period of enrollment, the institution must determine the percentage of Title IV assistance the student has earned. The percent earned is determined by dividing the total number of calendar days in the semester into the number of calendar days completed as of the withdrawal date. Any unearned amount must be returned to the Title IV program(s).

State of Michigan – The state award is reduced by the percent of the tuition and fees originally paid by the state. The student may retain an amount equal to the percent of the actual tuition and fees charged based on the withdrawal date. The remaining amount must be returned to the state.

Institutional Aid – Institutional aid is reduced by the percent of the tuition and fees originally covered by the institutional aid. The student may retain an amount equal to the percent of the actual tuition and fees charged based on the withdrawal date. The remaining amount must be returned to the institutional programs.

Financial Aid

INTRODUCTION TO FINANCIAL AID

Cornerstone University provides financial aid to students who can benefit from further education but cannot do so without assistance. It also seeks to recognize students with exceptional abilities in the areas of academics, athletics, leadership and music. The Cornerstone University Student Financial Services Office is committed to assisting students in receiving the maximum amount of financial assistance for which they qualify under federal, state, and institutional programs. It is important to keep in mind that the primary responsibility for financing a college education rests with the student and the student's family.

All students wishing to receive need-based financial assistance through federal, state, and/or institutional need-based aid programs must file the Free Application for Federal Student Aid (FAFSA) as soon as possible after Jan. 1 each year.

It is important that all requested information be submitted to the Student Financial Services Office in a timely manner. Failure to do so will create delays and may result in the loss of aid. When all requested information is received, the Student Financial Services Office makes an evaluation to determine student aid eligibility. Notification is sent to students informing them of the types and amounts of their awards.

Students may view the institution's federal financial aid policies and procedures in the Student Financial Services Office.

Repeat Courses – Term-based federal rules do not allow a student to receive aid for a course more than once for a term-based program unless the school gives the student additional credit for the repeated course. The only instances in which a term-based student could receive aid for a retake is if the student failed or withdrew from the course the first time it was attempted. Advanced Placement (AP) courses are an exception to this rule since the courses are not eligible for federal aid.

REQUIREMENTS TO RECEIVE FEDERAL FINANCIAL AID

Statement of Educational Purpose – A student must be enrolled as a degree-seeking student and must sign a statement indicating that all federal financial aid will be used for expenses related to study at Cornerstone University.

Statement of Refund and Default – A student must not owe a refund on any previously awarded federal grant or loan. A student must not be in default on any Federal loan, or must have made satisfactory arrangements to repay any defaulted federal loan, and have not borrowed in excess of the loan limits under federal programs at any institution.

Selective Service Registration – Male students born after Dec. 31, 1959, are required to comply with Selective Service registration regulations.

Satisfactory Academic Progress – Students must make satisfactory academic progress as defined by Cornerstone University to be eligible for financial aid. Students must achieve the appropriate G.P.A. based on hours completed and complete a minimum number of hours for which they enroll. In order to continue to receive financial aid, a student must be progressing at a rate that would allow for completion of their program within a period not greater than 150 percent of the normal program length.

SAP Requirements

| Cumulative Semester Hours Completed | Minimum percent of Attempted Hours Completed | Minimum Cumulative G.P.A. |
|-------------------------------------|--|---------------------------|
| 25 | 65 percent | 1.60 |
| 26-57 | 70 percent | 1.85 |
| 58+ | 75 percent | 2.00 |

Part-time students are evaluated on an individual basis.

Entering freshmen have no minimum G.P.A. requirement.

Satisfactory academic progress for the purpose of financial aid is evaluated at the end of each academic year except for students already on financial aid probation. Those students will be evaluated each semester they are on probation. Copies of the complete policy are available in the Student Financial Services Office.

Students not permitted to continue may appeal their academic dismissal to the academic appeals committee, whose decision is final.

A request for re-admission will be reviewed by the Academic Appeals Committee and the Admissions Committee; re-admission following academic dismissal will be based upon evidence that the difficulties previously encountered can be overcome and that eventual completion of degree requirements can reasonably be expected.

FEDERAL FINANCIAL AID PROGRAMS

Eligibility for federal student financial aid is determined through the annual submission of the Free Application for Federal Student Aid (FAFSA).

Financial aid is typically disbursed in equal disbursements for the fall and spring semesters.

Federal ACG Grant – The Academic Competitiveness Grant (ACG) is intended to encourage rigorous academic study in high school. To receive an ACG, students must: be U.S. citizens; receive a Pell grant for the same award year; be enrolled in an associate's or bachelor's degree program; be enrolled in the first or second academic year of a program of study at an eligible two-year or four-year degree-granting institution and have successfully completed a rigorous secondary school program of study; have graduated from high school after Jan. 1, 2006, for first-year students and after Jan. 1, 2005, for second-year students; and if first-year students, not have been enrolled while still in high school as regular students in an ACG-eligible college program, or if second-year students, have successfully completed their first year and have a cumulative G.P.A. of at least 3.0 on a 4.0 scale.

Federal Parent PLUS Loan Program – Parents may be eligible to borrow up to the cost of education minus other aid each academic year. Both interest and principal payments begin 60 days after disbursement of the loan. Credit approval is required.

Federal Pell Grant – This federal program provides grants to students with exceptional financial need. The grant amount is based upon the information provided on the FAFSA each year.

Federal Perkins Loan Program – This federal program provides loans to students demonstrating exceptional financial need. No interest accrues, nor is repayment required while the student carries at least a half-time academic load at any institution of higher education. Repayment begins nine months after the student ceases enrollment or graduates. The interest rate is 5 percent.

Federal SMART Grant – The Federal SMART Grant is intended to encourage enrollment in college majors in the physical, life and computer sciences, engineering, technology, mathematics, and certain foreign languages. To receive a SMART Grant students must: be U.S. citizens; receive a Pell grant for the same award year; be enrolled in a bachelor's degree program; be enrolled in the third or fourth academic year of their program of study at an eligible four-year degree-granting institution; have successfully completed the previous year; have a cumulative G.P.A. of at least 3.0 on a 4.0 scale in the courses for his or her program (not only those in the major) and be majoring in physical, life or computer science, engineering, mathematics, technology or a critical foreign language.

Federal Stafford Loan Program – This federally insured loan program is available to all students who successfully file the FAFSA. The maximum loan eligibility each year is based on total credit hours earned and dependency status. For those who qualify for a subsidized (need-based) loan, the government pays the interest while the student is in school. The student is responsible for all interest on an unsubsidized loan which accrues from the date of disbursement. Repayment of both principal and interest begins 6 months after the student enrolls less than half-time or graduates.

Federal Supplemental Educational Opportunity Grant (SEOG) – This grant is awarded to students who demonstrate exceptional need based upon the information provided on the FAFSA. Recipients must be eligible for a Pell grant.

Federal TEACH Grant – The TEACH Grant program provides grant funds to future teachers who agree to serve at least four years as a full-time, highly qualified teacher in a high-need area of study and in a school serving low-income students. Eligible students may receive up to \$4000 per year in TEACH Grant funds, up to a maximum of \$16,000 for undergraduate and \$8,000 for graduate study. If the recipient does not complete the required four years of teaching service within eight years after completing the coursework or does not meet all other requirements of the program, the TEACH Grant funds will be converted to a Federal Unsubsidized Stafford Loan that must be repaid in full, with interest accrued from the original date of the grant. If the TEACH Grant is converted to a loan, it cannot be converted back to a grant.

Federal Work-Study – This program provides work opportunities for students with financial need. Federal funds are used to subsidize part of each eligible student's salary. Students may receive federal work-study funds for employment in areas of community service contingent on prior approval by the Student Financial Services and Spiritual Formation Offices. Additional information on community service and other student work opportunities is available through the Career Services Office. Eligibility for work study noted on the award letter does not guarantee a student a job. The student must obtain campus employment on their own.

STATE FINANCIAL AID PROGRAMS

Persons who are legal residents of the state of Michigan as defined by the Michigan Department of Education may receive aid from state programs. Eligibility for state student financial aid is determined through the submission of the Free Application for Federal Student Aid (FAFSA). The current state application deadline for priority consideration is March 1. Consideration is given to applications received prior to June 30 and is based on availability of funds.

Michigan Competitive Scholarship – The award is available to students attending either private or public Michigan colleges. A qualifying score must be achieved on the ACT exam, and financial need must be established by filing the FAFSA before March 1. Students may only receive either the Michigan Tuition Grant or the Michigan Competitive Scholarship at any one time.

Michigan Tuition Grant – The grant is available to students attending independent non-profit Michigan colleges. Awards are based on financial need only. Application is made by filing the FAFSA.

INSTITUTIONAL GRANT AND SCHOLARSHIP PROGRAMS

To be eligible for need-based university gift aid programs, a student must submit a Free Application for Federal Student Aid (FAFSA). A student must be enrolled full-time as a degree-seeking student in a traditional undergraduate program. Students who have previously earned a bachelor's degree are not eligible for institutional aid. Priority consideration is given to students with financial need who have completed their FAFSA by March 1. In many cases, students only need to complete the FAFSA to be considered for these awards. Some upperclassmen awards require completion of an institutional scholarship application. Contact the Student Financial Services Office for additional information. Applications are available on the Student Financial Services Web site. Conditions for receiving an endowed or restricted fund institutional scholarship include attendance at the Legacy dinner

and the writing of thank-you notes to the donors or donor representatives. The Advancement Office will provide further details regarding these conditions to recipients.

Abraham Kuyper Journalism Scholarship – This scholarship was established by an anonymous donor in memory of Abraham Kuyper, the late Dutch newspaper editor, theologian/pastor and politician. He founded a Calvinist-oriented newspaper (1872), was elected to the national assembly (1874), formed the first organized Dutch political party, founded the Free University at Amsterdam (1880), founded the Reformed Churches in The Netherlands (1892). As prime minister of The Netherlands (1901-05), he advocated a wider franchise and broader social benefits. This scholarship is granted to early enroll students participating in Cornerstone University journalism courses while still in high school. The scholarship is given to help high school students who possess the potential to become outstanding journalists at media companies in West Michigan, Michigan and across the United States of America.

Amanda and Michael Nielsen Children's Ministry Scholarship – This scholarship is awarded to undergraduate students who are pursuing a career in children's ministry in a local church or para-church organization following graduation or for a student serving in summer camping ministries. Application is made on the institutional scholarship application.

Athletic Scholarships – Awards are based on proven athletic ability. Athletic scholarship information may be obtained by contacting the athletic director or coach directly.

Belden Brick and Supply Architectural and Masonry Scholarship – This \$1,000 scholarship is provided to assist undergraduate students whose parents or grandparents are associated with the masonry, architectural or home building professions. Priority is given to employees of Belden Brick & Supply. Applicants must be high school students with a 3.0 G.P.A. or undergraduate students with a 2.5 G.P.A.. Application is made on the institutional scholarship application.

Bernie and Marge Mollema Multicultural Ministry Scholarship – This scholarship was created to financially assist Cornerstone University students entering full-time multicultural (Hispanic preferred) ministry after graduation. Applicant must maintain a minimum 3.0 G.P.A. Application is made on the institutional scholarship application.

Bertha Dewey Stock Memorial Scholarship – These funds are awarded to married students who have completed 60 credit hours and are preparing for full-time Christian ministry. Recipients must demonstrate financial need. Application is made on the institutional scholarship application.

BNI Chapter Business Scholarship – This scholarship of up to \$1,500 is awarded to a needy minority student entering their junior or senior year of study in the business program with at least a 3.0 G.P.A.. Application is made on the institutional scholarship application.

Bob Becker Journalism Scholarships – This scholarship was established by friends of veteran journalist Bob Becker, Grand Rapids Press sports editor for more than 30 years until his retirement in 2007, who has dedicated his professional career to covering high school, collegiate and professional sports in Michigan and across the nation. He helped change the face of sports coverage in Michigan, as both a pioneer in the coverage and sponsorship of women's sports in the earliest stages of Title IX, and in the hiring and training of minority journalists in that field that, for generations was the exclusive domain of white males. This scholarship is granted to incoming journalism majors who possess the potential to become outstanding journalists at media companies in West Michigan, Michigan and across the United States of America.

Bronkema Family Scholarship – This \$1,000 scholarship is granted to a full-time female student facing unusual family and financial challenges. Applicant must maintain a 2.35 G.P.A. Application is made on the institutional scholarship application.

Capital Region Community Foundation Davis Fund Scholarship – This scholarship is awarded to a resident of Ingham, Eaton, or Clinton County (Michigan). Selection criteria include proven superior ability, scholarship and character. Application is made on the institutional scholarship application.

Catherine Ross Wirtz Elementary Education Scholarship – This scholarship was established to provide assistance to students endeavoring to become elementary and middle school teachers. Candidates must have a record of service to the Lord and mankind, and must be accepted into the teacher education program with a minimum 3.0 G.P.A.. Financial need will be considered. Application is made on the institutional scholarship application.

Chancellor's Scholarship – Available to incoming students based on high school G.P.A. and ACT scores. The maximum amount for first-time students is \$9000. Maximum amount for transfer students is \$5000. The scholarship is renewable.

C. John Miller Business Leadership Scholarship – This \$1,000 scholarship is provided for upperclassmen who have demonstrated exceptional potential for leadership in business. Application is made on the institutional scholarship application.

Cornerstone Need Grant – The grant is awarded to students who meet specific need criteria based on a student's EFC, academics, residency plans and other gift aid. The amount of the award is determined based on the same criteria.

Cornerstone University Assistance – Available to incoming students based on high school G.P.A. and ACT scores. The maximum amount for first-time students is \$4000 for out of state students and \$3000 for in state students. The scholarship is renewable.

Cornerstone University Ministry Major Grant - This grant is awarded to Michigan residents who are ineligible for the Michigan Tuition Grant due to their enrollment in a Christian ministry major. Students must have attained junior or senior status and otherwise demonstrate eligibility for the MTG to be eligible for this grant. The amount of the grant is one-half of the estimated state grant eligibility for the year.

Dean's Scholarship – Available to incoming students based on high school G.P.A. and ACT scores. The maximum amount is \$8000 for first-time students and \$4000 for transfer students. The scholarship is renewable.

Dorothy J. and Clinton J. Christoff Scholarship – Eligibility is for a student living in or attending school in the Lowell school district. One \$1,000 scholarship will be given annually to a candidate who demonstrates “service above self.” Selection is by the Lowell Rotary Club scholarship committee.

Dorothy L. Sayers Promising Young Writers Scholarship – This \$1000 scholarship is designed to encourage undergraduate writers to develop the skills for writing connected careers and is awarded by vote of the English faculty. Candidates must be Humanities majors with a demonstrated desire to write as a vocation. Financial need is considered.

Edward R. Powell Family Scholarship – This scholarship recognizes students majoring in media studies who intend to pursue careers in secular organizations in order to be “salt and light” as described in Matthew 5:13-16. The applicant must have completed at least 60 credit hours toward a degree at Cornerstone. Application is made on the institutional scholarship application.

Elijah P. Lovejoy Journalism Scholarship – Established by friends of Cornerstone University’s Journalism Department, this scholarship is named after Elijah Lovejoy. Mr. Lovejoy demonstrated the courage of his convictions in the face of great peril to his personal safety and without the advantage of today’s well-established press freedoms. He is known as the first American martyr to the freedom of the press when he was shot and killed in Illinois for using his newspaper to strongly oppose slavery during the mid-1800s in the United States. This scholarship may be granted to a Journalism major, News-Editorial emphasis, who possesses the potential to become an outstanding journalist and/or commentary writer at a newspaper or other print or online publication in West Michigan, Michigan and across the United States.

Ernest and Yvonne Rogers Scholarship – This scholarship was established to financially assist music majors entering their sophomore or junior year who demonstrate exceptional instrumental or vocal ability and are actively involved in a church music ministry during the academic year. The recipient must maintain a 3.0 G.P.A. Application is made on the institutional scholarship application.

Esther Gilbertson Scholarship – This scholarship is reserved for continuing students preparing for vocational ministry. A cumulative 3.0 college G.P.A. and financial need is required. Application is made on the institutional scholarship application.

Ethel M. Collins Children’s Education Scholarship – This scholarship assists sophomore, junior or senior students with demonstrated financial need who are majoring in teacher education and preparing for a teaching profession ministering to children. Application is made on the institutional scholarship application.

The Frank H. Gordon Memorial Scholarship – This scholarship of \$1,500 is awarded by vote of the music department faculty to the outstanding junior music major.

Ginger Coburn Memorial Scholarship – This scholarship assists female teacher education students with the cost of education at Cornerstone University. Priority is given to students from Alpena County, Mich. Applicants must have 60 earned credits and a minimum cumulative 3.0 G.P.A.. Application is made on the institutional scholarship application.

Glenn and Barbara Steil Scholarship – This scholarship assists undergraduate students over the age of 21 who have completed two years of college course work and demonstrate financial need. The recipient must have a minimum 2.0 G.P.A.. Application is made on the institutional scholarship application.

Gloria Baker Endowed Kinesiology Award – The award is granted yearly by vote of the kinesiology department faculty to a junior or senior who demonstrates the qualities necessary to become a successful physical educator, models a consistent commitment to a biblical lifestyle, demonstrates proficiency in kinesiology coursework with a 3.0 or higher G.P.A. and utilizes opportunities for professional development.

Grand Rapids Foundation Scholarship – The Grand Rapids Foundation provides scholarships for sophomore, junior and senior students. Applicants must have been residents of Kent County for a minimum of three years, have a minimum 3.0 G.P.A. and demonstrate financial need. Applications are available on the Student Financial Services Office Web site.

Herb and Ethel Corum Partnership Program – The Herb and Ethel Corum Partnership Program provides matching funds for church-based scholarships for students attending Cornerstone University. Application is made through the Corum church scholarship application.

Howard and Mary Simms Memorial Scholarship – This scholarship assists students majoring in social work with demonstrated growth and intentional work in several arenas, and who demonstrate financial need. Application is made on the institutional scholarship application.

International Student Grant – These scholarships are available to international students who have financial need and are not eligible to receive assistance through the federal student aid programs. Eligibility is determined by the director of admissions and the director of Student Financial Services, based on a student’s financial situation. The maximum amount is \$3,000.

Kent and Hazel Hagel Endowment – The Kent and Hazel Hagel Endowment Fund was established to financially assist students preparing for full-time Christian work who are entering their junior or senior year and maintain a minimum G.P.A. of 3.0. Application is made on the institutional scholarship application.

Lawrence & VanderZwart Adviser’s Scholarship – This \$1,500 scholarship was established to financially assist a junior or senior majoring in business, with a 3.0 or higher G.P.A. Preference will be given to students focusing on finance. Application is made on the institutional scholarship application.

The Lukas Squires Memorial Scholarship – This scholarship was established to financially assist an undergraduate student with a declared youth ministries major or minor who has overcome a personal hardship. The recipient must maintain a 2.5 G.P.A..

Application is made on the institutional scholarship application.

Margaret Ward Music Scholarship – This scholarship is provided for students who have demonstrated financial need, are majoring in music with an emphasis in piano or voice and have a minimum 3.0 G.P.A.. Application is made on the institutional scholarship application.

Meryl Welch Musical Arts Endowed Scholarship – This fund financially assists students in their commitment to exhibit excellence in the field of music. Application is made on the institutional scholarship application.

Multicultural Scholarship – This award is available to students who are part of a recognized minority group and who meet specific institutionally determined need requirements. Filing of the FAFSA is required.

Music Scholarship – Renewable scholarships are awarded to students in various designated areas of study (i.e. voice, keyboard, brass, woodwinds, etc.). Recommendations for awards are submitted by the music department faculty. Entering students must complete an application and will be expected to audition in person before the music faculty (or send an audition tape if a visit to campus is not possible). Recipients must adhere to contractual obligations, including participation in the appropriate applied lessons and large ensemble.

Norwood Hubbell Youth Ministry Scholarship – The Fleetwood Group Inc., founded by Norwood Hubbell, has established a restricted scholarship for those planning to serve in youth ministry. Applicant must be a college junior or senior; G.P.A. and financial need may be considered. Scholarship may be renewable. Application is made on the institutional scholarship application.

Orpha Galloway Endowed Music Award – This award is granted yearly to a junior or senior who has significantly contributed to the spring musical production with demonstrated excellence and commitment, and who exhibited a dedication to a Christian lifestyle and a professional work ethic.

Outstanding Female Athlete Scholarship – This scholarship is intended to recognize outstanding female student athletes who have displayed outstanding Christian character, leadership, and involvement in Cornerstone University. The student must have earned a minimum of 60 credit hours. Nominations are made by the Athletic Advisory Committee.

Outstanding Scholar Award – This scholarship recognizes National Merit scholarship finalists. It is available to students who enroll at Cornerstone by the beginning of the third semester after the student graduates from high school. Recipients are eligible to receive the award for up to ten semesters at Cornerstone University and the award is renewable by maintaining a cumulative G.P.A. of 3.5. After a student has earned a degree, he or she is no longer eligible to receive the award. The finalist award may be used to cover summer courses and J-term courses through the summer following the tenth semester of enrollment. Finalists will receive a \$12,000 scholarship. Total institutional aid and Michigan Tuition Grant, or Competitive Scholarship for recipients of either award may not exceed total tuition. The award may not be used for off-campus programs such as CCCU programs.

Partners for Success Award – Available to incoming students based on high school G.P.A. and ACT score. The maximum amount for first-time students from \$6000 for out of state students and \$3000 for in state students. The maximum amount for transfer students is \$1000. The scholarship is renewable.

Pat Irwin “Jabez” Scholarship – This scholarship was created to assist financially needy students participating in the Cornerstone University learning center. The candidate must demonstrate a walk of faith and trust in God to enable him or her to serve him in their chosen field and be in the top ten percent of his or her class. The Cornerstone learning center faculty makes nominations for the scholarship. Information available on the institutional scholarship application.

Phi Theta Kapa Scholarship – This scholarship is designed to award students who transfer from a community college with Phi Theta Kappa membership. Phi Theta Kappa is a prestigious college honor society and Cornerstone University values student involvement. The scholarship adds \$1,000 to the recipient’s academic scholarship. Students with a 3.7 + GPA and Phi Theta Kappa membership can apply by filing the Phi Theta Kappa Application.

Presidential Scholarship – Available to incoming first-time students based on high school G.P.A. and ACT score. The maximum amount is \$10,000. The scholarship is renewable.

Renee K. Spaanstra Memorial Scholarship – This scholarship was established after the death of Renee Spaanstra, an employee of Cornerstone’s Student Financial Services Office, to financially assist undergraduate single parents with children under the age of 18. Secondary consideration is given to undergraduate students who face domestic hardship that results in loss of financial support. The recipient must be at least a sophomore, enrolled six credits or more, and demonstrate financial need. Application is made on the institutional scholarship application.

Resident Need Grant – Awarded to students living in university residence halls who demonstrate financial need. Funds are available to students meeting specific criteria based on a student’s EFC, academics, residency plans and other gift aid. The amount of the award is determined based on the same criteria.

Richard and Doris Baker Learning Center Endowment – This endowment was created to develop the learning center staff and programming and to provide scholarships to learning center students who face emotional, physical or educational challenges. Nominations for scholarships are made by faculty or staff, and the amounts vary based upon funding.

Richard H. and Marion B. Stewart Endowment for Choral Arts – This \$1,250 scholarship is awarded by vote of the voice and choral music faculty to the most promising entering freshman male vocalist.

Robert and Ruth Lanting Endowed Scholarship – The student candidate must be committed to Christian ministry or mission work and demonstrate financial need. Application is made on the institutional scholarship application.

The Ronald B. Mayers Religion Major Award – This \$1,000 scholarship is provided to a student on the basis of scholarship (3.3 G.P.A.), vocational ministry aspirations, and seminary education expectations. It is awarded to a student in his or her junior year who is selected by the faculty of the Bible, Religion and Ministry Division. Application is made on the institutional scholarship application.

Ronald Meyers Scholarship – The Ronald Meyers Science Scholarship is granted yearly to a student who demonstrates the qualities necessary to become a successful scientist. Recipient is selected by the science department faculty and must be a full-time junior or senior science major with a 3.6 higher cumulative G.P.A. An essay may be required.

Samuel L. Westerman Scholarship – This scholarship is awarded to students who have earned at least 60 credit hours with financial need, and who have demonstrated active involvement in community and/or church related work. Application is made on the institutional scholarship application.

Servant Leadership Award – The \$1000 Servant Leader Award identifies and recognizes students entering their senior year who are chosen by their peers and faculty as servant leaders in the areas of ministry and community service. This award serves as an effective instrument to the entire educational community by promoting the ideals of service that substantially benefits others. Application is made on the servant leadership application which can be obtained from the Spiritual Formation Office.

Study Abroad Scholarship – Students participating in a study abroad program may be eligible for this scholarship. The amount of the scholarship may be up to 100% of a student's normal institutional aid depending on available funds and whether it is an international or domestic program.

Sylvia King Music Scholarship – This scholarship is provided for the undergraduate student who has demonstrated financial need, is majoring in music with an emphasis in piano or voice and has a minimum 3.0 G.P.A. Application is made on the institutional scholarship application.

T. M. Branch Scholarship – The scholarship is awarded to a junior or senior who is making satisfactory progress toward a degree at Cornerstone and demonstrates financial need. Application is made on the institutional scholarship application.

Victor and Bonnie Matthews Outstanding Athletic Scholarship – This scholarship is intended to recognize an outstanding student athlete who has completed at least 60 credit hours and has displayed outstanding Christian character, leadership and involvement in the Cornerstone University community. The Athletic Advisory Committee makes nominations for the award.

Wendell K. Babcock/Grand Rapids School of Bible and Music Alumni Children's Scholarship – To be eligible, a student must be the child of a GRSBM alumnus with demonstrated financial need. An eligible student may receive up to \$1,500 per academic year. Application is made on the institutional scholarship application.

William J. and Nora J. Bolthouse Scholarship – Students from Ensley Baptist Church of Sand Lake, Michigan, and children of employees or the employees of William Bolthouse Farms, Inc. are given first priority to receive this scholarship. Demonstrated financial need is required. Application is made on the institutional scholarship application.

Academic Information



(Refer to the Professional & Graduate Studies catalog for academic information related to accelerated programs.)

Academic Assistance

The Cornerstone Learning Center (CLC) at Cornerstone functions in a dual role, as both an academic resource center and a disability accommodations center. In the first capacity, the CLC will provide tutoring services, including formal writing and mathematics labs, for the entire university community on an “as needed” basis. In the second capacity, the CLC will be the contact point for all disability services on campus, academic and otherwise.

The following courses offered by the Cornerstone Learning Center may be counted for purposes of financial aid, sports eligibility and G.P.A., but do not count toward the total hours required by the institution for graduation.

| <u>Dept./Level</u> (See page 58 for codes) | <u>Course Name</u> | <u>Credits/Frequency</u> |
|--|-------------------------|--------------------------|
| CLC-100 | CLC Learning Strategies | 2/1 |
| An individualized course designed to provide students with the basic skills needed for success in college. The emphasis is on the application of a holistic balance of mind, body and spirit, as they apply to learning. The course is taught in the context of study for other college courses. An organizational notebook is developed as a course requirement. | | |
| ENG-099 | Basic Writing | 2/1 |
| An individually paced course in the basic techniques for effective written communication as preparation for ENG-114 College Composition. | | |
| MAT-096 | Pre-Algebra | 2/1 |
| An individualized review of applied arithmetic. Patterns leading to operations with fractions, decimals, percents and proportions. Graphing, drawing, probability and spreadsheet tools are used in technology activities to learn problem-solving strategies, numerical geometry, pre-algebra, and basic statistics concepts. Prerequisite: The Math Placement Examination. Credits earned in this course do not count toward graduation. | | |

Academic Calendar: Semester and Hours

The academic year is divided into two semesters of 13 weeks each. A semester hour represents one class period of 60 minutes per week for one semester. Students register for approximately 16 hours per semester. Students may register for more than 18 hours when a completed 18-hour limit waiver form is submitted to the Registrar’s Office.

Academic Honesty

The university is committed to a high standard of academic honesty among its students. Dishonesty in any form – cheating on examinations or quizzes, plagiarism on papers and reports, and falsification of attendance or reading reports – is not acceptable. Penalties for academic dishonesty may include grade reduction or failure on the particular paper, test or assignment. Violations could also result in failure or dismissal from a class. Penalties are imposed at the discretion of the individual faculty member in cooperation with the appropriate division chair. The faculty manifests its confidence in the integrity of the student and encourages the student to exercise good judgment in fulfilling this responsibility.

Faculty members who suspect any of their students of “academic dishonesty” (cheating, plagiarism, etc.) should follow this policy:

1. Use sound judgment in responding to the student and the specific situation. In that response, the faculty member should deal with the student as he/she sees fit in congruence with the institution’s policy and within the guidelines of the course syllabus.

2. Allow students with grievances regarding faculty action in such cases to avail themselves of a request for review process through the appropriate division chair in keeping with policies stated in the catalog.
3. If a faculty member or dean deems that the student behavior warrants a broader and more comprehensive institutional response, that person (through the dean) may refer the student to the student development disciplinary system by contacting the vice president of student development. Such referral should happen as quickly as possible to provide the students with a timely, fair and reasonable process, as well as to avoid any perception of the referral as potential reprisal for student's use of the appeal/review process.
4. If such a request is made, that individual should avoid making recommendations as to the appropriate response to the student's behavior, but instead state the reason(s) for referral and actions taken/pending up to that point.
5. The vice president of student development (or designate) will initiate a disciplinary process to consider the accusations and an appropriate response. This process will be separate from any other process initiated/taking place in the academic arena. However, if the student is found responsible for the actions for which he/she was referred, the person/ group who conducts the disciplinary meeting may consider the academic penalty when formulating a disciplinary response.
6. After a disciplinary response is communicated to the student, that student has the right to request a review of the decision in accordance with the procedures outlined in the Student Handbook.

Attendance Policy

Students are expected to attend all classes. Class attendance is directly related to a student's performance, and performance is enhanced by class attendance.

Students who anticipate an absence due to official co-curricular participation should consult with the professor in advance and, if possible, complete any scheduled work in advance of the absence. Faculty or others in charge of a co-curricular activity will provide the faculty with a list of students participating prior to any activity that would remove students from classes.

All faculty are required to include an attendance policy in each course syllabus. In addition, faculty will record the absences of students in all classes. Whenever a student does not attend class in accordance with the attendance policy recorded in the syllabus, the professor will take appropriate action. The nature of the action should relate to the excessiveness of the absenteeism. Any student who misses 1/3 or more of the scheduled meetings of a class automatically fails the course.

As much as possible, official school functions that require student participation should not be scheduled as to require absence from classes. No official co-curricular participation may be scheduled during the final exam period.

Audit Policy

Students may audit courses for the cost of \$175 per credit hour. Audited courses do not include honor points (G.P.A.) or credits toward graduation. Applied music and physical education courses are not open to auditors. Audit status does not count toward full-time enrollment.

Changes from credit to audit and vice versa will not be permitted after the first week of the semester (drop/add period).

Classification of Students

Students are officially classified according to the semester hours of credit they earn:

| | |
|--------------------------------|-----------------------------|
| Freshman: 1-25 semester hrs. | Junior: 58-89 semester hrs. |
| Sophomore: 26-57 semester hrs. | Senior: 90 + semester hrs. |

Correspondence Credit

A maximum of 30 semester hours of credit earned by correspondence or extension may be applied toward a degree. Such work should be taken only from well recognized correspondence programs through accredited institutions. Currently, correspondence work is accepted from a number of accredited institutions.

Students interested in taking correspondence courses should receive approval from the Registrar's Office before registering for the courses. Correspondence courses intended to fulfill degree requirements should be certified as equivalent by Registrar's Office personnel before the course is taken and by completion of the transfer pre-approved form.

Course Changes

All adjustments of academic schedules are processed in the Registrar's Office when accompanied by a drop/add form signed by appropriate faculty member. Courses may only be added before or during the first week of each semester. Courses that are dropped will be recorded as follows on the student's record:

| | |
|---|---|
| Before end of Drop/Add Period | No record on transcript |
| Before end of 10 th week | W – no effect on G.P.A. |
| After end of 10 th week | W/P or W/E W/P – no effect on G.P.A. |
| | WE – treated as an F for G.P.A. calculation |
| After end of 14 th week | W/E – treated as an F for G.P.A. calculation (no W/P option) |

W = Withdrawn W/P = Withdrawn – passing W/E = Withdrawn – failing

A student who wishes to withdraw from all of his or her classes shall complete a withdrawal form to be obtained from the Retention Office. The student must obtain the proper signatures and return the form before being considered officially withdrawn.

All adjustments of academic schedules must be made by permission of the Registrar's Office. Before such permission will be granted, the student must consult with their faculty advisor and needs the signature of the chair in some cases. Drop/Add slips are used to process such changes. After the drop/add period, the instructor of the course must also sign the drop/add slip. No charge for dropping and adding courses will be made during the drop/add period designated in the university calendar (the first week of classes).

Credit by Exam

A student may be granted advanced placement or college credit on the basis of examination. Amount of credit and level of placement are determined by the undergraduate academic committee. Credit for advanced standing can be acquired by the following means:

1. Advanced Placement Program of the College Board with scores of 3, 4, or 5. Scores of 4 or 5 are necessary for awarding credit; a score of 3 will permit waiver of the course. Students who intend to enter the university under this program should arrange to have their Advanced Placement examination records sent to the Office of Admissions.
2. College Level Examination Program (CLEP) with scores at or above 50.
3. Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Tests (DSST's) with scores meeting or exceeding the minimum score recommendation provided by the American Council on Education.

Credit awarded for examination (Advanced Placement, CLEP, or DANTES) will not be permitted for courses previously waived (on the basis of ACT scores or by instructor permission) to permit enrollment in an advanced course.

Students are encouraged to verify the course equivalent with the Registrar's Office prior to writing one of the exams. A maximum of 30 credit hours earned by CLEP, Advanced Placement and/or DANTES may be applied toward a degree program. No charge will be assessed for the processing of Advanced Placement, CLEP or DANTES credits.

Dean's List

At the end of each fall and spring semester the Dean's List will be published with the following requirements:

1. A student must earn a 3.5 G.P.A. for that semester.
2. A student must be enrolled as a full-time student (12 credit hours).
3. A student must complete all courses by the end of the semester when grades are reported by the faculty. Any "incomplete" will remove a student's eligibility for the Dean's List.

Degrees Offered

1. Associate of Arts: (A.A.), 63 semester hours. (See Teacher Education Division for specific requirements.)
2. Associate of Science – Business Studies: (A.S.), 60 semester hours. (See the Professional and Graduate Studies catalog for specific requirements.)
3. Bachelor of Arts: (B.A.), 129 semester hours. Majors: See the complete listing of majors in the B.A. degree in the Degree Information section.)
4. Bachelor of Music: (B.Mus.), 129 semester hours. Majors: Music Education (K-12), Performance and Performance (Contemporary Christian Music). (See the Fine Arts Division for specific requirements.)
5. Bachelor of Science: (B.S.), 120 semester hours. Majors: See complete listing of majors in the B.S. degree in the Degree Information section. (For Business Administration, Management, Management with Ministry Leadership Specialization, see the Professional and Graduate Studies catalog for specific requirements.)

6. Master of Arts: (Education) (M.A.) See the Professional and Graduate Studies catalog for specific requirements.
7. Master of Arts: (Ministry Leadership) (M.A.) See the Grand Rapids Theological Seminary catalog for specific requirements.
8. Master of Business Administration: (M.B.A.) See the Professional and Graduate Studies catalog for specific requirements.
9. Master of Science (Management): (M.S.) See the Professional and Graduate Studies catalog for specific requirements.

Directed Reading (470)

Directed Reading is an option in the major or minor for students who possess a 3.0 cumulative G.P.A. and who have reached junior class standing. Students must secure the permission of the faculty member with whom they will be working as well as the chair of the division in which the study will be taken. Eligible students must complete the application form as well as a proposal of the title, tentative bibliography, nature and scope of the work to be accomplished before registering.

For each credit of Directed Reading desired, 1,500 pages of reading are required. Grades of "A" through "F" are assigned. The student is responsible to assume the initiative in completion of the course. Directed Reading courses may not be substituted for courses listed in the catalog.

A Directed Reading course not finished in the semester for which the student enrolled may be given an incomplete with approval from the chief academic officer or division chair. If unfinished by the deadline by which the incomplete must be removed (see Incomplete Grades), the grade will be changed to an "F."

Faculty members are limited to a total of two Independent Studies and/or Directed Readings during a given semester. Division chairs will be responsible for determining the appropriateness of the study plan and credits to be awarded for the Directed Reading. The faculty and student will interact on a regular and substantive basis to assure progress of the directed reading. A fee of \$250 will be charged to the student for each Directed Reading.

Educational Policy

While all students must follow academic programs as listed in the catalog in effect at the time of entrance or re-admission to the university, any changes instituted by academic policy councils or faculty decision becomes effective immediately unless otherwise stated and may differ from the entering catalog.

English Competency

English placement is based upon ACT information provided at the time of enrollment. Students placed in classes lower than ENG-212 must progressively move to the next level course (i.e. A student enrolled in ENG-099 must also take ENG-114 and ENG-212.)

Enrollment Status

For federal financial aid calculations, all students are considered to be enrolled full-time if they are enrolled in 12 or more credits. Aid is calculated based on formulas related to a student's academic year, federal payment periods and the federal award year.

For state financial aid calculations, enrollment status is based on the number of credits for which a student is enrolled for a given term. The full-time enrollment status for state programs is 12 or more credits per term.

Field Practicum (Social Work)

In their senior year, Social Work students participate in a required field practicum experience under the supervision of an experienced social worker for a minimum of 400 hours. This provides opportunity for hands-on training and application of theory, knowledge and skills to actual situations in a variety of settings. Student field practicum placements have included adoption and foster care agencies, crisis pregnancy centers, juvenile court, hospitals, nursing homes, child and adolescent group homes, community mental health and residential treatment centers.

To enroll in the field practicum, students must achieve senior status (i.e., completed 96 credit hours) and have approval from the Social Work Department faculty. Students register to take SWK-450 Field Practicum and SWK-451 Field Practicum Seminar concurrently.

Grades and Honor Points

The student's scholastic standing is indicated both by grades and honor points. The student earns honor points in accordance with grades as follows:

| <u>Grade</u> | <u>Interpretation</u> | <u>Honor Points</u> (per class hour) |
|--------------|-----------------------|--------------------------------------|
| A | Exceptional | 4.00 |
| A- | | 3.70 |
| B+ | | 3.30 |
| B | Good | 3.00 |
| B- | | 2.70 |
| C+ | | 2.30 |
| C | Average | 2.00 |
| C- | | 1.70 |
| D+ | | 1.30 |
| D | Below Average | 1.00 |
| D- | | 0.70 |
| F | Failure | 0.00 |

| | | | |
|-----|--------------------|-----|---------------------|
| CR | Credit Received | W | Withdrawn |
| F/W | Failed to Withdraw | W/E | Withdrawn – Failing |
| I | Incomplete | W/P | Withdrawn – Passing |
| NC | No Credit | | |

Grade Point Average (G.P.A.)

The G.P.A. is computed by dividing the total number of credits attempted into the total number of honor or quality points. Credits and honor points are not given for courses in which the grades "W/P," "W/E" and "I" have been received. "W/E" is considered when figuring the G.P.A..

Graduation Awards

The following departmental awards are typically presented at the annual Honors Convocation chapel in recognition of high academic achievements.

Professional & Graduate Studies – A student is selected from each cohort group to receive the Distinguished Achievement Award. Criteria for the award is a 3.5 minimum cumulative G.P.A. in the major, supportive participation and leadership potential. Selection is made by the faculty members. (See the Professional & Graduate Studies catalog.)

Bible, Religion & Ministries – The criteria for the B.R.M. Division award are academic performance, attitude in the classroom, potential for ministry, involvement in ministry while at Cornerstone, evidence of God's calling for ministry in one's life and attitude toward and acceptance of one's peers and professors. The recognized student is a positive catalyst for ministry among one's colleagues.

Business – Awards are given for academic excellence in accounting, business administration and marketing and management. *The Wall Street Journal* Student Achievement Award is provided by Dow Jones and Company, publishers of *The Wall Street Journal*. This is the highest award for academic excellence granted to a business senior by the Business Division.

Communication & Media Studies – The Communication & Media Studies Division is pleased to give its highest award to the senior majoring in audio production, communication studies, media, theatre or journalism who best demonstrates the following criteria: excellent academic performance and skills and proficiency in communication, as well as Cornerstone University's distinctives of leadership, citizenship and Christian worldview.

Fine Arts – The Outstanding Senior Music Major Award is given to that senior who has exemplified the values of the division by a history of outstanding service to the collegiate community as demonstrated by high scholastic achievement and musical excellence. Through distinction in the area of performance, composition, music ministry or music education, this student has proven his or her potential to excel in the field of music as a profession.

History & Social Science – The History & Social Science Division award is given to the student who has exemplified high academic achievement, spiritual maturity and involvement in on-campus and/or off-campus activities, with plans for graduate work in one of the disciplines represented.

Humanities – The Humanities Division employs the following criteria when choosing its divisional award winner: academic performance, general attitude and outlook on life, on-campus involvement, community involvement and other items of consideration.

Kinesiology, Science & Mathematics – This award is given to a student who has exhibited commitment to academic excellence, very strong likelihood of professional success in a chosen field, impeccable moral character and desire to serve mankind for the glory of God and significant contribution to the campus community with a positive attitude and spiritual sensitivity.

Teacher Education – The Outstanding Student Educator Award is given to a student who has demonstrated in class, in field experiences, and in personal life the knowledge, skills and Christian character to think critically, to enable positive change in himself/herself, society and the environment as servant leaders to students and others to bring glory to God.

Graduation Honors

Three groups are recognized at graduation. Those graduating Cum Laude must achieve a G.P.A. of not less than 3.60; Magna Cum Laude, 3.70; and Summa Cum Laude, 3.85. For the purposes of Honors Convocation (awarding of honor cords) and recognition at Commencement, the determination of those eligible for honors will be made as of the end of the fall semester. The final transcript and diploma will record graduation honors as of the completion date of the student's entire program.

To be eligible for graduation honors for the Bachelor degree the student must complete 64 semester hours of credit in residence (32 hours for associate degrees). The G.P.A. will be calculated on work completed at Cornerstone University only.

Graduation Requirements

To be eligible for graduation, students must fulfill the following conditions:

1. General Education Core (see pages 53-55 for specific degree requirements). Required for all majors unless otherwise specified. Where requirements for general education core differ from this listing, these core requirements are specified under individual majors. (Teacher education students see additional requirements in the Teacher Education Division section.)
2. Bachelor of Arts degrees and Bachelor of Music degrees require completion of 129 credit hours, including the hours prescribed for general education core, a major, and one minor (major = 30 minimum of credit hours; minor = minimum of 18 credit hours). (Exceptions include: B.Mus. no minor required; elementary education students may have three minors or one major and a minor; accounting, business emphasis, pre-law, sports management and philosophy/worldview studies majors do not need a minor.)
3. Bachelor of Science degrees require completion of 120 credits, including the hours prescribed for general education core, a major and one minor (major=minimum of 30 credit hours; minor=minimum of 18 credit hours). (Exceptions include: Ministry majors in the B.S. with a second major in Bible do not need a minor.)
4. Double counting of courses/hours is not allowed between majors and minors. Additional appropriate courses must be taken in order to complete the sum of the required hours for the major or minor. The Business Division and social work department allows limited double counting. Multiple counting of general education courses is allowed. Any questions regarding double counting should be directed to the appropriate division chairperson or the Registrar's Office. The only condition is that the student must have completed non-duplicated hours for his/her degree program (i.e. B.A. – 129 hrs; B.S. – 120 hrs).
5. Master of Arts in Education. (See the Professional & Graduate Studies catalog for specific requirements.)
6. Master of Arts in Ministry Leadership. (See the Professional & Graduate Studies catalog for specific requirements.)
7. Master of Science in Management. (See the Professional & Graduate Studies catalog for specific requirements.)
8. A cumulative G.P.A. of 2.0 or higher in all work, 2.50 or higher in the major and 2.0 or higher in the minor. All teacher education students must meet the following minimum cumulative G.P.A.: 2.5 overall, C- in education courses and 2.5 in their majors. Elementary education students in the triple minor program must have a minimum combined G.P.A. of 2.5 for the two minors other than the planned program minor and a minimum 2.0 G.P.A. in each of the minors other than the planned program minor.
9. A grade of "C-" or better in ENG-212 Writing In Culture and COM-112 Communication In Culture.
10. Transfer students are required residency for at least 32 hours. All students are required residency for at least 24 of the last 33 hours, and at least 12 hours of the major must be completed in residence. For elementary education students enrolled in the triple minor program, the two minors other than the planned program minor shall be equivalent to a major for the purpose of calculating residency requirements. (Students enrolled in the associate degree program require residency for at least 24 hours, residency for 24 of the last 33 hours and residency for at least 12 hours of the major.)
11. Chapel attendance requirements, as outlined in the Student Handbook.
12. Completion of junior writing assessment exam or portfolio presentation.
13. A graduation application to the Registrar's Office no later than Nov. 1 for December, May and August graduates.
14. Completion of senior assessment testing.
15. Commencement participation will be limited to those who have completed their degree program or have no more than six credit hours to complete by Aug. 15 of that same year.

All graduation requirements for a given degree must be met prior to posting an official graduation date and diploma. It follows that:

1. Students in the teacher education program will not receive a graduation date and diploma until they complete their entire program, including student teaching.
2. Students who begin the teacher education program and decide to drop it must complete a departmental major and minor to fulfill their graduation requirements. Group majors/minors, planned minors and triple minor programs allowed for education students are not allowed for students graduating outside of the education program.

3. Students who intend to pursue the teacher education program, but cannot meet the requirements to gain entrance into the program must complete a departmental major and minor to fulfill their graduation requirements.
4. Students taking credit at an institution other than Cornerstone University for completion of Cornerstone University degree requirements must have their final, official transcript from that institution on file in the Cornerstone University Registrar's Office by the following dates:

Graduation Date: Transcripts due the following:

December March 15

May Aug. 15

August Nov. 15

Transfer course work must be completed within the term of the student's intended graduation date. The same applies to the August and December graduation dates.

Transfer work completed after that date will necessitate moving the graduation date to the next regularly occurring graduation date.

5. All Prior Learning petitions for credit must be processed by the Registrar's Office before students participate in the spring commencement ceremony.

Incomplete Grade

This is a temporary grade given for work that is passing in quality but lacking in quantity to meet course objectives. It may be assigned by the professor with the permission of the appropriate division chair under the following conditions:

1. A student is unable to complete his or her work due to illness or other serious physical impairment or other unavoidable circumstance, and
2. The student has done satisfactory work in a course and in the professor's opinion can complete the work in a satisfactory manner.

This grade cannot be given for unsatisfactory work. Grade changes for incompletes from the spring semester must be turned in to the Registrar's Office no later than Aug. 15, grades from summer session must be turned in no later than Nov. 15, and grades from the fall semester must be turned in no later than March 15. Every effort should be made to have the incomplete work completed in the shortest time possible following the close of the academic term in which the work is taken. Incompletes will be assigned an "F" grade after the above dates. A "change of grade" is possible if it is processed within one calendar year from receipt of initial incomplete.

Independent Study (490)

Independent Studies are designed to challenge students academically with material not presented or undeveloped in currently cataloged courses offered at the university. Independent Study is an option for students in the area of their major or minor who possess a 2.75 cumulative G.P.A. in the subject area of their study and who have reached junior class standing. Students may receive a maximum of six credits of Independent Study during their studies at Cornerstone University. Students must secure the permission of the faculty member with whom they will be working, as well as the division chair in which the study will be taken. Eligible students must complete the application form as well as a proposal of the title, tentative bibliography, nature and scope of the work to be accomplished before registering.

Grades of "A" through "F" will be assigned. The student is responsible to assume the initiative in completion of the course. Independent Study courses may not be substituted for courses listed in the catalog.

An Independent Study course not finished in the semester for which the student enrolled may be given an incomplete with approval from the appropriate division chair. If unfinished by the deadline by which the incomplete must be removed (see Incomplete Grades), the grade will be changed to an "F."

Faculty members are limited to a total of two Independent Studies and/or Directed Readings during a given semester. Division chairs will be responsible for determining the appropriateness of the study plan and credits to be awarded for the Independent Study. The faculty member and the student will interact on a regular and substantive basis to assure progress of the independent study. A fee of \$250 will be charged to the student for each Independent Study.

Internships

One of the distinguishing characteristics of the Cornerstone collegiate experience is completion of an internship. Recognizing that the classroom can never fully duplicate real-life circumstances, Cornerstone University requires students in every major complete either an internship, or for those students enrolled in social work or teacher education, a practicum or student teaching, respectively. A sample of organizations where interns have worked include Steelcase, Inc.; Zondervan Publishing House; Mill Steel; Greatland Corporation; YMCA; Gerald R. Ford Museum; and Wood TV-8. Interns have worked in 15 different states, the nation's capital and in South America.

Internships can be taken for up to six credits per internship per semester, and up to 12 credits per semester may be taken with

permission of the Division Chair and Head of Career Services on a per case basis. A maximum of 12 internship credits are allowed toward graduation requirements. One credit hour will be awarded for a minimum of 40 clock hours worked at the internship site. No more than 9 credit hours can be counted in meeting minor requirements. (Interns may be required, by the employing organization, to work more clock hours than are required for the credit a student is seeking). Students should work with their academic advisor to determine the advantages and disadvantages of taking more than the credits required to complete their major. NOTE: A student must enroll in an internship during the semester that the student is doing the majority of their on-site work experience.

To register for an internship, a student must:

1. Properly complete the Application for Internship and the Course Request Form, which are available from the Career Services Office.
2. Have achieved junior status, i.e., completed 58 credit hours (30 credit hours for a student enrolled in a two-year degree program).
3. Have a cumulative G.P.A. of 2.0 or higher.
4. Have completed nine credit hours in the major or minor concentration where the internship credit is desired.
5. Select an internship in the student's major. An additional internship may be chosen in the student's minor if desired. No more than nine hours of internship credit can be counted in meeting major field requirements and no more than six hours in meeting minor field requirements.
6. Not take more than twelve hours of internship credit toward the 129 hours required for graduation and no more than six hours in any one internship experience.

J-Term Enrollment Policy

Students who choose to enroll in a J-term course are allowed to register for no more than three credit hours unless:

- the second course is a one credit hour course
- or the course is a four credit hour course

Language Requirement

All Bachelor of Arts students must fulfill one of the following language requirements:

1. Three years of the same foreign language in high school (meeting the minimum grade standard level) or "testing out" with language competency at the 102 level (DANTES - credit; CLEP - credit; or in-house testing - non-credit).
2. One year (6-8 hours) of collegiate level language (101,102).
3. A non-English speaking cultural life immersion experience for one year after the age of twelve.
4. Two years of high school same foreign language and one semester (102).
5. Either two years of high school same foreign language or choose SPA-101, FRN-101, ARB-101 or LAT-101 plus one of the following:
 - a. One 12-week CCM experience.
 - b. One global awareness course (3 hours). Possible courses include:

| | | | |
|---------|------------------------------|---------|---------------------------|
| BUS-317 | International Business | MKT-359 | International Marketing |
| BUS-411 | Cross-Cultural Business | REL-432 | History/Rel. of Near East |
| COM-311 | Inter-Cultural Communication | REL-315 | Religions of the World |
| ECN-335 | International Economics | SOC-352 | Inter-Cultural Comm. |
| EDU-363 | Diverse Populations | SOC-417 | Minorities |
| ENG-224 | World Literature | SSC-312 | World Affairs |
| MGT-339 | International Management | SSC-421 | Applied Anthropology |
| MKT-359 | International Marketing | SWK-417 | Minorities |
 - c. An international internship experience (3 hours)
 - d. Completion of a TESOL minor and one CCM experience.
 - e. Completion of a semester of one of the CCCU study abroad programs.
6. Students with English as a second language are exempt.
7. Two years of experience/portfolio with American Sign Language.

Mathematics Core Competency: Credit by Exam and Transfer Options

There are several courses that fulfill Cornerstone University's core mathematics competency requirement. These include MAT-110 College Mathematics, MAT-121 College Algebra, MAT-122 Trigonometry, MAT-131 Calculus I and MAT-132 Calculus II. Credit can be earned in most, but not all, of these courses by standardized examination or transfer credit. Options are:

1. Either the MAT-110 or MAT-121 final examination can be used to fulfill the Math Core Competency requirement. There is no fee, but this option does not grant college credit. See the Mathematics Coordinator for details.
2. CLEP offers an examination in College Algebra which can be used for credit in MAT-121 College Algebra.
3. Adequate scores on the Calculus AP examination grants credit in one or both of MAT-131 Calculus I and MAT-132 Calculus II. Either fulfills the core requirement.
4. Many community colleges and universities offer courses which transfer to Cornerstone University as MAT-121 College Algebra, MAT-122 Trigonometry, MAT-131 Calculus I or MAT-132 Calculus II.
5. Transfer credit for MAT-110 is not likely. This is a course of custom design, intended to prepare Cornerstone students for success in later core courses, and to meet the general education objectives of this university.

Student Disability Services (SDS)

The university will make reasonable accommodations for students with disabilities in compliance with section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The purpose of accommodation is to provide equal access to educational opportunities to students with disabilities, and the university does not intend that academic standards be altered, nor that essential elements of programs or courses be changed.

Students having documented disabilities may apply for accommodations through Student Disability Services (SDS), which is part of the Cornerstone University Learning Center located in Miller Hall on the main campus. Disability accommodations for students from the traditional Cornerstone University undergraduate program, Professional & Graduate Studies programs, and Grand Rapids Theological Seminary are addressed centrally in SDS. Accommodations are granted on the basis of determined need and appropriate documentation of disabilities. Students must complete an application and submit appropriate documentation, which will be reviewed by the Accommodations Officer and the Accommodations Review Committee. Upon acceptance, the student will meet with the Director of Learning Operations to develop an Individualized Student Accommodation Plan (ISAP) based on the ARC recommendations. Students will be given a green Verification Letter to give to their professors, and students should schedule a meeting with each professor at the beginning of each semester to discuss their needs. In the event that students have questions regarding whether they are eligible for accommodations, how they might provide appropriate documentation of disabilities, or how they might handle a disagreement with a professor over questions of accommodation, the Director of Learning Operations should be contacted immediately at 222-1596 or at learningcenter@cornerstone.edu. If a disagreement arises surrounding eligibility for services, or the manner in which a specific accommodation is being implemented, the student has a right to informal and formal grievance procedures. A copy of the Grievance Procedures is available at the Learning Center in Miller Hall, or online at www.cornerstone.edu.

Please note that the process for determining eligibility for accommodations can take 5-6 weeks, so students should complete an application and submit appropriate documentation well in advance of the semester in which accommodations are required to begin. To be deemed appropriate documentation, testing and assessment of disability must have been completed no more than three years prior to the application for accommodations at Cornerstone University.

Off-Campus Study Programs

The Off-Campus Study Programs provide students the opportunity to broaden and deepen their educational experience and to further prepare them to impact the kingdom. Interested students should consider the impact of an OCSP on their overall educational program and make adjustments in their schedules and financial planning early on. Students typically earn 12-16 academic credits in a semester-long program. Some summer programs are also available.

Cornerstone University is a member of the Council for Christian Colleges and Universities (CCCU). Because of this affiliation, Cornerstone participates in a number of off-campus academic study programs in which qualified students may participate upon application and acceptance. There are also several other independent programs with which Cornerstone is an affiliate. Approved programs in which Cornerstone participates are grounded in Christian worldview.

Students enrolled in an approved Off-Campus Study Program (OCSP) maintain their enrollment at Cornerstone University and may receive financial aid based on the following guidelines and according to current university policy:

- a. The student must be a junior or senior (except for the Greece or AuSable programs).
- b. The student must have been enrolled at least half-time at Cornerstone during the semester immediately preceding the semester of the OCSP and plan to return to Cornerstone at least half-time upon completion of the OCSP (exceptions for student teachers and social work practicum students.)

- c. The student must have declared a major or program.
- d. The student meets all financial aid requirements.
- e. Students may participate in only one summer or semester OCSP (in addition to Greece, OSAP, IBI or AuSable programs).
- f. Students must be able to use the credits from OCSP in their academic program prior to degree completion.
- g. Students will pay a technology fee to Cornerstone University in addition to the OCSP costs.
- h. Payment plans are not available for OCSP's. Payment in full is due by May 1 for summer programs; Aug. 1 for fall programs and Jan. 1 for spring programs.
- i. Employee remission, Outstanding Scholar Award, Pastor's scholarship and missionary scholarship may not be used to cover OCSP's.

Interested students should meet with off-campus program coordinator, Gerald Longjohn (director of ministry development), to discuss eligibility, policy and process. They will then complete a Cornerstone University Off-Campus Program application on the CU portal as well as the specific program application, which is usually located on each program's Web site. Students should consult the program's Web site for the most up-to-date information, deadlines and credit information.

The student should confer with the Registrar's Office in determining course equivalencies prior to enrollment in the program, and discuss with their faculty adviser how the OCSP courses mesh with their program of study at Cornerstone. Additional information regarding specific programs may also be gained from the campus contacts listed beside each program.

CORNERSTONE UNIVERSITY SPONSORED TRIPS

ODYSSEY IN GREECE

Cornerstone University sponsored program

CU contact: Dr. Scott Carroll

This hands-on adventure led by Cornerstone staff every summer engages students intellectually, physically and spiritually. Students may explore such important ancient sites as Athens, the Acropolis, the Parthenon, Mars Hill, Corinth, Delphi, Philippi and much more! Challenging physical activities build endurance and trust, culminating in climbing Mt. Olympus. Students may earn credit while having the experience of a lifetime.

OXFORD SUMMER STUDY PROGRAM (OSAP)

Cornerstone University sponsored program

CU contact: Dr. Michael Pasquale

Cornerstone students (any major eligible, though particularly designed for the Humanities major) participate in a three credit tutorial in Oxford taught by Oxford professors. Students also take a three credit course taught by Cornerstone faculty. Cornerstone students receive Cornerstone credits, but are also considered associate members (students) of an Oxford college giving them all of the privileges of Oxford students (such as the use of the Bodleian Library, participation in campus clubs and dining in hall).

INDEPENDENT PROGRAMS

CHICAGO SEMESTER (CSM)

www.chicagosemester.org

CU contact: Gerald Longjohn

The Chicago Semester is an off-campus program that offers qualified (2.5 or higher G.P.A. required) juniors and seniors the opportunity to gain a semester's worth of credit, living and working in Chicago. Students spend four days a week at an internship related to their career interest and academic major and participate in classes one day per week at the Chicago Semester office in downtown Chicago. Internships are open to every academic major. Placements include but are not limited to finance, advertising, law, medicine, journalism, graphic design, law enforcement, film, television, fine art and political science. Social work and education majors can fulfill fieldwork and student teaching requirements on the program. Students earn 15 semester hours of credit.

ROMANIAN STUDIES PROGRAM (ROM)

www.veritas.ro/romanian.htm

CU contact: Dr. Scott Sanders

The Romanian Studies Program has brought over 350 American college students to Romania since it began in 1994 through semester-long term, January term and summer term programs. The program is based in the historic Transylvanian town of Sighisoara, whose population is a fascinating mix of Romanians, Hungarians, Germans and Gypsies. The focus of the RSP is cross-cultural service learning, which can fulfill a student's internship or practicum in a variety of majors. They also take classes in Romanian language and enroll in one or two other courses. Students live with a Romanian family and travel to places of historical and cultural significance within the country.

ROTHBERG INTERNATIONAL SCHOOL (OF THE HEBREW UNIVERSITY OF JERUSALEM) (HUP)

overseas.huji.ac.il

CU contact: Prof. Andrew Smith

One Year/Semester Program (OYP) students receive a diversified academic experience. Students will enroll in a flexible program consisting of Hebrew language instruction and a variety of courses taught in English in the following areas: archaeology, business, communications, history, international relations, literature, philosophy, political science, psychology, religion, science and sociology.

COUNCIL FOR CHRISTIAN COLLEGES & UNIVERSITIES PROGRAMS (www.cccu.org)

Registered Programs (Registered by the CCCU, but not sponsored by it):

AUSABLE INSTITUTE OF ENVIRONMENTAL STUDIES

www.ausable.org

CU contact: Dr. Rob Keys

The Au Sable Institute of Environmental Studies in Mancelona, MI is the biological field station for Cornerstone University. It offers courses in the areas of field ecology, botany, land resources, water resources and environmental chemistry at various locations – Great Lakes Forests of northern Michigan, South Florida and South India. Students may also complete requirements for State certification in the following: stewardship ecologist, naturalist, environmental analyst, land resources analyst or water resources analyst. Students maintain enrollment at Cornerstone University while taking J-term or summer courses for credit at Au Sable. Some courses are listed in the Kinesiology, Science & Mathematics section of the Cornerstone academic catalog. For a complete course listing see Professor Ray Gates or Dr. Rob Keys. Applications and enrollment is administered through Cornerstone's science department.

In the academic program for college and university students, participants take courses, engage in scholarship, gain field experience, confer and develop practical tools for environmental stewardship in programs that take seriously both science and theology.

FOCUS ON THE FAMILY INSTITUTE (FOF)

www.focusinstitute.org

CU contact: Dr. Dan Ehnis

The Focus on the Family Institute was commissioned by Focus on the Family of Colorado Springs, Colo., and it exists to provide a unique Christian educational community that nurtures passionate and persuasive leaders who are committed to Jesus Christ, equipping them to promote healthy families, vibrant churches and a civil society. The program consists of a 15 credit-hour resident semester (eight credit hours during the summer semester) on the campus of Focus on the Family with a set of courses/seminars addressing issues facing today's families and tailored to a student's interests and academic, professional, and life goals.

INTERNATIONAL BUSINESS INSTITUTE (IBI)

www.ibi-program.org

CU contact: Dr. Brad Stamm

The International Business Institute is designed to give students in economics, business management and related areas a distinctive opportunity for a term of study that incorporates the international dimension of these fields in an experiential context overseas. This summer program is 10 weeks in length and includes periods of significant residence in key locations, as well as coordinated visits and presentations in the major political and economic centers of Russia, Eastern Europe, Western Europe and the United Kingdom.

There are several features which make this program distinctive. First, there is a significant degree of involvement by a distinguished group of faculty and lecturers drawn from leadership posts in private business and finance, government and academic life. Secondly, the program concentrates on visits and contacts with major institutions in the field of economics, business and finance, as well as national and international government agencies. Thirdly, the academic or classroom work includes the standard level of coverage in an on-campus course, but is coordinated with the enriching and complementary field seminar experiences.

JERUSALEM UNIVERSITY COLLEGE (JER) (AMERICAN INSTITUTE OF HOLY LAND STUDIES)

www.juc.edu

CU contact: Andrew Smith

Jerusalem University College is located on Mt. Zion, adjacent to Jerusalem's Old City. Courses in the history, geography, culture, religions and languages of ancient biblical times and the modern Middle East provide rich insights into the past and a meaningful cross-cultural experience.

SEMESTER IN SPAIN (SIS)

www.semesterinspain.org

CU contact: Dr. Michael Pasquale

Trinity Christian College Semester in Spain, located in sunny Seville, Spain, strives to provide a comprehensive living and learning environment. Excellent teaching by native Spaniards, exciting faith opportunities, travel and an enriching home stay experience with Spanish families form the core of the program. Typically sixteen semester credits may be earned. Classes are offered at three proficiency levels of Spanish. Students in the Cornerstone University major are required to take their 16 credit hours at the advanced level. Enrolled students take the WebCAPE Placement test prior to registration and an additional placement test will be administered in Spain during orientation. Spanish majors: See course listings in the Humanities section of this catalog.

WORLD JOURNALISM INSTITUTE (WJI)

www.worldji.com

CU contact: Alan Blanchard

The World Journalism Institute in New York City was established to help train a cadre of young Christians who can write well, observe keenly and think biblically. WJI holds its journalism courses in New York City, Washington, D.C., and Los Angeles. Drawing its faculty from the ranks of working journalists as well as academic journalists, WJI offers classroom instruction, writing assignments, field trips and internships throughout the year.

CCCU Sponsored Programs: General information for all CCCU sponsored programs is found at www.bestsemester.com.

AMERICAN STUDIES PROGRAM (ASP)

asp.bestsemester.com

CU contact: Dr. Erik Benson

Founded in 1976, the American Studies Program has served hundreds of students as a “Washington, D.C. campus.” ASP uses Washington as a stimulating educational laboratory where collegians gain hands-on experience with an internship in their chosen field. Internships are tailored to fit the students’ talents and aspirations and are available in a wide range of fields. Participants also explore pressing national and international issues in public policy seminars that are issue-oriented, interdisciplinary and led by ASP faculty and Washington professionals. The ASP bridges classroom and marketplace, combining biblical reflection, policy analysis and real-world experience. Students are exposed to on-the-job learning that helps them gain perspective on the calling of God for their lives. They are challenged in a rigorous course of study to discover for themselves the meaning of Christ’s lordship by putting their beliefs into practice. The aim of the program is to help Council schools prepare its students to live faithfully in contemporary society as followers of Christ. Students earn 16 semester hours of credit.

AUSTRALIA STUDIES CENTRE (ASC)

asc.bestsemester.com

CU contact: Gerald Longjohn

The Australia Studies Centre is a cultural studies program with an arts focus, based in Sydney, Australia. Designed to provide undergraduates of all majors and career interests with the opportunity to study the arts and theology in Sydney, the program also emphasizes Indigenous studies and faithful, global involvement.

Cultural interaction is a large factor of the ASC semester. Students participate in service projects and live in homestays with local families to help them encounter the Australia that tourists never see. From art and ministry to drama and dance, students attending ASC have every opportunity to pursue their passions and interests with other Christians from around North America and the world even as they compare and contrast the Australia of myths and movies with the realities of everyday life. Throughout the semester, ASC students engage the history of Australia’s Indigenous peoples and discover their modern identities and present realities.

The ASC is designed to integrate the firsthand observation and study of Australian culture, history, religion, politics and Indigenous cultures together with experiential service learning and formal instruction in the arts.

The Australian school year is divided into two semesters, Semester 1 (Feb. – June) and Semester 2 (July – Nov.). Students receive 16-17 credits.

CHINA STUDIES PROGRAM (CSP)

csp.bestsemester.com

CU contact: Dr. Brad Stamm

The China Studies Program enables students to engage this ancient and intriguing country from the inside. While living in and experiencing Chinese civilization firsthand, students participate in seminar courses on the historical, cultural, religious, geographic and economic realities of this strategic and populous nation. In addition to the study of the standard Chinese language, students are given opportunities such as assisting Chinese students who are learning English or working in an orphanage, allowing for one-on-one interaction. Students choose between completing a broad Chinese Studies concentration or a Business Concentration that includes a three-week, full-time internship. The program introduces students to the diversity of China, including Beijing, Shanghai, Xi’an and Xiamen. This interdisciplinary, cross-cultural program enables students to deal with this increasingly important part of the world in an informed, Christ-centered way. Students earn 16-17 semester hours of credit.

CONTEMPORARY MUSIC CENTER (CMC)

cmc.bestsemester.com

CU contact: Michael Stockdale

The Contemporary Music Center provides students with the opportunity to live and work in community while seeking to understand how God will have them integrate music, faith and business. Both interdisciplinary and multidisciplinary in nature, the CMC offers two tracks: the artist track and the executive track. The artist track is tailored to students considering careers as vocalists, musicians, songwriters, recording artists, performers and producers. The executive track is designed for business, arts management, marketing, communications and related majors interested in possible careers as artist managers, agents, record company executives, music publishers, concert promoters and entertainment industry entrepreneurs. Both artist and executive track students receive instruction, experience and a uniquely Christian perspective on creativity and the marketplace, while working together to create and market a recording of original music. Both tracks include course work, labs, directed study and a practicum. Students earn 16 semester hours of credit.

LATIN AMERICAN STUDIES PROGRAM (LAS)

lasp.bestsemester.com

CU contact: Dr. Michael Pasquale

Students of CCCU colleges have the opportunity to live and learn in Latin America through the Latin American Studies Program, based in San Jose, Costa Rica. The program introduces students to a wide range of experiences through the study of the language, literature, culture, politics, history, economics, ecology and religion of the region. Living with a Costa Rican family, students experience and become a part of the day-to-day lives of typical Latin Americans. Students also take part in an internship/practicum and travel to nearby Central American nations. Students participate in one of four concentrations: Latin American Studies (offered both fall and spring terms); Advanced Language and Literature (designed for Spanish majors and offered both fall and spring terms); International Business (offered only in fall terms); and Environmental Science (offered only during spring terms). Students in all concentrations earn 16-18 semester credits.

LOS ANGELES FILM STUDIES PROGRAM (LAF)

lafsc.bestsemester.com

CU contact: Dave Anderson

Founded in 1991, the Los Angeles Film Studies Center is designed to train students to serve in various aspects of the film industry with both professional skill and Christian integrity. Each semester, students live, learn and work in L.A. The curriculum consists of two required seminars, *Hollywood Production Workshop* and *Theology in Hollywood*, focusing on the role of film in culture and the relationship of faith to work in this very influential industry. In addition, students choose one elective course from a variety of offerings in film studies. Internships in various segments of the film industry provide students with hands-on experience. The combination of the internship and seminars allows students to explore the film industry within a Christian context and from a liberal arts perspective. Students earn 16 semester hours of credit, 6 from the internship and 10 from seminar study.

MIDDLE EAST STUDIES PROGRAM (MEP)

mesp.bestsemester.com

CU contact: Andrew Smith

This program, based in Cairo, Egypt, allows Council students to explore and interact with the complex and strategic world of the modern Middle East. The interdisciplinary seminars give students the opportunity to explore the diverse religious, social, cultural and political traditions of Middle Eastern peoples. Students also study the Arabic language and work as volunteers with various organizations in Cairo. Through travel to Israel, Palestine, Lebanon, Jordan, Syria and Turkey, students are exposed to the diversity and dynamism of the region. At a time of tension and change in the Middle East, MESP encourages and equips students to relate to the Muslim world in an informed, constructive and Christ centered manner. Students earn 16 semester hours of credit.

OXFORD SUMMER PROGRAMME (OSP)

osp.bestsemester.com

CU contact: Dr. Michael Stevens

The Oxford Summer Programme (OSP) is a program designed for students wishing to gain a more comprehensive understanding of the relationship between Christianity and the development of the British Isles and give more focused attention to topics of particular interest through the seminars which emphasize student learning and research under expert guidance. Seminars (and their attached tutorials) are given on specialized topics under the direction of expert Oxford academics in the areas of history, religious studies, philosophy, English literature, the history of art and history of science. Students earn 6 semester hours of credit.

RUSSIAN STUDIES PROGRAM (RSP)

rsp.bestsemester.com

CU contact: Dr. Michael Stevens

RSP students are exposed to the depth and diversity of the culture during a semester spent in Russia's three largest cities: Moscow, St. Petersburg and Nizhni Novgorod. In addition to three seminar courses entitled *History and Sociology of Religion in Russia*; *Russian Peoples, Culture and Literature*; and *Russia in Transition*, students receive instruction in the Russian language, choosing either 4 or 6 semester hours of language coursework. For those choosing 4 hours of Russian, a seminar course, *International Relations and Business in Russia*, is available. RSP strives to give students as wide an experience as possible in this complex nation. Students spend time in Moscow, the heart of both medieval and modern Russia. Students also spend 12 weeks in Nizhni Novgorod, a strategic city on the Volga River. After six weeks of language instruction, students live with a Russian family for the remainder of their stay in this city. Students participate in a service opportunity in Nizhni Novgorod. The program also includes time in the complex and intriguing city of St. Petersburg, the Russian "window to the West." Students earn 16 semester hours of credit.

SCHOLAR'S SEMESTER IN OXFORD (SSO)

sso.bestsemester.com

CU contact: Dr. Michael Stevens

SSO is designed for students interested in doing intensive scholarship in this historic seat of learning. Working with academic tutors, students hone their skills and delve into the areas that interest them most. As visiting students of Oxford University and members of Wycliffe Hall, students have the privilege to study and learn in one of university's historic halls. SSO students enroll in a Primary and Secondary Tutorial, an Integrative Seminar and the course *Christianity and Cultures*. The SSO is designed for students interested in the fields of Classics, English & Literature, Theology & Religious Studies, Philosophy and History, though all majors may apply. Applicants are generally honors and other very high-achieving students. Students earn 17 semester hours of credit.

UGANDA STUDIES PROGRAM (USP)

www.ugandastudies.com

CU contact: Gerald Longjohn

Winston Churchill is credited with nicknaming Uganda the "Pearl of Africa," and many visitors since his time have come to agree with him. The USP offers students a very personal encounter with this African success story, which has become an economic and public health model in its region. Another success story, Uganda Christian University (UCU), serves as the base of study for students in the USP. Set on the outskirts of the capital city of Kampala, this rapidly growing institution brings USP students together with the UCU Honours College. Courses taught by local faculty in the English tutorial tradition will immerse students in a uniquely African education. Topics such as Christianity and Islam in Contemporary Africa, African Literature and East African History will present many insights into African life because of the guidance of faculty who live in and love Uganda and East Africa. Home stays, travel, service learning and daily interaction with Honours College students form the backbone of the USP experience. In addition to the core experiential course, students will choose from an approved selection of courses from the UCU Honours College to earn up to 16 hours of credit.

All USP students take the USP Seminar (*Faith & Action in the Ugandan Context*) along with two core classes and electives. In addition, students in the Uganda Studies emphasis take two core courses and two elective courses. Students in the Intercultural Ministry emphasis also take two core courses, an elective course and a missions course.

WASHINGTON JOURNALISM CENTER (WJC)

wjc.bestsemester.com

CU contact: Alan Blanchard

The Washington Journalism Center (WJC) is a semester-long study program in Washington, D.C. created for students interested in the field of journalism. While in Washington students take classes focusing on their personal writing skills and on the history and future of the media and how it relates to the public as well as to their personal writing skills. These classes – *Foundations for Media Involvement*, *Reporting in Washington*, and *Washington, News and Public Discourse* – combined with an internship at a top news publication help students learn to integrate their faith in a journalism career. Students also participate in service learning opportunities as well as live with families in home stays as part of the WJC experience. Students earn 16 credits.

| | |
|---|------------|
| Foundations for Media Involvement | 4 credits |
| Reporting in Washington..... | 3 credits |
| Washington, News and Public Discourse | 3 credits |
| Internship..... | 6 credits |
| Total | 16 credits |

Policy for Semester Abroad Programs

Approved by IPC, December 2009

ACADEMIC POLICIES FOR OFF-CAMPUS PROGRAMS

1. For Cornerstone University credit to be awarded, the program or experience must be approved in advance by the International Programs Committee.
2. Students in such programs are designated as enrolled at Cornerstone University.

FINANCIAL AID POLICY FOR SEMESTER ABROAD PROGRAMS

This information applies only to aid directly from Cornerstone University. It does not affect any federal or state aid or loans that a student may have.

Off-Campus study is a valuable part of a student’s education. Therefore, Cornerstone University allows a certain number of students per year to apply a portion of their institutional financial aid to semester abroad programs. In allocating financial aid funds to semester abroad programs and selecting students to receive such a benefit, the university’s policy is driven by two guiding principles:

1. Study abroad programs that immerse students in a foreign culture are some of the most valuable, life-changing educational experiences that a student can have.
2. Cross-cultural study that occurs in a Christian context and is motivated from a Christian worldview is the most meaningful kind of semester abroad experience. Therefore, Cornerstone University seeks to give priority in financial aid support and student selection to cross-cultural programs that share its Christian mission and educational perspective.

AMOUNT OF STUDY ABROAD FINANCIAL AID

Amount of Study Abroad Financial Aid

1. Up to 100% of institutional financial aid, depending on available funds: All international CCCU programs and other Christian-based cross cultural programs approved by the International Programs Committee, such as Semester in Ireland.
2. Up to 75% of institutional financial aid, depending on available funds: All domestic CCCU programs (such as the Contemporary Music program) and IPC-approved domestic programs (such as the Chicago Semester).

PROCEDURE FOR AWARDING STUDY ABROAD FINANCIAL AID

1. By February 15 of the preceding semester, any student planning to apply Cornerstone University financial aid to a study abroad program for the fall semester must notify the Global Opportunities Office in writing. The International Programs Committee will allocate up to 75% of available financial aid funds to students studying abroad in the fall semester.
2. By October 15 of the fall semester, any student planning to apply Cornerstone University financial aid to a study abroad program for the spring semester must notify the International Programs Office in writing. The International Programs Committee will allocate the remaining available financial aid funds to eligible students studying abroad in the spring semester.

3. Award amounts for each individual student will vary based on the overall number of students applying for study abroad, the particular program attended, and the amount of aid that the student is eligible for. In addition, the following factors will affect award amounts: prior participation in semester abroad programs, financial need, year of study at Cornerstone University, cost of the off-campus program, and overall GPA.

OTHER STIPULATIONS

1. Institutional aid that requires residency or service on campus cannot be applied to study abroad programs.
2. Students attending Cornerstone University under a tuition exchange program from another college cannot carry that exchange to an off-campus program.
3. The student must have been enrolled at least half-time at Cornerstone during the semester immediately preceding the semester of the off-campus study program and plan to return to Cornerstone at least half-time upon completion of the off-campus study program (exceptions for student teachers and social work practicum students.)

Orientation for New Students

An orientation program is held several days before registration each semester to help students in their adjustment to collegiate life. A full schedule of information sessions, group discussions and testing make it imperative that every new student be present.

Physical Education Requirement

Three hours of physical education will be required of all students in Bachelor degree programs. All students must take KIN-100 *Foundations of Wellness*, and then a one-hour activity course of their choosing (Education students: KIN-147). Two hours of physical education are required for students graduating in Associate Degree programs.

A maximum of two credits will be awarded for participation in two different varsity sports or two years of active duty or four years reserve duty of military service. These credits will be allowed as physical education electives only. They may not be used to fulfill any part of the three hour general education requirements. Persons with military experience, described above, must take KIN-100 (*Foundations of Wellness*). The division chair will give consideration to exempting students from the additional hour in physical education depending upon their activities within the military. Exemptions will be made for physically handicapped students who present doctor's certification to the chief academic officer.

Prior Learning Credit

Students who have skills and prior learning experiences in disciplines of the university may be awarded college credit. Students must have completed two years of full-time employment since high school and be able to document their learning. Workshops, seminars, licenses, professional schools or other significant learning experiences constitute possible credit awards. An academic adviser works with students in identifying experiences for possible credit awards. Life-learning papers identifying significant learning experiences are read and evaluated by appropriate faculty members. Students who are interested in pursuing such credit must attend the Prior Learning Seminar coordinated by the Registrar's Office.

Re-Take Policy

Students are permitted to retake a course in which an unsatisfactory grade was achieved during a previous period of enrollment. In such situations, registration for the course and payment of the related tuition and fees at the current tuition rates are required. The grade achieved by the retake course replaces the initial grade in relation to the G.P.A. calculation, though the initial grade will remain on the permanent transcript record.

Federal rules do not permit a student to receive aid for a course more than once unless the school grants the student additional credit for the repeated courses. Based on this information, a student can only receive financial aid when retaking a course if he/she initially failed or withdrew from the course. A passing grade is D- or higher. Students are eligible to retake a course with the possibility of improving the previous grade. However, the retake grade always takes precedence. The course will not be counted as a part of load for financial aid purposes, so they must remain full-time status with the remaining registered courses. (i.e. student takes ENG-114 again after receiving a D along with 11 other credits – total of 14 credits – the student is not considered full-time student for financial purposes.)

Registration Procedure

After acceptance, each student is assigned to a faculty adviser who offers counsel and direction and assists with registration. Every attempt will be made to assign a student to a faculty member in the student's major area of concentration. A schedule of registration and current course schedule is available on the CU Web site.

While the school offers help with planning a student's program, each student is responsible for meeting his or her graduation requirements. All students must register at the scheduled time and cannot be admitted to classes without formal registration.

Students unable to complete their registration, according to the registration schedule, may register late through the end of the drop/add period. Academic records and transcripts are maintained by the Registrar's Office. Each student has access to his or her own personal file.

All continuing students are required to indicate their schedule for the coming semester during the scheduled registration period. This proposed schedule may be changed during the official registration procedure required of all students at the beginning of each semester.

New and re-admitting students are sent registration materials and notification of academic adviser prior to the official registration. They have the opportunity to register for classes immediately following the scheduled registration for current students.

Scholastic Probation, Academic Suspension and Academic Dismissal

Any student who does not earn for his or her work at Cornerstone University a cumulative G.P.A. in his or her classification of 1.5 or better for freshmen (0-25 credits), 1.7 or better for sophomores (26-57 credits) and 2.0 or better for juniors and seniors (58+ credits) will be placed on academic probation.

The Academic Office will notify each student placed on academic probation at the close of the semester. A student on academic probation will not be allowed to carry more than 14 credit hours and may be required to enroll in CLC-100. The purpose of probation is not designed to punish, but rather to serve as an indication to students that they are not progressing at a satisfactory rate toward graduation. Thus, co-curricular activities will be limited in order that more time is devoted to academic concerns. During the probationary period, the student will not be allowed to participate in higher-level student leadership positions and will be restricted to one extracurricular activity (i.e. athletics, theatre production or off-campus music performances).

Students who, after one semester of academic probation, do not reach the cumulative G.P.A. outlined for their class standing will be academically suspended. Students on suspension may be re-admitted after one semester (or other specified length of time) or by petitioning the Academic Appeals Committee. In addition, any student academically suspended for the second time shall be dismissed with the right of an appeal for re-admittance through the Academic Appeals Committee.

***NOTE: There are standards of satisfactory progress related to financial aid and Veterans' benefits.*

Teacher Education Program

Students may apply for admission to the teacher education program only after they have completed a year of college study. In addition, at least 9 semester hours must be completed at Cornerstone University, including at least 3 hours in the Department of Education. Transfer students, those entering Teacher Education late and post-baccalaureate students must be admitted to the program if they seek teacher certification. Course work and the G.P.A. from other institutions may be used to meet admission requirements. For specific requirements, see the Teacher Education Division section.

Transcripts

Transcripts will be issued with written authorization from the student. Transcripts are regularly printed. Receipt of transcript fee is required before any transcript request will be processed. Requests held due to unsatisfactory financial status will be kept on file for one month. If the financial status is cared for in that time, the transcript will be sent as requested. Information regarding a student, other than that of a general directory nature, will not be issued or distributed without prior permission from the student.

Transfer Credit

Applicants who are transferring from other colleges are required to have a transcript sent directly to the Admissions Office at Cornerstone University from all colleges previously attended. This is a condition for admission.

After being accepted for admission, an official credit evaluation is placed into the student's file with copies provided to the student and the academic adviser. Transcripts from foreign institutions will be evaluated by an outside agency. The student will be responsible for following the procedure required by that agency. Complete information is available in the Registrar's Office.

Cornerstone University will accept transfer credit from the following types of institutions:

1. All regionally accredited institutions.
2. All Accrediting Association of Bible Colleges accredited institutions.
3. Non-accredited institutions, if those institutions supply three letters of acceptance from regionally accredited institutions (to the Registrar's Office).
4. These institutions, due to the nature of their relationship with Cornerstone University: Bob Jones University, Spurgeon Baptist Bible College and Word of Life Bible Institute, since they have not met the above stated requirements.

5. Technical and vocational institutions in the area of liberal arts course work; however, other credits may be accepted in consultation with divisional chairs.

Students planning to take courses at other institutions to apply to their degree program at Cornerstone University should contact the Registrar's Office to verify the acceptance of these courses.

Transfer credit will not be given for remedial or non-college level work or for any course in which a grade lower than a "C-" was received. G.P.A. does not transfer with the credit transferred. Some transfer credits may not necessarily apply toward a particular degree program. The applicability of credits may be determined in counsel with the appropriate division chairperson.

Physical and biological science courses without labs are transferable, but a lab must be completed to satisfy departmental requirements for courses that contain labs.

Credit transferred from schools that are on a quarter system will be transferred as .66 (2/3) semester hours for every quarter hour. The minimum hours to be taken at CU to be eligible for graduation honors is 64 for B.A./B.S. degrees and 32 for Associate degrees.

Transfer of Majors and Minors

Transfer credit will be granted such that the equivalent of a minor is the maximum allowable in any discipline. Students taking a minor at another institution must complete the minor prior to their final 24 hours at Cornerstone. The residency hour graduation requirement is still enforced. All students must complete 24 of their last 33 hours at CU. Students are not eligible to receive financial aid at both institutions if enrolled during the same semester. Also, students may not be considered full-time for insurance purposes. Please take these matters into serious consideration when making this decision. A complete major may not be transferred without permission of the associate provost (at least 12 hours of the major must be completed in residence). An entire minor for which Cornerstone University has an equivalent may be transferred from another institution. A minor for which Cornerstone University has no equivalent may be transferred with the permission of the associate provost if the requirements for the minor at the sending institution have been completed.

Veterans

Cornerstone University cooperates with the U.S. Department of Veterans Affairs in processing benefits for the training of honorably discharged service members. Veterans who wish to use the benefits should obtain the necessary forms and instructions from the nearest office of the Veterans Affairs or the Cornerstone University Student Financial Services Office.

It should be understood by veterans that they would be reimbursed directly by the Department of Veterans Affairs. Veterans should plan to pay their bills in accordance with the payment schedule.

The G.P.A. of veterans will be monitored at the end of each semester. Veterans who are placed on academic probation and fail to change this status within one additional semester will be reported to the Department of Veterans Affairs. (See Scholastic Probation, Academic Suspension and Academic Dismissal.) This action may result in termination of benefits by the Department of Veterans Affairs. If benefits are terminated, a veteran may reapply to the university for re-certification of veteran's benefits after the probationary status has been removed.

Veterans entering as transfer students will be provided a written statement of the number of credits accepted in transfer and the number of credits remaining that are required to complete the program in which they are enrolling. This information will be provided to the Department of Veterans Affairs. This information will also be provided to students prior to submission of their enrollment certification and will be based on the student's stated educational plans as to degree program and major. This transfer credit evaluation may be subject to change should the student decide to change majors or degree programs.

Veterans having advanced educational training while in the military may submit their transcripts or educational records for evaluation for transfer credit. The recommendations in the Guide to the Evaluation of Educational Experiences in the Armed Services produced by the American Council on Education will be followed in the evaluation of such credit.

Withdrawal from Institution

Students who do not officially withdraw from a course will receive a failing grade for that course. A student who wishes to withdraw shall complete a withdrawal form, available from the Retention Office. To complete the withdrawal process, the student should return the completed withdrawal form to the Registrar's Office. Any student leaving the university during the semester without officially withdrawing shall be academically suspended.

Students receiving Federal Title IV aid who cease attending all of their classes during the semester and receive all "F's" will be administratively withdrawn. This could result in a loss of financial aid. More information regarding administrative withdrawals can be found in the Refund and Repayment policy from the Student Financial Services Office.

Withdrawal Refunds

Students who do not officially withdraw from a course will receive a failing grade for that course. Students withdrawing from individual courses will receive refunds based upon the following schedule:

| | |
|------------------------|-------------|
| First week | 100 percent |
| Second week | 86 percent |
| Third week | 80 percent |
| Fourth week | 73 percent |
| Fifth week | 66 percent |
| Sixth week | 60 percent |
| Seventh week | 53 percent |
| Eighth week | 46 percent |
| Ninth week | 40 percent |
| After nine weeks | No refund |

Appropriate adjustments will be made to financial aid programs following formulas mandated by federal, state and institutional regulations. Students whose enrollment status (i.e. full-time, 3/4-time, 1/2-time) would change if classes were dropped should consult with the Student Financial Services Office to determine the extent of these adjustments.

Tuition refunds for students who withdraw from school during the course of the semester, as well as those who are dismissed or suspended will be computed as follows:

- 100 percent of tuition charges during week one.
- 86 percent of tuition charges during week two.
- 80 percent of tuition charges during week three.
- 73 percent of tuition charges during week four.
- 66 percent of tuition charges during week five.
- 60 percent of tuition charges during week six.
- 53 percent of tuition charges during week seven.
- 46 percent of tuition charges during week eight.
- 40 percent of tuition charges during week nine.
- No refund of tuition charges after week nine.

Room and board will be refunded on a prorated basis minus one week. Fees are not refundable.

Federal, state and institutional regulations may require that financial aid funds be returned if a student withdraws. See the Financial Information section of this catalog for details.

Writing Across the Curriculum

Written communication continues to be important in every avenue of life. Beginning with the fall semester of 2006, all students must prepare to document their ability to write effectively before they can graduate. Preparation and documentation may be accomplished in two ways:

Junior Writing Portfolio

During the first semester of their junior year, students will be required to register for the Writing Portfolio (a no-credit, no-cost course) and to submit an electronic portfolio which includes at least four papers from courses in the core or in their major which best demonstrate their writing ability. A total of 10-15 pages of writing will be required.

As part of the Writing Portfolio, students will also be required to submit a one-page essay summarizing the following: the course each paper is from, the assignment for each paper and why the student chose the paper for his or her portfolio.

Students who transfer to Cornerstone University after the second semester of their junior year will be required to register for the Writing Portfolio their second semester at Cornerstone.

Assessment

Papers will be assessed on the merits of writing; students should keep this in mind when selecting their portfolio papers. Portfolios will be graded as "satisfactory" or "unsatisfactory." Students who are unable to submit a "satisfactory" portfolio will be required to take a junior writing exam.

Remedial Work

Students who are unable to either produce a "satisfactory" portfolio or pass the junior writing exam will be required to participate in ENG-098 Personalized Writing Seminar (0 credits) which is designed to meet the needs of the participants. The junior writing exam will be the final for this course.

Degree Information



Listed below are the Core Requirements for each degree offered at Cornerstone University. See specific divisions for information regarding major and minor requirements or course exceptions to the following guidelines:

Associate of Arts Degree

Early Childhood Education and TESOL (A.A.), 66 semester hours – Teacher Education Division. See Teacher Education Division section for additional required courses.

General Education Core

| | | |
|--------------|---|---|
| COM-112 | Communication In Culture | 3 |
| ENG-212 | Writing In Culture* | 3 |
| ENG-321 | Children’s Literature | 3 |
| HIS-115 | American Studies | 3 |
| IDS-101 | Creativity, Innovation, & Problem Solving | 2 |
| KIN-100 | Foundations of Wellness | 2 |
| PHI-211 | Philosophy In Culture | 3 |
| PSY-232 | Developmental Psychology | 3 |
| REL-103 | Biblical Hermeneutics | 3 |
| REL-104 | Old Testament Literature & History | 3 |
| SCI-1XX, 2XX | – Lab Science Course | 4 |

Education Core:

| | | |
|---------|---|---|
| EDU-230 | Principles/Philosophy of Education | 3 |
| EDU-262 | Computers and Technology in Education | 3 |
| EDU-381 | Educational Psychology | 3 |
| EDU-382 | Teacher Assistant Practicum (TAP) | 1 |

Total Core Requirements 66

Early Childhood** Core or TESOL Core:..... 21

| | |
|--------------------------|-----|
| English Competency | 0-6 |
| Math Competency*** | 0-9 |

Total 66

*Students must meet English competency requirements for writing prior to placement in this course. See page 55 for details.

**Twelve credit hours of Early Childhood or TESOL Core must be taken at Cornerstone.

***Students must demonstrate a knowledge base in applied mathematical concepts sufficient to assist pre-school and elementary age students in addition to meeting BA core math requirements of the institution. See Mathematics Core Competency, pg. 39.

Associate of Science

Business Studies (A.S.), 60 semester hours. (Minimum of 15 semester hours in liberal arts. See the Professional and Graduate Studies catalog.)

Bachelor of Arts

(B.A.), 129 semester hours. (Major = minimum of 30 semester hours; minor = minimum of 18 semester hours) For a complete list of majors in the Bachelor of Arts program, see page 55.

General Education Core:

| | | |
|---|--|--------------|
| COM-112 | Communication In Culture | 3 |
| ENG-212 | Writing In Culture*** | 3 |
| HIS-113 | World Civilization I | 3 |
| IDS-101 | Creativity, Innovation and Problem Solving | 2 |
| IDS-103 | CU Foundations I | 1 |
| IDS-104 | CU Foundations II | 1 |
| IDS-311 | Imagination & Culture | 3 |
| KIN-100 | Foundations of Wellness | 2 |
| KIN-1XX | Activities Course** | 1 |
| PHI-211 | Philosophy In Culture | 3 |
| REL-103 | Biblical Hermeneutics | 3 |
| REL-104 | Old Testament Literature & History | 3 |
| REL-204 | New Testament Literature & History | 3 |
| REL-352 | Christian Theology | 3 |
| SCI-213 | Quantitative Reasoning*** | 2 |
| SCI-311 | Science In Culture***** | 3 |
| Foreign Language**** | | 0-8 |
| One Social Science Course* | | 3 |
| One Lab Science Course | | 4 |
| English Competency** | | 0-6 |
| Math Competency** | | 0-9 |
| Total Core Requirements: | | 46-69 |

* SOC, SSC, PSY (EDU programs require PSY-232 for the core)
 ** KIN-1XX excludes the following courses: KIN-147, KIN-100, KIN-16X or KIN-17X. Elementary education students take KIN-147.
 *** All students must meet the university's competency requirements for mathematics and writing before being placed into SCI-213 or ENG-212. See page 51 for placement criteria and page 39 for competency requirements.
 **** All students must meet the university's language requirement in order to graduate. See page 40 for requirement.
 ***** Except Biology: Pre-Professional majors. Students in this major should take BIO-400 instead.

Bachelor of Music

(B.Mus.), 129 semester hours.

Majors: Music Education (K-12), Performance, Performance (Contemporary Christian Music). See Fine Arts Division for additional requirements.

General Education Core:

| | | |
|---|--|--------------|
| COM-112 | Communication In Culture | 3 |
| ENG-212 | Writing In Culture*** | 3 |
| HIS-113 | World Civilization I* | 3 |
| IDS-101 | Creativity, Innovation & Problem Solving | 2 |
| IDS-103 | CU Foundations I | 1 |
| IDS-104 | CU Foundations II | 1 |
| IDS-311 | Imagination In Culture | 3 |
| KIN-100 | Foundations of Wellness | 2 |
| KIN-1XX | Activities Course** | 1 |
| PHI-211 | Philosophy In Culture | 3 |
| REL-103 | Biblical Hermeneutics | 3 |
| REL-104 | Old Testament Literature & History | 3 |
| REL-204 | New Testament Literature & History | 3 |
| REL-352 | Christian Theology | 3 |
| SCI-213 | Quantitative Reasoning*** | 2 |
| SCI-211 | Science of Music | 1 |
| SCI-311 | Science In Culture | 3 |
| English Competency** | | 0-6 |
| Math Competency** | | 0-9 |
| Foreign Language Competency**** | | 0-8 |
| Total Core Requirements: | | 40-63 |

* HIS-113 not required for Music Education majors.
 ** KIN-1XX excludes the following courses: KIN-147, KIN-100, KIN-16X or KIN-17X.
 *** All students must meet the university's competency requirements for mathematics and writing before being placed into SCI-213 or ENG-212. See page 51 for placement criteria and page 39 for competency requirements.
 **** Vocal performance majors (including Contemporary Christian Music) must meet the university's language requirement in order to graduate. See page 40 for requirement.

Bachelor of Science

(B.S.), Majors: (For a complete listing of majors in the Bachelor of Science program, see page 56.)

General Education Core:

| | | |
|---------|---|-----|
| COM-112 | Communication In Culture | 3 |
| ENG-212 | Writing In Culture** | 3 |
| HIS-113 | World Civilization I | 3 |
| IDS-101 | Creativity, Innovation & Problem Solving | 2 |
| IDS-103 | CU Foundations I | 1 |
| IDS-104 | CU Foundations II | 1 |
| IDS-311 | Imagination In Culture | 3 |
| KIN-100 | Foundations of Wellness | 2 |
| KIN-1XX | Activities Course | 1 |
| PHI-211 | Philosophy In Culture | 3 |
| REL-103 | Biblical Hermeneutics | 3 |
| REL-104 | Old Testament Literature & History | 3 |
| REL-204 | New Testament Literature & History | 3 |
| REL-352 | Christian Theology* | 3 |
| SCI-213 | Quantitative Reasoning** | 2 |
| SCI-311 | Science In Culture (except Biology, Pre-Professional & Exercise Science majors) | 3 |
| | One Social Science Course | 3 |
| | One Lab Science Course | 4 |
| | English Competency** | 0-6 |
| | Math Competency** | 0-9 |

Total Core Requirements: 46-61

* Bible, Religion and Ministry majors take REL-354 and REL-356.

** All students must meet the university competencies in writing and mathematics before being placed in ENG-212 or SCI-213 Quantitative Reasoning. See page 51 for placement criteria and page 39 for competency requirements.

English Course Placement Criteria – English placement is based upon ACT information provided at the time of enrollment. Students placed in classes lower than ENG-212 must progressively move to the next level course (i.e. A student enrolled in ENG-099 must also take ENG-114 and ENG-212.)

Math Placement Criteria – All students will be given a Mathematics Placement Examination prior to enrollment in mathematics courses. The Math Department will place students in MAT-096, 107 or 110 according to the result of the placement examination. Students who qualify for MAT-110 may take that course (or any higher level MAT class for which they meet prerequisites).

Majors

ASSOCIATE OF ARTS

Teacher Education

- Early Childhood
- TESOL

BACHELOR OF ARTS

Bible, Religion & Ministry

- Ancient Studies

Communication & Media Studies

- Audio Production
- Communication Studies
- Communications Arts Group (Secondary)
- Media Studies: Film
- Media Studies: Video
- Theatre: Music Theatre
- Theatre: Theatre Arts

Fine Arts

- Music
- Music (Worship Arts)

History & Social Science

- Family Studies
- History
- Psychology
- Social Studies Group (Elementary)
- Social Studies Group (Secondary)
- Social Work

Humanities

- Humanities: Creative Writing
- Humanities: Linguistics
- Humanities: Literature
- Humanities: Philosophy

Kinesiology, Science & Mathematics

- Biology
- Biology (Secondary)
- Integrated Comprehensive Science (Secondary)
- Integrated Science (Elementary)
- Integrated Science (Secondary)
- Mathematics
- Mathematics (Secondary)
- Physical Education (Elementary)
- Physical Education (K-12)

Teacher Education

- Elementary Education
- English
- History
- Integrated Science
- Language Arts Group
- Learning Disabilities
- Physical Education K-12
- Social Studies Group
- Spanish

Secondary Education
Biology
Communication Arts Group
English
History
Integrated Comprehensive Science
Integrated Science
Learning Disabilities
Mathematics
Physical Education K-12
Social Studies Group
Spanish

BACHELOR OF MUSIC

Fine Arts

Music Education
Performance
Performance: Contemporary Christian Music

Bachelor of Science

Bible

Bible
Inter-Cultural Studies
Art of Ministry

Kinesiology, Science & Mathematics

Biology – Health Sciences & Pre-Professional
(includes pre-med, pre-dental, pre-veterinary, pre-pharmacy)
Environmental Biology
Exercise Science

Business

Accounting
Business Administration
Business: Finance
Business: International
Business: Marketing
Business: Management
Business: Sports Management

Communications & Media Studies

Journalism: News-Editorial
Journalism: Public Relations
Journalism: Visual Communication

Minors

Bible

Bible
Greek
Inter-Cultural Studies
Religion
Youth Ministries

Business

Accounting
Business Administration
Economics
Finance
International Business

Management
Marketing
Public Relations

Communication & Media Studies

Communication Studies
Communication Arts Group (Secondary)
Journalism: News-Editorial

Journalism: Public Relations
Journalism: Visual Communication
Journalism (Secondary)
Media
Language Arts Group (Elementary)
Public Relations
Theatre – Theatre Arts and Music Theatre

Fine Arts

Music

History & Social Sciences

Family Studies
History
Psychology
Social Studies Group
Social Work

Humanities

English
Linguistics
Philosophy
Spanish
Teaching English to Speakers of Other Languages
(TESOL)

Kinesiology, Science & Mathematics

Biology
Biology – Secondary Teaching
Chemistry
Coaching
General Science
Mathematics
Physical Education
Physical Education (Elementary & Secondary Teaching)
Mathematics (Elementary & Secondary Teaching)

Teacher Education

Elementary
Early Childhood (Endorsement)
Elementary Planned
English
History
Journalism
Language Arts Group
Mathematics
Physical Education
Social Studies Group
Spanish
Teaching English to Speakers of Other
Languages (TESOL)

Secondary

Biology
Chemistry
Communication Arts Group
English
History
Journalism
Mathematics
Physical Education
Psychology
Spanish
Teaching English to Speakers of Other
Languages (TESOL)

Designing A Program



How to Read the Catalog

COURSE NUMBERS, LEVELS AND CREDITS

- 100 – Freshman
- 200 – Sophomore
- 300 – Junior
- 400 – Senior

This does not mean that the freshman students, for instance, are limited to those courses numbered in the 100s. Often scheduling difficulties make it more convenient to take a course or two just above or below the general class standing. In most cases, this will not present great difficulties. Transfer courses numbered lower than 100 are remedial and do not count toward graduation credit. The letter preceding a course number indicate the department from which a course is taught. Cornerstone University's letters indicate the following:

| Prefix | Course Type | Division Listing Description |
|--------|-----------------------|------------------------------------|
| ACC | Accounting | Business |
| ARB | Arabic | Humanities |
| BIO | Biology | Kinesiology, Science & Mathematics |
| BUS | Business | Business |
| CHM | Chemistry | Kinesiology, Science & Mathematics |
| CMI | Christian Ministries | Bible, Religion & Ministry |
| COM | Communication Studies | Communication & Media Studies |
| CSC | Computer Science | Business |
| DAN | Dance | Communication & Media Studies |
| ECN | Economics | History & Social Science |
| ECO | Ecology | Kinesiology, Science & Mathematics |
| EDU | Education | Teacher Education |
| ENG | English | Humanities |
| FAM | Family Studies | History & Social Science |
| FAR | Fine Arts | Fine Arts |
| FRN | French | Humanities |
| GRK | Greek | Bible, Religion & Ministry |
| HEB | Hebrew | Bible, Religion & Ministry |
| HIS | History | History & Social Science |
| HUM | Humanities | Humanities |
| IDS | Interdisciplinary | Humanities |
| JRN | Journalism | Communication & Media Studies |
| KIN | Kinesiology | Kinesiology, Science & Mathematics |
| LAT | Latin | Humanities |
| LIN | Linguistics | Humanities |
| MAT | Math | Kinesiology, Science & Mathematics |
| MDA | Media Studies | Communication & Media Studies |
| MGT | Management | Business |
| MKT | Marketing | Business |
| MUA | Applied Music | Fine Arts |
| MUP | Music Performance | Fine Arts |
| MUS | Music | Fine Arts |
| OSA | Oxford Tutorial | Humanities |
| PHI | Philosophy | Humanities |
| PHY | Physics | Kinesiology, Science & Mathematics |
| PSY | Psychology | History & Social Science |
| REL | Religion | Bible, Religion & Ministry |
| SCI | Science | Kinesiology, Science & Mathematics |
| SOC | Sociology | History & Social Science |
| SPA | Spanish | Humanities |
| SSC | Social Science | History & Social Science |
| SWK | Social Work | History & Social Science |
| THR | Theatre | Communication & Media Studies |

Credits for completion of the course are listed directly after the course name. Note: The courses are alphabetized according to the full spelling of the discipline, not just the three letter code.

Example:

| <u>Department</u> | <u>Level</u> | <u>Course Name</u> | <u>Number of Credits</u> |
|-------------------|--------------|---------------------------|--------------------------|
| ENG- | 226 | Intro to Creative Writing | 3 |

COURSE DESCRIPTIONS AND FREQUENCIES

Course descriptions are located at the end of each division section of the catalog. They will indicate the general content of the course, prerequisites for the course, credits, and frequency of the course. Course frequencies are listed here and at the beginning of each division's course descriptions for your convenience:

- 1 = Every Semester
- 2 = Alternate Semesters
- 3 = Every Third Semester
- 4 = Alternate Years
- 5 = Every Three Years
- 6 = As Needed

Example:

| <u>Department</u> | <u>Level</u> | <u>Course Name</u> | <u>Credits/Frequency</u> |
|-------------------|--------------|--------------------|--------------------------|
| ENG- | 212 | Writing In Culture | 3/1 |

Using effective and ethical research practices to develop and write persuasive essays on topics related to contemporary culture and social justice. Particular attention will be paid to rhetorical sensitivity, stylistic accuracy, and thoughtful worldview engagement.
Prerequisites: English competency

Graduation Worksheet

| | |
|----------|---------------|
| Name | Catalog Used |
| Major | Total Credits |
| Minor | Total Credits |
| Minor #2 | Total Credits |

CORE REQUIREMENTS:

| Course | Credits |
|--------|---------|
| | |
| | |
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| | |

MAJOR:

Course

Credits

MINOR:

Course

Credits

MINOR #2 (IF DESIRED):

Course

Credits

EDUCATIONAL PROFESSIONAL PROGRAM:

Elementary

Secondary

Credits

CHANGE/SUBSTITUTIONS

Approval

In File?

Credits completed _____

Credits in progress _____

Credit next semester _____

Credits the following semester _____

Learning Center credits _____
(not counted toward graduation)

TOTAL CREDITS _____

Cumulative GPA (2.0 needed) _____

Major GPA (2.5 needed) _____

Minor GPA (2.0 needed) _____

12 hours in major at Cornerstone

32 hours overall at Cornerstone

24 of last 33 hours at Cornerstone

64 hours at Cornerstone for bachelor honor graduates

List all program changes made in consultation with your adviser. These changes must have approval recorded with the Registrar's Office to be valid.

Bible, Religion & Ministry

DIVISION



Dwayne Adams, Ph.D.
Division Chair

Courses in the Bible Division prepare students to deal with foundational issues of life as well as give those who major in one of the Bible, Religion and Ministry majors excellent preparation for further study or vocational Christian ministry in a wide variety of areas.

Teaching from a strong biblical perspective, the courses enable a student to construct a Christian worldview based on Scripture and guide the student in developing ministry skills and spiritual disciplines for life. Students receive a foundational understanding of Scripture along with the tools necessary to study and apply Scripture for themselves.

The majors and minors in the Bible Division give students an opportunity to design a program which fits their needs and expectations for the future. The Bible major provides excellent preparation for seminary or other postgraduate training. Other majors in the division including Art of Ministry and Intercultural Studies are designed to develop ministry skills for a variety of age groups and Christian ministries both domestically and internationally.

Degrees

Bachelor of Arts (B.A.)
Bachelor of Science (B.S.)

Majors

Ancient Studies (B.A.)
Art of Ministry (B.S.)
Bible (B.S.)
Inter-Cultural Studies (B.S.)

Minors:

Art of Ministry
Bible
Educational Ministries
Greek
Intercultural Studies
Religion

CRITERIA FOR GRADUATION AS A DIVISION MAJOR:

See the Academic Information section under Graduation Requirements.

Degree information for the Bachelor of Arts and Bachelor of Science degrees along with major and minor listings by division can be found in the catalog section entitled Degree Information.

Faculty

Adams, Dwayne H., Associate Professor of Biblical Studies (2000); (chair) B.A. (1975), Kalamazoo College; Th.M. (1984), Dallas Theological Seminary; Ph.D. (1999), Dallas Theological Seminary

Banashak, Jeanette, Assistant Professor of Youth Ministry (2007); B.S. (1998), Taylor University; M.A.T. (2009), Aquinas College

Bustrum, Philip A., Professor of Educational Ministries (1996); B.A. (1967) Bob Jones University; M.S. (1976) Portland State University; Ph.D. (1995) Biola University/Talbot School of Theology

Duff, John H., Associate Professor of Bible (1997); B.A. (1980), Cedarville College; M.A. (1985), Western Kentucky University; M.T.S. (2001), Grand Rapids Theological Seminary; Ph.D. (cand.), Calvin Theological Seminary

Mohrmann, Douglas C., Associate Professor of Religion (2001); B.A. (1984), Evangel University; M.A. (1991) Gordon-Conwell Theological Seminary; Ph.D. (2001) University of Durham

Perini, Donald P., Associate Professor of Youth Ministry and Creativity (2003); B.A. (1989) Biola University; M.A. (1999) Talbot School of Theology; M.F.A. (2009), National University

Smith, Andrew L., Associate Professor of Bible (1985); B.A. (1977), Grand Rapids Baptist College; M.Div. (1981), Grand Rapids Theological Seminary; M.A. (1983), Western Kentucky University, D.Th. (cand.), UNISA (University of South Africa)

Bachelor of Arts Majors & Minors

The Bachelor of Arts degree has several majors, each of which may serve as a foundation for seminary training or other graduate studies. The Interdisciplinary program offers a broad base of liberal arts courses in a unique combination designed to promote leadership skills and Christian thinking.

ADMISSION TO THE BIBLE, RELIGION & MINISTRIES PROGRAMS

Students seeking a Bible as a Second Major for any B.A. Program should apply for admission to the BRM programs while enrolled in REL-236 New Testament Literature & History

To be admitted to the program, a student must have a minimum cumulative G.P.A. of 2.5, complete an application which includes one reference from a professor outside the BRM division and one reference from a pastor, complete an interview with a BRM professor and be recommended by the BRM committee on Program Admissions.

Students who maintain the minimum academic standards, show Christian maturity and are actively involved in ministry will continue in the program. Assistance in these areas can be obtained from your academic adviser, the BRM faculty, Spiritual Formation, the Learning Center and Career Services.

General Education Core: Requirements for the B.A. are listed in the Degree Information section (see page 50).

ANCIENT STUDIES MAJOR

This program focuses on Mediterranean antiquity with an emphasis on ancient languages, along with the history of ancient Judaism, Greece and Rome. It combines the depth of multiple academic disciplines to the study of these languages through courses in Religious Studies, History, Linguistics and Philosophy. This program will provide outstanding preparation for a number of fields in graduate studies.

| Required Courses | Credit Hours |
|---|--------------|
| GRK-101 Greek Grammar I..... | 4 |
| GRK-102 Greek Grammar II..... | 4 |
| HEB-101 Hebrew I..... | 4 |
| HEB-102 Hebrew II..... | 4 |
| LAT-101 Latin I..... | 4 |
| LIN-225 Introduction to Linguistics..... | 3 |
| GRK-201 Semantic Analysis I..... | 4 |
| GRK-202 Semantic Analysis II..... | 3 |
| PHI-213 Plato and Aristotle..... | 3 |
| HIS-332 The Classical World: Greece and Rome..... | 3 |
| REL/HIS-338 Second Temple Judaism and the Dead Sea Scrolls..... | 3 |

| | |
|---|----|
| REL/HIS-433 History and Religions of the Ancient Near East..... | 3 |
| HIS-451 Historiography | 2 |
| REL/HIS-481 & -482 Thesis Project I & II..... | 4 |
| Total..... | 48 |

The candidate must also study abroad in an approved class or program.

BIBLE AND MINISTRIES MAJORS AND MINORS (As a second major or minor for any B.A. program. All other B.A. major and minor requirements must also be met. Majors and minors listed in the Bachelor of Science degree programs (Bible, Inter-Cultural Studies, Youth Ministries, Educational Ministries) may be used as second majors or minors in any B.A. program.)

BIBLE AS A SECOND MAJOR FOR ANY B.A. PROGRAM (All other B.A. major and minor requirements must also be met.)

| Required Courses | Credit Hours |
|--|--------------|
| REL-130 Old Testament Literature & History for BRM majors* | 3 |
| REL-236 New Testament Literature & History for BRM majors* | 3 |
| REL-245 Issues In Hermeneutics..... | 3 |
| REL-354 Theology I** | 3 |
| REL-356 Theology II** | 3 |
| REL-33X Upper level Biblical Literature..... | 3 |
| REL-43X Bible Analysis | 3 |
| Two of the following: | 6 |
| CMI-211 Edu. Min. of the Church | |
| REL-357 O.T. History and Theology* | |
| REL-358 N.T. History and Theology* | |
| REL-441 Apologetics | |
| Total..... | 27 |

* REL-130 and 236 fulfill the Cornerstone core equivalents

**Students taking Theology I and II do not need to take Christian Theology in the Cornerstone Core. Religion majors who have taken these courses must take other upper level Bible or religion courses in their place.

ANCIENT STUDIES MINOR

| Required Courses | Credit Hours |
|---|--------------|
| Choose one of the following one year language studies: | |
| GRK-111 Greek Grammar I..... | 4 |
| GRK-112 Greek Grammar II..... | 4 |
| HEB-101 Hebrew I..... | 4 |
| HEB-102 Hebrew II | 4 |
| LAT-101 Latin I..... | 4 |
| LAT-102 Latin II..... | 4 |
| Choose any four of the following:..... | 3 |
| PHI-212 Plato and Aristotle | 3 |
| REL-33x Biblical Literature Course..... | 3 |
| HIS-332 Classical World: Greece and Rome | 3 |
| REL/HIS-338 Second Temple Judaism and the DSS..... | 3 |
| HIS-341 Medieval History | 3 |
| REL/HIS-433 History and Religions of the Ancient Near East..... | 3 |
| HIS-451 & 452 Historiography | 3 |
| Total..... | 20 |

BIBLE MINOR (As a second minor for any B.A. program. All other B.A. major and minor requirements must also be met.)

| Required Courses | Credit Hours |
|--|--------------|
| REL-130 Old Testament Literature & History for BRM majors* | 3 |
| REL-236 New Testament Literature & History for BRM majors* | 3 |
| REL-352 Christian Theology* | 3 |
| REL-33X Biblical Literature Course | 3 |
| REL-43X Bible Analysis Course..... | 3 |
| One of the following:..... | 3 |
| REL-357 O.T. History and Theology | |
| REL-358 N.T. History and Theology | |
| Total..... | 18 |

*Cornerstone Core courses.

GREEK MINOR

| Required Courses | Credit Hours |
|------------------------------------|--------------|
| GRK-101 Greek I | 4 |
| GRK-102 Greek II | 4 |
| GRK-201 Semantic Analysis I | 4 |
| GRK-202 Semantic Analysis II | 3 |
| GRK-336 Septuagint Studies | 3 |
| Total..... | 18 |

RELIGION MINOR

| Required Courses | Credit Hours |
|---|--------------|
| REL-315 Religions of the World..... | 3 |
| One of the following combinations:..... | 6 |
| REL-354/356 Theology I and II | |
| REL-357/358 O.T. and N.T. History and Theology | |
| Religion Electives (300 or above; not 32X; 33X or 43X)..... | 12 |
| Total..... | 21 |

Bachelor of Science Majors & Minors

The aims of the Bachelor of Science majors are to bring the student to a comprehensive understanding of the Bible as a whole, to achieve reasonable competency in independent Bible study and to develop skills in the communication and ministry of the Word of God.

It is designed for students choosing upon graduation to enter staff ministries such as youth pastors, assistant pastors, Christian education directors, Christian camp directors, missionary service or student ministries.

The degree may also be elected by pre-seminarians who prefer a more extensive base of biblical studies than that offered in the B.A. majors or who desire to work in Christian ministry while pursuing further education.

These majors can lead to licensure, ordination or commissioning for Christian ministry by the student's church constituencies.

ADMISSION TO THE BIBLE, RELIGION & MINISTRIES PROGRAMS

Students should apply for admission to the BRM programs while enrolled in REL-236 New Testament Literature & History.

To be admitted to the program, a student must have a minimum cumulative GPA of 2.5, complete an application that includes one reference from a professor outside the BRM division and one reference from a pastor, complete an interview with a BRM professor, and be recommended by the BRM committee on Program Admissions.

Students who maintain the minimum academic standards, show Christian maturity, and are actively involved in ministry will continue in the program. Assistance in these areas can be obtained from your academic adviser, the BRM faculty, Student Development, the Learning Center and Career Services.

General Education Core requirements for the Bachelor of Science degree are listed in the Degree Information section (see page 51). Ministry and Interdisciplinary majors must also take Bible as a second major.

BIBLE MAJOR AS A SECOND MAJOR (Bachelor of Science)

| Required Courses | Credit Hours |
|--|--------------|
| PHI-211 Philosophy in Culture** | 3 |
| REL-130 Old Testament Literature & History for BRM majors* | 3 |
| REL-236 New Testament Literature & History for BRM majors* | 3 |
| REL-245 Issues In Hermeneutics | 3 |
| REL-354 Theology I*** | 3 |
| REL-356 Theology II*** | 3 |
| REL-33X Biblical Literature Course | 3 |
| REL-441 Apologetics | 3 |
| REL-43X Bible Analysis Course..... | 3 |
| One of the following:..... | 3 |
| REL-357 O.T. History and Theology | |
| REL-358 N.T. History and Theology | |
| One REL elective | 3 |
| Total Bible Major | 33 |

*Replaces REL-104 and REL-204 in the Cornerstone core

**Taken as part of the Cornerstone Core.

***These replace REL-352 Christian Theology in the Cornerstone Core.

BIBLE MAJOR (Bachelor of Science. This major is for a person who is not taking an Art of Ministry or Intercultural Studies major. Requires a minor. See Graduation Requirements, pg. 36)

| Required Courses | | Credit Hours |
|-----------------------------|--|---------------------|
| CMI-462 | Senior Seminar..... | 2 |
| REL-130 | Old Testament Literature & History for BRM majors..... | 3 |
| REL-236 | New Testament Literature & History for BRM majors..... | 3 |
| REL-245 | Issues In Hermeneutics..... | 3 |
| REL-354 | Theology I*..... | 3 |
| REL-356 | Theology II*..... | 3 |
| REL-357 | O.T. History and Theology..... | 3 |
| REL-358 | N.T. History and Theology..... | 3 |
| Five of the following:..... | | 15 |
| | REL-33X Biblical Literature Course | |
| | REL-43X Biblical Analysis course | |
| REL-380 | Internship..... | 3 |
| REL-441 | Apologetics..... | 3 |
| Total..... | | 44 |

*Replaces REL-352 in Cornerstone Core.

EDUCATIONAL MINISTRIES MINOR (Bachelor of Science.)

| Required Courses | | Credit Hours |
|------------------------------|--|---------------------|
| CMI-211 | Educational Ministry of the Church..... | 3 |
| CMI-311 | Evangelism and Discipleship..... | 3 |
| CMI-336 | Leadership in Ministry..... | 3 |
| Three of the following:..... | | 9 |
| | CMI-151 Adol. Dev. and Culture | |
| | CMI-321 Camp Philosophy and Admin. | |
| | CMI-331 Educational Ministries with Children | |
| | CMI-333 Educational Ministries with Adults | |
| | COM-322 Public Speaking | |
| | REL-243 Intercultural Mandate | |
| Total..... | | 18 |

INTERCULTURAL STUDIES MAJOR (Missions) (Bachelor of Science. Requires Bible second Major. See above.)

| Required Courses | | Credit Hours |
|----------------------------|--|---------------------|
| CMI-223 | Cultural Anthropology..... | 3 |
| CMI-311 | Evangelism and Discipleship..... | 3 |
| CMI-334 | Spiritual Formation..... | 3 |
| CMI-384 | Pre-Field Inter-Cultural Internship..... | 1 |
| CMI-385 | Intercultural Internship..... | 3 |
| CMI-462 | Senior Seminar..... | 2 |
| One of the following:..... | | 3 |
| | LIN-225 Introduction to Linguistics | |
| | LIN-371 Second Language Acquisition | |
| | LIN-372 Sociolinguistics | |
| REL-243 | The Intercultural Mandate..... | 3 |
| Total..... | | 21 |

Electives

| | | |
|----------------------------|---|----|
| Five of the following..... | | 15 |
| | CMI-211 Educational Ministries of the Church | |
| | CMI-222 Urban Ministries – Poverty and the City | |
| | CMI-342 Spiritual Conflicts in Cross-Cultural Contexts | |
| | CMI-434 Short-Term Missions | |
| | CMI-444 Intercultural Strategy for the 21 st Century | |
| | LIN-225 Introduction to Linguistics* | |
| | LIN-371 Second Language Acquisition* | |

| | |
|---------|-----------------------------|
| LIN-372 | Sociolinguistics* |
| REL-315 | Religions of the World |
| REL-414 | Islam |
| SOC-352 | Intercultural Communication |

Total for Bible and Intercultural Majors..... 70

*Unless taken as part of the required courses.

INTERCULTURAL STUDIES MINOR (Missions) (Bachelor of Science)

| Required Courses | | Credit Hours |
|-----------------------------|---|--------------|
| CMI-223 | Cultural Anthropology | 3 |
| CMI-311 | Evangelism and Discipleship | 3 |
| CMI-334 | Spiritual Formation..... | 3 |
| REL-243 | The Intercultural Mandate..... | 3 |
| Two of the following: | | 6 |
| CMI-222 | Urban Ministries – Poverty and the City | |
| CMI-414 | Islam | |
| CMI-434 | Short-Term Missions | |
| CMI-444 | Intercultural Strategy for the 21 st Century | |
| LIN-225 | Introduction to Linguistics | |
| LIN-371 | Second Language Acquisition | |
| LIN-372 | Sociolinguistics | |
| REL-315 | Religions of the World | |
| REL-342 | Spiritual Conflicts in Cross-Cultural Contexts | |
| SOC-352/COM-311 | Intercultural Communication | |
| Total..... | | 18 |

THE ART OF MINISTRY MAJOR (Bachelor of Science. Second major for any B.A. Requires Bible Second Major. See above.)

This degree is designed to equip students for practical ministry in the church or parachurch setting. It seeks to train students by providing a curriculum that is biblically based, theoretically sound, holistic and useful. Intentional aspects of the program are to empower students to become innovative leaders, to seek emotional health, to pursue personal integrity, to understand and engage the emerging postmodern culture and to mature spiritually.

The Art of Ministry recognizes the need for specialization and allows each student to focus on a particular ministry interest. Therefore, students choose a specific emphasis where all their coursework and projects will be directed. We offer a focus in youth, children, camp, sports, parachurch, young adult and urban ministries.

| Required Courses | | Credit Hours |
|-----------------------------|--|--------------|
| CMI-151 | Lifespan Development | 3 |
| CMI-221 | Learning, Liturgy & Technology | 3 |
| CMI-222 | Poverty & Justice | 3 |
| CMI-252 | Interpersonal & Intrapersonal Relationships in Ministry..... | 3 |
| CMI-334 | Spiritual Formation..... | 3 |
| CMI-336 | Integrated Leadership | 3 |
| CMI-381 | Internship I: Career Development..... | 3 |
| CMI-382 | Internship II: Teacher & the Teaching Task..... | 3 |
| CMI-418 | Art of Ministry..... | 3 |
| CMI-481 | Counseling Families in Ministry | 3 |
| IDS-101 | Creativity, Innovation & Problem Solving | 2 |
| Two of the following: | | 6 |
| CMI-223 | Cultural Anthropology | |
| CMI-311 | Evangelism & Discipleship | |
| CMI-321 | Camp Philosophy & Administration | |
| CMI-383 | Internship III: Specialization | |
| CMI-434 | Short-Term Missions | |
| CMI-480 | Current Issues/Critical Concerns | |
| MGT-231 | Principles in Management | |
| Total..... | | 38 |

Art of Ministry Major Four Year Program Illustration

Freshman year

| | | |
|--------------------------------|--|----|
| COM-112 | Communications in Culture | 3 |
| CMI-151 | Lifespan Development | 3 |
| CMI-222 | Poverty & Justice | 3 |
| HIS-113 | World Civilization I | 3 |
| IDS-101 | Creativity, Innovation & Problem Solving | 2 |
| IDS-103 | CU Foundations I | 1 |
| KIN-100 | Foundations of Wellness | 2 |
| KIN-1XX | Activity Course* | 1 |
| REL-103 | Biblical Hermeneutics | 3 |
| REL-130 | OT Lit & History for BRM Majors | 3 |
| Lab Science Course* | | 4 |
| Total Freshman Hours (Approx.) | | 28 |

Sophomore year

| | | |
|-----------------------------------|-----------------------------------|----|
| CMI-221 | Learning, Liturgy & Technology | 3 |
| CMI-252 | Inter/Intrapersonal Relationships | 3 |
| ENG-212 | Writing in Culture | 3 |
| IDS-104 | CU Foundations II | 1 |
| PHI-211 | Philosophy in Culture | 3 |
| PSY-XXX or SOC-XXX | Course | 3 |
| REL-236 | NT Lit & History for BRM Majors | 3 |
| REL-245 | Issues in Hermeneutics | 3 |
| SCI-213 | Quantitative Reasoning* | 2 |
| Minor or Elective (three classes) | | 3 |
| Minor or Elective | | 3 |
| Minor or Elective | | 3 |
| Minor or Elective | | 3 |
| Total Sophomore Hours (Approx.) | | 33 |

Junior year

| | | |
|--------------------------------|--|----|
| CMI-336 | Integrated Leadership | 3 |
| CMI-381 | Internship I: Career Development | 3 |
| CMI-382 | Internship II: Teacher & the Teaching Task | 3 |
| IDS-311 | Imagination in Culture | 3 |
| REL-354 | Theology I | 3 |
| REL-356 | Theology II | 3 |
| SCI-311 | Science in Culture | 3 |
| Art of Ministry Major Elective | | 3 |
| Minor or Elective | | 3 |
| Total Junior Hours (Approx.) | | 27 |

Senior year

| | | |
|---------------------------------|-----------------------------|------------|
| CMI-334 | Spiritual Formation | 3 |
| CMI-418 | Art of Ministry | 2 |
| CMI-481 | Counseling Families | 3 |
| REL-33X | Biblical Literature Course* | 3 |
| REL-357 | Old Testament History, or | |
| REL-358 | New Testament History | 3 |
| REL-437 | Acts of the Apostles, or | |
| REL-438 | Seminar in Romans | 3 |
| REL-441 | Apologetics | 3 |
| Art of Ministry Major Elective* | | 3 |
| Minor or Elective | | 3 |
| Minor or Elective | | 3 |
| Minor or Elective | | 3 |
| Total Senior Hours (Approx.) | | 32 |
| Bible Major (B.S.) | Total | 120 |

THE ART OF MINISTRY MINOR (Bachelor of Science.) (Cannot be used as first B.A. minor with any liberal arts major.)

This degree is designed to equip students for practical ministry in the church or parachurch setting. It seeks to train students by providing a curriculum that is biblically based, theoretically sound, holistic, and useful. Intentional aspects of the program are to empower students to become innovative leaders, to seek emotional health, to pursue personal integrity, to understand and engage the emerging postmodern culture and to mature spiritually.

Required Courses

| Required Courses | Credit Hours | |
|-----------------------|---|----|
| CMI-151 | Lifespan Development | 3 |
| CMI-221 | Learning, Liturgy & Technology | 3 |
| CMI-252 | Interpersonal & Intrapersonal Relationships in Ministry | 3 |
| CMI-418 | Art of Ministry | 3 |
| CMI-481 | Counseling Families in Ministry | 3 |
| One of the following: | | 6 |
| CMI-222 | Poverty & Justice | |
| CMI-334 | Spiritual Formation | |
| CMI-336 | Integrated Leadership | |
| CMI-480 | Current Issues/Critical Concerns | |
| Total | | 18 |

Course Descriptions

Dept./Level Course Name

Credits/Frequency

(See page 53 for codes)

CHRISTIAN MINISTRIES

CMI-151 Lifespan Development and Ministry 3/2

A survey of physical, cognitive, emotional and moral development and current trends and issues related to adolescents and adults. Students will analyze lifespan development with the intent of developing ministries that meet the specific needs of youth and adults.

CMI-211 Educational Ministry of the Church 3/1

A preliminary examination of the history and theology as well as the functions of local church education. Emphasizes the dynamics of personal spiritual growth and local church nurture. Introduces basic skills of reasoning, cognitive and moral development, and basic teaching principles.

CMI-221 Learning, Liturgy and Technology 3/2

A study in learning theory, liturgical practices and the use of technology in ministry. Students will design lessons with special consideration for ways to communicate biblical truths through a variety of creative teaching methods. Students will analyze current curriculum, learn basic hermeneutical skills and create curriculum that is experiential, interactive, multi-sensory and communal.

CMI-222 Poverty and Justice 3/2

This course will equip students for urban ministry in the cities of North America and around the world. With an emphasis on race and class, students will develop a Biblical, historical and socio-cultural foundation for ministry in the city while engaging different strategies for effective relationships and Christian community development.

CMI-223 Cultural Anthropology 3/4

An introductory course in the tradition of culture designed for students pursuing intercultural vocational work. The course addresses the nature of peoples in their culture, their worldview, cultural change, cultural adaptation, social organization, language, religion and other related topics.

CMI-252 Interpersonal and Intrapersonal Relationships in Ministry 3/2

A practical study in developing healthy relationships with adolescents, leadership staff, parents and volunteers. Includes conflict management, inner dialog issues, making meaning of everyday experiences, and special attention is given to communication skills within small groups.

CMI-311 Evangelism and Discipleship 3/2

Designed to guide the student in the development of a personal commitment to and involvement in evangelism and discipleship ministries. Integrates New Testament principles with varied techniques for a practical orientation.

CMI-321 Camp Philosophy and Administration 3/4

Basic administration, philosophy, and methodology of Christian camping with emphasis on principles of decentralization. Attention to objectives, staff personnel, campsite, equipment, facilities, problem-solving, and evaluation. Offered alternate fall semesters.

CMI-334 Spiritual Formation 3/2

Provides a biblical foundation for spiritual development. Special consideration is given to spiritual disciplines, scriptural meditation, contemplative prayer and spiritual listening.

CMI-336 Integrated Leadership 3/2

An examination of leadership as it relates to the development of individuals and organizations. The emphasis on leadership will include such issues as personal character, styles of leadership, vision, creativity and teamwork. Students will also analyze, interpret and build theories on leadership. The focus on administration will cover issues including finances, correspondence, conducting meetings and planning events.

CMI-342 Spiritual Conflicts in Cross-Cultural Contexts 3/4

Gives an understanding of spiritual beliefs and conflicts from a Biblical and theological perspective in order to appreciate and recognize current worldviews and spiritual activity. This course presents Biblical guidelines for dealing with spiritual beliefs and conflicts.

CMI-381 Internship I: Career Development 3/1

Designed to help the student discover their gifts, talents, calling, interest and abilities as it relates to youth ministry and parachurch settings. A minimum of 140 hours in supervised ministry is required. (Prerequisite: Junior status)

CMI-382 Internship II: Teacher and the Teaching Task 3/1

Designed to help the student develop the skills necessary for teaching youth. Emphasis on writing objectives, preparing lesson plans, using creative illustrations, storytelling, gestures and delivery. Students will be teaching in the class and in a field setting where they will be video taped. A minimum of 140 hours in supervised ministry is required. (Prerequisite: CMI-381)

| | | |
|---|--|----------------|
| CMI-383 | Internship III: Specialization | 3 /1 |
| Designed to help the students study and experience specialized topics that relate to youth ministry or parachurch settings. A minimum of 140 hours in supervised ministry is required. (Prerequisite: Junior status) | | |
| CMI-384 | Pre-Field Inter-Cultural Internship | 1 /2 |
| This course introduces the student to intercultural internships giving them pre-field awareness. The student is introduced to the relationships between the sending church, mission agency, the receiving missionary, national church and nationals. | | |
| CMI-385 | Intercultural Internship | 3 /1 |
| This course gives the missions student an opportunity to integrate class work with practical experience in an overseas or inner city setting with an approved agency and supervisor along with a Cornerstone University mentor. (Prerequisite: CMI-384 and Faculty Adviser approval) | | |
| CMI-418 | Art of Ministry | 3/2 |
| An interactive framework that allows students to investigate distinct philosophical and ecclesiological views regarding how ministry relates to the church at large. Each student will design his/her own philosophy of ministry within the context of the local church and parachurch ministries. (Prerequisite: CMI-151, Junior status) | | |
| CMI-434 | Short-Term Missions Leadership | 3/4 |
| A study of the Biblical basis for short-term mission including philosophy, history and strategy. Students will evaluate short-term missions and learn how to implement and lead a short-term missions trip. | | |
| CMI-444 | Intercultural Strategy for the 21st Century | 3/4 |
| This course assesses inter-cultural missions strategy and discusses possible strategy for the future. Topics such as church leadership development, partnerships, national missionaries, frontier missions and micro enterprises are discussed as means of fulfilling the great commission. Emphasis is given on how to reach the unevangelized and unreached people groups of the world. | | |
| CMI-462 | Senior Seminar | 2/2 |
| A capstone experience that puts into perspective various issues dealing with vocational ministry. Students will assimilate previous work from other courses to create a portfolio that includes philosophy of ministry, resume, lesson plans, personal biography and program ideas. | | |
| CMI-470 | Readings in Christian Ministries | 1 - 3/1 |
| Guided readings and reports in the student's area of interest and need. | | |
| CMI-480 | Current Issues/Critical Concerns | 3/- |
| Designed to address current issues or critical concerns that relate to youth ministry. Studies will specialize in various topics not covered in the catalog. May be taken two times with different emphasis. | | |
| CMI-481 | Counseling Families in Ministry | 3/2 |
| An in-depth look of the issues related to providing counseling to children, adolescents and their parents. Focus will be on addictive behaviors, abnormal development, intervention, spiritual abuse and awareness of when and to whom to refer individuals for professional therapy. (Prerequisite: Junior status) | | |
| CMI-490 | Independent Study | 3 - 6/1 |
| Consult with division chair and instructor in Christian ministries concerning possible studies. | | |
| GREEK | | |
| GRK-101 | Greek Grammar I | 4/2 |
| An introduction to Greek grammar of Koine Greek. | | |
| GRK-102 | Greek Grammar II | 4/2 |
| A continuation of GRK 101, completing the basic grammar and beginning the reading of simple selections of ancient Greek. | | |
| GRK-201 | Semantic Analysis I | 4/2 |
| Review of grammar, reading in selections of Greek, and a study of intermediate Greek grammar. Prerequisite: GRK-102 or equivalent. | | |
| GRK-202 | Semantic Analysis II | 3/2 |
| A continuation of GRK-201 including a study of the structure of selected Greek texts and exegetical methodology. | | |
| GRK-336 | Septuagint Studies | 3/2 |
| A study of select passages in the Septuagint (Greek Old Testament) with a view to advancing the student's facility in reading, translation and semantic analysis. | | |

- GRK-470 Readings in Greek** 1-3/6
Guided readings and reports in the student's area of interest and need.
- GRK-471 Advanced Greek Reading** 1-3/6
- GRK-480 Advanced Topics Seminar: Greek** 3/6
Formal class dependent upon student demand and interest of the professor. May deal with a particular biblical book or issues of interpretation and methodology.
- GRK-490 Independent Studies in Greek** 1-3/6
Consult with Division Chair and instructor in Greek concerning possible studies.

HEBREW

- HEB-101 Hebrew I** 4/4
The fundamentals of biblical Hebrew with special attention to orthography, morphology, vocabulary, and the translation of simple texts.
- HEB-102 Hebrew II** 4/4
A continuation of Hebrew I with emphasis given to grammar and expansion of vocabulary by means of translation of simple passages from the Old Testament.
- HEB-470 Readings in Hebrew** 1-3/6
Guided readings and reports in the student's area of interest and need.
- HEB-480 Advanced Topics Seminar: Hebrew** 3/6
Formal class dependent upon student demand and interest of the professor. May deal with a particular biblical book or issues of interpretation and methodology.
- HEB-490 Independent Studies in Hebrew** 1-3/6
Consult with Division Chair and instructor in Hebrew concerning possible studies.

RELIGION

- REL-103 Biblical Hermeneutics** 3/1
This course examines the basic issues in biblical hermeneutics, including the nature of historical-grammatical interpretation, genre analysis, historical and cultural background, literary analysis, and application. This course examines what it means for humans to have God's word inscripturated into language.
- REL-104 Old Testament Literature & History** 3/1
This course guides the student in the use of interpretive/hermeneutical skills in a study of the Old Testament. Torah (Pentateuch) is established as the foundation for the rest of the Old Testament. The historical books trace God's dealing with his people as Israel struggles with the privileges and responsibilities of being the covenant people. Hymnic literature and Wisdom books respond to the revelation of Yahweh through worship and daily living. The course concludes with an examination of the role and message of the Prophets. Prerequisite: REL-103
- REL-204 New Testament Literature & History** 3/1
New Testament Literature continues the purposes of Old Testament Literature and Hermeneutics: to integrate a Christian worldview with bible study and scripture. In this course, the student will continue to learn how to read the Bible, while studying the inter-testamental period and the New Testament. Prerequisite: REL-103 and REL-104
- REL-130 Old Testament Literature & History for BRM Majors** 3/2
This course focuses on the content of the Old Testament and introduces methods for studying the Bible. Particular attention is paid to learning the various genres of the Old Testament and to the introduction of critical issues for Biblical Studies. Alongside the coverage of the biblical narrative, the students will study major historical and cultural developments in the ancient near east that cast light on the Old Testament. Critical thinking and research skills are introduced. Pre-requisite: REL-103
- REL-236 New Testament Literature & History for BRM Majors** 3/2
This course focuses on the content of the New Testament and continues developing methods for studying the Bible. Particular attention is paid to the various genres of the New Testament while introducing critical issues for Biblical Studies. Major historical and cultural developments in the Mediterranean area of the Hellenistic period are surveyed. Work will continue on the critical thinking and research skills. Pre-requisite: REL-104 or REL-130 and REL-103
- REL-243 The Intercultural Mandate (Missions)** 3/1
An overview of the global inter-cultural mandate as outlined in Scripture and emphasized in the Great Commission noting the Biblical, theological, and historical foundation for missions, the framework for the missionary undertaking today, and the task of the missionary in our world with an emphasis on the missionary career track.

REL-245 Issues In Hermeneutics 3/2
An advanced interpretation course that assumes the knowledge of the material covered in inductive Bible studies. This course applies the inductive method to the various types of biblical literature, carefully considering rules of interpretation essential to a proper understanding of those types of literature. Emphasizes principles of interpretation and provides time to apply such principles and methods to personal understanding of Scripture. Required of all Bible majors. Prerequisite: REL-104, REL-204, or REL-130, REL-236.

REL-313 Religion in America 3/4
An overview of the history of American Christianity. Concentrates on Roman Catholicism, primary Protestant denominations, and indigenous cults via a social historical approach that includes the analysis of primary theological tenets and distinctives as well as ecclesiological structure.

REL-315 Religions of the World 3/4
An introduction to the major non-Christian religious systems including their historical developments, belief systems and worldview. Special emphasis is given to understanding these religions in light of Christianity, current methods of evangelism and discipleship and strategy. Some of the following will be studied: Buddhism, Chinese religions, Hinduism and Islam.

Literature Courses (33X)

These courses are designed to provide an in depth synthesis of a given portion of the Scriptures. They are intended for: Bible majors and minors Liberal arts students who desire Bible course electives Religion majors who include Bible in the electives of their major. Prerequisite: REL-104 and REL-204 or REL-130 and REL-236.

REL-330 Mosaic Literature 3/2
A study of the history of redemption from Adam to Moses as set forth in the Pentateuch. Special attention is given to God's purposes in the call of Abraham and the establishment of the Mosaic economy.

REL-333 Wisdom Literature 3/4
An analysis of the form and content of the poetic books from Job to the Song of Solomon with special emphasis on the theological, devotional, and ethical themes that reveal the inner spiritual life of the Old Testament believer. Offered alternate spring semesters.

REL-334 Prophetic Literature 3/4
An analysis of the form and content of the Old Testament prophets. The course gives an overview of the history of Israel from the divided monarchy to the post-exilic period, and an overview of the office and function of the prophet. Representative books from different eras are selected for analysis emphasizing interpretive methodology, prophetic theology and making presentations of prophetic material. Offered alternate spring semesters.

REL-335 Pauline Literature 3/2
An analysis of the writings of Paul for the purposes of constructing a Pauline theology on such doctrines as man, redemption, incarnation, the church, and last things.

REL-336 General Epistolary Literature 3/4
A synthetic study of the General Epistles from Hebrews through Jude. Places particular emphasis on the ethical contributions of James and the basic motifs of the Johannine and Petrine epistles.

REL-338 Second Temple Judaism and the Dead Sea Scrolls (HIS-338) 3/4
An examination of the historical and religious significance of Khirbet Qumran and the literary materials recovered near the Dead Sea, including Qumran, Murabba'at, Nahal Hever, and others. The study will be situated in the religio-historical setting of the Levant from 586 BCE – 70 CE. Attention will be given to a range of issues arising from the materials, such as paleography, textual criticism of Jewish biblical and non-biblical writings, changing political landscapes, and religious developments in Judaism vis-a-vis Hellenism and Zoroastrianism.

REL-339 Gospel Literature 3/2
A study of the four Gospels, including their backgrounds, themes, outlines and distinguishing features, and distinctive portraits of Christ, as well as a study of the life and ministry of Christ as set forth in the Gospel of Mark.

REL-342 Philosophy of Religion 3/4
An analysis of the major philosophical problems of religion in the twentieth century. Emphasis is placed on the problem of religious knowledge in relation to faith and reason, traditional arguments for the existence of God, and contemporary difficulties of religious language and verification. Prerequisite: PHI 211.

REL-352 Christian Theology 3/1
A survey of the primary teachings of Christianity. Taught from a practical viewpoint, the course is designed to aid the junior level student in his/her development of a Christian philosophy of life based on the great truths of the Bible. Prerequisites: REL-104, REL-204 or REL-130, REL-236 and PHI-211, and Junior standing.

- REL-354 Theology I** 3/2
A Biblical, historical, and systematic statement and study of the doctrines of theological truths of the Christian faith for those contemplating vocational ministry upon college graduation. Fall semester studies bibliology, theology proper, anthropology, and Christology. Prerequisites: REL-104, REL-204 or REL-130, REL-236 and PHI-211, and Junior standing.
- REL-356 Theology II** 3/2
A continuation of Theology I in methodology with concentration on the doctrines of Pneumatology, Soteriology, Ecclesiology, and Eschatology. Prerequisites: REL-104, REL-204 or REL-130, REL-236 and PHI-211, and Junior standing.
- REL-357 Old Testament History and Theology** 3/2
A study of the periods of Israel's history from the Patriarchs to the Restoration in relation to the surrounding nations of the Near East and the unfolding theological revelation of these periods centered in the Abrahamic Covenant, the Mosaic institutions, Israel's response of apostasy and formalism, and the prophetic reactions to that defection. Prerequisite: REL-130.
- REL-358 New Testament History and Theology** 3/2
The inter-testamental period is considered in its historical development as a bridge to the New Testament era. The New Testament is set in its historical, political, cultural, social, economic and religious environments. Considers the major biblical theological themes that emerge from the New Testament in their historical development and presentation. Prerequisite: REL-236.
- REL-380 Internship** 1-6/1
This course is required of Ancient Language, Interdisciplinary Studies and Religion majors in one of two formats: internship with various ministry possibilities, primarily churches; or field study, including trips to significant places of religious practice, interviews of clergy of different religions, attendance at religious conferences sponsored by colleges, universities, interfaith dialogue groups, and others. Field study participants will be expected to share their study in a public forum that is deemed appropriate to the campus community.
- REL-414 Islam** 3/4
A précis of the Islamic religion including its history, beliefs and current practices. This course will give a basis for understanding the current unrest in the Middle East. Islam will be contrasted with Christianity and the student will gain an appreciation of the Muslim people, their culture and practices as well as how to interact with them for the cause of Christ.
- Biblical Analysis Courses (43X)**
Bible Analysis courses focus upon a specific book of the Bible – treating content and exegetical issues.
- REL-431 Gospel of Luke** 3/4
An exegetical examination of the Gospel of Luke with concentration on its message, the biblical theology of Luke, the historical background of the events and Luke's use of narrative material to present Jesus as Savior of all humanity in fulfillment of Old Testament promise.
- REL-433/HIS-432 History & Religions of the Ancient Near East** 3/4
Examines the geo-political framework of the Near East from 3,500-323 B.C., including Semitic peoples such as the Babylonians, Assyrians, Arameans and Hebrews as well as the Semite's neighbors, such as the Egyptians, Hittites and Persians. Special attention is given to their religions and to major cultural developments. Introductory matters for historical and religious inquiry into the materials of the time and region are also covered. Prerequisite: Junior standing or professor's permission.
- REL-437 Acts** 3/4
An exegetical examination of the Acts of the Apostles with concentration on the biblical theology of the Book of Acts, the historical background of the events, and the theological emphasis of the speeches. Special attention is given to the relationship between the church and Israel in the early church era.
- REL-438 Romans** 3/4
This course on Romans is built upon the hermeneutical and Biblical Literature courses. The seminar aims to develop the student's ability to grasp the textual content and application of this important book of the Bible. Emphasis is on the analytical and textual work of the student supplemented by the insight of the professor.
- REL-440 Revelation** 3/4
An analysis of the Book of Revelation with emphasis on interpretive methodology and the implication of the church of the events foretold in Revelation, from a pre-millennial standpoint.
- REL-441 Apologetics** 3/2
Emphasizes issues of religious epistemology that must be considered in any philosophical and factual defense of the Christian faith. Emphasis will be put on a balanced and eclectic approach that stresses both faith and reason, both presuppositions and facts, both philosophy and history. Prerequisite: PHI-211.
- REL-470 Readings in Religion or Biblical Studies** 1-3/1

Guided readings and reports in the student's areas of interest and need.

| | | |
|---|--|--------------|
| REL-480 | Advanced Topics Seminar | 3/6 |
| Formal class dependent upon student demand and interest of the professor. May deal with particular issues of Christian theology, religious epistemology, modern religious thought, or the writings of a particular theologian or religious thinker. May deal with a particular biblical book or issues of interpretation and methodology. | | |
| REL/HIS-481 | Ancient Studies Thesis Project I | 2/6 |
| REL/HIS-482 | Ancient Studies Thesis Project II | 2/6 |
| REL-490 | Independent Studies | 3-6/1 |
| Consult with division chair in religion concerning possible studies. | | |
| REL-475 | Thesis | |

Business

DIVISION



Brad Stamm, Ph.D.
Division Chair

The division has a threefold purpose: first, to prepare students for entry-level positions in business; second, to prepare students to serve in administrative roles within Christian organizations; and finally, to prepare students for graduate study in business.

Degrees

Bachelor of Science (B.S.)

Majors

Accounting
Business Administration
Business: Finance
Business: International
Business: Management
Business: Marketing
Business: Sports Management

Minors:

Accounting
Business Administration
Economics
Finance
International Business
Management
Marketing

CRITERIA FOR GRADUATION AS A DIVISION MAJOR:

See the Academic Information section under Graduation Requirements.

Degree information for the Bachelor of Science degree along with major and minor listings by division can be found in the catalog section entitled Degree Information.

General Education Core requirements for the Bachelor of Science degree are listed in the Degree Information section (see page 51).

Students Bound for Business Graduate School – For students planning on going on to a business-related graduate degree, additional courses may be required, depending on the university.

Faculty

Stamm, K. Brad, Professor of Economics (1999) (Chair); B.S. (1975), Bowling Green State University; M.B.A. (1987), Eastern College; Ph.D, (1997), Fordham University

Bos, Lawrence J., Associate Professor of Business (1970); B.A. (1970), M.B.A. (1974), Michigan State University

Morter, Scott D., Associate Professor of Business (2004); B.R.E. (1984), Grand Rapids Baptist College; M.B.A. (1995), Grand Valley State University; DBA Program, Anderson University

Newhouse, Shawn M., Assistant Professor of Business (2008); B.S. (1990) Taylor University; M.B.A. (2006), Taylor University

Riter, William R., Associate Professor of Business (1985); B.S. (1964), Cedarville University; C.P.A. (1966), State of Illinois; M.S. (1971), University of Illinois

Young, Michael L., Professor of Business (1997); B.A.(1995), Cornerstone University; M.B.A. (1997), Grand Valley State University; D.B.A. (2001), University of Sarasota

Majors & Minors

ACCOUNTING MAJOR (Bachelor of Science)

Students selecting an Accounting major are not required to complete a minor.

Most states now require 150 semester hours of education to become a Certified Public Accountant (CPA). The State of Michigan allows candidates for the CPA to take the exam after completing a bachelor's degree with appropriate courses. The Cornerstone University B.S. degree with a major in accounting will meet those requirements, although candidates will need to complete the 150 semester hours and experience requirements before being granted the CPA Certificate in Michigan. Most Cornerstone University graduates in accounting will pursue a master's degree in a related field to meet the 150-hour requirement. Some states require that the 150 hours be completed before taking the exam.

| Required Courses | Credit Hours |
|---|--------------|
| ACC-221 Accounting I | 3 |
| ACC-222 Accounting II | 3 |
| ACC-321 Intermediate Accounting I | 3 |
| ACC-322 Intermediate Accounting II | 3 |
| ACC-327 Taxation | 3 |
| ACC-331 Cost Accounting. | 3 |
| ACC-332 Accounting Information Systems | 3 |
| ACC-380 Internship | 3 |
| ACC-421 Advanced Accounting. | 3 |
| ACC-423 Auditing | 3 |
| BUS-211 Business Statistics. | 3 |
| BUS-213 Business Communications | 3 |
| BUS-361 Business Law | 3 |
| CSC-116 Introduction to Data Management | 3 |
| ECN-231 Macroeconomics. | 3 |
| ECN-232 Microeconomics | 3 |
| FIN-341 Principles of Finance | 3 |
| MGT-231 Principles of Management | 3 |
| MKT-251 Principles of Marketing. | 3 |
| MGT-432 Strategic Management | 3 |
| Total | 60 |

ACCOUNTING MINOR

| Required Courses | | Credit Hours |
|----------------------------------|--------------------------------|---------------------|
| ACC-221 | Accounting I | 3 |
| ACC-222 | Accounting II | 3 |
| ACC-321 | Intermediate Accounting I | 3 |
| Four courses from the following: | | 12 |
| ACC-322 | Intermediate Accounting II | |
| ACC-327 | Taxation | |
| ACC-331 | Cost Accounting | |
| ACC-332 | Accounting Information Systems | |
| ACC-421 | Advanced Accounting | |
| ACC-423 | Auditing | |
| Total | | 21 |

BUSINESS ADMINISTRATION MAJOR (Bachelor of Science)

| Required Courses | | Credit Hours |
|--|--------------------------|---------------------|
| ACC-221 | Accounting I | 3 |
| ACC-222 | Accounting II | 3 |
| BUS-211 | Business Statistics | 3 |
| BUS-213 | Business Communication | 3 |
| BUS-361 | Business Law | 3 |
| BUS-380 | Internship | 3 |
| ECN-231 | Macroeconomics | 3 |
| ECN-232 | Microeconomics | 3 |
| FIN-341 | Principles of Finance | 3 |
| MGT-231 | Principles of Management | 3 |
| MKT-251 | Principles of Marketing | 3 |
| MGT-432 | Strategic Management | 3 |
| Two upper level electives in: Accounting, Business, Economics, Finance, Management, Marketing, or Computer Information Systems | | 6 |
| Total | | 42 |

BUSINESS ADMINISTRATION MINOR

| Required Courses | | Credit Hours |
|--|--------------------------|---------------------|
| ACC-221 | Accounting I | 3 |
| ACC-222 | Accounting II | 3 |
| One of the following: | | 3 |
| ECN-231 | Macroeconomics | |
| ECN-232 | Microeconomics | |
| One of the following: | | 3 |
| MGT-231 | Principles of Management | |
| MKT-251 | Principles of Marketing | |
| Two upper level electives in Accounting, Business, Finance, Management, Marketing, Economics or Computer | | 6 |
| Total | | 18 |

ECONOMICS MINOR

| Required Courses | | Credit Hours |
|-------------------------|-------------------------|---------------------|
| BUS-211 | Business Statistics | 3 |
| ECN-231 | Macroeconomics | 3 |
| ECN-232 | Microeconomics | 3 |
| ECN-321 | Managerial Economics | 3 |
| ECN-335 | International Economics | 3 |

| | | |
|----------------------------|--|----|
| Two of the following | | 6 |
| | BUS-241 Personal Finance | |
| | BUS-470 Directed Readings (in economics) | |
| | BUS-490 Independent Study (in economics) | |
| | ECN-331 Research in Economics | |
| | ECN-334 Money & Banking | |
| | ECN-380 Internship (in economics) | |
| | ECN-460 Entertainment Industry Economics | |
| | Total | 21 |

BUSINESS MAJOR – FINANCE EMPHASIS (Bachelor of Science)

Students selecting a business major with a finance emphasis are not required to complete a minor.

| Required Courses | | Credit Hours |
|------------------------------|--|---------------------|
| ACC-221 | Accounting I | 3 |
| ACC-222 | Accounting II | 3 |
| ACC-327 | Taxation | 3 |
| BUS-211 | Business Statistics | 3 |
| BUS-213 | Business Communication | 3 |
| BUS-361 | Business Law | 3 |
| ECN-231 | Macroeconomics | 3 |
| ECN-232 | Microeconomics | 3 |
| ECN-334 | Money & Banking | 3 |
| FIN-341 | Principles of Finance | 3 |
| FIN-342 | Corporate Finance | 3 |
| FIN-371 | Investments | 3 |
| FIN-380 | Internship | 3 |
| MGT-231 | Principles of Management | 3 |
| MGT-432 | Strategic Management | 3 |
| MKT-251 | Principles of Marketing | 3 |
| Four of the following: | | 12 |
| | ECN-321 Managerial Economics | |
| | ECN-335 International Economics | |
| | FIN-372 Securities Brokerage | |
| | FIN-373 Real Estate Management & Investment | |
| | FIN-374 Insurance and Risk Management | |
| | FIN-376 Management of Financial Institutions | |
| | MGT-337 Entrepreneurship | |
| | MKT-353 Marketing Communications | |
| | Total | 60 |

FINANCE MINOR

| Required Courses | | Credit Hours |
|-------------------------------|--|---------------------|
| ECN-334 | Money & Banking | 3 |
| FIN-341 | Principles of Finance | 3 |
| FIN-342 | Corporate Finance | 3 |
| FIN-371 | Investments | 3 |
| Three of the following: | | 9 |
| | ECN-321 Managerial Economics | |
| | ECN-335 International Economics | |
| | FIN-372 Securities Brokerage | |
| | FIN-373 Real Estate Management & Investment | |
| | FIN-374 Insurance and Risk Management | |
| | FIN-376 Management of Financial Institutions | |
| | Total | 21 |

BUSINESS MAJOR – INTERNATIONAL BUSINESS EMPHASIS (Bachelor of Science)*Students selecting a business major with an international business emphasis are not required to complete a minor.*

| Required Courses | Credit Hours | |
|----------------------------------|---|----|
| ACC-221 | Accounting I | 3 |
| ACC-222 | Accounting II | 3 |
| BUS-211 | Business Statistics. | 3 |
| BUS-213 | Business Communications | 3 |
| BUS-317 | International Business. | 3 |
| BUS-361 | Business Law | 3 |
| BUS-380 | Internship | 3 |
| BUS-411 | Cross-cultural Business. | 3 |
| ECN-231 | Macroeconomics. | 3 |
| ECN-232 | Microeconomics | 3 |
| FIN-341 | Principles of Finance | 3 |
| MGT-231 | Principles of Management | 3 |
| MKT-251 | Principles of Marketing. | 3 |
| MGT-432 | Strategic Management. | 3 |
| MKT-359 | International Marketing | 3 |
| Four of the following: | | 12 |
| | BUS-215 International Business Experience | |
| | BUS-380 Internship (additional) | |
| | COM-311 Inter-Cultural Communication | |
| | ECN-335 International Economics | |
| | IDS-210 Introduction to Cultural Studies | |
| | IDS-341 Latin American Studies Travel/Service | |
| | MGT-339 International Management | |
| | SPA-231 Business Spanish | |
| | Foreign Language (200 level) | |
| | CCCU International Off-campus Studies Programs | |
| | International Business Institute (off-campus program) | |
| Total | | 57 |

INTERNATIONAL BUSINESS MINOR

| Required Courses | Credit Hours | |
|-------------------------|---------------------------------------|----|
| BUS-317 | International Business. | 3 |
| BUS-411 | Cross-cultural Business. | 3 |
| COM-311 | Intercultural Communication | 3 |
| MGT-231 | Principles of Management | 3 |
| MGT-339 | International Management. | 3 |
| MKT-251 | Principles of Marketing. | 3 |
| MKT-359 | International Marketing | 3 |
| Total | | 21 |

BUSINESS MAJOR - MANAGEMENT EMPHASIS (Bachelor of Science)*Students selecting a business major with a management emphasis are not required to complete a minor.*

| Business Core | Credit Hours | |
|----------------------|------------------------------------|----|
| ACC-221 | Accounting I | 3 |
| ACC-222 | Accounting II | 3 |
| BUS-211 | Business Statistics. | 3 |
| BUS-213 | Business Communication | 3 |
| BUS-361 | Business Law | 3 |
| ECN-231 | Macroeconomics. | 3 |
| ECN-232 | Microeconomics | 3 |
| FIN-341 | Principles of Finance | 3 |
| MGT-231 | Principles of Management | 3 |
| MGT-432 | Strategic Management. | 3 |
| MKT-251 | Principles of Marketing. | 3 |
| Total | | 33 |

| Major Required Courses | | Credit Hours |
|-------------------------------|---|---------------------|
| MGT-332 | Human Resources Management | 3 |
| MGT-333 | Operations Management | 3 |
| MGT-335 | Organizational Behavior | 3 |
| MGT-336 | Project Management | 3 |
| MGT-380 | Internship | 3 |
| Three of the following: | | 9 |
| ACC-331 | Cost Accounting | |
| BUS-317 | International Business | |
| BUS-337 | Quantitative Methods & Quality Control | |
| CSC-116 | Introduction to Data Management | |
| ECN-321 | Managerial Economics | |
| MGT-215 | Introduction to Sports Management | |
| MGT-238 | Principles of Leadership | |
| MGT-334 | Purchasing Procedures | |
| MGT-337 | Entrepreneurship | |
| MGT-338 | Advanced Leadership Studies | |
| MGT-339 | International Management | |
| MGT-361 | Sports Media Relations & Event Management | |
| MGT-364 | Sport in Society | |
| MKT-362 | Sports Marketing and Sales | |
| MGT-434 | Organizational Development & Change | |
| Total | | 57 |

MANAGEMENT MINOR

| | | |
|-------------------------------|---|----|
| ACC-221 | Accounting I | 3 |
| ACC-222 | Accounting II | 3 |
| MGT-231 | Principles of Management | 3 |
| MGT-335 | Organizational Behavior | 3 |
| Three of the following: | | 9 |
| ACC-331 | Cost Accounting | |
| BUS-317 | International Business | |
| BUS-337 | Quantitative Methods & Quality Control | |
| CSC-116 | Introduction to Data Management | |
| ECN-321 | Managerial Microeconomics | |
| MGT-215 | Introduction to Sports Management | |
| MGT-238 | Principles of Leadership | |
| MGT-334 | Purchasing Procedures | |
| MGT-337 | Entrepreneurship | |
| MGT-338 | Advanced Leadership Studies | |
| MGT-339 | International Management | |
| MGT-361 | Sports Media Relations & Event Management | |
| MKT-362 | Sports Marketing and Sales | |
| MGT-364 | Sport in Society | |
| MGT-434 | Organizational Development & Change | |
| Total | | 21 |

BUSINESS MAJOR – MARKETING EMPHASIS (Bachelor of Science)

Students selecting a business major with a marketing emphasis are not required to complete a minor.

| Business Core | | Credit Hours |
|----------------------|--------------------------------|---------------------|
| ACC-221 | Accounting I | 3 |
| ACC-222 | Accounting II | 3 |
| BUS-211 | Business Statistics | 3 |
| BUS-213 | Business Communication | 3 |
| BUS-361 | Business Law | 3 |
| ECN-231 | Macroeconomics | 3 |
| ECN-232 | Microeconomics | 3 |
| FIN-341 | Principles of Finance | 3 |
| MGT-231 | Principles of Management | 3 |
| MGT-432 | Strategic Management | 3 |
| MKT-251 | Principles of Marketing | 3 |
| Total | | 33 |

| Major Required Courses | | Credit Hours |
|-------------------------------|---|---------------------|
| MKT-350 | Marketing Management | 3 |
| MKT-352 | Marketing Research..... | 3 |
| MKT-353 | Marketing Communications | 3 |
| MKT-380 | Internship | 3 |
| MKT-452 | Marketing Problems/Strategy | 3 |
| Three of the following: | | 9 |
| BUS-317 | International Business | |
| COM-361 | Advertising Practices | |
| MGT-215 | Introduction to Sports Management | |
| MGT-337 | Entrepreneurship | |
| MGT-361 | Sports Media Relations & Event Management | |
| MGT-364 | Sport in Society | |
| MKT-355 | Retailing | |
| MKT-357 | Consumer Behavior | |
| MKT-358 | Sales Management | |
| MKT-359 | International Marketing | |
| MKT-362 | Sports Marketing and Sales | |
| Total | | 57 |

MARKETING MINOR

| Required Courses | | Credit Hours |
|-------------------------------|---|---------------------|
| MKT-251 | Principles of Marketing | 3 |
| MKT-350 | Marketing Management | 3 |
| MKT-352 | Marketing Research..... | 3 |
| MKT-452 | Marketing Problems/Strategy | 3 |
| Three of the following: | | 9 |
| BUS-317 | International Business | |
| COM-262 | Advertising Principles | |
| COM-361 | Advertising Practices | |
| MGT-215 | Introduction to Sports Management | |
| MGT-361 | Sports Media Relations & Event Management | |
| MGT-364 | Sport in Society | |
| MKT-353 | Marketing Communications | |
| MKT-355 | Retailing | |
| MKT-357 | Consumer Behavior | |
| MKT-358 | Sales Management | |
| MKT-359 | International Marketing | |
| MKT-362 | Sports Marketing and Sales | |
| Total | | 21 |

BUSINESS MAJOR – SPORTS MANAGEMENT EMPHASIS (Bachelor of Science)

Students selecting a business major with a sports management emphasis are not required to complete a minor.

| Business Core | | Credit Hours |
|----------------------|--------------------------------|---------------------|
| ACC-221 | Accounting I | 3 |
| ACC-222 | Accounting II | 3 |
| BUS-211 | Business Statistics..... | 3 |
| BUS-213 | Business Communication..... | 3 |
| BUS-361 | Business Law | 3 |
| ECN-231 | Macroeconomics..... | 3 |
| ECN-232 | Microeconomics | 3 |
| FIN-341 | Principles of Finance | 3 |
| MGT-231 | Principles of Management | 3 |
| MGT-432 | Strategic Management..... | 3 |
| MKT-251 | Principles of Marketing | 3 |
| Total | | 33 |

| Major Required Courses | | Credit Hours |
|-------------------------------|---|---------------------|
| MGT-215 | Introduction to Sports Management. | 3 |
| MGT-361 | Sports Media Relations & Event Management | 3 |
| MGT-364 | Sport in Society. | 3 |
| MGT-380 | Internship | 3 |
| MKT-362 | Sports Marketing & Sales | 3 |
| Three of the following: | | 9 |
| MGT-238 | Principles of Leadership | |
| MGT-332 | Human Resources Management | |
| MGT-337 | Entrepreneurship | |
| MKT-350 | Marketing Management | |
| MKT-353 | Marketing Communications | |
| MKT-358 | Sales Management | |
| MKT-452 | Marketing Problems/Strategy | |
| Total | | 57 |

SPORTS MANAGEMENT MINOR

| Required Courses | | Credit Hours |
|----------------------------|---|---------------------|
| MGT-215 | Introduction to Sports Management. | 3 |
| MGT-231 | Principles of Management | 3 |
| MGT-361 | Sports Media Relations & Event Management | 3 |
| MGT-364 | Sport in Society. | 3 |
| MKT-251 | Principles of Marketing. | 3 |
| MKT-362 | Sports Marketing & Sales | 3 |
| One of the following:..... | | 3 |
| MGT-332 | Human Resources Management | |
| MGT-337 | Entrepreneurship | |
| MGT-238 | Principles of Leadership | |
| MKT-350 | Marketing Management | |
| MKT-353 | Marketing Communications | |
| MKT-358 | Sales Management | |
| MKT-452 | Marketing Problems/Strategy | |
| Total | | 21 |

Course Descriptions

Department Level/Course Name

Credits/Frequency (See page 53 for codes)

ACCOUNTING

- ACC-221 Accounting I** 3/2
An introduction to the fundamental principles of financial accounting. Accounting cycle, asset valuation, short-term liabilities, payroll, income determination, and financial reporting are emphasized.
- ACC-222 Accounting II** 3/2
A continuation of ACC-221 and managerial accounting topics. Long-term liabilities, owner's equity, cash flow and interpretation of financial statements. Cost accounting and managerial accounting and analysis will be introduced. Prerequisite: ACC-221
- ACC-321 Intermediate Accounting I** 3/2
The practice and theory of accounting as applied to assets and liabilities. Emphasis on developing analytical abilities and applying accounting principles to a wide variety of business situations. Prerequisite: ACC-222
- ACC-322 Intermediate Accounting II** 3/2
The practice and theory of accounting as applied to stockholders' equity, leases, pensions, revenue recognition, tax allocation, and financial reporting and analysis. Prerequisite: ACC-321

ACC-327 Taxation 3/4
Federal income tax structure as related to individuals, partnerships, and corporations. Problems intended to provide an understanding of the theory, law, and regulations. Prerequisite: ACC-222

ACC-331 Cost Accounting 3/4
Accounting functions in the manufacturing environment. Product costing, overhead cost analysis, standard costs, activity based costing, variance analysis, contribution accounting, flexible budgeting, and responsibility center accounting. Prerequisite: ACC-222

ACC-332 Accounting Information Systems 3/4
Students will learn to apply their knowledge about accounting transactions to various accounting information systems. Topics will include the sources of accounting data, entry, processing, storage and output. Students will be able to identify various internal controls throughout the flow. The need for and control of changes in accounting systems will be analyzed. Prerequisite: ACC-222

ACC-380 Internship 1-6/1
This course will be aimed at practical work experience in a business setting. Students will have opportunities to apply classroom knowledge to business world situations in accounting. Prerequisite: Permission of internship instructor. See page 40 for internship requirements.

ACC-421 Advanced Accounting 3/4
A study of specialized accounting topics. Emphasis is placed on accounting for business combinations. Additional topics include partnerships, governmental, nonprofit organizations, estates and trusts, and accounting procedures for insolvency. Prerequisite: ACC-321

ACC-423 Auditing 3/4
Functions of financial audits and auditors' reports, audit evidence and techniques, internal control review and evaluation, application to selected financial statement topics, applications of statistics, audit of EDP systems, auditors' ethical and legal responsibilities. Prerequisite: ACC-321, ACC-332, BUS-211

BUSINESS

BUS-211 Business Statistics 3/1
Descriptive statistics including measures of central tendency and standard deviation, time series analysis, statistical inference with emphasis upon testing of hypotheses and measures of association, and application of these techniques to decision-making and planning. Emphasis is placed on methods for defining, researching, analyzing, and evaluating problems found in business. Prerequisite: Core requirement in Math

BUS-213 Business Communications 3/2
The study of effective communication as applied to business organizations. Focuses on the essential forms of business communications: letters, memoranda, reports, work group communication and presentations. It will emphasize clear, accurate and concise writing in a variety of professional settings. In addition, it will also teach the communication skills necessary to thrive in business graduate school. A working knowledge of word processing software will be assumed. Prerequisite: COM-112 and ENG-212.

BUS-215 International Business Experience (ECN-215) 3/2
This course provides opportunity for participants to acquire a hands-on overview of global business challenges and opportunities. With experienced faculty and practitioner as guides, participants will tour selected country firms and organizations and visit with industry executives with the purpose of exploring country-specific business practices and cultures.

BUS-241 Personal Financial Planning 3/6
A study of the principles and practices of personal money management. Topics include: budgeting, taxes, banking, credit, investments, retirement, and estate planning. This course does not count toward any Business or Computer majors/minors.

BUS-280 Topics in Business 1-3/6

BUS-317 International Business 3/2
A study of international business systems within the context of the challenges of globalization. Emphasis is on fundamental economic theory and trade arguments, international monetary systems, international organizations, the role of trading blocs in regional integration, foreign direct investments, and international environmental forces, including ethical and legal considerations. Prerequisite: MKT-251 or MGT-231

BUS-337 Quantitative Methods and Quality Control 3/6
Inspection techniques and statistical quality control as it applies to production processes and purchasing function. Prerequisite: BUS-211

BUS-361 Business Law 3/1
Survey of the law torts, contracts, and the doctrine of implied warranty.

BUS-380 Internship 1-6/1
This course will be aimed at practical work experience in a business setting. Students will have opportunities to apply classroom knowledge to business world situations. Prerequisite: Permission of internship instructor. See page 40 for internship requirements.

| | | |
|---|-------------------------------|-------|
| BUS-411 | Cross-Culture Business | 3/4 |
| A discussion forum for analyzing, understanding and integrating the elements of cross-cultural environments in international business management. Focus is on cross-cultural challenges in globalization, global communications and differences, alliances, international negotiations and ethical considerations, relationships and synergy, and regional integration. Prerequisite: BUS-317 | | |
| BUS-470 | Directed Readings | 1-3/6 |
| BUS-480 | Advanced Topics | 1-3/6 |
| BUS-490 | Independent Study | 1-3/6 |

COMPUTER INFORMATION SYSTEMS

| | | |
|--|--|-------|
| CSC-112 | Introduction to Spreadsheets | 1/6 |
| An understanding of spreadsheets and their use in financial applications. | | |
| CSC-113 | Intermediate Spreadsheets | 1/6 |
| This course is a continuation of the study of Microsoft Excel. The objective is to enable the students to use many of the more important and complex features of Excel. Topics such as the following will be covered: conditional and logical functions, pivot tables, data consolidation, worksheet outlining, goal seeking problem solver and scenario manager. Prerequisite: CSC-112 Introduction to Spreadsheets or permission of instructor. | | |
| CSC-116 | Introduction to Data Management | 3/2 |
| This course is an introduction to the application programs of Excel and Access and their use in managing data. Data management, security and design issues are discussed. | | |
| CSC-121 | Introduction to Programming | 4/6 |
| This is the first course in programming. Topics include the design, coding, testing, and documentation of programs written in a modern high-level language. Fundamental issues of object-oriented programming, efficiency, and complexity are introduced in the context of programming and problem solving. | | |
| CSC-151 | Hardware and Software Concepts | 3/6 |
| A breadth-first introduction to Computer Science and Information Systems, emphasizing hardware, operating systems, and programming. Desktop computer hardware is described theoretically, with application to computer assembly, troubleshooting, and repair. Operating systems functions and components are studied, with application to system installation and maintenance. Network technologies are surveyed, and fundamental concepts of programming are introduced through HTML and scripting. | | |
| CSC-221 | Visual Basic | 3/6 |
| An introduction to programming using Visual Basic. This course introduces programming concepts specifically applied to the object-oriented environment of Windows. Prerequisite: Experience with Windows-based applications. | | |
| CSC-222 | Introduction to Web Development | 3/6 |
| This course will focus on the basics of Web site structure, including HTML, and Cascading Style Sheets. It will also introduce database integration. | | |
| CSC-380 | Internship | 1-6/6 |
| Practical work experience in a situation where decisions are made concerning equipment or programming or workflow operations. Prerequisite: Permission of instructor. See page 40 for internship requirements. | | |
| CSC-470 | Directed Readings | 1-3/6 |
| Typically, a student selection of readings in Computer related topics. Consultation with Business/Computer faculty and a complete application form is required. Prerequisites: See General Requirements. | | |
| CSC-480 | Advanced Topics | 1-3/6 |
| Topics of current interest are offered to introduce new course material and to enhance the Business/Computer majors. Prerequisites: To be determined when scheduled. | | |
| CSC-490 | Independent Study | 1-3/6 |
| The study of Computer related topics chosen by the student in consultation with Business/Computer faculty. A complete application form is required. Prerequisites: See General Requirements. | | |

ECONOMICS

ECN-215 International Business Experience

This course provides opportunity for participants to acquire a hands-on overview of global business challenges and opportunities. With experienced faculty and practitioners as guides, participants will tour selected country firms and organizations and visit with industry executives with the purpose of exploring country-specific business practices and cultures.

ECN-231 Macroeconomics

3/2

Emphasis upon macroeconomic theories, principles and theories of national income determination, consumption, investment, savings, business cycles, prices and money, the banking system, monetary and fiscal policy.

ECN-232 Microeconomics

3/2

Emphasis upon general microeconomic theory, an introduction to theories of consumer behavior, product demand, cost and supply, production, the firm and its markets, capital and pricing factors.

ECN-321 Managerial Economics

3/4

This course is designed to provide students with the tools from intermediate microeconomics, game theory, and industrial organization that they need to make sound managerial decisions. Topics include present value analysis, supply and demand, regression, indifference curves, isoquants, production, costs, and the basic models of perfect competition. Readings include essays by several Nobel Prize-winning economists. Prerequisite: ECN-232 Microeconomics

ECN-331 Research in Economics

3/6

Under supervision of a faculty member, this course is designed to expose students to the process of conducting independent research in empirical economics and effectively communicating the results of the research. Qualified students receive valuable training in applied economic research and quantitative and qualitative research methods. The course begins with an econometric analysis of an assigned economic question and culminates in each student choosing an original topic, performing appropriate analysis, and delivering oral and written project reports. Prerequisite: BUS-211 Business Statistics and ECN-321 Intermediate Microeconomics

ECN-334 Money & Banking

3/4

This course will focus on the role of money in the economy. Topics include money flows, the Federal Reserve System, banking regulation and performance. Prerequisite: ECN-231, ECN-232

ECN-335 International Economics

3/4

A detailed study of international trade and finance with both macro and micro applications. Topics include international accounting standards, exchange rates, foreign direct investment, international markets and financial control in an international setting. Prerequisites: Either ECN-231 or ECN-232.

ECN-380 Internship

1-6/1

This course will be aimed at practical work experience in a business setting. Students will have opportunities to apply classroom knowledge to business world situations in economics. Prerequisite: Permission of internship instructor. See page 40 for internship requirements.

ECN-460 Entertainment Industries Economics

3/6

Entertainment Industries is an overview of the business aspects of the entertainment industry using the principles of economics and business. The course will focus on supply, demand, and industry structure in the following areas: music, theater, and film. The course will use both micro and macroeconomics to analyze the business of the entertainment industry. The approach will require demographic and sociological analysis also. These cultural industries will also be looked at in terms of integration of faith and learning; that is, what is the Christian's role in and response to entertainment.

ECN-480 Advanced Topics

1-3/6

FINANCE

FIN-341 Principles of Finance

3/1

Basic theoretical framework for decision-making in financial management. Role of the financial manager in capital budgeting, investing and financing activities. Prerequisites: ACC-222 or concurrent with ACC-222

FIN-342 Corporate Finance

3/2

This course will focus on business application of the principles of finance. Business case studies will be used to relate financial theory to business practice. Current financial topics will be analyzed. Prerequisite: FIN-341

FIN-371 Investments

3/2

This course will focus on the allocation of capital in the capital markets. Topics include the operation and regulation of investment markets, investment asset classes, portfolio management, analysis of risk and return and investment trading. Prerequisite: FIN-341

FIN-372 Securities Brokerage

3/4

This course will focus on the securities industry and the brokerage business. Topics include financial ethics, the regulatory environment, client relations, investment planning, security analysis and transaction procedures. Prerequisite: FIN-341, FIN-371

- FIN-373 Real Estate Management & Investment** 3/4
 This course will focus on the basic principles of real estate management and investment. Topics include real estate markets, characteristics of real estate, appraising methods, government regulation, licensing and ethical considerations.
 Prerequisite: FIN-341
- FIN-374 Insurance and Risk Management** 3/4
 This course will focus on the basic principles of insurance and risk management. Topics include personal and business insurance vehicles, business exposure, types of coverage and minimizing risk. Prerequisite: FIN 341
- FIN-376 Management of Financial Institutions** 3/4
 This course will focus on the financial management of retail banks, commercial banks and other financial intermediaries. Topics include risk management, asset composition, capital adequacy, liquidity and the regulatory environment. Prerequisite: FIN 341
- FIN-380 Internship** 1-6/1
 This course will be aimed at practical work experience in a business setting. Students will have opportunities to apply classroom knowledge to business world situations in finance. Prerequisite: Permission of internship instructor. See page 40 for internship requirements.

MANAGEMENT

- MGT-215 Introduction to Sports Management** 3/2
 An overview of the diverse field of Sport Management. This course includes an in-depth examination of various careers, training and necessary courses of study. Additionally, management skills along with related speaking and writing competencies are emphasized.
- MGT-231 Principles of Management** 3/2
 An introduction to the management function within an organization. Principles of planning, organization, directing, staffing, and controlling.
- MGT-238 Principles of Leadership** 3/2
 Students will engage in a basic study of current theories of leadership. Through a variety of presentation methods, small group work, self-reflection, and peer review, students will observe and practice leadership principles, while identifying personal styles and preferences.
- MGT-270 Readings In Leadership** 1/6
 This is primarily a readings course, which requires the student to read leadership literature, interview a leader, and write a personal philosophy of leadership. In these activities, the student will analyze, synthesize, and evaluate findings.
- MGT-332 Human Resources Management** 3/2
 The objectives, functions, and organization of personnel programs; recruitment, selection, training, evaluation, development, and promotion; wage incentives, fringe benefits, OSHA, and the collective bargaining process. Prerequisite: MGT-231
- MGT-333 Operations Management** 3/2
 This course is a survey of operations management and will focus on the systematic planning, design and operation of processes required for the production of goods and services. This course covers operations, management tools, quality issues and process reengineering. Prerequisite: MGT-231
- MGT-334 Purchasing Procedure** 3/6
 The objectives and contribution of purchasing function and coordination of purchasing with other business functions. Description of materials, management, value analysis, and purchasing research. Source selection, evaluation, development, and negotiations are also discussed.
- MGT-335 Organizational Behavior** 3/2
 Presents integrative theory of organization behavior. Human motivation as influenced by leadership, the organization itself, and social environment. Prerequisite: MGT-231
- MGT-336 Project Management** 3/2
 This course will examine key factors related to successful completion of large or complex projects. It will emphasize project planning, organization, selection, budgeting, controlling, termination, building and leading teams. Prior spreadsheet knowledge is expected. Prerequisite: MGT-231
- MGT-337 Entrepreneurship** 3/4
 Fundamental principles of management in a small business environment. Emphasis on the managerial considerations involved in establishing, planning, and financing a new business, as well as operating a going concern. Prerequisite: ACC-221, MGT-231, MKT-251.

MGT-338 Advanced Leadership Studies 3/4
This class will involved an in-depth study of leadership with an emphasis on the Biblical-servant model. Students will learn to apply this model in such areas as leadership ethics and appropriate uses of power. Prerequisite: MGT-238

MGT-339 International Management 3/4
A focus on management challenges associated with developing strategies and managing the operations of enterprises whose activities stretch across national boundaries. International firms will be examined with special emphasis on the management of resources and production. Prerequisite: MGT-231

MGT-361 Sports Media Relations & Event Management 3/4
Creating the goals and philosophy of events, event planning and scripting, entertainment programming, security, traffic and first-aid services, managing relations with the media, connecting with the community and philanthropic alignment. Practical field experience would be included. Prerequisite MGT 215 (concurrent)

MGT-364 Sport in Society 3/4
Interaction between social institutions and sports. Inquiry into how various behavior, psychological and social variables interact in the culture of sport, trends and patterns of change in the culture of sport. Practical field experience would be included. Prerequisite MGT 215 (concurrent)

MGT-380 Internship 1-6/1
This course will be aimed at practical work experience in a business setting. Students will have opportunities to apply classroom knowledge to business world situations in management or sports management. Prerequisite: Permission of internship instructor. See page 40 for internship requirements.

MGT-432 Strategic Management 3/2
This course is the senior level capping course designed to integrate the knowledge and techniques studied in other courses such as accounting, economics, finance, management, marketing, and quantitative methods. It is also designed to provide experience in formulating organizational strategies and policies for meeting specified organizational strategic and operational goals. The case and business game approach is used. Prerequisite: senior status

MGT-434 Organizational Theory, Development and Change 3/6
This course focuses on organizational theory with a special emphasis on the organizational development cycle and change management techniques. Prerequisites: MGT-231, MGT-335

MARKETING

MKT-251 Principles of Marketing 3/2
An introduction to marketing centered on the areas of product, pricing, distribution, and promotion with specific application to market orientation and the marketing function.

MKT-350 Marketing Management 3/2
A systematic assessment of the roles, responsibilities and tools of the marketing manager and how these are used to develop marketing plans and strategies. Application to current situations will be emphasized. Prerequisite: MKT-251, junior status

MKT-352 Marketing Research 3/4
An analysis of research methodology, including both quantitative and qualitative traditions of inquiry and the skills needed to conduct market research and resolve marketing related problems. Emphasis will be placed on the mechanics of basic market research. Prerequisites: MKT-251, BUS-211

MKT-353 Marketing Communications and COM-262 Advertising Principles 3/2
An integrated study of the strategy and methods of advertising campaigns, including print, radio, television, Internet, direct mail, public relations and viral marketing. This course provides "hands-on" practice working with real clients and businesses, emphasizing message elements, primary research, the creative process, copywriting and pitching ideas in oral presentations. Prerequisite: COM-112

MKT-355 Retailing 3/4
A study of topics related to retail businesses. Topics include management methods, location analysis, store organization, personnel planning, merchandising, buying and pricing techniques, identifying target markets, public relations, and cost management.

MKT-357 Consumer Behavior 3/4
Develops awareness of various aspects of consumer motivation and behavior. Provides understanding of influences of business and environment and how each will affect consumer purchase decisions. Prerequisite: MKT-251

MKT-358 Sales Management 3/4
Analyzes development and administration of the sales effort within the marketing organization. Included will be an assessment of the administrative functions required to manage the sales function as well as personal skills needed to function in a sales environment. Prerequisite: MKT-251

MKT-359 International Marketing**3/4**

A study of global markets within the context of general, regional and country-specific environmental forces, including managerial challenges of implementing international marketing strategies. Emphasis is on environmental analysis, international marketing strategies, and current international marketing issues, including the challenges of standardization, adaptation, marketing laws and ethical considerations and practices. Prerequisite: MKT-251.

MKT-362 Sports Marketing and Sales**3/4**

Marketing mix and its connection to the strategic plan of the organization; identification and critique of the major marketing strategies in sport, preparing local economic analysis necessary to develop a sales program strategy, creating a program of incentives for sales personnel. Practical field experience would be included. Prerequisite MGT 215 (concurrent) and MKT 251.

MKT-380 Internship**1-6/1**

This course will be aimed at practical work experience in a business setting. Students will have opportunities to apply classroom knowledge to business world situations in marketing. Prerequisite: Permission of internship instructor. See page 59 for internship requirements.

MKT-452 Marketing Problems/Strategy**3/2**

An in-depth view of marketing strategies and how they are employed to identify and resolve today's marketing problems, including ethical considerations. Emphasis is on case analysis, concepts applications based on identifiable controllable and uncontrollable forces, the integration and synergy of marketing programs. Prerequisites: MGT-231, MKT-251, junior status

Communication & Media Studies

DIVISION



Pete Muir, M.A.
Division Chair

The Communication & Media Studies Division is a growing academic division at Cornerstone. We are passionate about instructing, equipping and mentoring students to take their graduation portfolios into their first jobs as skilled agents of reconciliation who seek to influence their culture.

Our students will carry with them the ability to employ valued communication theory in their specialized areas, evaluate and discern the ethical practices of communication, and present mastery of skills with professional expertise. They will also demonstrate proficiency in the analysis and interpretation of popular culture, with leadership, creativity and integrity.

To accomplish these goals, we offer our students majors and minors in audio production, communication studies, media production (with emphases in film and video), journalism (with emphases in writing, public relations and visual communication), and theatre (with emphases in music theatre and theatre arts).

Our students have access to the latest equipment and gear from the Center for Academic Media Services (CAMS). Newly remodeled classrooms have two new shooting stages, two music recording studios and a fully equipped editing room with major non-linear editing platforms. Experienced professors, with decades of professional connections in each of the media fields, assist and mentor students through their internships. Students also benefit from the media-rich Grand Rapids/West Michigan marketplaces.

Cornerstone theatre majors and minors have numerous opportunities each year to participate in award-winning productions. *The Herald* campus weekly newspaper was named best university newspaper in its division in 2008. Our media students have earned multiple honors from the prestigious NRB Awards of Excellence for video production, and our students produced the winning short film for Michigan Hospice Association's film contest.

We have assembled a superb faculty to meet the needs of our growing program. They bring a firm commitment to Christ, and have strong academic credentials combined with decades of professional experience. They demonstrate their passion for teaching as they encourage their students to go further, faster and deeper than they have in their own professional careers.

As you seek where God is calling you – we hope you will consider our courses and programs – so that you will find your “sweet spot” in service to Him and within the media-saturated marketplace.

Degrees

Bachelor of Arts (B.A.)
Bachelor of Science (B.S.)

Majors

Audio Production (B.A.)
Communication Studies (B.A.)
Communication Arts Group (Secondary Education; B.A.)
Journalism – News-Editorial Emphasis (B.S.)
Journalism – Public Relations Emphasis (B.S.)
Journalism – Visual Communication Emphasis (B.S.)
Language Arts Group (Elementary Education; B.A.)
Media – Film Emphasis (B.A.)
Media – Video Emphasis (B.A.)
Theatre – Music Theatre Emphasis (B.A.)
Theatre – Theatre Arts Emphasis (B.A.)

Minors

Audio Production
Communication Studies
Communication Arts Group (Secondary Education)
Journalism – News-Editorial
Journalism – Public Relations
Journalism – Visual Communication
Journalism (Secondary Education)
Language Arts Group (Elementary Education)
Media
Theatre

CRITERIA FOR GRADUATION AS A DIVISION MAJOR:

See the Academic Information section under Graduation Requirements.

Degree information for the Bachelor of Arts and Bachelor of Science degrees along with major and minor listings by division can be found in the catalog section entitled Degree Information.

Faculty

Muir, Pete, Assistant Professor of Communication and Media Studies (2006) (Interim Chair); B.Bus (1995), Queensland University of Technology; M.A. (2000), Queensland University of Technology

Anderson, David R., Associate Professor of Communication and Media Studies (2004) (Interim Chair); B.A. (1965), California State University; M. Div. (1968), Fuller Seminary

Blanchard, Alan D., Associate Professor of Journalism (2003), Journalism Dept. (2007) (Director), Executive Director of the Cornerstone Journalism Institute (2003); B.A. (1988), Eastern New Mexico University; Ph.D. (cand.), Michigan State University

Detwiler, Timothy J., Professor of Communication and Media Studies (1979) (Associate Provost); B.A. (1977), Cedarville College; M.A. (1982), Temple University; Ph.D. (1991), Pennsylvania State University

Duff, Desiree C., Associate Professor of Communication and Media Studies (1999); B.A. (1979), Cedarville College; M.A. (1982), Purdue University; Ph.D. (cand.), Michigan State University

Hunter, Jennifer K., Associate Professor of Theatre (2000); B.M. (1997), Southwest Baptist University; M.F.A. (2000), Baylor University

Sindorf, Kathleen O., Associate Professor of Communication and Media Studies (2005); B.A. (1975), Cornerstone University; M.A. (1976), University of Michigan

Bachelor of Arts Majors & Minors

AUDIO PRODUCTION MAJOR *(does not require a minor)*

| Required Courses | Credit Hours |
|---|--------------|
| MDA-121 Introduction to Electronic Media | 3 |
| MDA-161 Audio/Video Technical Production | 3 |
| MDA-261 Audio Production I | 3 |
| MDA-262 Live Sound Production with Lab | 4 |
| MDA-271 Video Production I | 3 |
| MDA-272 Deconstructing Popular Music Production | 3 |
| MDA-281 Audio Production II | 3 |
| MDA-319 Mass Media Literacy | 3 |
| MDA-380 Internship | 4 |
| Choose one of the following | 3 |
| MDA-355 Media History, Business and Ethics | |
| MUS-460 Music Business | |
| MUS-113 Aural Perception I | 1 |
| MUS-117 Music Theory I | 3 |
| MUS-171 Introduction to Music Technology | 3 |
| Upper level audio strand | 12 |
| COM-400 Senior Seminar in Communication Studies | 3 |
| Total | 54 |

| Upper Level Audio Strands | Credit Hours |
|---|--------------|
| Choose one of three tracks | |
| <u>Music Production</u> | |
| MDA-381 Mixing and Mastering | 3 |
| MDA-382 Music Producing I | 3 |
| MDA-484 Music Producing II | 3 |
| MDA-486 Cornerstone Music Co./CCM project | 3 |

Radio Production

| | | |
|---------|---|---|
| MDA-354 | Announcing and Reporting | 3 |
| MDA-362 | Radio Production | 3 |
| MDA-461 | Cornerstone Student Radio Station I | 3 |
| MDA-463 | Cornerstone Student Radio Station II..... | 3 |

Audio Post-Production

| | | |
|---------|--------------------------------------|---|
| MDA-337 | Creativity in Video Production | 3 |
| MDA-357 | Dramatic Video Production | 3 |
| MDA-358 | Documentary Production | 3 |
| MDA-363 | Audio for Post Production | 3 |

AUDIO PRODUCTION MINOR *(for Media majors only.)*

| Required Courses | | Credit Hours |
|-------------------------|---|---------------------|
| MDA-161 | Audio/Video Technical Production | 3 |
| MDA-262 | Live Sound Production with Lab..... | 4 |
| MDA-272 | Deconstructing Popular Music Production | 3 |
| MDA-281 | Audio Production II | 3 |
| MUS-113 | Aural Perception I | 1 |
| MUS-117 | Music Theory I..... | 3 |
| MUS-171 | Intro to Music Technology..... | 3 |
| Total | | 20 |

AUDIO PRODUCTION MINOR *(for non-media majors only.)*

| Required Courses | | Credit Hours |
|-------------------------|--|---------------------|
| MDA-121 | Intro to Electronic Media | 3 |
| MDA-161 | Audio/Video Technical Production | 3 |
| MDA-261 | Audio Production I | 3 |
| MDA-262 | Live Sound Production with Lab..... | 4 |
| MDA-281 | Audio Production II | 3 |
| MDA-319 | Mass Media Literacy | 3 |
| MUS-171 | Intro to Music Technology..... | 3 |
| Total | | 22 |

COMMUNICATION STUDIES MAJOR

| Required Courses | | Credit Hours |
|--|--|---------------------|
| COM-315 | Philosophy & Theory of Communication | 3 |
| COM-321 | Group Communication | 3 |
| COM-322 | Advanced Public Speaking | 3 |
| COM-325 | Rhetorical Theory and Criticism | 3 |
| COM-326 | Organizational Communication..... | 3 |
| COM-369 | Communication Research Methods | 3 |
| COM-380 | Internship..... | 3 |
| COM-400 | Senior Seminar in Communication Studies..... | 3 |
| One of the following:..... | | 3 |
| COM-212 | Interpersonal Communication | |
| COM-311 | Intercultural Communication | |
| One of the following:..... | | 3 |
| COM-241 | Oral Interpretation | |
| COM-324 | Argumentation and Debate | |
| MDA-319 | Mass Media Literacy | 3 |
| Upper level Communication Studies elective | | 3 |
| Total | | 36 |

COMMUNICATION STUDIES MINOR

| Required Courses | | Credit Hours |
|-------------------------|-----------------------------------|---------------------|
| COM-321 | Group Communication | 3 |
| COM-322 | Advanced Public Speaking | 3 |
| COM-326 | Organizational Communication..... | 3 |

| | |
|---|----|
| One of the following:..... | 3 |
| COM-212 Interpersonal Communication | |
| COM-311 Intercultural Communication | |
| MDA-319 Mass Media Literacy..... | 3 |
| Upper level Communication Studies elective..... | 3 |
| Total..... | 18 |

COMMUNICATION ARTS GROUP MAJOR FOR SECONDARY TEACHERS

| Required Courses | Credit Hours |
|--|---------------------|
| COM-212 Interpersonal Communication..... | 3 |
| COM-311 Intercultural Communication..... | 3 |
| COM-315 Philosophy & Theory of Communication..... | 3 |
| COM-321 Group Communication..... | 3 |
| COM-322 Advanced Public Speaking..... | 3 |
| COM-324 Argumentation and Debate..... | 3 |
| COM-325 Rhetorical Theory and Criticism..... | 3 |
| JRN-201 News Writing and Reporting I..... | 3 |
| JRN-313 Feature Writing..... | 3 |
| MDA-121 Introduction to Electronic Media..... | 3 |
| MDA-319 Mass Media Literacy..... | 3 |
| One of the following:..... | 3 |
| COM-241 Introduction to Oral Interpretation | |
| THR-242 Introduction to Theatre | |
| Total..... | 36 |

COMMUNICATION ARTS GROUP MINOR FOR SECONDARY TEACHERS

| Required Courses | Credit Hours |
|--|---------------------|
| COM-212 Interpersonal Communication..... | 3 |
| COM-311 Intercultural Communication..... | 3 |
| COM-315 Philosophy & Theory of Communication..... | 3 |
| JRN-201 News Writing and Reporting I..... | 3 |
| JRN-313 Feature Writing..... | 3 |
| MDA-319 Mass Media Literacy..... | 3 |
| One of the following:..... | 3 |
| COM-241 Introduction to Oral Interpretation | |
| THR-242 Introduction to Theatre | |
| Upper level electives in Communication Studies..... | 3 |
| Total..... | 24 |

LANGUAGE ARTS GROUP MAJOR FOR ELEMENTARY TEACHERS

| Required Courses | Credit Hours |
|---|---------------------|
| COM-212 Interpersonal Communications..... | 3 |
| COM-315 Philosophy and Theory of Communications..... | 3 |
| ENG-212 Writing In Culture..... | 3 |
| ENG-223 Introduction to Literature..... | 3 |
| ENG-224 World Literature..... | 3 |
| ENG-226 Introduction to Creative Writing..... | 3 |
| ENG-321 Children's Literature..... | 3 |
| JRN-201 Newswriting and Reporting I..... | 3 |
| MDA-319 Mass Media Literacy..... | 3 |
| Two of the following:..... | 6 |
| COM-241 Introduction to Oral Interpretation | |
| COM-311 Intercultural Communication | |
| COM-321 Group Communication | |
| COM-324 Argumentation and Debate | |
| THR-242 Introduction to Theatre | |

| | | |
|----------------------------|---|----|
| One of the following:..... | | 3 |
| ENG-322 | Practice of Criticism | |
| ENG-324 | Literacy Modernisms | |
| ENG-326 | Contemporary Literature | |
| ENG-328 | Selected Authors and Eras | |
| ENG-334 | American Renaissance in the 19 th Century | |
| ENG-344 | Roots of British Literature | |
| ENG-346 | Flowering of British Literature in the 17 th Century | |
| ENG-353 | Linguistic History of English | |
| | Total | 36 |

LANGUAGE ARTS GROUP MINOR FOR ELEMENTARY TEACHERS

| Required Courses | | Credit Hours |
|-------------------------|--|---------------------|
| COM-212 | Interpersonal Communication | 3 |
| COM-311 | Intercultural Communication | 3 |
| ENG-212 | Writing In Culture | 3 |
| ENG-223 | Introduction to Literature | 3 |
| ENG-224 | World Literature | 3 |
| ENG-226 | Introduction to Creative Writing | 3 |
| ENG-321 | Children’s Literature | 3 |
| MDA-319 | Mass Media Literacy | 3 |
| | Total | 24 |

MEDIA MAJOR – FILM/VIDEO *(does not require a minor.)*

| Required Courses | | Credit Hours |
|-------------------------|--|---------------------|
| COM-400 | Senior Seminar in Communication Studies..... | 3 |
| MDA-121 | Intro to Electronic Media | 3 |
| MDA-232 | Film A-Z..... | 4 |
| MDA-261 | Audio Production I | 3 |
| MDA-271 | Video Production I | 3 |
| MDA-282 | Video Production II | 3 |
| MDA-319 | Mass Media Literacy | 3 |
| MDA-352 | Faith, Film, and Culture | 3 |
| MDA-380 | Internship | 4 |
| | Media electives (see below) | 15 |
| | Film or Video emphasis (see below) | 6 |
| | MDA-232 is a prerequisite for media elective courses | |
| | Total | 50 |

Electives

| | | |
|-----------------------------|--|----|
| Five of the following | | 15 |
| MDA-252 | Film Industry Intensive Experience | |
| MDA-255 | Basic Film Editing | |
| MDA-337 | Creativity in Video Production | |
| MDA-353 | Producing for Film | |
| MDA-354 | Announcing and Reporting | |
| MDA-356 | Corporate Video Production | |
| MDA-357 | Dramatic Video Production | |
| MDA-358 | Documentary Production | |
| MDA-359 | Multi-Cam Production | |
| MDA-372 | Music Video Production | |
| MDA-375 | Deconstructing Cinema | |
| MDA-376 | Intermediate Screenwriting | |
| MDA-377 | Illusions of Light | |
| MDA-379 | Cornerstone University Production Company <i>(Invitation only)</i> | |

| Film Emphasis Required Courses | | Credit Hours |
|---------------------------------------|------------------------|---------------------|
| MDA-250 | Writing for Film | 3 |
| MDA-254 | Film History | 3 |

| Video Emphasis Required Courses | | |
|--|---|---|
| MDA-318 | Writing for Media | 3 |
| MDA-355 | Media History, Business and Ethics..... | 3 |

MEDIA MINOR *(Non-media majors only.)*

| Required Courses | | Credit Hours |
|-----------------------------|-------------------------------------|---------------------|
| One of the following: | | 3-4 |
| MDA-121 | Intro to Electronic Media | |
| MDA-232 | Film A-Z | |
| MDA-261 | Audio Production I | 3 |
| MDA-271 | Video Production I | 3 |
| MDA-319 | Mass Media Literacy | 3 |
| Two of the following: | | 6 |
| MDA-250 | Writing for Film | |
| MDA-281 | Audio Production II | |
| MDA-282 | Video Production II | |
| MDA-318 | Writing for Media | |
| MDA-352 | Faith, Film, and Culture | |
| MDA-355 | Media History, Business, and Ethics | |
| Total | | 18-19 |

MEDIA MINOR *(for Media majors only)*

| Film Emphasis | | |
|----------------------------------|---|----|
| MDA-250 | Writing for Film | 3 |
| MDA-254 | Film History | 3 |
| Upper level media electives..... | | 12 |
| Total | | 18 |
| Video Emphasis | | |
| MDA-318 | Writing for Media | 3 |
| MDA-355 | Media History, Business, and Ethics | 3 |
| Upper level media electives..... | | 12 |
| Total | | 18 |

THEATRE MAJOR *(does not require a minor)*

| Required Courses | | Credit Hours |
|---|---|---------------------|
| COM-400 | Senior Seminar in Communication Studies | 3 |
| DAN/KIN-129 | Beginning Dance | 1 |
| THR/KIN-188 | Fight Choreography | 1 |
| THR-242 | Introduction to Theatre | 3 |
| THR-248 | Theatre Production Lab I | 1 |
| THR-340 | Principles of Acting | 3 |
| THR-342 | Theatre History I – to 1850 | 3 |
| THR-344 | Stagecraft, Production & Management | 3 |
| THR-347 | Theatre History II – since 1850..... | 3 |
| THR-348 | Theatre Production Lab II..... | 1 |
| THR-380 | Internship | 3 |
| THR-441 | Play Directing | 3 |
| Total Required..... | | 28 |
| Theatre Arts or Music Theatre Emphasis..... | | 18 or 20 |
| Total | | 46 or 48 |

Choose one of the following emphases for the theatre major:

| <u>Theatre Arts Emphasis</u> | | Credit Hours |
|------------------------------------|--|---------------------|
| THR-249 | Theatre Practicum | 3 |
| THR-346 | Contemporary American Theatre | 3 |
| THR-341 | Stage Construction and Design | 3 |
| THR-343 | Acting & Directing Shakespeare | 3 |
| THR-445 | Advanced Acting | 3 |
| THR-447 | Advanced Directing | 3 |
| Theatre Arts Emphasis Total | | 18 |
| | | |
| <u>Music Theatre Emphasis</u> | | |
| DAN/KIN-181 | Modern Dance | 1 |
| DAN/KIN-183 | Jazz Dance I | 1 |
| DAN/KIN-184 | Jazz Dance II | 1 |
| DAN/KIN-185 | Fundamentals of Ballet | 1 |
| DAN/KIN-186 | Broadway Dance | 1 |
| DAN/KIN-187 | Fundamentals of Tap Dance | 1 |
| MUP-X01 or X11 | Chancel Singers or Chorale (2 semesters) | 2 |
| MUS-113 | Aural Perception I | 1 |
| MUS-117 | Music Theory I | 3 |
| MUA-X29 | Applied Voice (7 semesters) | 7 |
| THR-245 | Music Theatre Performance Workshop | 1 |
| Music Theatre Emphasis Total | | 20 |

THEATRE MINOR

| Required Courses | | Credit Hours |
|-----------------------------|---|---------------------|
| THR-242 | Introduction to Theatre | 3 |
| THR-340 | Principles of Acting | 3 |
| One of the following: | | 3 |
| THR-342 | Theatre History I – to 1850 | |
| THR-347 | Theatre History II – since 1850 | |
| THR-344 | Stagecraft, Production & Management | 3 |
| One of the following: | | 3 |
| THR-269 | Theatre Practicum | |
| THR-346 | Contemporary American Theatre | |
| THR-441 | Play Directing | 3 |
| Total | | 18 |

Bachelor of Science Majors & Minors

JOURNALISM MAJOR – NEWS-EDITORIAL EMPHASIS (Bachelor of Science)

Students seeking a major in journalism with a news-editorial emphasis are not required to complete a minor.

| Required Courses | | Credit Hours |
|--|---|---------------------|
| ENG-319 | Advanced Grammar | 3 |
| JRN-201 | News Writing & Reporting I | 3 |
| JRN-202 | News Writing & Reporting II | 3 |
| JRN-213 | Print/Web Media Graphics | 3 |
| JRN-236 | Photojournalism I | 3 |
| JRN-261 | The Herald (6 semesters) | 0 |
| JRN-313 | Feature Writing | 3 |
| JRN-318 | Editing Books, Magazines, Newspapers, Online | 3 |
| JRN-380 | Internships (6 cr hrs for 1 summer semester) | 6 |
| JRN-400 | Senior Seminar (JRN/worldview capstone in spring 3 rd or 4 th yr) | 3 |
| JRN-401 | Mass Media Ethics, History, Law | 3 |
| MDA-271 | Video Production I | 3 |
| **WJC (Wash. Journ. Center Semester) or CSM (Chicago Semester) | | 15-16 |

Total 51-52 hrs

**The Washington Journalism Center (WJC) is a semester-long study program in Washington, DC, created for students interested in the field of journalism. While in Washington students will take classes focusing on the history and future of the media and how it relates to the public as well as to their personal writing skills. These classes – Foundations for Media Involvement; Reporting in Washington; and Washington, News and Public Discourse – combined with an internship at a top news publication will help students learn to integrate their faith in a journalism career. Students will also participate in service learning opportunities as well as live with families in home stays as part of the WJC experience. The WJC classes may substitute for some journalism courses at Cornerstone University.

JOURNALISM MAJOR – PUBLIC RELATIONS EMPHASIS (Bachelor of Science)

Students seeking a major in journalism with a public relations emphasis are not required to complete a minor.

| Required Courses | Credit Hours |
|---|---------------------|
| COM-161 Intro to Public Relations | 3 |
| COM-262 Advertising Principles. | 3 |
| COM-361 Advertising Practices. | 3 |
| COM-362 Public Relations Campaigns. | 3 |
| COM-363 Media Relations | 3 |
| COM-365 Writing for Public Relations | 3 |
| COM-369 Communication Research Methods. | 3 |
| JRN-201 News Writing & Reporting I | 3 |
| JRN-213 Print/Web Media Graphics. | 3 |
| JRN-236 Photojournalism I. | 3 |
| JRN-261 The Herald (6 semesters) | 0 |
| JRN-380 Internships (6 cr hrs for 2 summer semesters) | 12 |
| JRN-400 Senior Seminar (capstone in spring 3 rd or 4 th yr) | 3 |
| JRN-401 Mass Media Ethics, History, Law | 3 |
| MDA-271 Video Production I. | 3 |
| Total | 51 hrs |

JOURNALISM MAJOR – VISUAL COMMUNICATION EMPHASIS (Bachelor of Science)

Students seeking a major in journalism with a visual communications emphasis are not required to complete a minor.

| Required Courses | Credit Hours |
|---|---------------------|
| JRN-201 News Writing & Reporting I | 3 |
| JRN-213 Print/Web Media Graphics. | 3 |
| JRN-235 Principles of Visual Communication | 3 |
| JRN-236 Photojournalism I. | 3 |
| JRN-238 Photojournalism II | 3 |
| JRN-261 The Herald (6 semesters) | 0 |
| JRN-301 Color News Photography. | 3 |
| JRN-302 Photo Editing | 3 |
| JRN-303 Photography Studio Techniques | 3 |
| JRN-380 Internships (6 cr. hrs for 2 summer semesters) | 12 |
| JRN-400 Senior Seminar (capstone in spring 3 rd or 4 th yr) | 3 |
| JRN-401 Mass Media Ethics, History, Law | 3 |
| JRN-404 Seminar in News Photography | 3 |
| MDA-271 Video Production I. | 3 |
| MDA-262 Video Production II | 3 |
| Total | 51 hrs |

Journalism Major (News Editorial Emphasis) Four Year Program Illustration

(No minor required for journalism major emphasis of journalism, photojournalism or public relations.)

Freshman year

| | | |
|------------|---|----|
| IDS-101 | Creativity, Innovation & Problem Solving..... | 2 |
| IDS-103 | CU Foundations I..... | 1 |
| IDS-104 | CU Foundations II..... | 1 |
| REL-103 | Biblical Hermeneutics..... | 3 |
| ENG-212 | Writing in Culture..... | 3 |
| COM-112 | Communication In Culture..... | 3 |
| MAT-110 | College Math..... | 3 |
| KIN-100 | Principles of Wellness..... | 2 |
| REL-104 | Old Testament History & Literature..... | 3 |
| KIN-1XX | Activity Course..... | 1 |
| JRN-281 | Herald (2 semesters)..... | 0 |
| PHI-211 | Philosophy in Culture..... | 3 |
| Total..... | | 25 |

Sophomore year

| | | |
|--------------------|---|----|
| JRN-201 | News Writing & Reporting I..... | 3 |
| JRN-202 | News Writing & Reporting II..... | 3 |
| JRN-213 | Print/Web Media Graphics..... | 3 |
| REL-204 | New Testament History & Literature..... | 3 |
| JRN-281 | Herald (2 semesters)..... | 0 |
| Lab Science Course | | 4 |
| PSY/SOC course | | 3 |
| SCI-213 | Quantitative Reasoning..... | 2 |
| JRN-236 | Photojournalism I..... | 3 |
| Total..... | | 27 |

Junior year

| | | |
|----------------------------|---------------------------|----|
| JRN-238 | Photojournalism II..... | 3 |
| JRN-261 | Herald (2 semesters)..... | 0 |
| MDA-261 | Audio Production I..... | 3 |
| MDA-271 | Video Production..... | 3 |
| JRN-380 | Internships..... | 6 |
| SCI-311 | Science In Culture..... | 3 |
| REL-352 | Christian Theology..... | 3 |
| JRN-313 | Feature Writing..... | 3 |
| JRN-318 | News Editing..... | 3 |
| HIS-113 | World Civilization I..... | 3 |
| Language or Minor Elective | | 3 |
| Total..... | | 31 |

Senior year

| | | |
|------------|--|----|
| IDS-311 | Imagination In Culture..... | 3 |
| ENG-319 | Advanced Grammar..... | 3 |
| JRN-319 | Covering Media..... | 3 |
| JRN-400 | Senior Seminar in Communication Studies..... | 3 |
| JRN-401 | Mass Media Ethics, History, Law..... | 3 |
| JRN-402 | Reporting Public Affairs..... | 3 |
| Electives | | 18 |
| Total..... | | 34 |

Note: Journalism majors must register for 6 semesters of JRN-261 The Herald for zero credit or one credit semesters.

JOURNALISM – NEWS-EDITORIAL MINOR

Required Courses

| | | |
|----------------------------|---|---|
| | Credit Hours | |
| JRN-201 | News Writing & Reporting I..... | 3 |
| JRN-202 | News Writing & Reporting II..... | 3 |
| JRN-213 | Print/Web Media Graphics..... | 3 |
| JRN-236 | Photojournalism I..... | 3 |
| JRN-261 | The Herald (take 3 semesters for 0 credit)..... | 0 |
| JRN-313 | Feature Writing..... | 3 |
| One of the following:..... | | 3 |
| JRN-238 | Photojournalism II..... | |
| JRN-319 | Converging Media..... | |
| JRN-320 | Sports Writing..... | |
| JRN-321 | Editorials, Columns, Opinion Writing..... | |

Total..... 21

JOURNALISM – PUBLIC RELATIONS MINOR

Required Courses

| | | |
|----------------------------|-------------------------------------|---|
| | Credit Hours | |
| COM-161 | Intro to Public Relations..... | 3 |
| COM-262 | Advertising Principles..... | 3 |
| COM-362 | Public Relations Campaigns..... | 3 |
| COM-369 | Communication Research Methods..... | 3 |
| One of the following:..... | | 3 |
| COM-361 | Advertising Practices..... | |
| COM-363 | Media Relations..... | |
| COM-364 | Special Events and Promotions..... | |
| COM-365 | Writing for Public Relations..... | |

| | | |
|---------|---|---|
| JRN-201 | News Writing & Reporting I..... | 3 |
| JRN-213 | Print/Web Media Graphics..... | 3 |
| JRN-261 | The Herald (take 3 semesters for 0 credit)..... | 0 |

Total..... 21

JOURNALISM – VISUAL COMMUNICATION MINOR

| Required Courses | | Credit Hours |
|-------------------------|---|---------------------|
| JRN-201 | News Writing & Reporting I..... | 3 |
| JRN-213 | Print/Web Media Graphics | 3 |
| JRN-235 | Principles of Visual Communication..... | 3 |
| JRN-236 | Photojournalism I..... | 3 |
| JRN-238 | Photojournalism II..... | 3 |
| JRN-261 | The Herald (take 3 semesters for 0 credit)..... | 0 |
| JRN-301 | Color News Photography | 3 |
| MDA-271 | Video Production I..... | 3 |
| Total | | 21 |

JOURNALISM MINOR FOR SECONDARY TEACHERS

General Education Core Exceptions

| | | |
|---------|--|---|
| ENG-223 | Introduction to Literature (required)..... | 3 |
|---------|--|---|

| Required Courses | | Credit Hours |
|-------------------------|---|---------------------|
| EDU-466 | Journalism Practicum | 3 |
| JRN-201 | News Writing & Reporting I | 3 |
| JRN-202 | News Writing & Reporting II | 3 |
| JRN-213 | Print/Web Media Graphics | 3 |
| JRN-319 | Mass Media Literacy..... | 3 |
| JRN-236 | Photojournalism I..... | 3 |
| JRN-261 | The Herald (take 3 semesters for 0 credit)..... | 0 |
| JRN-313 | Feature Writing..... | 3 |
| JRN-318 | News Editing | 3 |
| Total | | 27 |

Course Descriptions

Dept./Level Course Name

Credits/Frequency

(See page 53 for codes)

COMMUNICATION STUDIES

COM-112 Communication In Culture 3/1

An introduction to the purposes, theory and practice of human communication. Students will develop knowledge, skills and attitudes needed to communicate confidently, effectively and charitably as wise citizens in interpersonal, small group, public speaking and mediated contexts. Prerequisite or corequisite for all COM and some MDA courses.

COM-161 Introduction to Public Relations 3/2

A survey of public relations as a vital communication function between an organization and its publics. Content includes the nature and role of public relations, the history of public relations, the societal forces affecting the profession, its current practice and theories of public relations. Students learn specialized writing and techniques used in print and electronic media for disseminating information, including news releases, fact sheets, brochures, newsletters and press kits. Prerequisite or corequisite: COM 112; Prerequisite: JRN-201.

COM-212 Interpersonal Communication 3/1

Study of the theory and practice of interpersonal communication. This course emphasizes the cultural, social, psychological, semantic, developmental and practical variables which influence communication in significant relationships. Students develop competence through a variety of learning experiences. Prerequisite: COM-112.

COM-241 Introduction to Oral Interpretation 3/2

Exposure to and experience with the art of bringing literature to life for an audience. The course will explore the methods of analyzing narrative prose, drama, and poetry for performance. An emphasis will be placed on learning techniques to effectively communicate the meaning and feeling in each selection. Prerequisite: COM-112.

COM-262 Advertising Principles 3/2

An introduction to the strategy and methods of advertising campaigns, including a study of how advertising works on individuals and society. This course provides "hands-on" practice in developing advertising campaigns in a variety of print and electronic media formats, with emphasis on message elements, the role of research in developing message strategies, the creative process, and clear, effective, and persuasive copywriting. Prerequisite: COM-112.

- COM-311 Intercultural Communication** 3/1
An investigation into the many variables extant among people and groups with different cultural backgrounds, including the study of similarities and differences across cultures. Prerequisite: COM-112.
- COM-315 Philosophy & Theory of Communication** 3/2
Examination and evaluation of general, thematic, and contextual theories of communication. The course includes philosophical assumptions that impact the theoretical development of a Christian perspective for communication studies. Prerequisite: COM-112.
- COM-321 Group Communication** 3/2
The study of general and specific group communication theories and their relationship to communication in a variety of group settings. Topics include group formation, cohesiveness, groupthink, norms, leadership, decision-making and conflict. Students become better leaders and participants through a variety of experiential learning opportunities. Prerequisite: COM-112.
- COM-322 Advanced Public Speaking** 3/2
Advanced training in the invention and presentation of speeches appropriate for public contexts. Students develop greater skill in adapting to rhetorical situations through analysis of the speaker-message-audience-context relationship. Students also gain further skill in critiquing the speeches of others. Prerequisite: COM-112.
- COM-324 Argumentation and Debate** 3/4
An introduction to reasoned argumentation and formal academic debate. Students develop their critical thinking skills through the study and application of argumentation theory and analysis and research of a debate topic. Students are introduced to debate conventions and principles and gain skill as debaters through participation in several debates. Prerequisite: COM-112.
- COM-325 Rhetorical Theory and Criticism** 3/4
A study of traditional and contemporary theories of the formulation and practice of rhetorical discourse and application of those theories to the description, interpretation, and evaluation of rhetorical texts. Students engage in criticism of a number of types of texts including religious, political, and mediated forms. Prerequisite: COM-112.
- COM-326 Organizational Communication** 3/2
A study of the structure and function of communication within organizations; organizational climate and culture, information flow, networks and role relationships are among the major themes addressed. Prerequisite: COM-112.
- COM-361 Advertising Practices** 3/2
An extension of the principles learned in COM-262 to give students a variety of experiential opportunities with the conceptual thinking, creative campaign planning, audience analysis, budgeting, writing commercials, pitching presentations and measurement methods involved in advertising. Through interplay with experts from various advertising agencies, students will learn first-hand what's involved in an advertising career, as well as how to integrate a working knowledge of advertising into a variety of communications or business career options. Prerequisite: COM-262
- COM-362 Public Relations Campaigns** 3/4
An examination of the evolution of campaigns, the various forms of local and national ad campaigns, targeting the audience, and selecting media buys and budgeting. Students will analyze case studies, examine both successful and unsuccessful campaigns and crisis management, and work with external organizations to implement new campaigns and programs, work with the media and represent their organization well. Prerequisite: COM-262
- COM-363 Media Relations** 3/4
A "hands-on" course on working effectively with the media, developing media relationships, and representing businesses and ministries effectively as a media spokesperson. Students will be given a variety of opportunities in planning and practicing on-mic and on-camera interviews, as well as experience with live press conferences. Prerequisite: COM-161
- COM-364 Special Events and Promotions** 3/4
Examines the elements of the event planning process, creative brainstorming, budgeting, overcoming obstacles, attracting sponsorships, soliciting volunteers, and evaluating success. Practical field experiences will be explored, including meeting professional meeting planners and visiting venues. Prerequisite: COM-161
- COM-365 Writing for Public Relations** 3/4
An advanced course building on the skills of strategic communication and decision making, applying them to the practice of writing public relations messages for multiple audiences. The student will learn about organizations, publics, the media, and how to prepare public relations messages for a variety of print and electronic media. Prerequisite: COM-161.
- COM-369 Communication Research Methods** 3/4
Students learn qualitative and quantitative approaches in conducting and analyzing research in communication. Students gain "hands-on" research experience and analytical, scientific writing, and oral presentation skills. They become familiar with public opinion polling, survey techniques, focus groups, external research services and consultants, media and clipping analysis, and other research methods,

including the ethical considerations in conducting research with human subjects. Course focuses are results-based decision making, measuring program effectiveness, measuring staff and counselor performance, and evaluation and reporting on results. This course will prepare students for graduate work as well as many job options in communication and business involving research, analysis, and documentation. Prerequisite: MAT-110, COM-112

COM-380 Internship 1 - 6/1

Practical work experience using communication theory and skills in an appropriate setting relevant to the student's area of emphasis. Prerequisite: Institutional requirements on page 40; COM-112.

COM-400 Senior Seminar in Communication Studies 3/2

Examines, from a Christian worldview, the ethical and vocational issues associated with the study of human symbolic interaction. The interactions between philosophy, theory and practice will be analyzed. Prerequisite: senior status.

COM-463 Secondary Language Arts Methods (ENG-463) 3/2

Focuses on the content-specific pedagogy for teaching the language arts curriculum in public or private secondary schools. Prerequisite: Admission to and good standing in the Teacher Education program.

COM-490 Independent Study 3 - 6/1

An independent project-related course. Students work closely with a professor in the choosing of a topic, its design, and in the developing of a plan for its completion. Prerequisite: approval of the division chair.

DANCE

DAN/KIN-129 Beginning Dance 1/4

An introduction to the fundamentals of movement for the actor, with emphasis on developing awareness of the body as a creative, expressive instrument. An overview of basic dance techniques will be included.

DAN/KIN-181 Modern Dance 1/4

Emphasis on modern dance technique and fundamentals of improvisation and choreography. Fundamental exercises and analysis of time, space and dynamics as they apply to elements of dance with emphasis on movement, structural alignment and integration.

DAN/KIN-183 Jazz Dance I 1/4

Fundamentals of jazz technique, basic vocabulary and combinations. Areas to develop include jazz walks, isolations, arabesque, grand plies and various turns.

DAN/KIN-184 Jazz Dance II 1/4

Intermediate skills in jazz dance technique, vocabulary and movement combinations. Study includes more complex vocabulary, longer movement combinations and more attention to technique and development of jazz dance style. Prerequisite: DAN/KIN-183

DAN/KIN-185 Fundamentals of Ballet 1/4

Fundamentals of ballet technique, basic vocabulary and combinations. Emphasis placed on alignment, integration and simple ballet movement.

DAN/KIN-186 Broadway Dance 1/4

Focus on technique and skills instrumental in Broadway-style choreography. Students will focus on learning terminology and form commonly used in musical theatre. They will also learn original repertoire from some of Broadway's most celebrated choreographers covering a wide range of musical theatre eras and styles.

DAN/KIN-187 Fundamentals of Tap Dance

Fundamentals of tap dance, basic vocabulary and combinations. Emphasis of body placement, simple tap combinations, elements of performance quality and tap dance composition.

JOURNALISM

JRN-201 News Writing & Reporting I 3/1

Information gathering, development of news judgment, and writing of basic news stories will be studied, along with news style, structure, readability, news sources, and interviewing techniques.

JRN-202 News Writing & Reporting II 3/2

The advanced application of news writing assignments, focusing on advanced reporting skills, including in-depth interviews. Use of survey research, information graphics, and electronic data retrieval, as well as news judgment in public affairs reporting. Prerequisite: JRN 201

- JRN-213 Print/Web Media Graphics** 3/2
Application of InDesign electronic-based pagination, basic elements of designing and producing print media on computer. Introduction to Photoshop software applications as well.
- JRN-235 Principles of Visual Communication** 3/2
Historical, physiological, perceptual and cognitive aspects of visual communication will be studied in this course. Critical analysis methods and ethical implications of electronic and print media images will be discussed. Students will engage in visual thinking. The course will include class discussion, analysis of visual communication and collection of visual communication examples in scrapbooks.
- JRN-236 Photojournalism I** 3/1
A beginning course in still/digital photography, with emphasis on the development of photojournalistic skills. Instruction covers basic photographic concepts, camera handling, and the aesthetics of photography.
- JRN-238 Photojournalism II** 3/2
An advanced course in still/digital photography, with emphasis on further development of photojournalistic skills. Instruction covers photo essays, sports event photography, advanced light and composition facets of news photography. Prerequisite: JRN-236.
- JRN-261 The Herald** 0 – 1/1
Hands-on experience of developing content for and producing a campus newspaper on a weekly basis. Journalism minors required to take 3 semesters; majors 6 semesters.
- JRN-301 Color News Photography** 3/2
Acquisition of skills in the use of color photography software, Adobe Photoshop®, an advanced, in-depth program. Prerequisite: JRN-236
- JRN-302 Photo Editing** 3/2
Use and preparation of photographs for the print media; mastery of software for editing photographs. Prerequisite: JRN-236
- JRN-303 Photography Studio Techniques** 3/4
Use of a camera in a controlled environment, studio lighting for photographs used in advertising, newspapers, magazines, public relations and marketing brochures and campaigns. Prerequisite: JRN-236
- JRN-313 Feature Writing** 3/2
Exposure to writing the feature story, interviewing, personality profiles, and the human interest story for newspapers and magazines.
- JRN-318 Editing Books, Magazines, Newspapers Online** 3/2
Course introduces student to basics of editing in book publishing arena, as well as how to create a book proposal. Also includes the study of the evaluation and processing of news. Emphases include editorial decision making, copy and picture editing, headline writing, and basic page layout and design, along with the use of graphs and charts for magazines, newspapers and online media. Prerequisite: JRN-201
- JRN-320 Sports Writing** 3/2
An overview of the sports writing discipline in print media, including the basics of covering athletic events and writing profile stories.
- JRN-321 Editorials, Columns, Opinion** 3/4
Study of the nature and purpose of newsprint editorial commentary and column writing.
- JRN-380 Internship** 3/1
Supervised training on a community newspaper. Required for a major; must be taken for a total of 6 credit hours, usually as two separate internships. Prerequisites: JRN-201 and JRN-202, plus 2 semesters of JRN-261 or with permission of instructor.
- JRN-400 Senior Seminar in Communication Studies** 3/2
An examination, from a Christian worldview, of the ethical and vocational issues associated with the study of human symbolic interaction. The interactions between philosophy, theory and practice will be analyzed. Prerequisite: senior status
- JRN-401 Mass Media Ethics, History & Law** 3/4
Study of media ethics, history and law, including libel, contempt, obscenity, privacy, free press, fair trial, and regulatory agencies. Emphases include the law of news gathering and dissemination, first amendment principles of press freedom, prior restraint, access to information, and electronic media content regulation. Prerequisite: junior or senior status, or with permission of the instructor.
- JRN-402 Reporting Public Affairs** 3/4
Coverage of state, city and federal government, school board meetings and courts, with an emphasis on investigative reporting. Includes internship option of covering Michigan Legislature for semester. Prerequisite: junior or senior status, with permission of instructor.
- JRN-404 Seminar in News Photography** 3/4
Field experience of the photograph as a means of communicating information, ideas and opinion in single photographs, photo pages and photo stories. Prerequisite: junior status; JRN-301 and JRN-302; or with permission of instructor.

JRN-490 Independent Study**3-9/1**

Provides opportunity for qualified students to pursue a topic of individual interest. Prerequisite: junior or senior status, or with permission of instructor and division chair.

MEDIA**MDA-121 Introduction to Electronic Media****3/2**

An overview of the skills, teamwork, and career options in this industry, offering “hands-on” experience with a television crew, radio announcing, interviews and producing and editing audio and video projects. An exploratory course, it gives students the opportunity to visit stations and meet media professionals, as well as learning skills for a wide variety of careers. Co-requisite: COM-112.

MDA-161 Audio/Video Technical Production**3/2**

Coverage of the basics of being an A/V Technician. The course covers cabling and component interconnect as well as system design. This class will also teach the student how to provide the basic audio visual technical support needed in a typical environment.

MDA-232 Film A-Z**4/2**

Overview of the key processes, individual components, and procedures of basic film production as it is applied in a variety of forms in the theatrical and broadcast entertainment industries. Students are introduced to the entire film production, distribution and exhibition timeline through a series of practical lessons with heavy emphasis on hands-on work with each of the elements that create a strong and effective film production. Corequisite: COM-112; pre-requisite: MDA-282

MDA-250 Writing for Film**3/2**

Survey of a variety of genres developed by writers in the scripting of a film production. Emphases include both theoretical and practical concerns of this contemporary art form. Prerequisite: ENG-114

MDA-252 Film Industry Intensive Experience**3/2**

Introduction to the world of film via an intensive one-week travel experience through the Vancouver or Los Angeles film industry. Students meet and interact with professionals who have made significant contributions to the art of film and who guide their careers from a biblical worldview. Prerequisite: MDA-232 or instructor’s permission

MDA-254 Film History – 1903 to Present**3/2**

An examination of film throughout its key movements: start-up from nickelodeons through silents, talkies through the studio system, film goes to war, film fights television, the new Hollywood and the digital arena. The course will interweave the impact – and at times lack thereof – of the institutional church when it interlaces with the film industry across these historical time periods.

MDA-255 Basic Film Editing**3/2**

The learning of basic techniques and skills for transferring digital film into basic nonlinear editing software; organizing, structuring and selecting scenes and segments via traditional linear selection procedures; and putting together segments into scenes to tell a compelling story. Prerequisite: MDA-232

MDA-261 Audio Production I**3/2**

An overview of basic audio engineering, covering topics pertaining to collection and arrangement of sound within the recorded environment and basic auditory skills as they apply to the recording engineer.

MDA-262 Live Sound Production**4/2**

Extension of theories and techniques used in MDA-261 and application to a live sound reinforcement context. Other topics include signal flow, speaker coverage, feedback control, equipment management, amplification wattage and basic troubleshooting. Students will complete a lab component mixing live sound for Cornerstone events. Prerequisite: MDA-261

MDA-271 Video Production I**3/2**

An exploration of the elements of video production from a theoretical and practical perspective through the three phases of production. Students will gain an understanding of the fundamental process and technology of video production through the “hands-on” application of exercises and projects.

MDA-272 Deconstructing Popular Music Production**3/2**

Coverage of the basic production methodology of musical genres from the conception of rock and roll in the 1950s through to current musical trends. Particular attention will be given to the development of CCM.

MDA-281 Audio Production II**3/2**

An extension of the skills and concepts introduced in Audio Production I, as students refine and learn to apply their knowledge of audio collection, arrangement, coloring, and sweetening in a variety of production types. Both group and individual productions and the opportunity for professional critiques by Cornerstone University Radio personnel will be given. Prerequisite: MDA-261 or MUS-171 for music majors.

- MDA-282 Video Production II** 3/2
An extension of Video Production I, as students apply the principles and skills of camera, lighting, sound, directing, producing, editing, etc. for a variety of production environments and purposes. Students will work on both group and individual productions to benefit the community and communicate with their publics. Prerequisite: MDA-271
- MDA-318 Writing for Electronic Media** 3/2
A “hands-on” class where students learn the basics of broadcast writing in one semester – news writing, advertising, documentaries, and dramatic script writing. Students are able to explore where their interests and skills lie and grow in learning to express themselves in all these different forms of media writing. Prerequisite: MDA-121
- MDA-319 Mass Media Literacy** 3/2
Focus on the integration of a critical media skills program into an elementary or secondary school curriculum. A study of the various methods for analyzing, evaluating, and controlling the impact of the mass media. Prerequisite: COM-112.
- MDA-337 Creativity in Video Production** 3/4
An advanced video/audio course that focuses on experimentation in the form and format of video production. Students will be required to use audio and visuals to create artistic expressions that transcend specific genres and categorizations. Prerequisite: MDA-261 and MDA-271.
- MDA-352 Faith, Film, and Culture** 3/4
An overview of multiple generational time periods when the church and Hollywood went through parallel growth spurts and values changes. The course traces the values of eight key films and compares with the impact the Church movements had upon the same cultural shifts. Prerequisites: MDA-121
- MDA-353 Producing for Film** 3/2
A thorough analysis of all details that a film’s producer must provide for each production. Class work will include interviews with several working producers who share how they create and orchestrate a film production from initial green light through its final delivered master. Prerequisite: MDA-232 or instructor’s permission
- MDA-354 Announcing and Reporting** 3/4
A multi-faceted class with individualized professional coaching for on-camera performances. This class trains the individual talent’s voice and presence in tone, diction, breath support, articulation, and style and also gives experience to those desiring to be shooters, directors, and producers on how to coach and work with talent.
- MDA-355 Media History, Business, and Ethics** 3/2
A historical approach to understanding the innovations and people who birthed broadcasting in America, as well as a working knowledge of stations, networks, ratings, and FCC regulations. It will also examine the ethics involved in decision-making in many different aspects of careers in the media. Prerequisites: MDA-121, MDA-232
- MDA-356 Corporate Video Production** 3/4
A production skills class with an emphasis on working together as a team to produce excellent quality productions that measure up to industry standards. This class has applications in the genre of corporate production as well as opportunities in students’ area of interest and specialization. Prerequisites: MDA-232
- MDA-357 Dramatic Video Production** 3/4
A production skills class with an emphasis on working with scripts and actors to produce excellent quality productions that measure up to industry standards. This class has applications in the genre of dramatic production as well as opportunities in students’ area of interest and specialization. Theatre majors are encouraged to take this course to learn more about working with audio and video directors and adjusting their craft to the media. Prerequisite: MDA-232
- MDA-358 Documentary Production** 3/4
A production skills class with an emphasis on working together as a team to produce excellent quality productions that measure up to industry standards. This class has applications in the genre of documentary production as well as opportunities in students’ area of interest and specialization. Prerequisite: MDA-232
- MDA-359 Multi-Camera Production** 3/4
A production skills class with an emphasis on the expertise and teamwork demanded by multi-camera productions and how to produce excellent quality productions that measure up to industry standards. This class has applications in the genre of multi-camera production as well as opportunities in students’ area of interest and specialization. Prerequisite: MDA-232
- MDA-362 Radio Production** 3/4
Expansion of the elements of production of content for terrestrial and internet broadcasting including producing commercials, live on-air feeds, and programming and podcasts. Prerequisite: MDA-281 or MDA-272
- MDA-363 Audio for Post-Production** 3/4
Examination of the fundamentals of sound for motion pictures covering the evolution of sound technology through to advanced surround sound editing and foley construction. Prerequisite: MDA-281, MDA-272

- MDA-372 Music Video Production** 3/4
A production skills class with an emphasis on working together as a team to produce excellent quality productions that measure up to industry standards. This class has applications in the genre of music video production as well as opportunities in students' area of interest and specialization. Musicians are encouraged to take this course to learn more about the production values involved in successful video communication of their art and to experience working with cameramen and directors on actual music videos. Prerequisite: MDA-232
- MDA-375 Deconstructing Cinema** 3/2
Observation and analysis of the construction of movies within the three phases of production: pre-production (scripting and semiotics), production (capture) and post-production (assembling of meaning). Particular attention will be given to the formation of worldview messages through the juxtaposition of visual and audio content.
- MDA-376 Intermediate Screenwriting** 3/2
The writing of a full-length three-act narrative screenplay followed by presentation of the project to a professional screenwriting team who have feature film credits and who use a biblical worldview as they craft their work. Prerequisite: MDA-250 or instructor's permission
- MDA-377 Illusions of Light for Film** 3/4
Instruction in the basic techniques for multi-point lighting combined with a look at the theology of light in visual media. A crafts person in media and film needs to know the impact of adding and removing light and how these techniques stimulate an audience to react emotionally to the theme and content of a story. Course work includes mentoring with professional directors of photography and studies about the classic cinematographers and how they used light throughout their careers. Prerequisite: MDA-232
- MDA-379 Cornerstone University Production Company** 1/1
Students will engage in real world projects for the university, non-profits or paying clients. Direct supervision will be given by a coordinator who can manage the production process, equipment needs, and quality control. Students may take the class up to a maximum of four times. Invitation only.
- MDA-381 Mixing and Mastering** 3/2
An advanced engineering course that will explore the artistic approach to audio engineering in the field of mixing, then instruct in advanced Pro Tools functions, and finally instruct in various mixing assignments designed to fine tune both the listening capabilities and engineering skills of the student. Prerequisite: MDA-281, MDA-272
- MDA-382 Music Producing I**
Examination of the ideas and responsibilities of a producer in an audio studio environment. Areas covered include basic arranging theories, critical listening, group psychology, project planning, project management, budget planning, quality control, hired personnel planning, pre-production theories, creative thinking theory and advancing the project to a more professional recording through proper planning, management, quality control and creative input. Prerequisite: MDA-381
- MDA-461 Cornerstone Student Radio I** 3/4
In the same vein as *The Herald*, Cornerstone's student newspaper, CSR I provides practical hands-on experience in the day-to-day operation of a college radio station. Prerequisite: MDA-362 Radio Production
- MDA-463 Cornerstone Student Radio II** 3/4
Expanding on CSR I, students undertake the role of Programming Manager in a more advanced supervisory role. Prerequisite: MDA-461
- MDA-484 Music Producing II** 3/2
Expansion of the principles of Music Producing I to extend the student's knowledge and experience in music production. Prerequisite: MDA-382 Music Producing I
- MDA-486 Cornerstone Music Company/CCM Project** 3/2
Compliment to the recording project requirements of the CCM program. Students will complete tasks as a studio producer from song arrangement and selection through to mastering and packaging. Prerequisite: MUS-484 Music Producing II
- MDA-490 Independent Study** 3 – 6/1
An independent project related course. Students work closely with a professor in the choosing of a topic, its design, and in the developing of a plan for its completion. Prerequisite: approval of the division chair

THEATRE

- THR-188 Fight Choreography** 1/6
Development of advanced specialty skills and techniques of fight choreography. This physical activity class will focus on the awareness and development of the mechanics of the body as a tool for the actor with emphasis on stage fighting, stage stunt work and on complex stage combat techniques and choreography.

| | | |
|--|--|--|
| THR-242 | Introduction to Theatre | 3/1 |
| The exploration of what theatre is and how the various roles in preparation and participation of theatre synergize. The course will introduce theatre history and literature with some participation in the areas of acting and stagecraft. Emphasis will be placed on reading and attending plays. | | |
| THR-245 | Music Theatre Performance Workshop | 1/2 (Offered fall semesters only) |
| Music theatre performance experiences in a workshop setting culminating in a formal performance at the end of the semester. Will focus on opportunities for developing repertory and techniques for auditions. | | |
| THR-248 | Theatre Production Lab I | 1/1 |
| Evaluation of acting and crew work for all major productions. | | |
| THR-249 | Theatre Practicum | 3 |
| Emphasizes practical applications of theory, methods, skills and ethics involved in putting together a theatre production. | | |
| THR-340 | Principles of Acting | 3/2 |
| Introduction to the basics of acting, including theatrical terminology, improvisation, scene study and character analysis. Emphasis will be placed on an acting method based on the works of Cohen and Stanislavski. Prerequisite: THR-242. | | |
| THR-341 | Stage Construction and Design | 3/4 |
| Exploration, development and application of theatrical set design and the artistic and practical aspects of stage lighting. Special focus placed on lighting and designing involving instruments, electricity, color theory and design elements such as application of theory, visual communication of setting, drafting and historical reference. Basic instruction in computer assisted design programs. | | |
| THR-342 | Theatre History I – to 1850 | 3/3 |
| Historical investigation of theatre and dramatic literature from primitive time to 1850. Prerequisite: THR-242 or permission of the instructor. | | |
| THR-343 | Acting and Directing Shakespeare | 3/4 |
| Students will explore and experience the language of Shakespeare through exercises and scene work. The student will learn how to employ the meaning, music and power of the language by directing, acting and creating living characters onstage. | | |
| THR-344 | Stagecraft, Production & Management | 3/3 |
| Basic principles of costume, make-up, set design, lighting techniques and construction of scenery. The course also provides the study of business aspects of theatre including marketing strategies, analysis, the art of producing theatre and an overview of stage management. Prerequisite: THR-242 | | |
| THR-346 | Contemporary American Theatre | 3/J-Term (alternate years) |
| Study of American Theatre as it relates to contemporary theatre. The student will apply learning through observation and criticism of 10 or more Broadway productions. Prerequisite: THR-242 | | |
| THR-347 | Theatre History II – since 1850 | 3/3 |
| Historical investigation of theatre and dramatic literature from 1850 to present. Prerequisite: THR-242 or permission of the instructor. | | |
| THR-348 | Theatre Production Lab II | 1/1 |
| Evaluation of acting and crew work for all major productions. Prerequisite: THR-248. | | |
| THR-441 | Play Directing | 3/4 |
| A study of techniques of play direction and how to dissect various components of a play. Fundamental consideration of blocking and director-actor communication using Hodge analysis. The student will demonstrate comprehension by directing production scenes from a determined work. Prerequisite: THR-242 | | |
| THR-445 | Advanced Acting | 3/4 |
| Correlating advanced acting techniques and the performance requirements of important historic, realistic, and contemporary playwrights. Students will analyze, rehearse, and perform scenes and monologues from a variety of periods including Greek, Medieval, Elizabethan, Restoration, Romantic, and Contemporary. Prerequisite: THR-340. | | |
| THR-447 | Advanced Directing | 3/4 |
| Directing styles contemporary and period. Focus on director/designer collaboration cumulating in the direction of a one-act play. Prerequisite: THR-441. | | |
| THR-490 | Independent Study | 3-6/1 |
| An independent project related course. Students work closely with a professor in the choosing of a topic, its design, and in the developing of a plan for its completion. Prerequisite: approval of the division chair | | |

Fine Arts

DIVISION



Michael Stockdale, DipRCM
Division Chair

Our mission is to affirm God's sovereignty in the performing arts and to provide musical, professional and spiritual leadership as a community of believers for student musicians that reflects musical, academic and spiritual excellence.

In this scholarly community of artists, we provide the freedom for students to explore the aesthetic dimension of humanity, to learn the craft and technique of their artistic pursuit and to recognize and understand their God-given gift as a responsibility and service to the larger community in declaration of the glory of God. In order to accomplish our mission and provide a practical means for creating a cultural aesthetic grounded in a Christian worldview, we offer degrees in performance, performance with a contemporary Christian music emphasis, music education, music and music with a Worship Arts emphasis. Specific coursework within these degrees address the various components of music, such as the theoretical underpinnings, technical proficiency in a performance area, technological applications related to music, and historical contexts, cultural attitudes and philosophies as they impact the structures, styles and purposes of this art form. Woven throughout our courses is a sense of musicality, of beauty that is qualitative in nature.

Our internship program and music capstone experience strive to combine the practical with the aesthetic components of music. The internships provide opportunities to apply the musical, academic and spiritual components of our program to areas such as church music and worship, studio work, private teaching, accompanying, instrument repair, music business, arts management and the like. Students completing a music degree have numerous career opportunities, including teaching K-12 music in a public or private school, creating a performance career, becoming a worship leader or member of a worship team, working in music business or industry with recording or other technology, or continuing music studies in graduate school.

Degrees

Bachelor of Arts (B.A.)
Bachelor of Music (B. Mus.)

Majors

Music (B.A.)
Music: Worship Arts (B.A.)
Music Education (B. Mus.)
Performance (B. Mus.)
Performance: Contemporary Christian Music (B.Mus.)

Minors:

Music (B.A.)

Cornerstone University is accredited by the National Association of Schools of Music (NASM)

CRITERIA FOR GRADUATION AS A DIVISION MAJOR: *See the Academic Information section under Graduation Requirements. Refer also to the Fine Arts Division Handbook.*

Degree information for the Bachelor of Arts and Bachelor of Music degrees along with major and minor listings by division can be found in the catalog section entitled Degree Information.

Faculty

Bohn, Donna M., Associate Professor of Music (2006); B.S. (1987), University of Alabama; M.M. (1989), Wichita State University; D.M.A. (1994), University of Alabama

Stockdale, Michael, Division Chair, Assistant Professor of Music (2007); ARCM (1982) DipRCM (1983) Royal College of Music, London, England

Van Dessel, Joan, Assistant Professor of Music (2007); B.M. (2001), Michigan State University; M.M. (2002), Guildhall School of Music & Drama, London, England; D.M. (2006), Florida State University

Van Dessel, Peter, Associate Professor of Music (1977); B.M. (1974), Houghton College; M.M. (1977), Temple University

Program Information & Requirements

ACCEPTANCE AS A MAJOR INTO THE MUSIC PROGRAM

All prospective students must audition for admission into any music major degree program. Specific information regarding dates, suggested repertoire and other guidelines can be obtained on the music department portion of the Cornerstone University Web site, or by calling the music department at (616) 222-1545. Transfer students beginning their studies in the spring semester must audition before or at the beginning of that semester.

On the basis of the audition, the music department will either accept or deny the student admission into the program. In some instances, students may be accepted on a probationary basis. If a student is not accepted into the program, that student has two additional opportunities to re-audition and can enroll in freshman-level music major courses.

Entering students intending to pursue a music major who have not auditioned before the music faculty may enroll in all freshman-level music major courses. These students must complete audition requirements at the fall semester jury, and will be fully accepted, or denied admission into the program at that time.

REQUIREMENTS FOR CONTINUATION AS A MUSIC MAJOR

Fine Arts Division Handbook

The Fine Arts Division publishes a handbook setting forth requirements and policies in addition to those stated in the catalog. The handbook is considered an extension of the Cornerstone University Academic Catalog.

Minimum Grades

Music Majors must pass all music courses in their prescribed degree program with a "C-" or better.

Large Ensembles

All students enrolled in music major degree programs must register for a large ensemble every semester. Those students with a concentration in instrumental music are required to participate in Symphonic Winds (MUP-X21). Those students with a concentration in voice are required to participate in University Chorale (MUP-X01) or Chancel Singers (MUP-X11). Keyboard and guitar majors may choose either a vocal or instrumental large ensemble. Exceptions to this are limited to music education majors who are completing their student teaching requirement and students who are not enrolled full-time.

Applied Lessons

All students enrolled in music major degree programs must register for applied lessons every semester. Exceptions to this are limited to music education majors who are completing their student teaching requirement and students who are not enrolled full-time.

Juries

All students enrolled in any applied lessons (MUA-XXX) must perform a jury before the music faculty each semester. The jury is the final exam for applied lessons and provides a record of student performance progress. A jury is not required in a semester in which the student performs a recital.

Music Convocations

All students enrolled in music major degree programs must register for Music Convocation (MUS-099) every semester. Students in the performance major must pass seven semesters of this course. Students majoring in music education or music (B.A.) must pass six semesters.

All students enrolled in music major degree programs must perform on at least one Music Convocation or studio recital every semester. If a student fails to perform during a semester, the student must perform twice the following semester.

Piano Proficiency Requirement

All students enrolled in music major degree programs must pass a piano proficiency exam as part of the degree requirements. Class Piano I-IV (MUS-143, 144, 243, 244) prepares students for the following exam components. Students must continue enrollment in piano courses until the exam is passed.

1. Technique:

- a. Scales: All major and harmonic minor scales, hands together, with correct fingering, two octaves in quarter notes, minimum tempo: Quarter note = 100.
- b. Arpeggios: All major and minor arpeggios, hands together, with correct fingering, two octaves in quarter notes, minimum tempo: Quarter note = 80.

2. Repertoire:

- a. (CCM/Worship Arts) One easy classical piece chosen from the Baroque, Classic, Romantic or Twentieth Century periods; also one contemporary song from a lead sheet or chord chart using standard pop keyboard voicings and appropriate stylistic gestures.
- b. (all other majors) Two easy classical pieces chosen from the Baroque, Classic, Romantic or Twentieth Century periods.

3. Improvisation/Sight-Reading:

- a. Students must play at sight an easy contemporary song from a lead sheet or chord chart.
- b. Students must harmonize at sight a simple melody with no chords provided.

4. Four-part Chordal Texture:

- a. Students will prepare in advance on short piece (e.g., a hymn).

Sophomore Evaluation

All students enrolled in music major degree programs must successfully complete a sophomore evaluation. This assessment is administered during the fourth semester of the major, and includes the following: 1) a full-faculty judged performance, 2) a brief interview, 3) an essay, and 4) fulfillment of specified academic requirements. Please refer to the Fine Arts Division Handbook for complete details.

Recitals

All students enrolled in music major degree programs must complete recital requirements as prescribed by the specific degree program.

Bachelor of Arts Majors & Minors

The music major within the B.A. degree is designed for those students wishing to combine music with some other discipline (e.g., music and business) or wishing to pursue private applied teaching at the elementary through intermediate levels.

General Education Core for the B.A. degree, as well as Minor concentrations, are listed in the Degree Information section (see page 50).

MUSIC MAJOR

| Required Courses | Credit Hours |
|--|--------------|
| MUA-XXX Applied Major | 8 |
| MUP-X01, X11, X21 – Large Ensemble (Chancel Singers, Chorale, Symphonic Winds) | 6 |
| MUP-131, 141, 151 – Small Ensemble | 2 |
| MUS-099 Music Convocation (Pass 6 semesters) | 0 |
| MUS-113, 114, 213 – Aural Perception I, II, III | 3 |
| MUS-117, 118, 217 – Music Theory I, II, III | 9 |
| MUS-171 Introduction to Music Technology | 3 |
| MUS-221, 222, 225 – Music History and Literature I, II, III | 9 |
| MUS-251 Basic Conducting | 3 |
| MUS-380 Internship | 3 |

| | | |
|---------|------------------------------------|-------|
| MUS-440 | Senior Recital | 0 |
| MUS-441 | Senior Recital Project | 1 |
| | Music Hours | 47 |
| | General Education Core Hours | 46 |
| | Minor Hours | 18-21 |
| | Elective Hours | 15-18 |
| | Total | 129 |

MUSIC (WORSHIP ARTS) MAJOR

| Required Courses | | Credit Hours |
|--------------------------------------|--|---------------------|
| CMI-221 | Learning, Liturgy and Technology | 3 |
| CMI-252 | Interpersonal & Intrapersonal Relationships | 3 |
| CMI-334 | Spiritual Formation | 3 |
| MDS-262 | Live Sound with Lab | 4 |
| MDA-281 | Audio Production II | 3 |
| MUA-XXX | Applied Major | 8 |
| MUP-X01, X11 or X21 | – Large Ensemble (Chancel Singers, Chorale or Symphonic Winds) | 6 |
| MUP-141 or MUP 171 | – Contemporary Ensemble or Worship Ensemble | 2 |
| MUS-099 | Music Convocation (pass 6 semesters) | 0 |
| MUS-113, 114, 213 | – Aural Perception I, II, III | 3 |
| MUS-117, 118, 217 | – Music Theory I, II, III | 9 |
| MUS-171 | Introduction to Music Technology | 3 |
| MUS-221, 222, 225 | – Music History & Literature I, II, III | 9 |
| MUS-251 | Basic Conducting | 3 |
| MUS-334 | Music & Worship | 3 |
| MUS-337 | Church Music Methods & Materials | 3 |
| MUS-380 | Internship | 3 |
| MUS-440 | Senior Recital | 0 |
| MUS-441 | Senior Recital Project | 1 |
| REL-33X | Biblical Literature Course | 3 |
| REL-43X | Bible Analysis Course | 3 |
| One of the following: | | 3 |
| REL-357 | Old Testament History & Theology | |
| REL-358 | New Testament History & Theology | |
| Choose 6 credits from the following: | | 6 |
| COM-241 | Introduction to Oral Interpretation | |
| COM-322 | Advance Public Speaking | |
| MDA-121 | Introduction to Electronic Media | |
| MDA-319 | Mass Media Literacy | |
| MDA-271 | Video Production I | |
| MDA-352 | Faith, Film and Culture | |
| THR-242 | Introduction to Theatre | |
| THR-336 | Voice and Movement | |
| THR-340 | Principles of Acting | |
| THR-344 | Stagecraft | |
| THR-441 | Play Directing | |
| | Total | 84 |
| | General Education Core Hours | 46 |
| | Complete Degree Total | 130 |

MUSIC MINOR

| Required Courses | | Credit Hours |
|-------------------------|--|---------------------|
| MUA-XXX | Applied Music (4 semesters) | 4 |
| MUP-X01, X11 or X21 | - Large Ensemble (Chancel Singers, Chorale, Symphonic Winds) | 4 |
| MUS-113, 114 | - Aural Perception I, II | 2 |
| MUS-117, 118 | - Music Theory I, II | 6 |
| MUS-221, 222 or 225 | - Music History and Literature I, II or III | 3 |
| MUS-XXX | Music Electives | 3 |
| | Total | 22 |

Bachelor of Music Majors & Minors

The Bachelor of Music degree is designed for students seeking careers in areas associated with music performance, K-12 teaching and full-time Christian ministry, and for students who desire to continue their studies on the graduate level. Students may choose from the following majors: performance, performance (contemporary Christian music) and music education.

PERFORMANCE MAJOR

General Education Core requirements for the B.Mus. are listed in the Degree Information section (see page 50).

| Required Courses | Credit Hours |
|--|-------------------------------|
| MUA-XXX Applied Major | 16 |
| MUA-XXX Applied Minor | 4 |
| MUP-X01, X11 or X21 – Large Ensemble (Chancel Singers, Chorale, Symphonic Winds) | 8 |
| MUP-131, 141, 151 – Small Ensemble | 2 |
| MUS-099 Music Convocation (Pass 7 semesters) | 0 |
| MUS-113, 114, 213, 214 – Aural Perception I, II, III, IV | 4 |
| MUS-117, 118, 217, 218 – Music Theory I, II, III, IV | 12 |
| MUS-171 Introduction to Music Technology | 3 |
| MUS-221, 222, 225 – Music History and Literature I, II, III | 9 |
| MUS-251 Basic Conducting | 3 |
| MUS-311 Counterpoint | 2 |
| MUS-314 Orchestration and Arranging | 3 |
| MUS-317 Keyboard Harmony | 2 |
| MUS-340 Junior Recital | 0 |
| MUS-380 Internship | 3 |
| MUS-411 Form and Analysis | 3 |
| MUS-432 Pedagogy (reflecting applied major) | 2 |
| MUS-440 Senior Recital | 0 |
| MUS-441 Senior Recital Project | 1 |
| MUS-XXX Music Electives* | 6 |
| | Music Hours: |
| | 83 |
| | General Ed. Core Hours: |
| | 40 |
| | Elective Hours: |
| | 6 |
| | Total Hours: |
| | 129 |

*MUS-253 Diction I and MUS-255 Diction II replace music electives for vocal majors only.

PERFORMANCE (CONTEMPORARY CHRISTIAN MUSIC) MAJOR

General Education Core requirements for the B.Mus. are listed in the Degree Information section (see page 50).

| Required Courses | Credit Hours |
|--|---------------------|
| MDA-281 Audio Production II | 3 |
| MUA-XXX Applied Major | 16 |
| MUA-XXX Applied Minor | 4 |
| MUP-X41 Contemporary Ensemble | 4 |
| MUP-X01, X11 or X21 – Large Ensemble (Chancel Singers, Chorale, Symphonic Winds) | 6 |
| MUS-099 Music Convocation (Pass 7 semesters) | 0 |
| MUS-113, 114, 213, 214 – Aural Perception I, II, III, IV | 4 |
| MUS-117, 118, 217, 218 – Music Theory I, II, III, IV | 12 |
| MUS-171 Introduction to Music Technology | 3 |
| MUS-221, 222, 225 – Music History and Literature I, II, III | 9 |
| MUS-251 Basic Conducting | 3 |
| MUS-314 Orchestration and Arranging | 3 |
| MUS-315 Songwriting | 2 |
| MUS-317 Keyboard Harmony | 2 |
| MUS-334 Music and Worship | 3 |
| MUS-340 Junior Recital | 0 |
| MUS-371 Sequencing | 2 |
| MUS-380 Internship | 3 |
| MUS-432 Pedagogy (reflecting applied major) | 2 |
| MUS-440 Senior Recital | 0 |

| | | |
|---------|------------------------|-----|
| MUS-441 | Senior Recital Project | 1 |
| MUS-460 | Music Business | 3 |
| | Music Hours | 85 |
| | General Ed. Core Hours | 40 |
| | Elective Hours* | 4 |
| | Total Hours | 129 |

*MUS-253 Diction I and MUS-255 Diction II replace elective hours for vocal majors only.

MUSIC EDUCATION MAJOR

General Education Core requirements for the B.Mus. are listed in the Degree Information section (see page 50).

| Required Courses | Credit Hours |
|--|--------------|
| MUA-XXX Applied Major | 8 |
| MUP-X01, X11, X21 Large Ensemble (Chancel Singers, Chorale, Symphonic Winds) | 7 |
| MUP-X31, X41, X51 Small Ensemble | 2 |
| MUS-099 Music Convocation (Pass 6 semesters) | 0 |
| MUS-113, 114, 213, 214 – Aural Perception I, II, III, IV | 4 |
| MUS-117, 118, 217, 218 – Music Theory I, II, III, IV | 12 |
| MUS-171 Introduction to Music Technology | 3 |
| MUS-221, 222, 225 – Music History and Literature I, II, III | 9 |
| MUS-251 Basic Conducting | 3 |
| MUS-314 Orchestration and Arranging | 3 |
| MUS-317 Keyboard Harmony | 2 |
| MUS-326 Non-Western Music | 2 |
| MUS-382 Music Teacher Assistant Practicum | 1 |
| MUS-440 Senior Recital | 0 |
| MUS-441 Senior Recital Project | 1 |
| MUS-450 Music Methods: Middle and High School | 3 |
| MUS-457 Music Methods: Elementary School | 2 |

Instrumental Emphasis:

| | |
|---|---|
| MUS-161 Vocal Fundamentals | 1 |
| MUS-291 Brass Methods | 1 |
| MUS-292 Woodwind Methods | 1 |
| MUS-293 Percussion Methods | 1 |
| MUS-294 String Methods | 1 |
| MUS-353 Advanced Conducting: Instrumental | 3 |

Vocal Emphasis:

| | |
|-------------------------------------|---|
| MUS-165 Guitar Fundamentals | 1 |
| MUS-253 Diction I | 2 |
| MUS-255 Diction II | 2 |
| MUS-352 Advanced Conducting: Choral | 3 |

Total 70

Professional Education and Other Required Courses:

| | |
|--|---|
| EDU-230 Principles and Philosophy of Education | 3 |
| EDU-231 School Observation Practicum | 1 |
| EDU-344 Content Area Literacy | 3 |
| EDU-363 Diverse Populations/Differentiated Instruction | 3 |
| EDU-381 Educational Psychology | 3 |
| EDU-430 Directed Teaching Seminar | 3 |
| EDU-491 K-12 Music Directed Teaching Practicum | 9 |
| PSY-232 Developmental Psychology | 3 |

Education Hours 28

General Core Hours 37

Total 135

Course Descriptions

Department Level/Course Name

Credits/Frequency

(See page 53 for codes)

Fine Arts

FAR-243 Art For Elementary Classroom Teachers

3/1

The study of art with instruction in clay sculpture, oil paints, pastels, graphite, and other mediums to prepare education students for art basics in the self-contained elementary classroom. Required for all students in the Elementary Education program in the planned program minor.

FAR-480 Topics In Fine Arts

1-3/6

An in-depth investigation of a fine arts topic chosen by the instructor in conjunction with student demand.

Music

MUA-XXX Applied Lessons

1-2/1

Foundational to the development of skills in a performance area, weekly one-half hour or hour private lessons are available to all students on many orchestral instruments, piano, organ, guitar, drumset, and voice.

MUP-X01 University Chorale

1/1

A select choral ensemble dedicated to the regular public performance of outstanding choral literature, and to choral performances as a means of worship, and Christian service. The University Chorale specializes in a broad spectrum of choral literature ranging from large-scale works employing orchestral accompaniment, to sixteenth-century a cappella motets, as well as contemporary choral compositions, jazz and spirituals. Membership by audition only.

MUP-X11 Chancel Singers

1/1

A large choral ensemble emphasizing outstanding choral performances for purposes of worship and ministry. Choristers prepare for campus performances, including Chapel, as well as outreach concerts in churches and retirement homes. Membership is open to all students without audition.

MUP-X21 Symphonic Winds and Chamber Winds

1/1

A select group of woodwind, brass and percussion players committed to the quality performance of outstanding wind ensemble and concert band literature. Each semester the Symphonic Winds and Chamber Winds perform formal concerts consisting of standard and contemporary masterworks. At the beginning of each fall term, a weekend retreat is held off-campus to foster musical growth and camaraderie among its members. Membership by audition only.

MUP-X41 Contemporary Ensembles

1/1

Small ensembles comprised of drums, bass, keyboard, guitars, and vocalists. Contemporary Ensembles perform music in a variety of styles drawn from the broad umbrella of popular music. The groups explore experimentation with various ensemble textures, ability to produce stylistically appropriate instrumental parts from a chart, microphone techniques for soloists and instrumentalists, background vocals, improvisation and soloing, and listening skills required for good ensemble. Contemporary Ensembles perform both on and off campus in a variety of settings. Membership by audition only. Concurrent enrollment: MUA course in appropriate performance area.

MUP-X51 Small Ensembles

1/1

A variety of ensembles provide an opportunity to study and play representative standard chamber literature. Opportunities include woodwind quintet, brass quintet, percussion ensemble, string ensemble, opera workshop, and vocal ensemble ("Credo"). Some ensembles also perform in high schools and churches. Some ensembles require an audition. Concurrent enrollment: MUA course in appropriate performance area.

MUP-X61 Pep Band

1/1

A highly energetic ensemble comprised of winds, bass and drums. Pep Band serves to enhance the atmosphere at Cornerstone University men's and women's basketball games, by performing rock, funk, jazz and traditional pep band cheers. Membership is open to all students.

MUP-X71 Worship Ensemble

1/1

A small ensemble comprised of drums, bass, keyboard, guitars and vocalists. Through this ensemble, students will prepare and minister music for congregational singing. Students will not only develop related musical skills, but also ministry skills such as calls to worship, scripture reading and public prayer. Primarily serving in the university chapels, the group may also perform off campus. Membership by audition only.

MUS-099 Music Convocation

0/1

A regular forum primarily for the purpose of student performances and dissemination of music department information. May also include guest lecturers and other topics and activities designed to enhance and enrich students' music education. Required of all music majors.

MUS-113 Aural Perception I 1/2
Parallels the course work in Music Theory I to match the student's aural skills with their theoretical skills. Equips the student with the skills needed to sight-sing basic tonal melodies using solfege, to notate melodies, rhythms, and harmonies, and aurally identify scales, intervals, triads and simple harmonic progressions. Concurrent enrollment: MUS-117

MUS-114 Aural Perception II 1/2
A continuation of Aural Perception I. The student's skills are expanded to include the ability to notate and identify basic chord progressions and cadences utilizing triads in all inversions. Sight-singing and dictation skills are further developed. Prerequisites: MUS-113, 117. Concurrent enrollment: MUS-118.

MUS-117 Music Theory I 3/2
An introduction to music theory, providing fundamental skills in the development of the student as musician. Components include music notation writing skills, identifying and notating scales, key signatures, intervals, chords, and rhythms, chords using inversion symbols and figured bass as well as pop notation, utilizing basic principles of voice leading for triads, harmonic analysis of excerpts and smaller works. Concurrent enrollment: MUS-113

MUS-118 Music Theory II 3/2
A continuation of Music Theory I. Expansion on previous materials, including cadences and other basic structural units such as phrases and period forms, harmonic analysis of more complex progressions and larger classical and popular works, non-chord tones, increased development of four-part writing including all diatonic triads and seventh chords. Prerequisites: MUS-113, 117. Concurrent enrollment: MUS-114.

MUS-143 Class Piano I 1/2
The first of a four-semester piano course sequence designed to prepare students for the level of playing necessary to pass the piano proficiency exam required of all music majors. Orientation to the keyboard, including basic technique, rhythm, tone conception, articulation and fingering. Major and minor pentachord patterns, sight reading, transposition, simple I-V harmonization, basic repertoire.

MUS-144 Class Piano II 1/2
Continuation of MUS-143, including pedaling and phrasing, major scales, I-IV-V progressions and harmonization/transposition with simple accompaniment patterns. Introduction to playing by ear and improvisation. Appropriate sight reading and solo repertoire.

MUS-161 Vocal Fundamentals 1/2
An introductory study and application of basic vocal technique including physiology of singing, respiration, phonation, resonance, registers, diction, interpretation, and communication. Both classical and contemporary vocal techniques are utilized. Some individual instruction provided using standard song repertoire.

MUS-165 Guitar Fundamentals 1/2
An introductory study and application of basic guitar techniques including scales, standard chord voicing and inversions, finger-style techniques, tone production and rhythmic accompaniment. Both classical and contemporary guitar styles are incorporated. Some individual instruction provided using standard guitar repertoire.

MUS-171 Introduction To Music Technology 3/1
A survey course designed to provide hands-on exposure to a broad spectrum of topics related to music technology. Students learn fundamentals of synthesis, MIDI, analog and digital audio, scoring (using Finale and Sibelius), computer-assisted music education, and computer-based accompaniment packages (i.e. SmartMusic).

MUS-213 Aural Perception III 1/2
A continuation of Aural Perception II. The aural identification of all seventh-chords, more complex rhythmic patterns, and an intense concentration on sight-singing and melodic and harmonic dictation. Prerequisites: MUS-114, 118. Concurrent enrollment: MUS-217.

MUS-214 Aural Perception IV 1/2
A continuation of Aural Perception III. The aural identification of modes, secondary dominants, Neapolitans and augmented sixth chords in both melodic and harmonic contexts. Sight-singing melodies using chromaticism. Prerequisites: MUS-213, 217. Concurrent enrollment: MUS 218.

MUS-217 Music Theory III 3/2
A continuation of Music Theory II. Secondary dominants, modulations, chromatic harmonies including Neapolitan and augmented sixth chords, larger formal structures such as binary and ternary forms in both classical and popular styles. Prerequisites: MUS-114, 118. Concurrent enrollment: MUS-213

MUS-218 Music Theory IV 3/2
A continuation of Music Theory III. Late Romantic and Twentieth century techniques including non-Western scales and harmonic structures, Schenkerian analysis, atonality and basic set theory, serial techniques. Also includes jazz theory, studying harmonic structures, keyboard voicings, chord substitutions, blues and other forms, scales utilized for improvisation and chord structure. Prerequisites: MUS-213, 217. Concurrent enrollment: MUS-214

- MUS-221 Music History and Literature I** 3/2
A study of the development of Western music from earliest record through the Baroque period (1750). Representative composers and works are examined. Emphasis is placed upon historical and cultural context, aesthetic attitudes, musical philosophies, trends in theory and composition, and developments in form and style. *(Fulfills major writing intensive requirement.)*
- MUS-222 Music History and Literature II** 3/2
A study of the development of Western music from early Classic through the Romantic period. Representative composers and works are examined. Emphasis is placed upon historical and cultural context, aesthetic attitudes, musical philosophies, trends in theory and composition, and developments in form and style. *(Fulfills major writing intensive requirement.)*
- MUS-225 Music History and Literature III** 3/2
A study of the development of Western music in the twentieth century to the present time. Also includes contemporary popular forms such as Jazz. Representative composers and works are examined. Emphasis is placed upon historical and cultural context, aesthetic attitudes, musical philosophies, trends in theory and composition, and developments in form and style. *(Fulfills major writing intensive requirement.)*
- MUS-243 Class Piano III** 1/2
Continuation of MUS-144, including major scales and arpeggios, introduction to minor scales and arpeggios, major and minor primary chord patterns and harmonization/transposition. Appropriate sight reading, solo and ensemble repertoire, and easy hymns.
- MUS-244 Class Piano IV** 1/2
Continuation of MUS-243, including all major and minor scales and arpeggios in multiple octaves, harmonization/transposition using advanced chord progressions. More difficult hymns and four-part chorale settings. Intermediate level repertoire such as Bach's short preludes, Classic era sonatas, Schumann's *Album for the Young*, Bartok's *Mikrokosmos*.
- MUS-251 Basic Conducting** 3/2
A one-semester course covering the fundamental skills required for leading ensembles in performance. It is a multi-dimensional course encompassing the physical skills (baton technique, symmetrical and asymmetrical patterns, cueing, subdivisions, fermatas, releases, expressive gestures, non-verbal communication, hand independence, etc.), aural skills (internalization, error detection, aural imaging, intonation deficiencies, etc.), and theoretical skills (score reading, transposition, terminology, score analysis and preparation, rehearsal technique, leadership, etc.) of conducting. Prerequisites: MUS-114, 118.
- MUS-253 Diction I** 2/4
An introduction to the rules of pronunciation for singing Latin, Italian and German languages. As a part of learning proper pronunciation, students will develop proficiency in their use of the International Phonetic Alphabet through reading, writing and speaking phonetically transcribed song and aria texts.
- MUS-254 Music For Elementary Classroom Teachers** 3/1
Knowledge base, appreciation, and pedagogy for music instruction in the self-contained classroom. Course includes introduction to basic elements of music: rhythm, melody, texture, timbre, dynamics and form; historic development of western and non-western music; movement; the developing singing voice; classroom instruments; listening experiences; series books and curriculum. Required for the Elementary Education program and the planned program minor. Prerequisite: EDU-230 or permission of the instructor.
- MUS-255 Diction II** 2/4
An introduction to the rules of pronunciation for singing in the French and English languages. As a part of learning proper pronunciation, students will develop proficiency in their use of the International Phonetic Alphabet through reading, writing and speaking phonetically transcribed song and aria texts.
- MUS-280 Topics in Music** 1/3
An investigation of a musical topic chosen by the instructor in conjunction with student demand.
- MUS-291 Brass Methods** 1/4
Study in the technical aspects of embouchure, tone production, hand position, fingering, articulation and playing of the trumpet, horn, euphonium, trombone and tuba. Emphasis is on teaching methods and materials to prepare students for teaching these instrumental privately or in the schools.
- MUS-292 Woodwinds Methods** 1/4
Study in the technical aspects of embouchure, tone production, hand position, fingering, articulation and playing of the flute, oboe, clarinet, bassoon, and saxophone. Emphasis is on teaching methods and materials to prepare students for teaching these instrumental privately or in the schools.

- MUS-293 Percussion Methods** 1/4
Study in the technical aspects of playing the snare drum, timpani, keyboard mallet instruments, drumset, marching percussion, and other percussion accessory instruments. Emphasis is on teaching methods and materials to prepare students for teaching these instrumental privately or in the schools.
- MUS-294 String Methods** 1/4
Study in the technical aspects of tone production, manual dexterity, fingering, and bowing of the violin, cello and double bass. Emphasis is on teaching methods and materials to prepare students for teaching these instrumental privately or in the schools.
- MUS-311 Counterpoint** 2/4
A study of 18th century contrapuntal practice. Emphasizes writing and analysis in two, three, and four parts in the important forms and techniques, including invention, canon, fugue, chorale preludes, trio sonata, and invertible counterpoint. Prerequisites: MUS-213, 217.
- MUS-314 Orchestration and Arranging** 3/4
A study of the art of orchestration and arranging for a variety of ensembles, including the full orchestra, concert band, rock band, jazz ensemble and smaller chamber groups. Includes a detailed examination of all of the major instrument groups and their typical uses in both classical and popular/contemporary musical genres. Prerequisites: MUS-213, 217
- MUS-315 Songwriting** 2/4
Students examine the art of songwriting in a variety of popular music styles. Class work involves analysis of popular song melodies and lyrics, study of lyric writing and organization, hooks, form and melodic structure and creation of song demos. Students are required to compose at least four songs over the course of the semester in a variety of styles. Students are able to hear their songs performed in periodic "seminar" type sessions and have the opportunity to have their work recorded by students in other music technology courses. Prerequisites: MUS-171, 213, 217, or permission of instructor.
- MUS-317 Keyboard Harmony** 2/1
Application of harmony to the keyboard, includes scales, modes, diatonic triad and seventh chord harmonizations, cadential formulas, secondary dominants, additional chromatic harmonies, modulations and enharmonic resolutions. Prerequisites: MUS-213, 217, passed proficiency.
- MUS-326 Non-Western Music** 2/4
A survey of the traditional music from the world's non-Western cultures and the various methods of ethnomusicological research. The student acquires objective listening skills through the study of the traditional music of China, Japan, Southeast Asia, India, and the Arabic countries as well as other cultures such as American Indian, Australian Aborigine, African, and Micronesian. These skills are used to develop the understanding that music, like any art form, is a cultural expression of the society that produced it. Prerequisite: junior status
- MUS-334 Music And Worship** 3/4
Students will develop a philosophy of worship and aesthetics through a historical survey of the development of music and worship in the church and a theological survey of music and worship throughout scripture. Students will then apply their philosophy practically in the development of a public worship service that is musically, aesthetically and theologically consistent and coherent.
- MUS-337 Church Music, Methods and Materials** 3/4
A practical study of current denominational music practices including traditional, contemporary and alternative; students explore current resources including repertoire, literature, audio, video and Web based. Students are required to design musical components of worship services for a variety of settings. Prerequisite: MUS-334
- MUS-340 Junior Recital** 0/1
One-half hour recital required of performance majors.
- MUS-352 Advanced Conducting: Choral** 3/4
A one-semester course advancing the fundamental skills learned in Basic Conducting with a focus on choral ensembles. In addition to the development of conducting skills (physical, aural and theoretical) and rehearsal techniques necessary for preparing choral ensembles for performance, student have practical opportunities to develop self-confidence and leadership skills within a laboratory setting. Prerequisite: MUS-251
- MUS-353 Advanced Conducting: Instrumental** 3/4
A one-semester course advancing the fundamental skills learned in Basic Conducting with a focus on instrumental ensembles. Students develop mastery of conducting skills (physical, aural and theoretical) with several opportunities for practical application within a laboratory setting. Preparing the instrumental music educator for conducting instrumental ensembles from creation to concert is the primary course focus. Prerequisite: MUS-251

- MUS-371 Sequencing** 2/4
Students study the art of sequencing, using the Cakewalk SONAR platform. Topics include terminology and concepts relevant to MIDI sequencing, incorporation of audio with MIDI, use of software synthesis and Propellerhead Reason within the SONAR application, extensive study of MIDI controllers, and other techniques necessary to create professional-sounding, high-quality sequenced musical works. The course culminates in a large creative project utilizing the techniques and tools studied throughout the semester. Prerequisite: MUS-171
- MUS-380 Internship** 3/1
An experience outside of the classroom where the student gains practical experience in the area of desired employment. Includes church music, music/business, pedagogy, accompanying, and other areas related to music. Prerequisite: junior status.
- MUS-382 Music Teacher Assistant Practicum** 1/1
A practical "hands-on" experience assisting a successful high school music program. Typically, students with an instrumental emphasis take this course in the fall semester to observe and participate in marching band direction. Students with a vocal emphasis typically take this course in the spring semester to observe and participate in musical theatre direction. A music faculty member works with the cooperating teacher throughout, including the process of evaluation. Prerequisite: admission to the Education program, EDU-230
- MUS-411 Form and Analysis** 3/4
The examination of music theory and forms of the Medieval, Renaissance and early Baroque eras, and extensive analysis in major scores from the mature Baroque era to the late Romantic era. Prerequisites: MUS-213, 217.
- MUS-432 Pedagogy** 2/1
Required of performance majors to provide in-depth pedagogical study of the student's major performance area. Specific areas of study include voice, piano, guitar, percussion, and all wind instruments. Emphasis is placed on practical teaching skills of the specific performance area, including literature and teaching philosophy, as well as unique technical components. Each performance area is offered as needed.
- MUS-440 Senior Recital** 0/1
One-half hour recital required of music education and B.A. music majors. One hour recital required of performance majors. Concurrent enrollment: MUS-441.
- MUS-441 Senior Recital Project** 1/1
Students develop responsibility for planning, meeting deadlines, organizing rehearsals, preparing a program, and publicity. This project increases music research and writing skills, particularly in articulating musical concepts, developing a broad conceptual understanding of musical history as it relates to current performance practices, and practically connects historical and analytical elements of music to performance. Concurrent enrollment: MUS-440.
- MUS-442 Special Recital** 0/1
Available to all music majors interested in performing a recital beyond their degree requirements.
- MUS-450 Music Methods: Middle and High School** 3/4
Development of a personal philosophy of successful teaching and administration. Areas covered include aesthetic basis of music education; curriculum development with sequential organization of concepts of the elements of music; general and special music classes; performance groups; select, non-select, ensembles and concert groups; understanding the changing voice of middle school boys and the vocal development and potential of ages 12-18; instrumental pedagogical techniques; rehearsal planning and techniques; choosing or arranging proper literature; exposure to classical, popular, jazz, folk and ethnic music as well as musical theatre; administration of musicals; classroom control; auditioning; festivals and contests, computer applications and current trends; budgets, purchasing procedures, scheduling, library organization, testing and measurement, public relations and ethics. Prerequisite: junior status and MUS-251.
- MUS-457 Music Methods: Elementary School** 2/4
Course designed for the music specialist. Study includes Kodaly, Dalcroze, Orff, MMCP, and MIDI methodologies and applications; early training in Orff instruments, recorders and autoharp; systematic pedagogy of the basic elements of music; understanding, training and developing the singing voice, ages 4-12; teaching and leading singing; theory and practice of movement; call charts and listening experiences; lesson and program planning; handicapped, gifted, and multi-cultural education. Prerequisite: EDU-230 or permission of instructor.
- MUS-460 Music Business** 3/4
An introductory course presenting a structural overview of the music business and entertainment industries. Historical development of music as a business and the development of the marketplace for both music and musicians. Emphasis is placed on contemporary music business practices. Topics include songwriting, publishing, royalties and rights, artist management, arts management, professional organizations, copyright law, record industry, union and guilds, and career development.

MUS-480 Advanced Topics

1-3/6

An in-depth investigation of a musical topic chosen by the instructor in conjunction with student demand.

History & Social Science

DIVISION



Brenda King, Ph.D.
Division Chair

The history, psychology and sociology programs enhance the writing, speaking, critical thinking and problem solving skills that are adaptable to a wide range of occupational pursuits. We teach a Christian philosophy of history, taking a lineal approach that history has a definite beginning with creation and ends when Christ returns to establish His kingdom upon earth. We teach that God is sovereign, directing the historical process toward the fulfillment of His ends while simultaneously allowing free will to men.

Sociology taught from a Christian worldview seeks to create a better world with higher levels of justice and righteousness in society by providing answers to the problematic concerns raised by modernity. The study of sociology seeks to redress the disconnectedness of modern society through the application of biblical principles to social arrangements.

Psychology contends that, while values and assumptions cloud our perception of reality, careful scientific and biblical scholarship can clear the lens through which we view reality. Psychology offers a useful, albeit limited, perspective regarding human nature, but one that nonetheless complements our faith. Integrating psychology and faith calls for a mixture of Christian criticism and Christian application.

The family studies major is designed to offer students an in-depth exposure to interpersonal relationships as it relates primarily to the family. Course work is designed to provide a foundation of experience, knowledge and skills taught from a Christian perspective.

The mission of the social work program at Cornerstone University is to prepare students for competent entry-level social work practice within the framework of a Christian worldview.

Degrees

Bachelor of Arts (B.A.)

Majors

Family Studies
History
Psychology
Social Studies Group
Social Work

Minors:

Family Studies
History
Psychology
Social Studies Group
Social Work
Sociology

CRITERIA FOR GRADUATION AS A DIVISION MAJOR: See the *Academic Information* section under *Graduation Requirements*. Students with a major in the *History/Social Science Division* must attain the 30th percentile on *Senior Assessment* exam to graduate.

Degree information for the Bachelor of Arts degree along with major and minor listings by division can be found in the catalog section entitled *Degree Information*.

Faculty

King, Brenda T., Professor of Sociology (1976) (chair); B.A. (1970), Wilson College; M.R.E. (1972), Grand Rapids Baptist Seminary; M.A. (1982), Western Michigan University; Ph.D. (2002), Western Michigan University

Benson, Erik, Associate Professor of History (2005); B.A. (1993), Cedarville College; M.A. (1995) Central Michigan University; Ph.D. (2001), University of Georgia.

Carew, Nola, Assistant Professor of Social Work and Coordinator of Field Placement (2006); B.S.W. (1988), Grand Valley State University; M.S.W. (1992), Grand Valley State University; Ph.D. (cand.), Michigan State University.

Ehnis, Daniel K., Professor of Psychology (1978); B.A. (1974), Cedarville College; M.S. (1978), Wright State University; Ed.D. (1986), Western Michigan University

McDonald, Nicole D., Associate Professor of Psychology (1998); B.G.S. (1993), University of Michigan; M.A. (1995), Michigan State University; Ed.S. (1996), Michigan State University; Ph.D. (1999), Michigan State University

Sanders, Scott G., Associate Professor & Director of Social Work Program (2006); B.S. (1988), Eastern Michigan University; M.S.W. (1991), Grand Valley State University; Ph.D. (2006), University of Kentucky

Majors & Minors

FAMILY STUDIES MAJOR

Students majoring in family studies will take a series of courses that provide them with a foundation for understanding the dynamics and issues related to marriage and family. This major specifically addresses the family life cycle, ranging from child development to gerontology and marital relationships to parenting. Course work is designed to offer students an in-depth exposure to contemporary family life based upon biblical truths, social-science research and clinical insights.

Students majoring in family studies must take PSY-111, *General Psychology*, to meet the Social Science requirement in the core.

| Required Courses | Credit Hours |
|---|--------------|
| FAM-211 Introduction to Relationships | 3 |
| FAM-332 Ecology of Family Interaction | 3 |
| FAM-380 Internship | 3 |
| FAM-400 Senior Seminar | 3 |
| FAM-451 Marriage and Family Counseling | 3 |
| FAM-453 Integrated Statistics/Research I | 3 |
| FAM-454 Integrated Statistics/Research II | 3 |
| SOC-111 Introduction to Sociology | 3 |
| SOC-432 The Family | 3 |
| One of the following: | 3 |
| PSY-322 Theories of Personality | |
| PSY-353 Abnormal Psychology | |
| Two of the following: | 6 |
| PSY-237 Child Psychology | |
| PSY-238 Adolescent Psychology | |
| PSY-239 Adult Psychology | |
| SOC-441 Gerontology | |
| Total | 36 |

CRITERIA FOR GRADUATION: Students must attain the 30th percentile on *Senior Assessment* exam to graduate.

FAMILY STUDIES MINOR

Students minoring in Family Studies must take PSY-111 General Psychology to meet the Social Science requirement in the core.

| Required Courses | | Credit Hours |
|----------------------------|---------------------------------------|---------------------|
| FAM-211 | Introduction to Relationships | 3 |
| FAM-451 | Marriage and Family Counseling | 3 |
| SOC-111 | Introduction to Sociology | 3 |
| SOC-432 | The Family | 3 |
| One of the following:..... | | 3 |
| | FAM-332 Ecology of Family Interaction | |
| | FAM-346 Child Welfare | |
| | SWK-441 Gerontology | |
| One of the following:..... | | 3 |
| | PSY-237 Child Psychology | |
| | PSY-238 Adolescent Psychology | |
| | PSY-239 Adult Psychology | |
| One of the following:..... | | 3 |
| | PSY-322 Theories of Personality | |
| | PSY-353 Abnormal Psychology | |
| Total | | 18 |

HISTORY MAJOR (Bachelor of Arts)

| Required Courses | | Credit Hours |
|--|--------------------------------|---------------------|
| HIS-113 | World Civilization I | 3 |
| HIS-114 | World Civilization II | 3 |
| HIS-221 | United States History I | 3 |
| HIS-222 | United States History II | 3 |
| HIS-380 | Internship | 3 |
| HIS-451 | Historiography I | 2 |
| HIS-452 | Historiography II | 1 |
| Upper level electives in History (including two courses in European or non-Western History and one course in American History) | | 15 |
| Total | | 33 |

CRITERIA FOR GRADUATION: *Students must attain the 30th percentile on Senior Assessment exam to graduate.*

HISTORY MINOR

| Required Courses | | Credit Hours |
|--|--------------------------------|---------------------|
| HIS-113 | World Civilization I | 3 |
| HIS-114 | World Civilization II | 3 |
| HIS-221 | United States History I | 3 |
| HIS-222 | United States History II | 3 |
| Upper level electives in History | | 6 |
| Total | | 18 |

HISTORY MAJOR FOR ELEM. AND SEC. TEACHERS (Bachelor of Arts)

| Required Courses | | Credit Hours |
|---|--------------------------------|---------------------|
| HIS-113 | World Civilization I | 3 |
| HIS-114 | World Civilization II | 3 |
| HIS-211 | Michigan History | 3 |
| HIS-221 | United States History I | 3 |
| HIS-222 | United States History II | 3 |
| HIS-451 | Historiography | 3 |
| Upper level electives in History (including two courses in European or non-Western History and one course in American History) | | 12 |
| Total | | 30 |

HISTORY MINOR FOR ELEM. AND SEC. TEACHERS

| Required Courses | Credit Hours |
|--|--------------|
| HIS-113 World Civilization I | 3 |
| HIS-114 World Civilization II | 3 |
| HIS-211 Michigan History | 3 |
| HIS-221 United States History I | 3 |
| HIS-222 United States History II | 3 |
| Upper level electives in History | 6 |
| Total | 21 |

PSYCHOLOGY MAJOR (Bachelor of Arts)

| Required Courses | Credit Hours |
|---|--------------|
| PSY-111 General Psychology | 3 |
| One of the following | 3 |
| PSY-237 Child Psychology | |
| PSY-238 Adolescent Psychology | |
| PSY-239 Adult Psychology | |
| PSY-380 Internship | 3 |
| One of the following: | 3 |
| PSY-322 Theories of Personality | |
| PSY-343 Learning and Motivation | |
| PSY-353 Abnormal Psychology | |
| PSY-421 Theories of Counseling | |
| PSY-422 Systems of Psychology | 3 |
| PSY-441 Physiological Psychology | 3 |
| PSY-453 Integrated Statistics/Research I | 3 |
| PSY-454 Integrated Statistics/Research II | 3 |
| PSY-400 Senior Seminar | 3 |
| Upper Level Electives in Psychology | 3 |
| Total | 30 |

CRITERIA FOR GRADUATION: *Students must attain the 30th percentile on Senior Assessment exam to graduate.*

PSYCHOLOGY MINOR

| Required Courses | Credit Hours |
|---|--------------|
| PSY-111 General Psychology | 3 |
| PSY-441 Physiological Psychology | 3 |
| One of the following: | 3 |
| PSY-237 Child Psychology | |
| PSY-238 Adolescent Psychology | |
| PSY-239 Adult Psychology | |
| One of the following: | 3 |
| PSY-322 Theories of Personality | |
| PSY-353 Abnormal Psychology | |
| Upper Level Electives in Psychology | 6 |
| Total | 18 |

Psychology Major Four Year Program Illustration

Freshman year

| | | |
|---------------------|--|----|
| COM-112 | Communication In Culture | 3 |
| ENG-212 | Writing In Culture | 3 |
| IDS-101 | Creativity, Innovation & Problem Solving | 2 |
| KIN-100 | Foundations of Wellness | 2 |
| MGT-100 | Leadership In Culture | 2 |
| PHI-211 | Philosophy In Culture | 3 |
| PSY-111 | General Psychology | 3 |
| PSY-237 | Child Psychology | 3 |
| REL-103 | Biblical Hermeneutics | 3 |
| REL-104 | Old Testament Literature & History | 3 |
| SCI-213 | Quantitative Reasoning | 2 |
| SCI-XXX | Biology or Physical Science lab | 4 |
| Total Freshman Year | | 33 |

Sophomore year

| | | |
|------------------------------|------------------------------------|----|
| HIS-113 | World Civilization I | 3 |
| IDS-311 | Imagination in Culture | 3 |
| KIN-1XX | Activities Course | 1 |
| PSY-343 | Learning & Motivation | 3 |
| REL-204 | New Testament Literature & History | 3 |
| Major, minor or core courses | | 18 |
| Total Sophomore Year | | 31 |

Junior year

| | | |
|------------------------------|-------------------------|----|
| PSY-422 | Systems of Psychology | 3 |
| PSY-453 | Integrated Statistics I | 3 |
| REL-352 | Christian Theology | 3 |
| SCI-311 | Science In Culture | 3 |
| Major, minor or core courses | | 18 |
| Total Junior Year | | 30 |

Senior year

| | | |
|--|--------------------------|----|
| PSY-380 | Internship | 3 |
| PSY-400 | Senior Seminar | 3 |
| PSY-441 | Physiological Psychology | 3 |
| PSY-454 | Integrated Statistics II | 3 |
| Major, minor or core courses | | 22 |
| (PSY-421 Theories of Counseling recommended) | | |
| (PSY-452 Techniques of Counseling recommended) | | |
| Total Senior Year | | 34 |

PSYCHOLOGY MINOR FOR SECONDARY TEACHERS

Required Courses

| | Credit Hours | |
|--|----------------------------------|----|
| PSY-111 | General Psychology | 3 |
| PSY-343 | Learning and Motivation | 3 |
| (Prerequisite: PSY-111) | | |
| PSY-353 | Abnormal Psychology | 3 |
| (Prerequisite: PSY-111) | | |
| PSY-453 | Integrated Statistic/Research I | 3 |
| PSY-454 | Integrated Statistic/Research II | 3 |
| One of the following: | | 3 |
| PSY-322 Theories of Personality (Prerequisite: PSY-111) | | |
| PSY-351 Social Psychology | | |
| (Prerequisite: PSY-111 & SOC-111) | | |
| Electives in Psychology | | 3 |
| Total | | 21 |

SOCIAL STUDIES GROUP MAJOR FOR ELEMENTARY AND SECONDARY TEACHERS (Bachelor of Arts)

Required Courses

| | Credit Hours | |
|---------|----------------------------|----|
| ECN-231 | Macroeconomics | 3 |
| ECN-232 | Microeconomics | 3 |
| HIS-113 | World Civilization I | 3 |
| HIS-114 | World Civilization II | 3 |
| HIS-211 | Michigan History | 3 |
| HIS-221 | United States History I | 3 |
| HIS-222 | United States History II | 3 |
| SSC-161 | World Geography | 3 |
| SSC-211 | American Government | 3 |
| SSC-262 | Geography of North America | 3 |
| SSC-312 | World Affairs | 3 |
| SSC-451 | Social Studies Research | 3 |
| Total | | 36 |

SOCIAL STUDIES GROUP MINOR FOR ELEMENTARY TEACHERS

| Required Courses | | Credit Hours |
|-------------------------|---------------------------------|---------------------|
| ECN-231 | Macroeconomics..... | 3 |
| ECN-232 | Microeconomics..... | 3 |
| HIS-114 | World Civilization II..... | 3 |
| HIS-115 | American Studies..... | 3 |
| SSC-161 | World Geography..... | 3 |
| SSC-211 | American Government..... | 3 |
| SSC-262 | Geography of North America..... | 3 |
| SSC-312 | World Affairs..... | 3 |
| Total..... | | 24 |

SOCIAL WORK MAJOR (Bachelor of Arts)

Program Goals

The Social Work Program at Cornerstone University empowers students to:

1. Demonstrate mastery of core competencies necessary for competent entry-level generalist social work practice. These competencies include:
 - professionalism
 - ethical decision making
 - critical thinking
 - understanding and engaging with diverse populations
 - advancing human rights and social justice
 - utilizing and engaging in research to inform practice
 - applying knowledge of human behavior in the social environment
 - engaging in policy practice
 - responding to the contexts that shape practice
 - applying the generalist problem solving model in a variety of settings with individuals, families, groups, communities and organizations.

2. Integrate their Christian worldview confidently with social work practice in a global context.

Students who choose to major in social work must make formal application to the social work program. Applications should be submitted to the social work program director anytime after taking SWK-111, Introduction to Social Work. Students must be admitted to the program before registering for the fall semester of their junior year. Students must meet the following criteria for acceptance into the program:

- Students must have a cumulative G.P.A. of 2.0 or above.
- Students must earn and maintain a 2.5 average or greater in social work and cognate courses taken. Social Work majors receiving a C- or less in any Social Work course will be required to take that course over in order to graduate.
- Students must complete a written application which includes a statement describing the student's interests, goals, strengths, areas of improvement and commitment to the profession.
- Three reference forms must accompany the application. These will include one from a non-relative, a faculty member outside the social work department and at least one from an employment or volunteer experience related to the field.
- Students will attend an interview with one or more members of the social work program faculty.

Applicants will be notified of their acceptance within a week of completion of the application process. Applicants who are not accepted to the program will be advised as to an alternate field of study. Or students may reapply to the program upon written documentation that previous deficiencies were corrected.

A grievance or appeal to the chair of the History and Social Sciences Division should be made in writing. Students will receive a response to their appeal or grievance within two weeks.

The social work program reserves the right to request a student to withdraw from the social work program if academic performance, ethical or professional behavior or emotional or physical health indicates that the student may not successfully complete the program or jeopardize the well-being of clients served.

General Education Core: Requirements for the Bachelor of Arts degree are listed in the Degree Information section (see page 50).

General Education Core Exceptions

| Required Courses | | Credit Hours |
|------------------------------|--|--------------|
| One of the following* | | 4 |
| | BIO-151 General Biology | |
| | BIO-241 Anatomy and Physiology I | |
| | BIO-242 Anatomy and Physiology II | |
| PSY-111 | General Psychology** | 3 |
| SSC-211 | American Government | 3 |
| Total General Education Core | | 47-58 |

*Fulfills lab science
**Fulfills social science

Required Cognate Courses

| Required Courses | | Credit Hours |
|------------------|---------------------------|--------------|
| ECN-231 | Macroeconomics | 3 |
| SOC-111 | Introduction to Sociology | 3 |
| SOC-243 | Social Problems | 3 |
| Total | | 9 |

Required Social Work Courses

| Required Courses | | Credit Hours |
|---------------------------|---|--------------|
| SWK-111 | Introduction to Social Work | 3 |
| SWK-221 | Human Behavior in the Social Environment I | 3 |
| SWK-222 | Human Behavior in the Social Environment II | 3 |
| SWK-311 | Social Welfare Policy | 3 |
| SWK-331 | Social Work Practice I: Individuals and Families | 3 |
| SWK-332 | Social Work Practice II: Groups | 3 |
| SWK-333 | Social Work Practice III: Communities and Organizations | 3 |
| SWK-417 | Human Diversity | 3 |
| SWK-450 | Field Practicum | 10 |
| SWK-451 | Field Practicum Seminar | 2 |
| SWK-453 | Integrated Statistics/Research I | 3 |
| SWK-454 | Integrated Statistics/Research II | 3 |
| SWK-462 | Senior Seminar | 3 |
| Total Social Work Credits | | 45 |
| General Electives | | 0-10 |
| Minor | | 18 |
| Total | | 129 |

CRITERIA FOR GRADUATION: *Students must attain the 30th percentile on Senior Assessment exam to graduate.*

SOCIAL WORK MINOR

| Required Courses | | Credit Hours |
|------------------|---|--------------|
| SOC-243 | Social Problems | 3 |
| SWK-111 | Introduction to Social Work | 3 |
| SWK-221 | Human Behavior in the Social Environment I | 3 |
| SWK-222 | Human Behavior in the Social Environment II | 3 |
| SWK-311 | Social Welfare Policy | 3 |
| SWK-417 | Human Diversity | 3 |
| Total | | 18 |

SOCIOLOGY MINOR

| Required Courses | | Credit Hours |
|------------------------|---------------------------|--------------|
| SOC-111 | Introduction to Sociology | 3 |
| SOC-243 | Social Problems | 3 |
| SOC-353 | Social Psychology | 3 |
| SOC-432 | The Family | 3 |
| Electives in Sociology | | 6 |
| Total | | 18 |

Course Descriptions

Dept./Level Course Name

Credits/Frequency
(See page 53 for codes)

FAMILY STUDIES

FAM-211 Introduction to Relationships 3/2

This course studies the formation, maintenance and termination of relationships before marriage. Issues such as self in relationship, family background, gender and personality differences are examined in friendships, dating and marriage. An emphasis will be placed on establishing healthy communication patterns, resolving conflict and setting realistic expectations to enhance long-lasting relationships.

FAM-332 The Ecology of the Family 3/2

This study focuses on relationships and interactions within the family, as well as relationships between the family and multiple contexts including the church, society and culture. Utilizing a developmental contextualist perspective, students will explore such topics as adoption, interracial families, divorce and step-families, educational reform and the rights of the child. Prerequisite: FAM-211

FAM-346 Child Welfare (SWK-346) 3/4

The examination of the philosophy of child welfare as a specific field in human services and a comprehensive overview of the programs, legislative provisions, policies, and services which comprise child welfare institutions. This course emphasizes the importance of culture and diversity as a major force in the delivery of child services.

FAM-380 Internship 1-6/4

FAM-400 Senior Seminar (PSY-400) 3/2

This required capstone course provides senior Family Studies majors the opportunity to explore and critically discuss seminal research in Family Studies, the integration of Family Studies and the Christian worldview, ethical responsibilities of family practitioners, and current trends in research and practice. Attention will also be given to preparation for graduate school and professional employment. Prerequisite: Senior standing.

FAM-451 Marriage and Family Counseling 3/2

This course provides an overview of the fields of premarital, marital and family counseling. Students are introduced to the unique contributions of the major theoretical approaches, with the intent to help the beginning counselor to develop basic skills necessary for clinical work. Prerequisite: FAM-211

FAM-453/454 – Integrated Statistics/Research I & II 6/2

Designed to equip students with basic statistical knowledge and research skills, this course focuses on applications of these skills and competencies within the helping professions. Attention will be given to helping students become more skilled consumers of empirical research literature. In addition to lectures on basic statistical and research concepts, students will work in research teams to apply this knowledge in the context of a comprehensive research project. The first semester will cover writing a research proposal, securing CU-IRB approval, basic quantitative and qualitative research design, research ethics, and survey/protocol development. In the second semester, students will gather empirical data, conduct SPSS data analysis, and prepare written and oral research reports. Students will be encouraged to seek conference presentation and/or publication of their original work. Note: This 6-credit course must be taken in sequence during consecutive semesters. Prerequisite: Math core.

HISTORY

HIS-101 World Civilization I Lab 1

This course is designed to supplement courses in Western Civilization taken at institutions other than Cornerstone University in order to meet some of our requirements for World Civilization I. The primary focus will be on non-Western civilizations, from the earliest river valley civilizations of ancient Mesopotamia, Egypt, China and India to the beginning of what is called in the West Early Modern History. There is some artificiality in dividing up the world into Western and non-Western, as there has been great cross-fertilization of civilizations even from ancient times, so references to “Western” cultures will regularly be found in readings and in assignments, particularly dealing with comparative questions. One key element in this course, as in other courses in history at Cornerstone, is the integration of faith issues in learning.

HIS-113 World Civilization I 3/1

A broad survey of the political, social, economic, religious, and cultural developments of ancient, medieval, and early modern Europe with emphasis placed on the contributions of Western civilization but including study of African, Far Eastern, and Middle Eastern societies. The course begins with Egypt and Mesopotamia and concludes with the 1500s.

- HIS-114 World Civilization II** 3/2
A study of major Western and non-Western nation-states from 1500 to the present including ideological developments such as the Enlightenment and Romanticism. Interwoven throughout are themes of industrialism, imperialism, revolutions, communism and the Cold War.
- HIS-115 American Studies** 3/2
A study of American culture using a thematic approach including such topics as Puritanism, colonization, the native American experience, Constitutional development, the Enlightenment, immigration, the Black experience, industrialism, religious trends, technology, reform movements, the role of women, the impact of war on American life, economic development and contemporary issues.
- HIS-211 Michigan History** 3/3
A study of Michigan beginning with the territorial period to the present that emphasizes the economic, political, constitutional, social, and religious developments.
- HIS-221 United States History I** 3/2
The political, social, religious, diplomatic and economic history from Colonial times through the Civil War. Topics include colonization, the American Revolution, Constitution-making, the early national period, the Jacksonian era, the Age of Expansion, slavery, sectionalism, and Civil War.
- HIS-222 United States History II** 3/2
A survey of American history from 1865 to the present. The course combines a topical with a chronological approach. Reconstruction, the Gilded Age, Industrialism, Populism, and Progression are followed by a study of the domestic and diplomatic events of Twentieth-Century presidential administrations.
- HIS-321 American Colonial History (1607-1787)** 3/4
Establishment and development of political, religious, economic, and Constitutional traditions that made up the American character. Major emphasis is given to British policies that resulted in revolutions and independence. Prerequisite: HIS-221.
- HIS-324 Twentieth Century American History** 3/4
A political, diplomatic, social and constitutional study of the United States that emphasizes such developments as Progressivism, World War I, the social tensions of the twenties, the Great Depression, the New Deal, World War II, the Cold War, the Space Age, and the high tech revolution. Prerequisite: HIS-222.
- HIS-327 History of American Foreign Relations** 3/4
This course covers the key events, developments, trends, issues and figures in the history of American Foreign Relations. It will address the political, international, economic, social, and cultural facets of this history. It will examine both governmental and non-governmental activities and interests. The class format will include both lecture and discussion; students are to be ready to discuss the relevant topics in a thoughtful and considerate manner.
- HIS-332 The Classical World: Greece and Rome** 3/4
A history of Greece including such topics as the emergence of the city state, the Periclean age of Athens and the age of Alexander followed by a study of Rome beginning with the Etruscans antecedents, the rise of Rome, the republic and the empire through the decay and decline of Rome. Prerequisite: HIS-113.
- HIS-338 Second Temple Judaism & the Dead Sea Scrolls** 3/4
An examination of the historical and religious significance of Khirbet Qumran and the literary materials recovered near the Dead Sea, including Qumran, Murabba'at, Nahal Hever, and others. The study will be situated in the religio-historical setting of the Levant from 586 BCE – 70 CE. Attention will be given to a range of issues arising from the materials, such as paleography, textual criticism, of Jewish biblical and non-biblical writings, changing political landscapes, and religious developments in Judaism vis-à-vis Hellenism and Zoroastrianism.
- HIS-341 Medieval History** 3/4
A study of European society from the fall of Rome through the fourteenth century. The central role of the Church, the development of feudalism, the interplay of peoples, the crusades, the Black Death, and the rise of universities are among the topics addressed. Prerequisite: HIS-113.
- HIS-342 Renaissance and Reformation** 3/4
A study of European society and culture from 1350 to 1650. Topics examined include humanism, the rise of capitalism, social and political developments, artistic expression, the development of four major branches of Protestantism, and the counter-era Reformation. Prerequisites: HIS-113.
- HIS-343 Early Modern Europe** 3/4
A survey of European history from 1650 – 1799. Topics include absolutism and limited monarchy in the 17th and early 18th centuries, the scientific revolution, the Enlightenment, the French Revolution, and social and economic change.

- HIS-345 Europe Since 1815** 3/4
A survey of Europe from Congress of Vienna to the present. The rise of nationalism, extension of liberalism, socialism, imperialism, totalitarianism, the World Wars, the Cold War, and the nuclear age will be examined. Social and intellectual history will be emphasized.
- HIS-361 Holocaust Literature (ENG 361)** 3/5
This course will examine the Holocaust as an historical event and examine the literature that it has produced and continues to produce. Prerequisite: HIS-114.
- HIS-362 Latin American History** 3/4
This course covers the key events, developments, trends, issues and figures of Latin American History. It will address the political, international, economic, social, and cultural facets of this history. The class format will include both lecture and discussion; students are to be ready to discuss the relevant topics in a thoughtful and considerate manner.
- HIS-380 Internship** 1-6/1
Individualized opportunities with historical societies, museums, libraries, investigative journalism, and others.
- HIS-432 History & Religions of the Ancient Near East (REL-433)**
Examines the geo-political framework of the Near East from 3,500-323 B.C., including Semitic peoples such as the Babylonians, Assyrians, Arameans and Hebrews as well as the Semite's neighbors, such as the Egyptians, Hittites and Persians. Special attention is given to their religions and to major cultural developments. Introductory matters for historical and religious inquiry into the materials of the time and region are also covered. Prerequisite: Junior standing or professor's permission.
- HIS-451 Historiography I (SSC-451)** 2/2
The first of two sequential capstone courses which address the making of history. This will examine philosophy of history, select historians and schools of interpretation, a Christian worldview of history, and pertinent professional issues. It will focus on the development of professional research methods, skills and practices. It will entail initial topic development and primary and secondary research for a major original research project. Prerequisite: 21 hours of history
- HIS-452 Historiography II (SSC-452)** 1/2
The second of two sequential capstone courses which address the making of history. This will build upon the first course, employing knowledge, skills and preliminary work from that experience to complete a major research project based upon intensive primary and secondary research. This will culminate with the proper writing and presentation of such research. Prerequisite: HIS/SSC 451.
- NOTE: HIS-451 and HIS-452 must be taken in sequence during consecutive semesters.**
- HIS-461 Early Church History** 3/4
This course will investigate the foundations of the Church beginning with Greco-Roman and Judaic backgrounds through the 7th Ecumenical Council. Particular attention will be given to the theological developments, heresies and schisms and the most significant personages in this period. Persecution and the rise of monasticism will also be studied in detail.
- HIS-470 Readings in History 1** 3/1
With faculty supervision, students read in a specific period or area that complements their major concentration. Prerequisite: Approval of the division chair is required.
- HIS-480 Advanced Topics** 3/6
Course possibilities include Great American Presidents, Presidential Assassinations, Russian History, America's Wars, British history, Civil War and Reconstruction, the Holocaust, and others.
- HIS-481 Thesis I** 2/6
A final, individual project that provides an in-depth exploration of a topic related to the Ancient Near East. Students will take this class concurrently with HIS-451 Historiography and work with a thesis advisor. Students will develop a bibliography, thesis and methodology in this first semester. Prerequisite: Senior standing
- HIS-482 Thesis II** 2/6
Completion, submission and defense of a research project on a topic related to the Ancient Near East. Prerequisite: HIS-451 and -481
- HIS-490 Independent Studies** 1-3/1
With faculty supervision, the student researches and/or writes on a specific period or area of his or her interest. Prerequisite: Approval of the division chair. Prerequisite: MAT-132.

PSYCHOLOGY

- PSY-111 General Psychology** 3/1
A basic introduction to psychology covering influential people, concepts, theories and methods. Topics include development, personality, perception, learning, biopsychology, psychological disorders, and treatment.
- PSY-232 Developmental Psychology K-12** 3/2
A study of human behavior from preschool age through the high school years. Included is an examination of the physical, intellectual and psychosocial changes and their implications for the educational system. This cannot be used in a Psychology major or minor if Child Psychology and/or Adolescent Psychology are used.
- PSY-237 Child Psychology** 3/2
Encompasses all aspects of the development of human behavior from birth to adolescence. Physical characteristics and psychological concepts learning, memory, motivation, perception, personality, thinking are examined from the standpoint of how they develop and change during the years of childhood. Prerequisite: PSY-111.
- PSY-238 Adolescent Psychology** 3/2
A thorough exploration of developmental changes in the physical, cognitive, social and emotional dimensions of adolescence. Special attention is given to the dynamic influence of family, peer, school, work, and cultural contexts of adolescent development. Prerequisite: PSY-111.
- PSY-239 Adult Psychology** 3/2
An in-depth study of the psychological problems and development of the person from young adulthood through senescence. Prerequisite: PSY-111.
- PSY-322 Theories of Personality** 3/2
Addresses major theories with respect to the dynamics, structure, and development of personality. Prerequisite: PSY-111.
- PSY-341 Educational Psychology (EDU-381)** 3/1
Psychological principles and techniques applied to the learner and the learning process in the learning situation. Gives special attention to objectives, evaluation, retention, transfer, conditioning, and conceptual learning. Prerequisite: PSY-111.
- PSY-343 Learning and Motivation** 3/2
A critical examination of classical and contemporary theories of learning and motivation in various life contexts, including school, work, family, and church. Application of learning and motivational theory as a way to understand every day situations is emphasized. Prerequisites: PSY-111.
- PSY-346 Child Welfare (SWK-346)** 3/4
The examination of the philosophy of child welfare as a specific field in human services and a comprehensive overview of the programs, legislative provisions, policies, and services which comprise child welfare institutions. This course emphasizes the importance of culture and diversity as a major force in the delivery of child services.
- PSY-351 Social Psychology** 3/2
An examination of how individual behavior is shaped by the situation in which the behavior is emitted. This course addresses the impact of one's physical and social environment upon behavior. Behavior is broadly defined and includes cognitive processing, attitudes, decision-making, and prosocial and deviant actions. Prerequisites: PSY-111 and SOC-111.
- PSY-353 Abnormal Psychology** 3/2
This course examines the major categories of psychopathology, including anxiety disorders, affective disorders, schizophrenia, personality disorders, and organic syndromes, with emphases placed on the symptoms and causes of the disorders and therapeutic methods used to treat them. Prerequisite: PSY-111.
- PSY-362 Sport and Exercise Psychology** 3/2
This course is designed to acquaint students in psychology and kinesiology with basic interventions to enhance athletic performance and promote the physical and mental health of athletic and general populations alike. This course also examines the social psychology and psychobiology of sport and exercise.
- PSY-380 Internship** 1-6/1
Each psychology major will complete a minimum of 120 hours in an approved internship setting, under the supervision of a qualified professional. Students will work with both faculty and field supervisors to develop and work toward learning objectives relevant to the psychology disciplines and to their chosen career path.

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| PSY-400 | Senior Seminar | 3/2 |
| <p>This required capstone seminar provides senior psychology majors the opportunity to explore and critically discuss seminal research in psychology, the integration of psychology and the Christian worldview, ethical responsibilities of psychologists, and current trends in research and practice. Attention will also be given to preparation for graduate school and professional employment. Students will prepare a comprehensive portfolio and discuss key issues related to interviewing and applying for jobs and graduate school admission. Each senior seminar group will also work collaboratively in a service learning project to emphasize the importance of ministry and outreach in the psychological profession. Prerequisite: Senior standing.</p> | | |
| PSY-421 | Theories of Counseling | 3/2 |
| <p>This course offers an overview of current approaches to psychological counseling, including psychodynamic, person centered, behavior, cognitive and reality therapy. Major Christian approaches to counseling are also examined with emphasis on theory and practical application. Prerequisite: PSY-111.</p> | | |
| PSY-422 | History and Systems of Psychology | 3/2 |
| <p>An advanced study of the philosophical, socio-cultural and historical foundations of psychology, presenting the people, ideas, and influences that have contributed to the modern-day science and practice of psychology. Prerequisite: PSY-111.</p> | | |
| PSY-441 | Physiological Psychology | 3/2 |
| <p>An exploration of the complex interplay between physiological structures/processes and human behavior. Focus topics include biopsychological development, the neurological basis of psychological disorders, visual-spatial and auditory processing, motor function, language, memory, learning and emotion. Emphasis will be given to gaining a basic understanding of neurological disorders. Prerequisite: PSY-111. Junior or Senior standing.</p> | | |
| PSY-443 | Play Therapy | 3/J-term/Summer |
| <p>This experiential learning seminar investigates the historical development, theoretical grounding, empirical research, and practical techniques of play therapy with children, adolescents, adults, families and groups. Emphasis is given to exposing students to a broad range of specific therapeutic techniques with various populations. Creative therapies including art therapy, bibliotherapy, and music therapy will also be addressed. Prerequisite: PSY-111, PSY-232 or instructor approval.</p> | | |
| PSY-444 | Art Therapy | 3/J-term/Summer |
| <p>This advanced psychology seminar examines the history, theory, individuals and techniques within the realm of art therapy. This course strongly emphasizes experiential learning, with each student engaging actively in a variety of creative art-based projects and activities. This seminar is designed both to enhance academic knowledge, as well as to encourage personal growth and development. Prerequisite: PSY-111, PSY-232 or instructor approval.</p> | | |
| PSY-452 | Techniques of Counseling | 3/2 |
| <p>This advanced course has been designed to acquaint students who are intending to become counselors with biblically and psychologically sound techniques. The required reading and learning activities have been selected to fulfill both practical and theoretical requirements. Prerequisite: PSY-421.</p> | | |
| PSY-453/454 | Integrated Statistics/Research I & II (SOC-453/454, FAM-453/454) | 6/2 |
| <p>Designed to equip students with basic statistical knowledge and research skills, this course focuses on applications of these skills and competencies within the helping professions. Attention will be given to helping students become more skilled consumers of empirical research literature. In addition to lectures on basic statistical and research concepts, students will work in research teams to apply this knowledge in the context of a comprehensive research project. The first semester will cover writing a research proposal, securing CU-IRB approval, basic quantitative and qualitative research design, research ethics, and survey/protocol development. In the second semester, students will gather empirical data, conduct SPSS data analysis, and prepare written and oral research reports. Students will be encouraged to seek conference presentation and/or publication of their original work. Note: This 6-credit course must be taken in sequence during consecutive semesters. Prerequisite: Math core.</p> | | |
| PSY 470 | Readings in Psychology | 1-3 |
| PSY 480 | Advanced Topics Seminar | 3/6 |
| PSY 490 | Independent Study | 1/3 |
| SOCIAL SCIENCE | | |
| SSC-161 | World Geography | 3/4 |
| <p>An analysis and comparison of disparate peoples and cultures to give students an appreciation of the diversity of the world in such areas as physical makeup and resources, cultural evolution, economic development and political and cultural ties.</p> | | |
| SSC-211 | American Government | 3/2 |
| <p>An introductory study of the political structure, process and function of the American national, state and local (including urban) governments.</p> | | |

SSC-262 Geography of North America 3/4
A study of the physical landscape and cultural development of North America using a regional approach involving the study of land use, spatial analysis, resources, economy, urban systems and problems confronting each area.

SSC-312 World Affairs 3/4
A study of contemporary political problems within the international community involving the interplay of economics, religion, race, ideology and culture.

SSC-421 Applied Anthropology 3/6
A study of the application of anthropological principles to current mission situations. Independent research by each student in one of the following regions: Africa, Asia, Europe, Latin America or North America.

SSC-451 Social Studies Research I (HIS-451) 2/2
A capstone course which addresses the making of social studies knowledge. This will examine philosophy of history, select historians and schools of interpretation, a Christian worldview of history, and pertinent professional issues. It will focus on the development of professional research methods, skills and practices, as well as the transmission of such knowledge. This will entail a major research project based upon intensive primary and secondary research, and proper writing and presentation. Cross-referenced with HIS-451 Historiography. Prerequisite: 21 hours of Social Studies courses.

SSC-452 Social Studies Research II (HIS-452) 1/2
The second of two sequential capstone courses which address the making of history. This will build upon the first course, employing knowledge, skills and preliminary work from that experience to complete a major research project based upon intensive primary and secondary research. This will culminate with the proper writing and presentation of such research. Prerequisite: HIS/SSC 451.

SSC-464 Secondary Social Studies Methods 3/1
The focus of this course is the teaching of social studies in the public or Christian secondary school. Students will explore the various philosophies regarding the purpose and teaching of social studies, the planning of social studies units, the teaching and evaluation strategies appropriate to and exclusive of secondary social studies, and finally the issues surrounding the social studies discipline, including but not exclusively gender, race, and exceptionality.

SOCIAL WORK

SWK-111 Introduction to Social Work 3/1
An introduction to the history of social work as a profession from its Judeo-Christian origins to current trends and influences. An overview of professional social work education including an introduction to social work values and ethics, generalist practice theory, social welfare policy, populations at-risk, social work roles and various practice settings.

SWK-221 Human Behavior in the Social Environment I 3/2
The study of theories and knowledge of human behavior and bio-psycho-social-spiritual development from birth to young adulthood. Application of social systems theory in the analysis of the interactions between human behavior and social environmental structures. Attention is given to the role of culture, race, ethnicity, social class, gender and sexual orientation in human development and behavior. Prerequisites: PSY-111, SOC-111, SWK-111, BIO-151 or BIO-241 or BIO-242.

SWK-222 Human Behavior in the Social Environment II 3/2
The study of theories and knowledge of human behavior and bio-psycho-social-spiritual development from middle to late adulthood. Application of social systems theory in the analysis of the interactions between human behavior and social environmental structures. Attention is given to the role of culture, ethnicity, social class, race, gender and sexual orientation in human development and behavior. Prerequisite: SWK-221.

SWK-311 Social Welfare Policy 3/2
A survey and analysis of the political, social, cultural and economic forces that influence the development of welfare policies in the United States. The impact of these policies on various populations at risk (including but not limited to those distinguished by age, ethnicity, culture, class, religion and physical or mental ability) is examined. Students develop and articulate their own perspectives on social welfare and the implications for generalist social work practice. Prerequisites: SWK-111, SOC-243, SSC-211 and ECN-231.

SWK-331 Social Work Practice I: Individuals and Families 3/2
Direct practice skills essential for the generalist social worker. Interviewing and assessment skills, case management, crisis intervention, ethical decision making methods are applied to case situations. Students are introduced to the generalist Intervention Model with considerations for practice with diverse and vulnerable client populations. Prerequisites: SWK-111, corequisite: SWK-221, admission to the SWK Program.

SWK-332 Social Work Practice II: Groups 3/2
This course builds on the first practice course emphasizing social work practice with individuals and families and provides greater focus on the application of generalist practice knowledge, values, and skills in service delivery to groups. Students review the origins of group work as a social work intervention method; stages of group development; and the group dynamics likely present during those stages. Additionally, students study and practice techniques for the implementation and facilitation of various types of

groups at varying stages. This also includes discussion of knowledge and skills related to effective group work with diverse client populations. Prerequisites: SWK-331, admission to the SWK Program.

SWK-333 Social Work Practice III: Communities & Organizations 3/2

Indirect practice and intervention skills essential for the generalist social worker: community organization and development, social planning, social action and social administration. Focuses on the interplay between the individual and the macro environment and viewed from the perspective of the direct service provider seeking resources for vulnerable or oppressed client populations. Prerequisites: SWK-332, admission to the SWK Program.

SWK-344 Substance Abuse (SOC-344) 3/2

The impact of substances including alcohol, marijuana, and cocaine upon individuals, families, and communities is studied. The causes, scope, policy issues, and methods of preventing chemical dependence are investigated. Places emphasis upon developing assessment and treatment skills. Prerequisites: PSY-111 or SOC-111, junior standing.

SWK-346 Child Welfare (SOC-346, FAM-346, PSY-346) 3/4

The examination of the philosophy of child welfare as a specific field in human services and a comprehensive overview of the programs, legislative provisions, policies, and services which comprise child welfare institutions. This course emphasizes the importance of culture and diversity as a major force in the delivery of child services. Prerequisites: PSY-111 or SOC-111, junior standing.

SWK-417 Human Diversity (SOC-417) 3/2

Comparative study of ethnic and racial minorities. This course explores the history of majority-minority relationships, the current status of minorities and subcultural differences. Students learn the importance of appreciating subcultural differences and the implications of those differences for multicultural practice settings. Prerequisites: SOC-111, SOC-243.

SWK-441 Gerontology (SOC-441) 3/4

An interdisciplinary approach to the study of aging. This course provides a comprehensive view of the physiological, social and psychological dimensions of the aging process. Prerequisite: SOC-111.

SWK-450 Field Practicum 10/2

Students are placed in a community agency (minimum of 400 hours) under the supervision of a professional social worker. Opportunities are provided to integrate the knowledge, values, and skills of generalist practice in the field setting with client systems that may include: individuals, families, small groups, organizations and communities. Emphasis is on the enhancement and well being of diverse and vulnerable populations and working towards the amelioration of environmental conditions that affect people adversely. Prerequisites: Admission to the SWK Program and faculty approval, must have completed all required SWK courses and must be taken concurrently with SWK-451, must have senior standing.

SWK-451 Field Practicum Seminar 2/2

A seminar, held on campus, in which students may share practicum experiences, integrate theoretical knowledge, consider ethical and value issues, and practice mutual support and supervision. Emphasis is on the understanding of oneself in the helping role and developing cultural sensitivity in working with diverse individuals, families, groups, and communities. Note: Must have completed all required SWK courses and must be taken concurrently with SWK-450.

SWK-453/454 Integrated Statistics/Research I & II 6/2

Designed to equip students with basic statistical knowledge and research skills, this course focuses on applications of these skills and competencies within the helping professions. Attention will be given to helping students become more skilled consumers of empirical research literature. In addition to lectures on basic statistical and research concepts, students will work in research teams to apply this knowledge in the context of a comprehensive research project. The first semester will cover writing a research proposal, securing CU-IRB approval, basic quantitative and qualitative research design, research ethics, and survey/protocol development. In the second semester, students will gather empirical data, conduct SPSS data analysis, and prepare written and oral research reports. Students will be encouraged to seek conference presentation and/or publication of their original work. Note: This 6-credit course must be taken in sequence during consecutive semesters. Prerequisite: Math core.

SWK-462 Senior Seminar 3/2

This course serves as the capstone to the Social Work Program. Through initial engagement in the field, a proposed research/macro project (to be completed in their Spring practicum), case scenarios, and presentations, students will demonstrate learning related to generalist Social Work practice. Additional focus will be on the integration of Christian faith and social work practice as well as preparation of students for continued professional development following graduation. Prerequisites: Admission to the SWK Program, senior standing.

SWK-480 Advanced Topics 3/6

An elective course on a selected topic related to social work generalist practice. May include current issues or trends, special populations or advanced practice skills. Prerequisites: Junior or senior standing.

SWK-490 Independent Study 1-3/1

An elective course requiring student research and a written report on a specific area of interest related to social work practice. The topic is selected by the student with final approval and supervision by Social Work faculty. Prerequisite: Faculty approval.

SOCIOLOGY

- SOC-111 Introduction to Sociology** 3/1
Introduction to the general field of sociology. This course includes an overview of several subfields of sociology. Basic theoretical perspectives of sociology are used to provide an explanation of basic institutions and social processes.
- SOC-243 Social Problems** 3/2
The study of social problems that are institutional in nature and of policies implemented to alleviate the problems. The course includes a discussion of causes, consequences, and intervention strategies used by private and governmental agencies. Prerequisite: SOC-111.
- SOC-344 Substance Abuse (SWK-344)** 3/2
The impact of substances including alcohol, marijuana, and cocaine upon individuals, families, and communities is studied. The causes, scope, policy issues, and methods of preventing chemical dependence are investigated. Places emphasis upon developing assessment and treatment skills. Prerequisites: PSY-111 or SOC-111 and junior standing.
- SOC-346 Child Welfare (SWK-346)** 3/4
The examination of the philosophy of child welfare as a specific field in human services and a comprehensive overview of the programs, legislative provisions, policies, and services which comprise child welfare institutions. This course emphasizes the importance of culture and diversity as a major force in the delivery of child services.
- SOC-351 Sociology of Small Groups (COM-321)** 3/2
A study of general and specific group communication theories and their relationship to communication in a variety of settings. Topics include group formation, cohesiveness, groupthink, norms, leadership, decision making and conflict. Students become better leaders and participants through a variety of experimental learning opportunities. Prerequisite: SOC-111.
- SOC-352 Inter-Cultural Communication (COM-311)** 3/6
A study of the programs of oral and written communication in world areas where cultural or linguistic boundaries must be crossed. Prerequisite: SOC-111.
- SOC-353 Social Psychology** 3/2
An examination of how individual behavior is shaped by the situation in which the behavior is emitted. This course addresses the impact of one's physical and social environment upon behavior. Behavior is broadly defined and includes cognitive processing, attitudes, decision-making, and prosocial and deviant actions. Prerequisites: PSY-111 and SOC-111.
- SOC-380 Internship** 1-6/1
Practical experience. Students apply the theories, concepts, or research skills learned in sociology. Internships can be performed in a social agency or another setting that affords students an opportunity to interface theory with practice. Examples of internships include work in social agencies or applied sociology (sociological research).
- SOC-400 Senior Seminar** 3/2
An examination of the critical themes in sociology using classical and contemporary theories. Students will critique each theme and theoretical treatment of the same from a biblical perspective. Prerequisite: senior standing.
- SOC-417 Minorities (SWK-417)** 3/2
Comparative study of ethnic and racial minorities. This course explores the history of majority-minority relationships, the current status of minorities, and subcultural differences. Students learn the importance of appreciating subcultural differences and the implications of those differences for multi-cultural settings. Prerequisite: SOC-111.
- SOC-432 The Family** 3/2
An examination of the institution of the family. Issues confronting the family, changes the family is undergoing, and the family life cycle are discussed. Prerequisite: SOC-111.
- SOC-441 Gerontology (SWK-441)** 3/4
An interdisciplinary approach to the study of aging. This course provides a comprehensive view of the physiological, social, and psychological dimensions of the aging process. Prerequisite: SOC-111.
- SOC-453/454 Integrated Statistics/Research I & II** 6/2
Designed to equip students with basic statistical knowledge and research skills, this course focuses on applications of these skills and competencies within the helping professions. Attention will be given to helping students become more skilled consumers of empirical research literature. In addition to lectures on basic statistical and research concepts, students will work in research teams to apply this knowledge in the context of a comprehensive research project. The first semester will cover writing a research proposal, securing CU-IRB approval, basic quantitative and qualitative research design, research ethics, and survey/protocol development. In the second semester, students will gather empirical data, conduct SPSS data analysis, and prepare written and oral research reports. Students will be encouraged to seek conference presentation and/or publication of their original work. Note: This 6-credit course must be taken in sequence during consecutive semesters. Prerequisite: Math core.

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| SOC-470 | Readings in Sociology | 3/1 |
| SOC-480 | Advanced Topics Seminar | 3/6 |
| SOC-490 | Independent Study | 1-3/1 |

Humanities

DIVISION



Michael Pasquale, Ph.D.
Division Chair

The Humanities Division provides courses that are foundational to a liberal arts education. We offer many vital core classes and operate our own degree programs in English, Philosophy, Linguistics and Foreign Languages. We are staffed by highly trained academic professionals dedicated to developing students who understand the academic and social challenges Christians face in today's world.

Our courses, as well as our major and minor programs, train students in the skills vital for effective leadership in the culture of the new millennium. Communication skills, critical thinking, artistic expression, cross-cultural and multi-cultural learning, media awareness, knowledge of diverse traditions in the arts and literature — these are only a few of the emphases of Cornerstone University's Humanities Division.

Our focus is the integration of Christian faith and academic content, directing each student toward the formation of a Christian worldview. Such a framework supplies perspectives that will enable students to engage and influence the increasingly complex, challenging mélange of influences and currents that define today's global community.

The real shapers and movers in this era are those who understand the philosophies and ideas that motivate modern culture. The Humanities Division explores and critiques those philosophies and ideas, subjecting them to the unchanging truths of the Christian faith. Whether your contact with the Humanities Division is through core classes or one of our academic programs, we welcome you as a partner in our vital, ongoing academic endeavor.

Degrees

Bachelor of Arts (B.A.)

Majors

Humanities: Creative Writing
Humanities: Linguistics
Humanities: Literature
Humanities: Philosophy

Minors

English
Linguistics
Philosophy
Spanish
TESOL (Teaching English to Speakers of Other Languages)

Please see the **Division of Teacher Education** for information on:

- English Education (Elementary & Secondary) – Major and Minor
- Language Arts Group (Elementary) – Major and Minor
- Spanish Education (Elementary & Secondary) – Major and Minor
- TESOL (Elementary & Secondary) – Minor and Associate of Arts (A.A.).

CRITERIA FOR GRADUATION AS A DIVISION MAJOR:

See the Academic Information section under Graduation Requirements.

Degree information for the Bachelor of Arts degree along with major and minor listings by division can be found in the catalog section entitled Degree Information.

Faculty

Pasquale, Michael D., Associate Professor of Linguistics (2000) (Chair); B.A. (1995), Cedarville College; M.A. (1998), Michigan State University; Ph.D. (2001) Michigan State University

Beach, Cynthia L., Assistant Professor of English (2002); B.A. (1986) Grand Rapids Baptist College; M.A. (1989), Wheaton College Graduate School

Bonzo, J. Matthew, Associate Professor of Philosophy and Religion (1998); B.S. (1986) Liberty University; M.A. (1991), Trinity Evangelical Divinity School; Ph.D. (2007), Vrije Universiteit, Amsterdam

Fabisch, Judith P., Professor of English (1983) ; B.A. (1977), Grand Rapids Baptist College; M.A. (1984), Western Michigan University; Ph.D. (1991), Michigan State University

Looman, Tammy, Instructor of Writing, Director of Writing Center, Director of the Writing Across the Curriculum Program (2007); B.S. (1983), Ferris State University; M.A. (2006) Western Michigan University

Stevens, Michael R., Professor of English (1997); B.A. (1990), Baptist Bible College; M.A. (1992) St. John's College; Ph.D. (1999), University of Dallas

VanDyke, Michael T., Associate Professor of English (2004); B.A. (1990), Michigan State University; M.A. (1993) Michigan State University; Ph.D. (1999) Michigan State University

Majors & Minors

(Note: Please see Teacher Education Section, starting on page 167, for information on English, Language Arts and Spanish Education Majors)

ENGLISH MAJOR FOR ELEMENTARY AND SECONDARY TEACHERS

| Required Courses | Credit Hours |
|--|--------------|
| ENG-223 Introduction to Literature | 3 |
| ENG-224 World Literature. | 3 |
| ENG-226 Introduction to Creative Writing | 3 |
| ENG-319 Advanced Grammar | 3 |
| ENG-326 Contemporary Literature. | 3 |
| ENG-334 American Renaissance in the 19 th Century. | 3 |
| ENG-342 British Romantic & Victorian Literature. | 3 |
| ENG-344 British Literature to 1700 | 3 |
| ENG-353 Linguistic History of the English Language | 3 |
| One of the following:..... | 3 |
| ENG-321 Children's Literature (Elementary) | |
| ENG-323 Adolescent Lit (Elementary or Secondary) | |
| ENG-324 Literary Modernisms: Anglo-American Writers (Secondary) | |
| ENG-328 Selected Authors or Eras (Secondary) | |
| Total | 30 |

HUMANITIES MAJOR (*This major does not require a minor*)

| Required Courses | Credit Hours |
|--|---------------------|
| HUM-382 Humanities Seminar (3 semesters) | 9 |
| HUM-482 Thesis (2 semesters) | 4 |

Choose One Strand (18 total credits):

(A) Creative Writing

| | |
|--|---|
| ENG-226 Introduction to Creative Writing | 3 |
| ENG-315 Poetry Writing | 3 |
| ENG-316 Fiction Writing | 3 |
| ENG-317 Creative Non-Fiction | 3 |
| ENG-364 Writers and Styles | 3 |
| ENG-322 The Practice of Criticism | 3 |

(B) Linguistics

| | |
|--|---|
| ENG-319 Advanced Grammar | 3 |
| LIN-225 Introduction to Linguistics | 3 |
| LIN-353 Linguistic History of the English Language | 3 |
| LIN-371 Second Language Acquisition | 3 |
| LIN-372 Sociolinguistics | 3 |
| LIN-460 Selected Linguists | 3 |

(C) Literature

| | |
|--|---|
| ENG-324 Literary Modernisms: Anglo-American Writers | 3 |
| ENG-326 Contemporary Literature | 3 |
| ENG-328 Selected Authors and Eras | 3 |
| ENG-334 American Renaissance in the 19 th C. | 3 |
| ENG-344 British Literature to 1700 | 3 |
| ENG-342 British Romantic & Victorian Literature | 3 |

(D) Philosophy

| | |
|--|---|
| PHI-213 Plato and Aristotle | 3 |
| PHI-215 Augustine and Aquinas | 3 |
| PHI-353 Philosophical Ethics | 3 |
| PHI-311 Modern Political Philosophy | 3 |
| PHI-411 Selected Thinkers | 3 |
| PHI-413 Globalization and Localization | 3 |

NOTE: Students may substitute an upper level course in their strand with an Oxford tutorial course taken in Oxford (OSA-302, 303, 304)

Choose two elective & Humanities “cross-over” courses

(Note: Any of the courses listed in another strand above can be considered for “cross-over” courses)

Foreign Language Courses

(Note: students may take two years of one foreign language, e.g., FRN-101, 102, 201, 202 = 14 credits; or two years of first year or above of different foreign languages, e.g., ARB-101, 102 and SPA-101, 102 = 16 credits; SPA-201, 202 and FRN-201, FRN-202 = 12 credits)

Total

LANGUAGE ARTS GROUP MAJOR FOR ELEMENTARY TEACHERS

| Required Courses | Credit Hours |
|---|---------------------|
| COM-212 Interpersonal Communications | 3 |
| COM-315 Philosophy and Theory of Communications | 3 |
| ENG-212 Writing In Culture | 3 |
| ENG-223 Introduction to Literature | 3 |
| ENG-224 World Literature | 3 |
| ENG-226 Introduction to Creative Writing | 3 |
| ENG-321 Children’s Literature | 3 |
| JRN-201 Newswriting and Reporting I | 3 |
| MDA-319 Mass Media Literacy | 3 |

| | | |
|-----------------------------|--|----|
| Two of the following: | | 6 |
| COM-241 | Introduction to Oral Interpretation | |
| COM-311 | Intercultural Communication | |
| COM-321 | Group Communication | |
| COM-324 | Argumentation and Debate | |
| THR-242 | Introduction to Theatre | |
| One of the following:..... | | 3 |
| ENG-322 | Practice of Criticism | |
| ENG-324 | Literacy Modernisms: Anglo-American Writers | |
| ENG-326 | Contemporary Literature | |
| ENG-328 | Selected Authors and Eras | |
| ENG-334 | American Renaissance in the 19 th Century | |
| ENG-342 | British Romantic & Victorian Literature | |
| ENG-344 | British Literature to 1700 | |
| ENG-353 | Linguistic History of English | |
| | Total | 36 |

SPANISH MAJOR FOR ELEMENTARY AND SECONDARY TEACHERS

| Required Courses | Credit Hours |
|--|--------------|
| LIN-225 Introduction to Linguistics | 3 |
| LIN-371 Second Language Acquisition | 3 |
| SPA-311 Advanced Spanish Conversation | 3 |
| SPA-319 Advanced Spanish Composition | 3 |
| SPA-332 Spanish Translation and Grammar | 3 |
| SPA-411 Introduction to Spanish Literature | 3 |
| SPA-412 Spanish Civilization and Culture | 3 |
| SPA-465 Methods of Teaching a Foreign Language | 3 |
| Semester in Spain** | 12 |
| Choose three of the following (4 credits each) | |
| SIS-303 Selected Readings in Spanish Literature | |
| SIS-304 Spanish Short Story | |
| SIS-306 History of Spanish Art | |
| SIS-307 Modern Spanish Culture | |
| SIS-311 Spanish History and Civilization | |
| SIS-312 Spain of Three Cultures: Muslim, Jewish and Christian (8 th – 15 th Centuries) | |
| SIS-351 Advanced Grammar and Composition | |
| SIS-355 Spanish Literature I | |
| SIS-356 Spanish Literature II | |
| SIS-366 Spanish American Literature II | |
| SIS-399/499 Independent Studies | |
| SIS-401 Comunicación Avanzada | |
| SIS-402 Don Quijote de la Mancha | |
| SIS-403 La Generacio del 98 | |
| SIS-404 El Siglo De Oro | |
| SIS-405 La Novela Espanola del Siglo do Oro: Novela Picaresca y Cervantes | |
| SIS-406 Romanitismo | |
| SIS-407 Teatro del Siglo XX | |
| SIS-408 La Historia de Espana en el Siglo XX | |
| | Total |
| | 36 |

** Permission for off-campus study required. See Director of Ministry Development.

(Note: Please see Teacher Education Section, p.167, for information on English, Language Arts, Spanish, and TESOL Education Minors)

ENGLISH MINOR

| Required Courses | Credit Hours |
|--|---------------------|
| ENG-224 World Literature..... | 3 |
| ENG-319 Advanced Grammar..... | 3 |
| One Writing Course..... | 3 |
| ENG-226 Introduction to Creative Writing | |
| ENG-317 Creative Non-Fiction | |
| One of the Following..... | 3 |
| ENG-324 Literary Modernisms: Anglo-American Writers | |
| ENG-326 Contemporary Literature | |
| ENG-334 American Renaissance in the 19 th C | |
| One British Literature Course..... | 3 |
| ENG-342 British Romantic & Victorian Literature | |
| ENG-344 British Literature to 1700 | |
| Upper Level Elective in English..... | 3 |
| Total..... | 18 |

ENGLISH MINOR FOR ELEMENTARY AND SECONDARY TEACHERS

| Required Courses | Credit Hours |
|---|---------------------|
| ENG-223 Introduction to Literature..... | 3 |
| ENG-224 World Literature..... | 3 |
| ENG-226 Introduction to Creative Writing..... | 3 |
| ENG-319 Advanced Grammar..... | 3 |
| One of the following..... | 3 |
| ENG-321 Children's Literature (Elementary) | |
| ENG-323 Adolescent Literature (Elementary or Secondary) | |
| ENG-328 Selected Authors or Eras (Secondary) | |
| ENG-324 Literary Modernisms (Secondary) | |
| One of the following:..... | 3 |
| ENG-326 Contemporary Literature | |
| ENG-334 American Renaissance in 19 th C | |
| One of the following..... | 3 |
| ENG-344 Roots of British Literature | |
| ENG-346 Flowering of British Literature in 17 th C | |
| Total..... | 21 |

LANGUAGE ARTS GROUP MINOR FOR ELEMENTARY TEACHERS

| Required Courses | Credit Hours |
|---|---------------------|
| COM-212 Interpersonal Communication..... | 3 |
| COM-311 Intercultural Communication..... | 3 |
| ENG-212 Writing In Culture..... | 3 |
| ENG-223 Introduction to Literature..... | 3 |
| ENG-224 World Literature..... | 3 |
| ENG-226 Introduction to Creative Writing..... | 3 |
| ENG-321 Children's Literature..... | 3 |
| MDA-319 Mass Media Literacy..... | 3 |
| Total..... | 24 |

LINGUISTICS MINOR

| Required Courses | | Credit Hours |
|------------------|--|--------------|
| ENG-319 | Advanced Grammar | 3 |
| LIN-225 | Introduction to Linguistics | 3 |
| LIN-353 | Linguistic History of the English Language | 3 |
| LIN-371 | Second Language Acquisition | 3 |
| LIN-372 | Sociolinguistics | 3 |
| LIN-460 | Selected Linguists | 3 |
| Total | | 18 |

PHILOSOPHY MINOR

| Required Courses | | Credit Hours |
|------------------|------------------------------|--------------|
| PHI-213 | Plato & Aristotle | 3 |
| PHI-215 | Augustine & Aquinas | 3 |
| PHI-311 | Modern Political Philosophy | 3 |
| PHI-353 | Philosophical Ethics | 3 |
| PHI-411 | Selected Thinkers | 3 |
| PHI-413 | Globalization & Localization | 3 |
| Total | | 18 |

SPANISH MINOR

| Required Courses | | Credit Hours |
|------------------|--|--------------|
| SPA-311 | Advanced Spanish Conversation | 3 |
| SPA-319 | Advanced Spanish Composition and Grammar | 3 |
| SPA-332 | Spanish Translation | 3 |
| SPA-380 | Internship | 3 |
| SPA-411 | Introduction to Hispanic Literature | 3 |
| SPA-412 | Spanish Civilization & Culture | 3 |
| Total | | 18 |

SPANISH MINOR FOR ELEMENTARY AND SECONDARY TEACHERS

| Required Courses | | Credit Hours |
|------------------|--|--------------|
| LIN-225 | Introduction to Linguistics | 3 |
| LIN-371 | Second Language Acquisition | 3 |
| SPA-311 | Advanced Spanish Conversation | 3 |
| SPA-319 | Advanced Spanish Composition | 3 |
| SPA-332 | Spanish Translation and Grammar | 3 |
| SPA-411 | Introduction to Spanish Literature | 3 |
| SPA-412 | Spanish Civilization and Culture | 3 |
| SPA-465 | Methods of Teaching a Foreign Language | 3 |
| Total | | 24 |

TESOL (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES) MINOR

| Required Courses | | Credit Hours |
|------------------|--------------------------------------|--------------|
| ENG-319 | Advanced Grammar | 3 |
| LIN-225 | Introduction to Linguistics | 3 |
| LIN-371 | Second Language Acquisition | 3 |
| LIN-372 | Sociolinguistics | 3 |
| LIN-465 | Methods of Teaching Foreign Language | 3 |
| LIN-489 | TESOL Practicum | 3 |
| Total | | 18 |

TESOL (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES) MINOR FOR ELEMENTARY AND SECONDARY TEACHERS

| Required Courses | | Credit Hours |
|-------------------------|--|---------------------|
| ENG-319 | Advanced Grammar | 3 |
| LIN-225 | Introduction to Linguistics. | 3 |
| LIN-371 | Second Language Acquisition. | 3 |
| LIN-372 | Sociolinguistics | 3 |
| LIN-465 | Methods of Teaching Foreign Language | 3 |
| LIN-489 | TESOL Practicum..... | 6 |
| Total | | 21 |

Course Descriptions

Dept./Level Course Name Credits/Frequency
(See page 53 for codes)

ARABIC

ARB-101 Introductory Arabic I **4/2**
An elementary-level Arabic course in which the four basic skills in language learning are taught: speaking, reading, writing, and listening.

ARB-102 Introductory Arabic II **4/2**
An elementary-level Arabic course that builds on ARB 101. More sophisticated grammar concepts are presented in a communicative setting. Prerequisite: ARB-101 or equivalent

ARB-201 Intermediate Arabic I **3/2**
An intermediate-level Arabic course that builds on material presented in ARB 102. The student will communicatively investigate the Arabic world with grammar integrated into the written and oral work. Prerequisite: ARB-101/-102 or equivalent

ARB-202 Intermediate Arabic II **3/2**
An intermediate-level Arabic course that builds on ARB 201. The student will communicatively investigate topics of interest (university life, home life, social issues, etc.) relevant to life in the Arabic-speaking world. The primary emphasis will be on conversation and composition with grammar integrated into the communicative framework. Respective worldviews will be highlighted. Prerequisites: ARB-201 or equivalent

ENGLISH

ENG-098 Personalized Writing Seminar **0/2**
This five week seminar is an individualized course to expand writing skills. Course content depends on individual needs and may include sentence development, grammar, paragraph development, and essay writing. Students meet once a week with an instructor for direction and encouragement. Online coursework and additional lab work may be required. To complete this seminar, students must pass the junior writing exam. Passing the junior writing exam will fulfill the Jr. Writing Portfolio Requirement.

ENG-099 Basic Writing **2/1**
An individually paced course in basic techniques for effective written communication as preparation for ENG 113 College Composition. Lab required.

ENG-114 College Composition **3/1**
The study and practice of the process approach to writing with attention paid to the rhetorical dynamic of the writer, text and reader. This course includes essays, a library orientation, a review of reading strategies and readings relevant to the study of written discourse. Grammar is studied as part of precise, effective written communication.

ENG-212 Writing in Culture **3/1**
Using effective and ethical research practices to develop and write persuasive essays on topics related to contemporary culture and social justice. Particular attention will be paid to rhetorical sensitivity, stylistic accuracy, and thoughtful worldview engagement. Prerequisites: English competency

ENG-223 Introduction to Literature **3/1**
The study and application of various methods of literary interpretation and evaluation to develop critical and analytical skills in the various genres of imaginative literature. Prerequisite: ENG-212.

(ENG-223 is prerequisite to all of the following English literature courses.)

- ENG-224 World Literature** 3/1
An examination of the literature of various world cultures, exploring their philosophical and thematic dimensions as well as stylistic aspects. Students will compare literatures of Western and non-Western cultures, thereby gaining a broad understanding of world civilizations. Prerequisites: ENG-212 & ENG-223 (This course serves as a writing intensive course for the Language Arts Group major.)
- ENG-226 Introduction to Creative Writing** 3/1
Introduction to the basic forms and techniques of writing poetry, fiction, and drama. Prerequisites: ENG-212
- ENG-315 Poetry Writing** 3/3
An advanced workshop in poetry writing, with the intent of producing publishable work. Prerequisite: ENG-226
- ENG-316 Fiction Writing** 3/3
A workshop in the writing of short stories and novel fragments, with the intent of producing publishable work. Prerequisite: ENG-226
- ENG-317 Creative Non-Fiction** 3/3
Practice in the writing of prose that explores the boundaries between fiction, journalism, and personal essay. Prerequisite: ENG-226
- ENG-319 Advanced Grammar** 3/2
This course will explore the descriptive and prescriptive grammar of English, which will be analyzed according to traditional, structural, and transformational methods. Prerequisites: ENG-212
- ENG-321 Children's Literature** 3/4
An emphasis upon the history of Children's literature, criteria for evaluating Children's books from a library and theological standpoint, and, through intensive and wide reading, a knowledge of the best that has been written in the field. The central focus will be (to equip teachers) to apply children's literature in the classroom in order to develop the valuable themes, to entice children to read and to engage them in understanding and appreciation of the literature and the illustrations. Prerequisites: ENG-212
- ENG-322 The Practice of Criticism** 3/4
A course in the writing of general arts and cultural criticism. One goal of the course will be to place students' writing in local or regional periodicals that publish reviews of the arts. Prerequisites: ENG-212 & ENG-223
- ENG-323 Adolescent Literature** 3/4
A study of literature suitable for middle school and senior high students. Appropriate instructional methodologies will be studied and modeled. Prerequisites: ENG-212
- ENG-324 Literary Modernisms: Anglo-American Writers** 3/2
An in-depth look at the emerging voices between (and just before and just after) the two World Wars, with special attention paid to the philosophical and spiritual crises of the era. Prerequisites: ENG-212 & ENG-223
- ENG-326 Contemporary Literature** 3/4
A survey of Anglo-American (and some broader world) authors whose works are recent or current, and who are in discourse with contemporary themes, especially relating to post-modernism. Attention will also be given to the various strands of literary theory that have helped to shape the contemporary context. Prerequisites: ENG-212 & ENG-223
- ENG-328 Selected Authors and Eras** 3/2
This rotating course will provide an opportunity for students to study deeply the works of a single important author (such as Austen or Faulkner) or a school or authors who helped define an era (such as Romanticism or Restoration Satire). The course can be repeated for credit. Prerequisites: ENG-212 & ENG-223
- ENG-334 American Renaissance in the Nineteenth Century** 3/3
A survey of the 'coming of age' of the American literary voice, beginning with the Concord movement of Emerson, Thoreau, Hawthorne and Melville, and following through with such disparate pre and post war voices as Dickenson, Whitman and Twain. Prerequisites: ENG-212 & ENG-223
- ENG-342 British Romantic and Victorian Literature** 3/3
A survey of major Romantic and Victorian writers from historical, ideological and aesthetic viewpoints. Prerequisites: ENG-212 & ENG-223
- ENG-344 British Literature to 1700** 3/3
A survey of important formative works, both in terms of language and of imaginative vision, from Beowulf up to The Fairie Queen. Prerequisites: ENG-212 & ENG-223
- ENG-347 Religious Authors** 3/6
Will focus on a variety of religious authors from both British and American perspectives. Students may expect semesters on C.S. Lewis, J.R.R. Tolkien, John Milton, John Donne and other contemporary authors, or a combination of several authors, giving a perspective of the development of religious writing. Prerequisites: ENG-212 & ENG-223

ENG-353/LIN-353 Linguistic History of the English Language 3/2
The development of the English language from its Indo-European roots to the present, paying attention to the historical contexts and linguistic features of the language. Prerequisites: ENG-212 & ENG-223

ENG-361/HIS-361 Holocaust Literature 3/6
This course will examine the Holocaust as an historical event and examine the literature that it has produced and continues to produce. Prerequisites: ENG-212 & ENG-223 or permission of the instructor.

ENG-364 Writers and Styles 3/4
A reading course for writers, focused on analyzing the styles and techniques of well-regarded writers in various genres. Prerequisite: ENG-212 & ENG-223

ENG-380 Internship 1-6/1
Academic credit and evaluation for practical work learning experience in the field of English developed in cooperation with an internship coordinator and a sponsoring organization. Prerequisites: junior status, a GPA of 2.00 or higher and nine completed credit hours in the major or minor where the internship is required.

ENG-463/COM-463 Secondary Language Arts Methods 3/2
Focuses on the content-specific pedagogy for teaching the language arts curriculum in public or private secondary schools. Prerequisite: Admission to and good standing in the Teacher Education program, ENG-212 & ENG-223.

ENG-470 Directed Readings 1-3/1
Guided readings and reports in areas of interests and need. The student may complete and in-depth study of specific areas that include literature and creative writing. Prerequisites: ENG-212 & ENG-223 and approval of the division chair.

ENG-480 Advanced Topics 3/6
Seminars, groups or independent studies and research on topics in English, creative writing, or literature. Prerequisites: ENG-212 & ENG-223.

ENG-490 Independent Study 1-3/1
With faculty supervision, the student researches and/or writes on a specific area of interest in English, literature, or creative writing. Prerequisites: ENG-212 & ENG-224 plus nine hours on the 300/400 level, permission of the instructor, and approval of the division chair.

FRENCH

FRN-101 Elementary French I 4/2
A proficiency-oriented elementary level French course in which the four basic skills in language learning are taught: speaking, reading, writing and listening.

FRN-102 Elementary French II 4/2
A proficiency-oriented elementary level French course that builds on FRN-101. More sophisticated grammar concepts are presented in a communicative setting. Prerequisite: FRN-101 or equivalent

FRN-201 Intermediate French I 3/2
An intermediate-level French course that builds on the material in FRN-102. The student will communicatively investigate the French world with grammar integrated into the written and oral work. Great emphasis will be put on comparing the French worldview and the Christian perspective. Prerequisite: FRN-101/-102 or equivalent.

FRN-202 Intermediate French II 3/2
An intermediate-level French course that builds on the material presented in FRN-201. The student will communicatively investigate topics of interest (university life, home life, social issues, etc.) relevant to contemporary French life. The primary emphasis will be on conversation and composition with grammar integrated into the communicative framework. Respective worldviews will be highlighted. Prerequisite: FRN-201 or equivalent.

INTERDISCIPLINARY STUDIES

IDS-101 Creativity, Innovation & Problem Solving 2/1
Students will unleash their creative potential to enrich their life and the world as they examine the creative processes, the lifestyles of creative people, the environments and methods of innovative organizations, and the tools of problem solving techniques.

IDS-311 Imagination in Culture 3/1
This course is an examination of the forms and structures of various literary, visual, and musical texts. Students will develop a charitable hermeneutic enabling them to discover and understand the worldviews embodied in various cultural artifacts and leading them to responsible cultural and civic engagement. Prerequisites: REL-103, PHI-211

HUMANITIES

HUM-382 Humanities Seminar 3/2
A seminar that is centered on themes that cross disciplinary boundaries in the Humanities. May be taken for up to 12 credits.

HUM-421 Creative Endeavors 3/4
Maximize the creative impulse. Engage soul-level tools that keep creativity fresh: journaling, filling the “well,” and other exercises in Julia Cameron’s *The Artist’s Way*. Creative Endeavors frees, equips, and develops creativity regardless from which field the creativity arises. Prerequisite: ENG-212 & ENG-223 or permission from instructor

HUM-482 Thesis 2/1
A final, individual project that provides an in-depth exploration of a topic related to course strand. Students work closely with a thesis advisor and are required to submit a comprehensive written thesis as well as make an oral presentation of the research results in front of an academic panel. Prerequisite: Senior Status

LATIN

LAT-101 Elementary Latin I 4/2
An introduction to Latin grammar of classical times and Roman History as the cultural context of the Latin language. The class will teach morphology, syntax, and vocabulary, so that students will be able to translate prose literature.

LAT-102 Elementary Latin II 4/2
This class is a continuation of Latin 101 with more work on grammar and vocabulary and Roman history. Students will be able to translate longer prose passages and basic poetry. Readings from selected passages of classical authors will begin. Prerequisite: LAT-101 or equivalent

LAT-201 Intermediate Latin I 3/2
The course studies passages from selected authors, such as Cicero, Livy, and Ovid. It reviews grammar and gives students the opportunity to focus on translation skills. Students will become familiar with the diversity of writing styles, philosophical interests, rhetorical techniques, and literary excellence of Classical Latin. Prerequisite: LAT-102 or equivalent

LAT-202 Intermediate Latin II 3/2
Readings from classical authors continue, now focused on Virgil, Quintilian, and Seneca. These studies will advance the students’ appreciation of classical Latin. Selected readings from Augustine’s Confessions will be offered as well. Prerequisite: LAT-201 or equivalent

LINGUISTICS

LIN-225 Introduction to Linguistics 3/2
Provides an understanding of the nature and structure of human language and introduces students to the goals, techniques, and subject matter of modern linguistics. Presents the properties of human language, and the scientific methods for analyzing it. Topics include basic aspects of the structure of language, language change, dialects and language variation, language acquisition, language and the brain. This course will look at the data from English and a variety of languages. Prerequisite: ENG-212

LIN-353/ENG-353 Linguistic History of the English Language 3/2
The development of the English language from its Indo-European roots to the present, paying attention to the historical contexts and linguistic features of the language. Prerequisites: ENG-212 & ENG-223

LIN-371 Second Language Acquisition 3/4
The objective of this course will be to examine the process of learning a second language. This course will survey current SLA theory and learning models. Linguistic, cognitive, affective, cultural, and social factors influencing the acquisition of another language will be explored. Prerequisite: LIN-225

LIN-372 Sociolinguistics 3/4
The objective of this course will be to look at language in its social and cultural contexts. This course presents the basic sociocultural variables (such as gender, age, and social status) and shows their relation to language use and language learning. Areas covered in this course will include bilingualism, dialectology, language variation and style with their relation to multi-cultural educational situations. Prerequisites: LIN-225

LIN-380 Internship 1-6/1
Academic credit and evaluation for practical work-learning experience in the field of linguistics developed in cooperation with an internship coordinator and a sponsoring organization. Prerequisites: junior status, a GPA of 2.00 or higher and nine completed credit hours in the major or minor where the internship is required.

LIN/SPA/EDU-465 Methods of Teaching a Foreign Language 3/2
This course will look at methods and techniques used to teach language components (grammar, vocabulary, pronunciation) and language skills (reading, writing, listening and speaking). Practice in developing and implementing balanced and effective language lesson plans will be provided along with evaluating and selecting appropriate ESL and/or Spanish teaching materials. Special focus on the use of technology will be discussed.

- LIN-460 Selected Linguists** 3/4
An in-depth analysis of one or more important linguists. The course can be repeated for credit.
- LIN-470 Directed Readings** 1-3/1
Guided readings and reports in areas of interest and need. The student may complete an in-depth study of specific areas of linguistics. Prerequisites: LIN-225 and approval of the Division Chair.
- LIN-480 Advanced Topics** 3/6
Seminars, groups, or independent studies and research on topics in linguistics. Prerequisites: LIN-225
- LIN/EDU-489 TESOL Practicum** 3-6/1
Students will teach in an ESL classroom under the direct supervision of an experienced TESOL teacher, and be given progressively more teaching responsibilities. They will implement lesson plans which they have developed, effectively use audio-visual materials and other teaching resources, use a variety of teaching methods, and evaluate their students by testing. Prerequisite: All other TESOL courses.
- LIN-490 Independent Study** 1-3/1
With faculty supervision, the student researches and/or writes on a specific area of interest in linguistics. Prerequisites: LIN-225, plus nine hours on the 300/400 level, permission of instructor, and approval of the Division Chair.
- OXFORD**
- OSA-302 Oxford Tutorial in English** 3/6
This tutorial consists of an initial planning session with an Oxford tutor followed by a minimum of four hours of tutorials with essays on English literature or writing.
- OSA-303 Oxford Tutorial in Linguistics** 3/6
This tutorial consists of an initial planning session with an Oxford tutor followed by a minimum of four hours of tutorials with essays on Linguistic topics.
- OSA-304 Oxford Tutorial in Philosophy** 3/6
This tutorial consists of an initial planning session with an Oxford tutor followed by a minimum of four hours of tutorials with essays on Philosophical topics.
- PHILOSOPHY**
- PHI-211 Philosophy in Culture** 3/1
This course is designed to introduce and develop the notion of worldview from a Christian philosophical perspective. The course will pay special attention to the hermeneutical issues surrounding worldview and the important role philosophy has played in western culture.
- PHI-213 Plato and Aristotle** 3/4
A historical and critical study of the thought of Plato and Aristotle with special emphasis placed on the reading of primary texts. Prerequisites: PHI-211
- PHI-215 Augustine and Aquinas** 3/4
A historical and critical study of the synthesis of Christian and Greek thought in the work of Augustine and Aquinas with special emphasis placed on the reading of primary texts. Prerequisites: PHI-211
- PHI-311 Modern Political Philosophy** 3/4
A study of rise and critique of the modern political conceptions of the nation-state, social contract, classical liberalism and post-nationalism. The course will concentrate on major political thinkers such as Hobbes, Kant, Hegel. Prerequisites: PHI-211
- PHI-353 Philosophical Ethics** 3/4
A study of the development of important ethical theories from Greek sources to postmodern concerns. Prerequisites: PHI-211
- PHI-411 Selected Thinkers** 3/4
An in-depth analysis of one or more important philosophical thinkers. The course can be repeated for credit. Prerequisites: PHI-211
- PHI-413 Globalization and Localization** 3/4
A study of the issues and concerns surrounding the expansion of economic and political boundaries and alternative visions stressing the local. Prerequisites: PHI-211
- PHI-470 Directed Readings** 1-3/1
Guided readings and reports in areas of interest and need. The student may complete an in-depth study of specific areas of philosophy. Prerequisites: PHI-211 and approval of the Division Chair.

PHI-480 Advanced Topics 3/6
Formal class dependent upon student demand and interest of the professor. May deal with particular philosophers or philosophical problems. Prerequisites: PHI-211

PHI-490 Independent Study 1-3/1
With faculty supervision, the student researches and/or writes on a specific area of interest in philosophy. Prerequisites: PHI-211, plus nine hours on the 300/400 level, permission of instructor, and approval of the Division Chair.

SPANISH

(Please note that SIS courses are offered in Seville, Spain during the "Semester in Spain" program. SPA courses are offered at the Cornerstone University campus)

SIS-303 Selected Readings in Spanish Literature 4
This course provides the study and perfection of the language through a selection of readings by Spanish writers of the 19th and 20th Centuries.

SIS-304 Spanish Short Story 4
This course is an in-depth study of the Spanish language through a selection of writings by some of the most significant contemporary Spanish storytellers – Unamuno, Clarín, Aldecoa, and others.

SIS-306 History of Spanish Art 4
This course teaches the student to identify by style, period, and artist major works of Spanish art from its early history to the present. It also gives them a solid grounding in the backgrounds of the artists and the periods themselves.

SIS-307 Modern Spanish Culture 4
This course is meant to give the student a general but thorough idea of modern-day Spain: society, mentality and customs, political organization, and relations with the rest of the world. This will be achieved in two different ways. First, there will be classes explaining the different aspects of Spanish society. Students will also be required to follow news, debates, and issues that may arise during their time in Spain and discuss these events as they are presented.

SIS-311 Spanish History and Civilization 4
This course includes a brief introduction to the geography of Spain and a study of her history from its origins to the 18th Century. Emphasis is given to the political, social, economic, and cultural aspects of the most important events of the eras studied.

SIS-312 Spain of Three Cultures: Muslim, Jewish and Christian (8th – 15th Centuries) 4
A study of the Three Cultures in medieval Spain: cultural and artistic contribution of Muslims, Christians and Jews; their peaceful coexistence and tensions. The city of Seville is fundamental, since this was the most prosperous city in medieval XV-century Spain and important artistic examples of the Three Cultures are found here.

SIS-351 Advanced Grammar and Composition 4
This course is designed for students with a solid base of the Spanish language and covers vocabulary and idiomatic expressions of special difficulty for the foreign student, the more complex Spanish grammar, and composition techniques.

SIS-355 Spanish Literature I 4
This course is an introductory study of Spanish literature covering the principal literary movements and their authors from the 11th through the 17th Centuries. It is a very practical course, in which students work with a carefully selected series of texts in order to familiarize themselves with the differing styles covered over that time period.

SIS-356 Spanish Literature II 4
This course is an introduction to Spanish literature covering the most important literary movements and authors from the 19th Century to the present.

SIS-366 Spanish American Literature II 4
This study of Spanish American Literature reviews the most significant passages of key works from independence to the present.

SIS-399/499 Independent Studies 4
Independent studies are available only for Advanced students. Topics must be selected in consultation with the Academic Director and approved by him. Students undertaking an Independent Study must have a very good knowledge of the Spanish Language.

SIS-401 Comunicación Avanzada 4
This course is designed for students with a good command of the Spanish language who want to perfect their knowledge increasing and enriching vocabulary, verb forms and complexity of structures. Students will learn to speak, write, and think rather fluently in Spanish.

SIS-402 Don Quijote de la Mancha 4

- This course studies the life, personality, and literary significance of the foremost exemplar of Spanish literature of all times: Cervantes. It analyzes the most significant chapters of the greatest work of Spanish literature: Don Quijote de la Mancha.
- SIS-403 La Generacion del 98 4**
This course is a literary and historical study of the Generación del 98 as well as an analysis of the most representative works of the most outstanding authors of that period.
- SIS-404 El Siglo de Oro 4**
This course covers three works that are not only typical of their era, but also, stand as classics of Spanish literature. They also provide valuable information about, and insights into, Spanish society and culture during the Golden Age.
- SIS-405 La Novela Espanola del Siglo de Oro: Novela Picaresca y Cervantes 4**
This course studies the Spanish novel during the Golden Age (XVI-XVII centuries). It offers an in depth study of the first novel, Lazarillo de Tormes, and the genre it inaugurated (Novela Picaresca) as well as a study of the short Spanish novels for which Cervantes provided the main characteristics.
- SIS-406 Romanticismo 4**
This course deals with the general characteristics of the literature and an assessment of the period through the reading and exhaustive analysis of the most representative works by the greatest exponents of Spanish Romanticism.
- SIS-407 Teatro del Siglo XX 4**
This course is a literary study of the most important twentieth century Spanish theatrical works, their authors, and major characteristics. It is also a study of the political and social scenario of this century as well as an analysis of the most representative collective mentality of the era.
- SIS-408 Historia de Espana en el Siglo XX 4**
Starts with a brief introduction of XIX century history and continues with a study of the history and sociology of the present democratic Spain. The recent history of the country is analyzed: the most important political events (Republic, Civil War, Franco's dictatorship and democracy); the social and economic structures during the century and the development of the Spanish way of life and way of thinking.
- SPA-101 Elementary Spanish 4/2**
An elementary-level Spanish course in which the four basic skills in language are taught: reading, writing, listening, and speaking.
- SPA-102 Elementary Spanish II 4/2**
An elementary-level Spanish course that builds on SPA 101. More sophisticated grammar concepts are presented in a communicative setting. Prerequisite: SPA-101 or equivalent.
- SPA-201 Intermediate Spanish I 3/2**
An intermediate Spanish course that builds on the material presented in SPA 201. The student will communicatively investigate the Spanish world with grammar integrated into the written and oral work. Great emphasis will be put on comparing the Latin American/Spanish worldview and the Christian perspective. Prerequisite: SPA-101/-102 or equivalent
- SPA-202 Intermediate Spanish II 3/2**
An intermediate-level Spanish course that builds on SPA 201. The student will communicatively investigate topics of interest (university life, home life, social issues, etc.) relevant to the contemporary Latin American and Spanish life. The primary emphasis will be on the conversation and composition with grammar integrated into the communicative framework. Respective worldviews will be highlighted. Prerequisite: SPA-201 or equivalent
- SPA-231 Business Spanish 3/6**
An advanced course in Spanish dealing with Business vocabulary, writing business letters, international communication, etc. Prerequisite: SPA-202
- SPA-311 Advanced Spanish Conversation 3/2**
A conversation-based course emphasizing advanced vocabulary, idiomatic expressions and communicative language usage. Communicative real-world topic areas will be developed. Prerequisite: SPA-202
- SPA-319 Advanced Spanish Composition and Grammar 3/2**
Course stressing techniques of effective writing in Spanish. Key advanced grammar structures will be emphasized. Prerequisite: SPA-311 or equivalent
- SPA-332 Spanish Translation 3/2**
Spanish-English English-Spanish translation course that provides practical and theoretical translation experience highlighting grammatical, lexical and semantic issues involved in the translation process.
- SPA-380 Spanish Internship 1-6/1**

Academic credit and evaluation for practical work learning experience developed in cooperation with Spanish majors and minors, the internship coordinator and a sponsoring organization. Prerequisite: junior status, a 2.00 GPA and nine completed hours in the major or minor.

SPA-411 Introduction to Hispanic Literature 3/2
Survey course studying the major works of Spanish and Latin American Literature. Hispanic worldview will be contrasted with Christian worldview. Prerequisite: SPA-311

SPA-412 Spanish Civilization and Culture 3/2
Comprehensive study of Peninsula culture and society and the role of culture in the formation of Spanish national character and attitudes. Prerequisite: SPA-311

SPA/LIN/EDU-465 Methods of Teaching a Foreign Language 3/2
This course will look at methods and techniques used to teach language components (grammar, vocabulary, pronunciation) and language skills (reading, writing, listening and speaking). Practice in developing and implementing balanced and effective language lesson plans will be provided along with evaluating and selecting appropriate ESL and/or Spanish teaching materials. Special focus on the use of technology will be discussed.

SPA-470 Directed Readings 1-3/1
Guided faculty supervision in student areas of interest (Literature or language). Prerequisites: SPA-319, Approval of the Division Chair.

SPA-490 Independent Study 1-3/1
With faculty supervision, the student researches and/or writes on a specific area of interest. Prerequisite: SPA-311 and SPA-319, permission of the instructor and institutional requirements.

Kinesiology, Science & Mathematics

DIVISION



James Fryling
Division Chair

Understanding human life and its complex internal and external environments as a revealed gift from the creative hand of God is a vital task for the Christian. Even in its fallen condition, the God-sustained creation is worthy of intense study to attempt to unfold His marvelous fundamental principles and intricate interrelationships woven throughout the cosmos. Mathematics explores symbolic representation and logical implications. The physical sciences explore matter and its interactions. The biological sciences explore life and its intricacies. The kinesiological sciences explore human movement and its effects. All of these areas are explored from the overarching theme of stewardship of the marvelous creation entrusted to us. The core requirements in these areas are designed to initiate that stewardship process. Majors and minors are equipped to understand, interact and glorify God in these areas as that stewardship is enacted.

The division offers majors in biology, environmental biology, exercise science, integrated science for teacher education, mathematics and physical education. Pre-professional students (pre-medical, pre-veterinary, pre-dental, pre-pharmacy) are well prepared for their professional education through the Biology – Health Science/Pre-professional major. Minors may be taken in biology, chemistry, coaching, general science, integrated science, mathematics, and physical education. Students may also take coursework at AuSable Trails Institute of Environmental Studies.

Degrees

Bachelor of Arts (B.A.)
Bachelor of Science (B.S.)

Majors

Biology (B.A.)
Biology – Health Sciences &
Pre-professional (B.S.)
Pre-professional includes:
Pre-Dental
Pre-Medical
Pre-Pharmacy
Pre-Veterinary
Biology (Secondary; B.A.)
Environmental Biology (B.S.)
Exercise Science (B.S.)
Integrated Comprehensive Science
(Secondary; B.A.)
Integrated Science Major
(Elem. & Secondary; B.A.)
Mathematics (B.A.)
Mathematics (Secondary; B.A.)
Physical Education (Elementary; B.A.)
Physical Education (K-12; B.A.)

Minors:

Biology
Biology (Secondary)
Chemistry
Coaching
General Science
Integrated Science (Elementary)
Mathematics
Mathematics (Elementary & Secondary)
Physical Education
Physical Education (Elementary & Secondary)

Programs:

AuSable Institute

CRITERIA FOR GRADUATION AS A DIVISION MAJOR:

See in the Academic Information section under Graduation Requirements.

Degree information for the Bachelor of Arts and Bachelor of Science degrees along with major and minor listings by division can be found in the catalog section entitled Degree Information.

Faculty

Fryling, James A., Professor of Chemistry (1997) (Division Chair); B.S. (1981) United States Air Force Academy; M.S. (1986), Ph.D. (1990) University of Arizona

Atwood, Peter R., Professor of Mathematics (1975); B.S. (1966), Trinity College; M.A. (1968), Princeton University; Ph.D. (2001), Western Michigan University

Crompton, Nigel E.A., Professor of Biology (2002); B.Sc. (1980), Victoria University of Manchester, England; M.Sc. (1982), Victoria University of Manchester, England; Ph.D. (1987), Justus-Liedig University of Giessen, Germany; D.Sc. (1998), University of Zurich, Switzerland

Gates, Raymond R., Associate Professor of Biology (1978); B.A. (1973), Spring Arbor University; M.S. (1976), Central Michigan University

Keller, Charles N., Associate Professor of Science (2004); B.A. and B.S. (1976), University of Kansas; Ph.D. (1992), University of Kansas

Keys, Robert S., Associate Professor of Science (2002); B.A. (1984), Cornerstone University; M.Ed. (1995), Gannon University; Ph.D. (2004), Western Michigan University

Marra, Marty, Assistant Professor of Kinesiology (2005); B.A. (1986), Cornerstone University; B.S., (1987), Calvin College; M.A. (1995), Western Michigan University

Sanford, Julie A., Assistant Professor of Science (2002); B.A. (1985), Cornerstone University; M.En.S. (1988), Miami University

Sprague, Thomas B., Professor of Mathematics (1996); B.S. (1980), Central Michigan University; M.A. (1982), Dallas Theological Seminary; M.A. (1985), Michigan State University; Ph.D. (1990), Western Michigan University

Zainea, Kimberly A., Assistant Professor of Kinesiology (1990); B.A. (1988), Cedarville College; M.A. (1990), University of Dayton; Ed.D. (cand.), University of West Virginia

Bachelor of Arts Majors & Minors

BIOLOGY MAJOR (Bachelor of Arts)

General Education Core requirements for the Bachelor of Arts degree are listed in the Degree Information section.

| Required Courses | Credit Hours |
|--|--------------|
| BIO-151 General Biology | 4 |
| BIO-225 Botany | 4 |
| BIO-233 Zoology | 4 |
| BIO-351 Genetics | 4 |
| BIO-400 Bioethics & Argument Theory | 2 |
| BIO-451 Molecular Cell Biology | 4 |
| ECO-341 Ecology | 4 |
| SCI-380 Internship | 3 |
| Electives in Biology (must be upper-level) | 4 |
| Total | 33 |

Required Cognates*

| | |
|---|---|
| CHM-111 Principles of General Chemistry (Prerequisite: MAT-121) | 4 |
| CHM-212 Principles of Organic and Biochemistry | 4 |
| Electives in Mathematics | 6 |
| (Not MAT-096, 107, 110, 211 or 212) | |

BIOLOGY MINOR

| Required Courses | | Credit Hours |
|--|-----------------------|---------------------|
| BIO-151 | General Biology | 4 |
| BIO-225 | Botany | 4 |
| BIO-233 | Zoology | 4 |
| Electives in Biology (must be upper-level) | | 8 |
| Total | | 20 |

Required Cognate*

| | | |
|---------|---|---|
| CHM-111 | Principles of General Chemistry (Prerequisite: MAT-121) | 4 |
|---------|---|---|

*A cognate is a course that supports the success of completing a major program.

BIOLOGY MAJOR FOR SECONDARY TEACHERS (Bachelor of Arts)

General Education Core requirements for the Bachelor of Arts degree are listed in the Degree Information section. (see page 50).

| Required Courses | | Credit Hours |
|-----------------------------|---|---------------------|
| BIO-151 | General Biology | 4 |
| BIO-225 | Botany | 4 |
| BIO-233 | Zoology | 4 |
| BIO-351 | Genetics | 4 |
| BIO-400 | Bioethics & Argument Theory | 2 |
| BIO-451 | Molecular Cell Biology | 4 |
| One of the following: | | 4 |
| | BIO-241 Anatomy and Physiology I | |
| | BIO-242 Anatomy and Physiology II | |
| ECO-341 | Ecology | 4 |
| SCI-361 | Evolution & Origins | 3 |
| Total | | 33 |

Required Cognates*

| | | |
|---------|---|---|
| CHM-111 | Principles of General Chemistry (Prerequisite: MAT-121) | 4 |
| CHM-212 | Principles of Organic and Biochemistry | 4 |
| MAT-151 | Statistics | 3 |
| SCI-465 | Secondary Science Methods | 3 |

*A cognate is a course that supports the success of completing a major program.

Biology Major for Secondary Teachers Four Year Program Illustration

Freshman year

| | | |
|--------------------------------------|--|----|
| BIO-151 | General Biology | 4 |
| COM-112 | Communication In Culture | 3 |
| ENG-212 | Writing In Culture | 3 |
| HIS-113 | World Civilization | 3 |
| IDS-101 | Creativity, Innovation & Problem Solving | 2 |
| KIN-100 | Foundations of Wellness | 2 |
| MAT-121 | College Algebra | 3 |
| or | | |
| MAT-131 | Calculus I | 3 |
| MGT-100 | Leadership In Culture | 3 |
| PHI-211 | Philosophy In Culture | 3 |
| PSY-232 | Developmental Psychology | 3 |
| REL-103 | Biblical Hermeneutics | 3 |
| REL-104 | Old Testament Literature & History | 3 |
| Total Freshman Hours (approx.) | | 36 |

Sophomore year

| | | |
|--|--|-----|
| BIO-225 | Botany or | |
| BIO-233 | Zoology | 4 |
| BIO-241 | Anatomy & Physiology I | 4 |
| BIO-242 | Anatomy & Physiology II | 4 |
| (if BIO-241 not taken) or Minor Course | | |
| CHM-111 | General Chemistry | 4 |
| CHM-212 | Organic & Biochemistry | 4 |
| EDU-230 | Prin. & Phil. of Ed. | 3 |
| EDU-231 | School Observation Pract. | 1 |
| MAT-151 | Statistics | 3 |
| REL-204 | New Testament Literature & History | 3 |
| SCI-213 | Quantitative Reasoning | 2 |
| Foreign Language Requirement | | 0-8 |
| Total Sophomore Hours (approx.) | | 32 |

Junior year

| | | |
|---|-----------------------------------|----|
| BIO-351 | Genetics | 4 |
| BIO-451 | Molecular Cell Biology | 4 |
| EDU-344 | Content Area Literacy | 3 |
| EDU-363 | Div. Populations | 3 |
| EDU-381 | Educational Psychology | 3 |
| EDU-382 | Teacher Assistant Practicum | 1 |
| KIN-XXX | Activities Course | 1 |
| Minor Course | | 4 |
| or BIO-225 Botany (if not taken previously) | | |
| XXX | Minor Methods course | 3 |
| REL-352 | Christian Theology | 3 |
| SCI-361 | Evolution & Origins | 3 |
| Total Junior Hours (Approx) | | 32 |

Senior year

| | | |
|------------------------------------|-----------------------------------|----|
| BIO-400 | Bioethics & Argument Theory | 2 |
| ECO-341 | Ecology | 4 |
| EDU-262 | Computers & Tech. in Edu. | 3 |
| EDU-430 | Directed Teaching Seminar | 3 |
| EDU-484 | Secondary Dir. Teaching | 12 |
| SCI-465 | Secondary Science Methods | 3 |
| Minor course and/or elective | | 3 |
| Total Senior Hours (approx.) | | 30 |

BIOLOGY MINOR FOR SECONDARY TEACHERS

| Required Courses | | Credit Hours |
|----------------------------|--|---------------------|
| BIO-151 | General Biology | 4 |
| BIO-225 | Botany | 4 |
| BIO-233 | Zoology | 4 |
| ECO-341 | Ecology | 4 |
| One of the following:..... | | 4 |
| | BIO-241 Anatomy and Physiology I | |
| | BIO-242 Anatomy and Physiology II | |
| Total | | 20 |

Required Cognate*

| | | |
|---------|---|---|
| CHM-111 | Principles of General Chemistry (Prerequisite: MAT-121) | 4 |
| SCI-465 | Secondary Science Methods | 3 |

*A cognate is a course that supports the success of completing a major program.

INTEGRATED SCIENCE MAJOR FOR ELEMENTARY TEACHERS (Bachelor of Arts)

| Required Courses | | Credit Hours |
|----------------------------|---|---------------------|
| EARTH/SPACE SCIENCE | | |
| ECO-241 | Environmental Science | 4 |
| SCI-261 | Astronomy | 4 |
| SCI-262 | Geology | 4 |
| SCI-263 | Atmosphere & Weather | 2 |
| SCI-400 | Integrated Science Capstone | 2 |
| LIFE SCIENCES | | |
| BIO-151 | General Biology | 4 |
| BIO-233 | Zoology | 4 |
| BIO-242 | Anatomy & Physiology II | 4 |
| PHYSICAL SCIENCES | | |
| CHM-111 | Prin. of General Chemistry | 4 |
| PHY-211 | General Physics I (Prerequisite: MAT-121, 122 or 131) | 4 |
| SCI-201 | Integrated Science for Elementary Teachers | 4 |
| Total | | 40 |

INTEGRATED SCIENCE MINOR FOR ELEMENTARY TEACHERS (Bachelor of Arts)

| Required Courses | | Credit Hours |
|----------------------------|---|---------------------|
| EARTH/SPACE SCIENCE | | |
| SCI-261 | Astronomy | 4 |
| SCI-262 | Geology | 4 |
| SCI-263 | Atmosphere & Weather | 2 |
| SCI-400 | Integrated Science Capstone | 2 |
| LIFE SCIENCES | | |
| BIO-151 | General Biology | 4 |
| ECO-241 | Environmental Science | 4 |
| PHYSICAL SCIENCES | | |
| CHM-111 | Principles of General Chemistry (Prerequisite: MAT-121) | 4 |
| SCI-201 | Integrated Science for Elementary Teachers | 4 |
| Total | | 28 |

INTEGRATED SCIENCE MAJOR FOR SECONDARY TEACHERS (Bachelor of Arts)

| Required Courses | | Credit Hours |
|-------------------------|--|---------------------|
| COMPREHENSIVE | | |
| ECO-241 | Environmental Science | 4 |
| SCI-361 | Evolution & Origins | 3 |
| SCI-400 | Integrated Science Capstone | 2 |
| EARTH/SPACE SCIENCE | | |
| SCI-261 | Astronomy | 4 |
| SCI-262 | Geology | 4 |
| SCI-263 | Atmosphere & Weather | 2 |
| LIFE SCIENCES | | |
| BIO-151 | General Biology | 4 |
| BIO-233 | Zoology | 4 |
| BIO-351 | Genetics | 4 |
| PHYSICAL SCIENCES | | |
| CHM-111 | Principles of General Chemistry (Prerequisites: MAT-121) | 4 |
| CHM-212 | Principles of Organic & Biochemistry | 4 |
| PHY-211 | General Physics I (Prerequisite: MAT-121, 122 or 131) | 4 |
| Total | | 43 |

INTEGRATED COMPREHENSIVE SCIENCE FOR SECONDARY TEACHERS (Bachelor of Arts)

(Does not require minor)

| Required Courses | | Credit Hours |
|-------------------------|--|---------------------|
| COMPREHENSIVE | | |
| SCI-361 | Evolution & Origins | 3 |
| SCI-400 | Integrated Science Capstone | 2 |
| EARTH/SPACE SCIENCE | | |
| ECO-241 | Environmental Science | 4 |
| SCI-261 | Astronomy | 4 |
| SCI-262 | Geology | 4 |
| SCI-263 | Atmosphere & Weather | 2 |
| LIFE SCIENCES | | |
| BIO-151 | General Biology | 4 |
| BIO-225 | Botany | 4 |
| BIO-233 | Zoology | 4 |
| BIO-351 | Genetics | 4 |
| PHYSICAL SCIENCES | | |
| CHM-111 | Principles of General Chemistry (Prerequisites: MAT-121) | 4 |
| CHM-212 | Principles of Organic & Biochemistry | 4 |
| PHY-211 | General Physics I (Prerequisite: MAT-121, 122 or 131) | 4 |
| PHY-212 | General Physics II | 4 |
| Total | | 51 |

MATHEMATICS MAJOR (Bachelor of Arts)**General Education Core:** Requirements for the Bachelor of Arts degree are listed in the Degree Information section (see page 50).

The writing intensive courses for mathematics majors are MAT-245 and MAT-372. Papers from these courses included in the writing portfolio will be assessed according to common developmentally appropriate standards for mathematical writing.

| Required Courses | | Credit Hours |
|-------------------------|------------------------------|---------------------|
| MAT-131 | Calculus I | 3 |
| MAT-132 | Calculus II | 3 |
| MAT-151 | Statistics | 3 |
| MAT-233 | Differential Equations | 3 |
| MAT-234 | Multivariate Calculus | 3 |
| MAT-241 | Applied Linear Algebra | 3 |
| MAT-243 | Discrete Mathematics | 3 |
| MAT-245 | Mathematical Proofs | 3 |
| MAT-333 | Real Analysis | 3 |
| MAT-341 | Modern Algebra | 3 |

| | | |
|---------|---------------------------------------|----|
| MAT-372 | Geometry & The History of Mathematics | 3 |
| MAT-380 | Internship | 3 |
| Total | | 36 |

MATHEMATICS MAJOR FOR SECONDARY TEACHERS (Bachelor of Arts)

General Education Core: Requirements for the Bachelor of Arts degree are listed in the Degree Information section (see page 50).

| Required Courses | | Credit Hours |
|-------------------------|---------------------------------------|---------------------|
| MAT-131 | Calculus I | 3 |
| MAT-132 | Calculus II | 3 |
| MAT-151 | Statistics | 3 |
| MAT-233 | Differential Equations | 3 |
| MAT-234 | Multivariate Calculus | 3 |
| MAT-241 | Applied Linear Algebra | 3 |
| MAT-243 | Discrete Mathematics | 3 |
| MAT-245 | Mathematical Proofs | 3 |
| MAT-333 | Real Analysis | 3 |
| MAT-341 | Modern Algebra | 3 |
| MAT-372 | Geometry & The History of Mathematics | 3 |
| Total | | 33 |

MATHEMATICS MINOR

| Required Courses | | Credit Hours |
|---|---------------------------------------|---------------------|
| MAT-131 | Calculus I | 3 |
| MAT-132 | Calculus II | 3 |
| MAT-151 | Statistics | 3 |
| MAT-234 | Multivariate Calculus | 3 |
| MAT-241 | Applied Linear Algebra | 3 |
| MAT-243 | Discrete Mathematics | 3 |
| MAT-245 | Mathematical Proofs | 3 |
| Two from the following: (See course listings for prerequisites) | | 6 |
| MAT-233 | Differential Equations | |
| MAT-234 | Multivariate Calculus | |
| MAT-333 | Real Analysis | |
| MAT-341 | Modern Algebra | |
| MAT-372 | Geometry & The History of Mathematics | |
| Total | | 27 |

MATHEMATICS MINOR FOR ELEMENTARY TEACHERS

| Required Courses | | Credit Hours |
|-------------------------|-------------------------------------|---------------------|
| MAT-122 | Trigonometry | 3 |
| MAT-131 | Calculus I | 3 |
| MAT-132 | Calculus II | 3 |
| MAT-151 | Statistics | 3 |
| MAT-211 | Math for the Elementary Teacher | 3 |
| MAT-212 | Geometry for the Elementary Teacher | 3 |
| MAT-243 | Discrete Mathematics | 3 |
| Total | | 21 |

MATHEMATICS MINOR FOR SECONDARY TEACHERS

| Required Courses | | Credit Hours |
|-------------------------|---|---------------------|
| MAT-131 | Calculus I | 3 |
| MAT-132 | Calculus II | 3 |
| MAT-151 | Statistics | 3 |
| MAT-241 | Applied Linear Algebra | 3 |
| MAT-243 | Discrete Mathematics | 3 |
| MAT-245 | Mathematical Proofs | 3 |
| MAT-372 | Geometry and the History of Mathematics | 3 |

| | |
|---|----|
| One of the following:..... | 3 |
| MAT-233 Differential Equations | |
| MAT-234 Multivariate Calculus | |
| Total | 24 |

Students with a major or minor in mathematics for secondary teachers should note that they are also required to take MAT-471 (Secondary Mathematics Education). See page 188 (Teacher Education Division – Secondary Education Programs).

PHYSICAL EDUCATION MAJOR FOR K-12 CERTIFICATION (Bachelor of Arts)

General Education Core: Requirements for the Bachelor of Arts degree are listed in the Degree Information section (see page 50).

Education students majoring in Physical Education must complete their lab science core requirement with BIO-241, must complete MAT-121, 122 or 131 and must meet the core activity program course requirements in physical education. Such students should follow the professional education program required for secondary education and will have an elementary and secondary student teaching experience.

| Required Courses | | Credit Hours |
|-------------------------|--|---------------------|
| BIO-242 | Anatomy and Physiology II | 4 |
| KIN-211 | History and Principles of Physical Education..... | 3 |
| KIN-243 | Strategies for Teaching Physical Education K-12 | 3 |
| KIN-251 | Motor Development and Learning | 3 |
| KIN-342 | Exercise Physiology | 4 |
| | (Prerequisite: BIO-241 and 242) | |
| KIN-344 | Adapted Physical Education K-12..... | 2 |
| KIN-357 | Physical Education in Preschools & Elem. Schools | 3 |
| KIN-359 | Physical Education in Secondary Schools | 2 |
| KIN-362 | First Aid, Injury Prevention and Treatment..... | 3 |
| KIN-401 | Professional Capstone Seminar: | |
| | Ethics in Teaching Phys. Ed. | 1 |
| KIN-441 | Organization and Administration..... | 3 |
| KIN-442 | Measurement and Evaluation | 3 |
| KIN-461 | Skill and Performance Competencies* | 1 |
| Total | | 35 |

*Students must sign up with the instructor for KIN-461 at the time they decide to major in Physical Education.

PHYSICAL EDUCATION MINOR

General Education Core: Requirements for the Bachelor of Arts degree are listed in the Degree Information section (see page 55).

Students minoring in Physical Education must complete their lab science core requirements with BIO-241.

| Required Courses | | Credit Hours |
|-------------------------------------|--|---------------------|
| BIO-242 | Anatomy and Physiology II | 4 |
| KIN-211 | History and Principles of Physical Education..... | 3 |
| KIN-251 | Motor Development and Learning | 3 |
| KIN-341 | Anatomical Kinesiology (Prerequisite: BIO-241) | 4 |
| KIN-362 | First Aid, Injury Prevention and Treatment..... | 3 |
| KIN-461 | Skill and Performance Competencies* | 1 |
| Electives from the following: | | 3 |
| KIN-231 | Principles of Coaching | |
| KIN-243 | Strategies for Teaching Phy. Ed. K-12 | |
| KIN-342 | Exercise Physiology (4) | |
| KIN-344 | Adapted Physical Education | |
| KIN-441 | Organization and Administration | |
| KIN-442 | Measurement and Evaluation | |
| Total | | 21 |

*Students must sign up with the instructor for KIN-461 at the time they decide to minor in physical education.

PHYSICAL EDUCATION MINOR FOR ELEMENTARY AND SECONDARY TEACHERS

Students enrolled in the physical education minor must complete their lab science core requirement with BIO-241, Anatomy and Physiology I, and must meet the core activity program course requirements in physical education. Elementary education students in the triple minor program must also complete BIO-111, Introduction to Biological Sciences.

| Required Courses | | Credit Hours |
|----------------------------|---|---------------------|
| BIO-242 | Anatomy and Physiology II | 4 |
| KIN-211 | History and Principles of Physical Education..... | 3 |
| KIN-243 | Strategies for Teaching Phy. Ed. Activities K-12..... | 3 |
| KIN-251 | Motor Development and Learning | 3 |
| KIN-344 | Adapted Physical Ed. K-12..... | 2 |
| One of the following:..... | | 2 or 3 |
| | KIN-357 Phy. Ed. in Preschools/Elem. Schools..... | |
| | KIN-359 Phy. Ed. in Secondary Schools (2)..... | |
| KIN-362 | First Aid, Injury Prevention, and Treatment | 3 |
| KIN-401 | Professional Capstone Seminar: Ethics in Teaching Phys. Ed..... | 1 |
| KIN-461 | Skill and Performance Competencies* | 1 |
| Total | | 22 or 23 |

*Students must sign up with the instructor for KIN-461 at the time they decide to minor in Physical Education.

Bachelor of Science Majors & Minors

BIOLOGY MAJOR – HEALTH SCIENCES/PRE-PROFESSIONAL (Bachelor of Science)
(Includes pre-medical, pre-dental, pre-veterinary and pre-pharmacy.)

General Education Core requirements for the Bachelor of Science degree are listed in the Degree Information section. (See page 51.)

| Biology Core Courses | | Credit Hours |
|-----------------------------|------------------------------------|---------------------|
| BIO-151 | General Biology | 4 |
| BIO-233 | Zoology | 4 |
| BIO-351 | Genetics..... | 4 |
| BIO-400 | Bioethics & Argument Theory* | 2 |
| SCI-361 | Evolution & Origins*..... | 3 |
| SCI-380 | Internship | 3 |
| SCI-495 | Senior Research Project..... | 2 |
| Total | | 22 |

| Health Science/Pre-professional | | Credit Hours |
|--|--|---------------------|
| BIO-241 | Anatomy & Physiology I | 4 |
| BIO-242 | Anatomy & Physiology II..... | 4 |
| BIO-352 | Microbiology..... | 4 |
| BIO-451 | Molecular Cell Biology | 4 |
| Electives (at least one): | | |
| | BIO-341 Anatomical Kinesiology | 4 |
| | BIO-342 Exercise Physiology..... | 4 |
| | BIO-347 Intro to Nutrition..... | 3 |
| | BIO-431 Vertebrate Zoology | 4 |
| | SCI-423 Neuroscience | 3 |
| Total | | 19-20 |

Required Cognate* (satisfies minor requirement)

| Required Courses | | Credit Hours |
|-------------------------|-------------------------------|---------------------|
| CHM-121 | General Chemistry I | 4 |
| CHM-122 | General Chemistry II..... | 4 |
| CHM-230 | Organic Chemistry I Lab | 2 |
| CHM-231 | Organic Chemistry I | 3 |
| CHM-232 | Organic Chemistry II..... | 3 |
| CHM-233 | Organic Chemistry II Lab..... | 2 |
| CHM-472 | Biochemistry..... | 4 |
| MAT-151 | Statistics..... | 3 |

| | | |
|-----------------------|-----------------|----|
| PHY-211 | Physics I | 4 |
| PHY-212 | Physics II | 4 |
| One of the following: | | 3 |
| MAT-121 | College Algebra | |
| MAT-122 | Trigonometry | |
| MAT-131 | Calculus | |
| Total | | 36 |

Total Program Hours 77-78

*A cognate is a course that supports the success of completing the major program.

CHEMISTRY MINOR

| Required Courses | | Credit Hours |
|---|--------------------------------------|--------------|
| CHM-121 | General Chemistry I | 4 |
| CHM-122 | General Chemistry II | 4 |
| CHM-411 | Perspectives in Chemistry | 2 |
| One of the following: | | 4 |
| CHM-212 | Principles of Organic & Biochemistry | |
| CHM-472 | Biochemistry | |
| Chemistry Electives: (200 level or above) | | 8 |
| Total | | 22 |

COACHING MINOR

Students enrolled in the Coaching minor must complete their lab science core requirement with BIO-241.

| Required Courses | | Credit Hours |
|-----------------------|-------------------------------|--------------|
| BIO-242 | Anatomy & Physiology II | 4 |
| KIN-231 | Principles of Coaching | 3 |
| KIN-341 | Anatomical Kinesiology | 4 |
| KIN-342 | Exercise Physiology | 4 |
| KIN-362 | First Aid & Injury Prevention | 3 |
| One of the following: | | 3 |
| KIN-347 | Intro to Nutrition | |
| PSY-362 | Sport & Exercise Psychology | |
| KIN-370 | Coaching Practicum | 1 |
| Total | | 22 |

ENVIRONMENTAL BIOLOGY MAJOR (Bachelor of Science) (Does not require a minor.)

General Education Core: Requirements for the Bachelor of Science degree are listed in the Degree Information section. (See page 51.)

MAJOR

| Biology Core Courses | | Credit Hours |
|----------------------|------------------------------|--------------|
| BIO-151 | General Biology | 4 |
| BIO-233 | Zoology | 4 |
| BIO-351 | Genetics | 4 |
| BIO-400 | Bioethics & Argument Theory* | 2 |
| SCI-361 | Evolution & Origins* | 3 |
| SCI-380 | Internship | 3 |
| SCI-495 | Senior Research Project | 2 |
| Total | | 22 |

| Environmental Biology Courses | | Credit Hours |
|-------------------------------|-------------------------------------|--------------|
| BIO-111 | Introduction to Biological Sciences | 4 |
| BIO-225 | Botany | 4 |
| BIO-431 | Vertebrate Zoology | 4 |
| ECO-241 | Environmental Science | 4 |
| ECO-341 | Ecology | 4 |
| ECO-442 | Advanced Field Studies | 4 |

| | |
|--|----|
| ECO-3XX, 4XX – Electives at Au Sable Institute | 4 |
| Total | 28 |

General Science Minor II (required)

| Required Courses | Credit Hours |
|--|--------------|
| CHM-121 General Chemistry I | 4 |
| CHM-122 General Chemistry II | 4 |
| CHM-212 Principles of Organic & Biochemistry | 4 |
| ECO-332 Au Sable Environmental Chemistry | 4 |
| MAT-151 Statistics | 3 |
| SCI-262 Geology | 4 |
| One of the following: | 3 |
| MAT-121 College Algebra | |
| MAT-122 Trigonometry | |
| MAT-131 Calculus I | |
| Total | 26 |

AuSable Certificate is strongly recommended from one of the following areas:

Stewardship Ecologists, Land Resources Analyst, Environmental Analyst, Water Resources Analyst, Naturalist

| | |
|-------------------------|----|
| Program Total | 76 |
|-------------------------|----|

EXERCISE SCIENCE MAJOR (Bachelor of Science) (Does not require a minor.)

General Education Core: Requirements for the Bachelor of Science degree are listed in the Degree Information section (see page 51).

Program Specific Core:

| Required Courses | Credit Hours |
|---|--------------|
| BIO-241 Anatomy and Physiology I | 4 |
| BIO-242 Anatomy and Physiology II | 4 |
| KIN-341 Anatomical Kinesiology (Prerequisite: BIO-241) | 4 |
| One physical science course from the following: | 4 |
| CHM-111 Principles of General Chemistry (Prerequisite: MAT-121) | |
| PHY-211 General Physics I (preferred; Pre-req: MAT-121, 122 or 131) | |
| SCI-111 Physical Science | |
| One of the following: | 3 |
| MAT-121 College Algebra | |
| MAT-122 Trigonometry | |
| MAT-131 Calculus I | |
| Total | 19 |

Major:

| Required Courses | Credit Hours |
|---|--------------|
| KIN-211 History and Principles of Physical Ed. | 3 |
| KIN-251 Motor Development and Learning | 3 |
| KIN-342 Exercise Physiology | 4 |
| (Prerequisite: BIO-241 & 242) (Recommended: CHM-111) | |
| KIN-347 Introduction to Nutrition (Prerequisite: BIO-242) | 3 |
| KIN-362 First Aid and Injury Prevention. | 3 |
| KIN-380 Internship | 6 |
| KIN-400 Capstone** | 2 |
| KIN-442 Measurement and Evaluation | 3 |
| MAT-151 Statistics | 3 |
| Total | 30 |

**Skill and Performance competencies are included in this course and must be initiated as soon as major is declared. Please see the instructor for KIN-461.

GENERAL SCIENCE MINOR

| Required Courses | Credit Hours |
|---|--------------|
| Two physical science courses (CHM, PHY, SCI designations) | 8 |
| Two biological science courses (BIO, ECO designations) | 8 |
| One other physical or biological science course | 4 |
| Total | 20 |

Course Descriptions

Dept./Level Course Name Credits/Frequency
(See page 53 for codes)

BIOLOGY

BIO-111 Introduction to Biological Sciences 4/1

An introductory course in Biology in which plants and animals are used to illustrate basic biological principles. The course will examine the relationships among living organism, including man, and his environment. It is designed to increase student awareness and appreciation of organisms in nature as well as the natural history of selected plants and animals. The laboratory includes the identification of common organisms living in West Michigan during field trips. This course is for non-science majors and minors and satisfies the core requirement for Lab Science.

BIO-151 General Biology 4/1

This course is designed to provide a natural science foundation for all science majors and minors. Foundational concepts in cell biology/chemistry, genetics (classical and molecular) and microbiology will be stressed in both lecture and lab. This course satisfies the core requirement for Lab Science.

BIO-225 Botany 4/2

Studies basic plant science, including the structure, reproduction, and ecological relationships among plants. Lecture and lab. This course satisfies the core requirement for Lab Science. Prerequisite: An advanced high school biology course or BIO-111 or BIO-151.

BIO-233 Zoology 4/2

Introduction to the basic principles of zoology, including development, distinguishing characteristics and interactions of the major animal kinds, with special emphasis on the invertebrates. Lecture and lab. This course satisfies the core requirement for Lab Science. Prerequisites: BIO-111 or BIO-151 or advanced high school biology course.

BIO-241 Anatomy and Physiology I 4/2

A systems approach to the structure and function of the human body with special emphasis on disease process as it relates to dysfunction along with practical applications for a life-style of healthful living. Includes integumentary, skeletal, muscular, nervous, and endocrine systems. Laboratory experiences will use microscopic and lab animal investigation. Stresses the homeostatic function and intricacy of the body and its analogies to the Body of Christ, the Church. Lecture and lab. This course satisfies the core requirement for Lab Science.

BIO-242 Anatomy and Physiology II 4/2

A systems approach to the structure and function of the human body with special emphasis on disease process as it relates to dysfunction, along with practical applications for a life-style of healthful living. Includes cardiovascular, digestive, respiratory, lymphatic, urinary, and reproductive systems. Laboratory experiences will use microscopic and lab animal investigation. Stresses the homeostatic function and intricacy of the body and its analogies to the Body of Christ, the Church. Lecture and lab. This course satisfies the core requirement for Lab Science.

BIO-331 Ornithology 4/4

Study of bird anatomy, behavior, life cycles, migration, distribution, and economic relations. Field work is concerned with identification by sight and song and observing the habitat requirements of each species. Lecture and lab. Prerequisite: BIO-233

BIO-341 Anatomical Kinesiology (KIN-341) 4/2

This course is designed as a functionally specific approach to the musculoskeletal system. Emphasis will be placed on the qualitative analysis and description of human movement. Prerequisite: BIO-241

BIO-342 Exercise Physiology (KIN-342) 4/2

A study of the physiological responses of the healthy human body to exercise. This course includes topics such as energy systems, nutrition, conditioning, exercise testing, and exercise prescriptions. Prerequisites: BIO-241 and BIO-242. Lecture and lab.

BIO-347 Introduction to Nutrition (KIN-347) 3/2
This course is designed to study foods and their effects upon health, development, and performance of the human. Students will develop an understanding of healthful and performance nutrition as it relates to optimal health and physical performance. Also, students will study energy pathways in the body and the six basic nutrients related to performance. Additionally, the students will investigate body composition and weight control. Prerequisite: BIO-242.

BIO-351 Genetics 4/2
A study of classical Mendelian genetics, as well as the current molecular basis of gene expression. Lab investigations include inherited traits studies with a variety of organisms from bacteria to humans. Prerequisites: BIO-151, BIO-233.

BIO-352 Microbiology 4/4
A survey study of the structure and function of micro-organisms, with an emphasis on bacteria. Lab included basic techniques in the isolation, identification and culture of micro-organisms. Lecture and lab. Prerequisite: BIO-151 or BIO-233.

BIO-400 Bioethics & Argument Theory 2/2
This course is a senior capstone course for Biology and Pre-Professional Majors, and investigates the ethical and theological issues confronting one choosing a biology-related career. Emphasis will be placed upon constructing a personal, Christian philosophical framework. Students will address these concepts as they investigate and evaluate relevant biological issues. Prerequisite: upper-class biology, environmental or pre-professional major.

BIO-431 Vertebrate Zoology 4/4
Introduction to the characteristics of the seven classes of vertebrate animals, their structure and life history. Lecture and lab. Prerequisite: BIO-233

BIO-451 Molecular Cell Biology 4/2
Examines the structure, function, differentiation and reproduction of cells at all levels of organization with special emphasis on current research in biological problems. Lab experience includes modern techniques in molecular analysis. Lecture and lab. Prerequisite: BIO-351

CHEMISTRY

CHM-111 Principles of General Chemistry 4/2
Investigation of the composition and properties of substances and the changes they can undergo. Special emphasis on laws of chemical combination, theories of atomic structure, periodic trends, kinetic theory, and chemical and physical equilibria as well as activities to communicate the centrality of chemistry to historical development, modern civilization, and life itself. Explores proper biblical stewardship in chemical manufacturing, disposal, and use. Lecture and lab. This course satisfies the core requirement for Lab Science. Prerequisite: MAT-121 or equivalent.

CHM-121 General Chemistry I 4/2
Investigation of the composition and properties of substances and the changes they can undergo. Special emphasis on laws of chemical combination, theories of atomic structure, periodic trends, and chemical and physical equilibria as well as activities to communicate the centrality of chemistry to historical development, modern civilization, and life itself. Explores proper biblical stewardship in chemical manufacturing, disposal, and use. Lecture and lab. This course satisfies the core requirement for Lab Science. Prerequisite: MAT-121 or its equivalent.

CHM-122 General Chemistry II 4/2
A continuation of CHM-121 with emphasis on reaction types and rates, electrochemistry, equilibria, group properties, nuclear chemistry, and qualitative analysis. Addresses environmental concerns and safe handling and disposal of chemicals. Chemical demonstrations as well as laboratory experiments are used throughout the course. Lecture and lab. Prerequisite: CHM-121.

CHM-212 Principles of Organic and Biochemistry 4/2
Study of the structure, properties, reactions, and interactions of the compounds of carbon and the molecules of life. Special emphasis upon the relationship of macromolecular structure and function to their components. Explores and utilizes chemical theory in the understanding of simple and complex molecular behavior. Laboratory exercises concentrate on synthesis, identification and investigation of both natural and man-made products. Lecture and lab. Prerequisite: CHM-111 or CHM-121

CHM-230 Organic Chemistry Lab I 2/2
Laboratory investigations will include micro as well as macro techniques for synthesis and analysis. Note: To be taken concurrently with CHM-231.

CHM-231 Organic Chemistry I 3/2
A study of carbon compounds including nomenclature, physical and chemical behavior, synthesis, reactions and mechanisms. Prerequisite: CHM-122 or equivalent.

CHM-232 Organic Chemistry II 3/2
A continuation of CHM-231 with special emphasis on the biological significance of the functional groups studied in that course. Natural products and polymers will also be covered. Prerequisite: CHM-231.

CHM-233 Organic Chemistry Lab II 2/2
Laboratory investigations will include micro as well as macro techniques for synthesis and analysis. Note: To be taken concurrently with CHM-232.

CHM-411 Perspectives in Chemistry 2/4
Investigation in the history, philosophy, curricular structure, methodology, key ideas and concepts of chemistry. Emphasis will be given to the central role in technology and society as well as stewardship issues of production, utilization, and disposal. Prerequisites: Minimum of three chemistry courses and at least junior standing.

CHM-472 Biochemistry 4/4
Investigation of biologically important molecules including proteins, lipids, carbohydrates, and nucleic acids. Metabolic and biochemical problems will be explored. Lecture and lab. Prerequisite: CHM-232.

COMPUTER INFORMATION SYSTEMS

CSC-116 Introduction to Data Management 3/2
This course is an introduction to the application programs of Excel and Access and their use in managing data. Data management, security and design issues are discussed.

CSC-121 Introduction to Programming 3/6
This is the first course in programming. Topics include the design, coding, testing, and documentation of programs written in a modern high-level language. Fundamental issues of object-oriented programming, efficiency, and complexity are introduced in the context of programming and problem solving.

CSC-221 Visual Basic 3/6
An introduction to programming using Visual Basic. This course introduces programming concepts specifically applied to the object-oriented environment of Windows. Prerequisite: Experience with Windows-based applications.

CSC-222 Introduction to Web Development 3/6
This course will focus on the basics of Web site structure, including HTML, and Cascading Style Sheets. It will also introduce database integration.

CSC-231 Data Structures and Algorithms 3/6
A study of data structures such as stacks, lists, queues, trees, and graphs. Analysis of algorithms and complexity. Programming techniques and implementation of data structures and algorithms. Prerequisite: CSC-121 or permission.

CSC-280 Topics in Computing 3/6

CSC-325 Database Program Development 3/6
A study of the relational database model and the SQL programming language as applied to Business Information Systems. Prerequisite: CSC-332 and any programming course.

ECOLOGY

ECO-241 Environmental Science 4/2
Studies how ecological principles, philosophy, economics, sociology and politics interact with identifying and solving environmental issues. Topics include: air quality, water quantity and quality, population dynamics, energy sources, types of waste, sustainability, environmental policy and legislation, and pertinent government agencies. Lecture and lab.

ECO-341 Ecology 4/4
The study of the interrelationships of living organisms, plant or animal, and their environments. These are studied with a view of discovering the principles that govern relationships. A special emphasis on the different ecosystems of Michigan bogs, marshes, streams, and sand dunes, and man's impact on them, will be studied. Lecture and lab. Prerequisites: BIO-225, 233, and MAT-151

ECO-342 Field Biology 4/6
First two weeks: Instruction and experience in the use of the tools of the field biologist, trips to different types of ecosystems: forest, field, stream, pond, lake, marsh, and bog. Final week: Travel experience covering points of interest in the Upper Peninsula and Lower Peninsula of Michigan, or the student may elect to work on a field problem in the Grand Rapids area. Prerequisites: BIO-225 and BIO-233

ECO-442 Advanced Field Studies **variable credit/6**
A field-oriented course in the study of the relationships of the fauna and flora of special segment of the biosphere such as Yellowstone National Park, Grand Canyon National Park or the Florida peninsula. Students spend most of the time on location experiencing the ecology of the area.

Lab attendance is required in all courses with a lab. The Cornerstone Learning Center in Miller Hall 107 provides tutorial and technology support for students and instructors.

KINESIOLOGY

KIN-100 Foundations of Wellness **2/1**
Instruction in personal wellness as a responsibility of biblical stewardship. This course focuses on whole person wellness in the context of biblical principles. Emotional, intellectual, vocational, physical, social, and spiritual wellness are addressed. External fee applied.

KIN-111 Badminton **1/1**
The study and practice of basic techniques in the game of badminton. This course includes topics such as ready position, grip, strokes, serve, rules of the game, and strategy. Opportunities are given to test skills against other class members through tournament play.

KIN-113 Golf **1/2**
An introduction for the beginner to golf encompassing basic techniques of the stance, grip, swing, rules of the game and etiquette. This course is designed to offer opportunity to test and improve skills on a regulation eighteen-hole golf course. It is desired that this activity leads to the appreciation of golf and becomes a lifelong enjoyment for the Christian steward. External fee applied.

KIN-115 Tennis **1/6**
Instruction in basic techniques of the sport including the history and rules. This course focuses on the forehand, backhand, serve and volley. Strategy for singles and doubles is included along with opportunity for game play. External fee applied.

KIN-116 Racquetball **1/1**
An introduction for the beginner to racquetball encompassing rules, basic skills, erminology, strategy and safety. This course is designed to offer game play with class members and is desired that this activity leads to the appreciation of racquetball and becomes a lifelong enjoyment for the Christian steward.

KIN-119 Downhill Skiing/Snowboarding **1/2**
Introduction in techniques for all levels of skiers and boarders. Cannonsburg staff will divide the students into various groups (beginners to advanced) and teach techniques and etiquette appropriate for each group. External fee applied.

KIN-121 Outdoor Skills **1/6**
Instruction in the basic skills and equipment needed for participation in outdoor activities. This course includes opportunity to utilize the cooperation method of problem-solving. Activities selected from the following list will depend on the season the course is offered: hiking, backpacking, map and compass, and rockclimbing.

KIN-123 Beginning Fencing **1/2**
This course is designed to give the student a fundamental background in the skills, technique, rules, and etiquette of foil and epee fencing. Special attention will focus on conditioning, strategy, competitive bouting and safety. Upon completion of this course, students will be equipped with the basic skills necessary to enjoy a lifetime of both competitive and recreational fencing. External fee applied.

KIN-124 Pickleball **1/2**
The study and practice of basic techniques in the game of Pickleball (the newest and fastest racquet sport). The course includes topics such as ready position, grip, strokes, serve, rules of game, and strategy. Opportunities are given to test skills against other class members through tournament play.

KIN-127 Introduction to Martial Arts **1/1**
This activity course is designed to introduce the student to the basic principles of the martial arts from a Christian perspective. Utilizing the Shinsei Kempo style, which is eclectic in its technique and training methods, scientific in its concepts and principles, and biblical in its philosophy, symbolism, and terminology, the student will concentrate on self-defense and practical application of discipline of body, mind, and spirit. External fee applied.

KIN/DAN-129 Beginning Dance **1/2**
An introduction for the beginner dancer, including basic rhythm and terminology necessary for individual and partner dancing. Line, Ballroom, Swing, and other popular forms of dance will be explored throughout the course.

- KIN-132 Coed Soccer** 1/2
The study and practice of rules, basic fundamentals, strategy, team play, and game etiquette. Opportunities will be given to the student to test skills against other players through tournament play.
- KIN-133 Volleyball** 1/1
The study and practice of the basic techniques in the game of volleyball. The course includes topics such as ready position, serve, set, forearm pass, rules of the game, and strategy. Opportunities are given to test skills against other class members through tournament play.
- KIN-143 Jogging** 1/2
To provide students with a thorough understanding of aerobic activity and its application to physical conditioning. The content of this course also includes general Biomechanics of jogging, flexibility, nutrition, a proper Christian viewpoint of jogging as a lifetime fitness activity.
- KIN-146 Physical Conditioning** 1/6
The study and practice of basic physical fitness techniques. The American College of Sports Medicine guidelines to physical fitness are taught. Aside from various conditioning opportunities, the student will learn principles regarding nutrition and stress management.
- KIN-147 Physical and Health Education for Classroom Teachers** 2/1
This course is designed to provide classroom teachers with a basic understanding of the purpose of physical education programs at the elementary level. The elementary education major will be equipped with basic theory, methods and management techniques for providing quality movement experiences for all students with emphasis placed on the needs of individual learners. A variety of teaching methods, organizational techniques and strategies for integrating physical education across the curriculum will be explored in this course. Various health related topics and their relationship to elementary students will be discussed.
- KIN-148 Weight Training** 1/1
An introduction for the beginner to basic techniques and instruction in weight training for both muscular strength and endurance. This course is designed for the development of a personalized weight training program and is desired that this activity leads to lifelong enjoyment for the Christian steward.
- KIN/DAN-181 Modern Dance I** 1/4
Emphasis on modern dance technique and fundamentals of improvisation and choreography. Fundamental exercises and analysis of time, space and dynamics as they apply to elements of dance with emphasis on movement, structural alignment and integration.
- KIN/DAN-182 Modern Dance II** 1/4
Intermediate skills in modern dance technique. Emphasis placed on performance of relatively more complex combinations of movement patterns. Technical development of the body for greater range of movement and control. Analysis of time, space and dynamics as they apply to dance. Prerequisite: KIN/DAN-181
- KIN/DAN-183 Jazz Dance I** 1/4
Fundamentals of Jazz technique, basic vocabulary and combinations. Areas to develop include jazz walks, Isolations, arabesque, grand plies and various turns.
- KIN/DAN-184 Jazz Dance II** 1/4
Intermediate skills in jazz dance technique, vocabulary and movement combinations. Study includes more complex vocabulary, longer movement combinations and more attention to technique and development of jazz dance style. Prerequisite: KIN/DAN-183
- KIN/DAN-185 Fundamentals of Ballet** 1/4
Fundamentals of ballet technique, basic vocabulary and combinations. Emphasis placed on alignment, integration and simple ballet movement.
- KIN/DAN-186 Broadway Dance** 1/4
Focus on technique and skills instrumental in Broadway-style choreography. Students will focus on learning terminology and form commonly used in musical theatre. They will also learn original repertoire from some of Broadway's most celebrated choreographers covering a wide range of musical theatre eras and styles.
- KIN/DAN-187 Fundamentals of Tap Dance** 1/4
Fundamentals of tap dance, basic vocabulary and combinations. Emphasis of body placement, simple tap combinations, elements of performance quality and tap dance composition.

KIN/DAN-188 Fight Choreography 2
Development of advanced specialty skills and techniques of fight choreography. This physical activity class will focus on the awareness and development of the mechanics of the body as a tool for the actor with emphasis on stage fighting, stage stunt work and on complex stage combat techniques and choreography.

Varsity Sports 1
A maximum of two credits will be awarded for participation in two different varsity sports. Students must register for credit at the beginning of the semester their sport is in season. These credits will count as elective credit only, and do not apply toward core physical education requirements or the Physical Education major or minor.
Sports included are:
KIN-162 Softball KIN-167 Track
KIN-163 Basketball KIN-168 Cross Country
KIN-164 Volleyball KIN-171 Golf
KIN-165 Soccer

PROFESSIONAL PROGRAM COURSES

KIN-211 History and Principles of Sport & Physical Education 3/1
A study of physical education, sport, and fitness in the context of their historical development and how they have been an integral part of culture. The psychological, sociological, and philosophical factors that have affected these topics. This course includes learning techniques such as class debates, readings, and presentation.

KIN-215 Introduction to Sports Management 3/2
An overview of the diverse field of Sport Management. This course includes an in depth examination of various careers, training and necessary courses of study. Additionally, management skills along with related speaking and writing competencies are emphasized.

KIN-231 Principles of Coaching 3/2
The study of the nature and responsibilities of the profession of coaching. Topics include philosophy of coaching, the coach and his/her personality, the athlete and his/her personality, communication, team cohesion, motivation, discipline, teaching techniques, and scouting.

KIN-243 Strategies for Teaching Physical Activities K-12 3/2
The study and practice of the process of teaching physical education activities appropriate for students K-12. This course is designed to help teachers develop the instructional skills necessary to teach physical education effectively. The physical education major will be equipped to select, develop and implement units of instruction. Lesson planning and actual teaching experience (with K-12 students) will provide the practical experience needed for professional growth.

KIN-251 Motor Development and Learning 3/2
A study of childhood growth and development patterns as it relates to motor learning and motor skill acquisition. This course is designed to enhance the understanding of growth and motor behavior/development of children from conception through adulthood. Principles of motor development and learning are explored along with an opportunity to apply them in a lab setting.

KIN-280 Special Topics in Kinesiology 1-3/6

KIN-324 Sports in Literature 3/4
A survey of literature related to sports, from fine arts to popular culture. Beginning with classical literature and moving to contemporary. This course will analyze how sports are represented in various eras, and consider the place of sports as symbol, myth, and allegory in various societies. Prerequisite: ENG-212, ENG-223.

KIN-341 Anatomical Kinesiology (BIO-341) 4/2
This course is designed as a functionally specific approach to the musculoskeletal system. Emphasis will be placed on the qualitative analysis and description of human movement. Prerequisite: BIO-241

KIN-342 Exercise Physiology (BIO-342) 4/2
A study of the physiological responses of the healthy human body to exercise. This course includes topics such as energy systems, nutrition, conditioning, exercise testing, and exercise prescriptions. Prerequisites: BIO-241 and 242. Recommend: CHM-111. Lecture and lab.

KIN-344 Adapted Physical Education 2/2
This course is an orientation to the theoretical and practical aspects of teaching physical education for K-12 students with physical and mental disabilities. The focus is on the history and scope of adapted physical education, key techniques required for effective and safe instruction, general needs of special populations, legal issues, development of Individualized Education Programs and accommodation of activities, equipment and instructional materials for special populations. These topics will be studied within the context of our Christian worldview, with special attentions given to issues of equity and individual worth. Prerequisite: KIN-243 or permission of instructor.

- KIN-347 Introduction to Nutrition (BIO-347)** 3/2
This course is designed to study foods and their effects upon health, development, and performance of the human. Students will develop an understanding of healthful and performance nutrition as it relates to optimal health and physical performance. Also, students will study energy pathways in the body and the six basic nutrients related to performance. Additionally, the students will investigate body composition and weight control. Prerequisite: BIO-242
- KIN-357 Physical Education in Preschools and Elem. Schools** 3/2
This course is designed to provide methods of instruction for teaching preschool and elementary physical education programs. The course will include basic movement education emphasizing Laban's concept of movement analysis, fundamental motor skills, manipulative skills, educational and traditional gymnastic skills, fundamental rhythms, physical fitness activities, and introduction to sports related skills. Development of teaching sequences will be utilized. Clinical experiences will be involved in teaching children and peers. Prerequisite: KIN-243 and KIN-251
- KIN-359 Physical Education in Secondary Schools** 2/2
This course is designed to provide methods of instruction for teaching team and individual sport activities in the middle and secondary school environments. Development of teaching sequences will be utilized. Clinical experiences will be involved in teaching students and peers. Prerequisite: KIN-243 and KIN-251
- KIN-362 First Aid, Injury Prevention, and Treatment** 3/2
Basic principles of injury prevention and care, first aid principles of prevention, injury evaluation and current rehabilitation methods are taught. The student will have active participation in caring for various injuries. External fee applied. Prerequisite: BIO-241 and 242 or permission of instructor.
- KIN-370 Practicum in Coaching** 1
- KIN-380 Internship** 1-6
An opportunity to gain practical experience in settings appropriate for exercise science and coaching. Prerequisite: junior status and approval of divisional chair.
- KIN-400 Professional Capstone Seminar** 2/2
The seminar will examine from a Christian worldview perspective the ethical and professional issues associated with the major. As a capstone course, the seminar will devote time to Christian worldview reflection in regard to a senior's prior academic preparation and future vocational opportunities. The seminar will include significant evaluation instruments including a portfolio, philosophy thesis, skill and performance competencies (KIN-461) and completion of the senior assessment exam for Kinesiology. Students must sign up with the professor at the time they decide to major in exercise science so they can begin work towards meeting competencies in the areas required. Registration to receive credit will be delayed until the seminar year. Prerequisite: senior status or approval of divisional chair.
- KIN-401 Professional Capstone Seminar: Ethics in Teaching Physical Education** 1/2
The seminar will examine, from a Christian worldview perspective, the ethical and professional issues associated with physical education. As a capstone course, the seminar will devote time to Christian worldview reflection in regard to a senior's prior academic preparation and future vocational opportunities. The seminar will include significant evaluation instruments including a portfolio, philosophy paper, and completion of the senior assessment exam for the major. Prerequisite: senior status or approval of division chair.
- KIN-422 Safety and the Law** 3/6
A comprehensive study of the five relevant areas of sport and the law: facilities immunity, physical education, athletic associations, workman's compensation, and Title IX.
- KIN-441 Organization and Administration** 3/2
The study of organization, administration, planning, implementation, interscholastic activities, and sports/fitness clinics. The students will gain a closer look at the administrative roles at these various settings. Topics will include budget creation and control, program development, leadership techniques, and program evaluation.
- KIN-442 Measurement and Evaluation** 3/4
A study of methods for evaluating cognitive, affective, and psychomotor domains of learning in physical education. The course provides opportunity for practical experience in test construction and administration as well as evaluation of the results. Topics such as statistics, fitness testing, grading procedures, and affective checklists will be covered. Prerequisite: core mathematics requirement.
- KIN-461 Skill and Performance Competencies** 1/1
A series of experiences to help students understand the many roles of the physical educator. The specific experiences will be planned jointly by the student and the professor. The goal of this course is to improve the student's personal and professional expertise through participation, observation and leadership opportunities. Students must sign up with the professor at the time they decide to major or minor in kinesiology education so they can begin work toward meeting competencies in the areas required. Registration to receive credit should be delayed until the senior year.

- KIN-470 Readings in Physical Education** 3/1
Guided readings and periodic reports in areas of student's interest and need. Prerequisite: approval of the division chair.
- KIN-480 Advanced Topics in Kinesiology** 1-3/6
- KIN-490 Independent Study** 3/1
With faculty supervision, the student will research and write on a specific topic or area. Outside involvement in topic is normally required. Prerequisite: approval of the division chair.

MATHEMATICS

- MAT-096 Pre-Algebra** 3/1
An individualized review of applied arithmetic. Patterns leading to operations with fractions, decimals, percents and proportions. Graphing, drawing, probability and spreadsheet tools are used in technology activities to learn problem-solving strategies, numerical geometry, pre-algebra, and basic statistics concepts. Prerequisite: The mathematics placement test; this course does not count toward graduation.
- MAT-107 Algebra** 3/1
A study of number properties, variation, graphs and equations involving linear, quadratic and exponential functions. This course introduces the use of calculators and/or spreadsheets for the study of functions and data. It does not count toward a major or minor in mathematics. MAT-107 is designed to review the necessary foundations in algebra for MAT-110. Prerequisite: Acceptable score on math placement examination. This course does not fulfill the core mathematic requirement.
- MAT-110 College Mathematics** 3/1
College Mathematics introduces students to several applications of algebra, combinatorics, probability and statistics important for the professions, cultural literacy and the liberal arts. Applications include the mathematics of finance, a brief review of algebra, and an introduction to data analysis, probability and statistics. Computational skills with calculators and spreadsheets are developed. This course satisfies the core competency in mathematics. Prerequisites: Acceptable score on Math Placement examination.
- MAT-121 College Algebra** 3/2
College Algebra introduces the study of polynomial, rational, exponential, and logarithmic functions, in addition to the quadratic formula, geometric series, binomial series, systems of equations and probability. A graphing calculator is required (TI-83/84 or TI-89/92/200 recommended). This course satisfies the core requirement in mathematics. Prerequisites: Acceptable score on placement examination.
- MAT-122 Trigonometry** 3/2
Properties, graphs and applications of the sine, cosine and tangent functions and their reciprocals and inverse functions. Connections with the geometric series, binomial series, quadratic formula and logarithms. A graphing calculator is required (TI-83/84 or TI-89/92/200 recommended). This course satisfies the core requirement in mathematics. Prerequisite: MAT-121 or acceptable score on placement examination.
- MAT-131 Calculus I** 3/2
The study of rates of change for polynomial, exponential, logarithmic, and trigonometric functions, tangent lines, graphs, maximum values, and areas. Applications of calculus will be modeled with graphing calculators. Computer software and/or graphing calculator (TI-89/92/200 recommended) is a required tool for this course. This course satisfies the core requirement in mathematics. Prerequisite: MAT-122 or its equivalent.
- MAT-132 Calculus II** 3/2
Applications of differentiation and integration from MAT 131 will include techniques of integrating functions and series approximations to these functions. Computer software and/or a graphing calculator (TI-89/92/200 recommended) is a required tool for this course. This course satisfies the core requirement in Mathematics. Prerequisite: MAT-131.
- MAT-151 Statistics** 3/2
Descriptive statistics including measures of central tendency and standard deviation, statistical inference with emphasis upon testing of hypotheses and measures of association, and application of these techniques to decision-making and planning. Computer software and/or graphing calculator is required (TI-83/84 preferred). Prerequisite: Core competency in math.
- MAT-211 Math for the Elementary Teacher** 3+lab/2
The course integrates elementary and middle school mathematics education content, methods, and technology. Emphasis is on concepts, relationships, problem solving, reasoning, communicating, and connecting ideas in elementary school mathematics. Prospective teachers implement a mathematics curriculum that models NCTM curriculum teaching and evaluation standards and principles. They plan, implement, and evaluate units and lessons in applied arithmetic, pre-geometry, and pre-algebra. Concepts are taught through applications with manipulatives, multimedia technologies, calculators and computers. Students are strongly encouraged to do lab activities via the Learning Center. Lab activities may include diagnosing and tutoring peers and elementary children and micro-teaching with exemplary K-8 grade curriculum materials/software. Prerequisite: EDU-230 and math core competency (MAT-110 can be taken concurrently). This course does not fulfill the core mathematics requirement.

- MAT-212 Geometry for the Elementary Teacher** **3+lab/2**
 A continuation of MAT 211. Prospective elementary teachers plan, implement, and evaluate units and lessons on basic geometry concepts in two and three dimensions, measurement, transformational geometry, probability, statistics, and algebra. Concepts are taught through applications with manipulatives, multimedia technologies, calculators and computers. Authentic assessment introduced. Students are strongly encouraged to do lab activities via the Learning Center. Prerequisite: MAT-110 and MAT-211. This course does not fulfill the core mathematics requirement.
- MAT-233 Differential Equations** **3/4**
 The study of equations involving derivatives by methods of algebra, series, or computer approximations. Graphing calculators and computers will graph solutions, phase planes, and chaotic systems. Prerequisite: MAT-132.
- MAT-234 Multivariate Calculus** **3/4**
 Derivatives and integrals of functions of several variables such as $z=f(x,y)$, Jacobian determinants, volumes, and surface areas. Three-dimensional graphs and chaotic systems will be investigated on graphing calculators and computers. Computer software and/or graphing calculator (TI-89/92/200 preferred) is a required tool for this course. Prerequisite: MAT-132.
- MAT-241 Applied Linear Algebra** **3/2**
 The algebra of matrices, determinants, vectors, inverting matrices, diagonalizing matrices, eigenvalues and their applications. Computer software and/or graphing calculator (TI-89/92/200) will be used for calculations and applications to dynamic systems. Prerequisite: MAT-132.
- MAT-243 Discrete Mathematics** **3/6**
 A study of fundamental principles of discrete mathematics, with applications to computing. Topics such as sets, functions, relations, counting methods, graph theory, matrix theory, and number theory. An introduction to operation counts and algorithmic complexity. Computer software and/or graphing calculator (TI-89/92/200 preferred) is a required tool. Prerequisite: MAT-122 or permission of the instructor.
- MAT-245 Mathematical Proofs** **3/2**
 A course in reading and constructing mathematical proofs. How to start proofs (direct proofs, proofs by cases, proofs by contrapostive, proofs by contradiction); proofs about sets, functions, numbers, inequalities, and equivalence relations; proofs by mathematical induction; understanding the theorems of calculus and linear algebra; and preparing to do proofs in Modern Algebra and Real Analysis. Prerequisite: MAT-234 or MAT-241. *(This course serves as a writing intensive course for the mathematics major.)*
- MAT-252 Computer Statistics** **3/4**
 Probability simulations and statistical procedures on graphing calculators and computer statistics programs: random sampling, normal and binomial probability distributions, descriptive statistics and graphs, linear regression and/or ANOVA. Graphing calculator required. Computer software and/or graphing calculator (TI-89/92/200 preferred) is a required tool. Prerequisite: MAT-132.
- MAT-333 Real Analysis** **3/4**
 Construction of the Real Number Field, its properties, proofs and consequences; Infinite sequences and series; continuous and differentiable functions and otherwise; Riemann integrals. Computer software and/or graphing calculator (TI-89/92/200 preferred) is a required tool. Prerequisite: MAT-234 and MAT-245.
- MAT-341 Modern Algebra** **3/4**
 Groups, rings, and fields and their substructures with examples from transformation groups, matrix rings, and number fields. Computer software and/or graphing calculator (TI-89/92/200 preferred) is a required tool. Prerequisite: MAT-241 and MAT-245.
- MAT-372 Geometry & The History of Mathematics** **3+lab/2**
 Models and proofs in Euclidean and non-Euclidean geometry from an advanced standpoint. The language and logic of geometry for representing and solving visual problems; points, lines, angles, circles, perimeter, area, 3-D figures, transformations, congruence, and similarity. Emphasis on communicating mathematical arguments with dynamic geometry tools. Internet manipulative and computer explorations appropriate for e-learning in the secondary classroom. Advanced project topics from motion, transformational, topological, projective, conic, axiomatic, differential, discrete, synthetic, hyperbolic, coordinate, finite, fractal, elliptic and spherical geometries. Computer software and/or a TI-92/200 graphing calculator required. Prerequisites: MAT-234 and MAT-241 and MAT-245, or permission.
- MAT-380 Internship in Mathematical Sciences** **1 - 6/6**
 An individualized assignment arranged with an agency, business or other organization to provide guided practical experience in a mathematical sciences related career/ministry activity. Prerequisite: Junior standing, consent of instructor, and approval by division chair.
- MAT-470 Readings in Mathematical Sciences** **1- 6/6**
 Readings in specific mathematical sciences or mathematics education topics in areas of student need and interest. Required periodic reports with related discussions, labs, or creative/classroom activities. Prerequisites: Dependent upon topic selection. Permission of research adviser and instructor. May be repeated.

MAT-471 Secondary Mathematics Education **3+lab/2**
Prospective teachers implement a secondary mathematics curriculum that models NCTM curriculum, teaching, and evaluation standards. They plan, implement, and evaluate a unit and lessons in algebra, geometry, functions, probability and statistics, trigonometry, precalculus and discrete mathematics. Explorations with manipulatives, computers, multimedia technologies, Internet, BASIC, calculator programming; statistics, graphing, and drawing tools. Computer software and/or a TI-92/200 graphing calculator is a required tool. Prerequisites: Completed MAT-234, MAT-241, MAT-245.

MAT-480 Advanced Topics in Mathematical Sciences **1-3/6**
Selected topics in mathematical modeling, set theory, number theory; topology, complex variables; differential geometry, set theory, number theory; topology, complex variables; differential geometry, modern geometries; abstract linear algebra, advanced matrix algebra, vector analysis, numerical analysis, graph theory, combinatorics, computer programming. Advanced project topics in physics may be selected from Fourier series, transform calculus, partial differential equations, boundary value problems, complex variables, and vector calculus. Prerequisites: Permission of instructor. Designed for mathematical sciences majors' current needs and for students planning graduate study in the physical sciences or applied mathematics. May be repeated.

MAT-490 Independent Study **1 - 3/1**
An opportunity to perform independent study/research/creative activity in the various branches of mathematical sciences and allied fields of application. Prerequisites: Major in mathematical sciences; permission of research advisor. Submission and approval of a research proposal must precede registration. May be repeated.

PHYSICS

PHY-211 General Physics I **4/2**
An introduction survey of the basic concepts of mechanics, heat, sound, and wave motion. Appropriate for students in life sciences. Lecture and lab. This course satisfies the core requirement for Lab Science. Prerequisite: MAT-121 or equivalent.

PHY-212 General Physics II **4/2**
An introductory survey of the basic concepts of electricity, magnetism, light and modern physics. Appropriate for students in life sciences. Lecture and lab. Prerequisite: PHY 211 or equivalent.

SCIENCE

SCI-111 Physical Science **4/2**
Introduction to the explanation and understanding of the natural, non-living world. The processes of information gathering and organizing will be stressed as they relate to the fields of physics, chemistry, geology and astronomy. Emphasis will be given to the biblical framework for each of these disciplines. Lecture and lab. This course satisfies the core requirement for Lab Science. Prerequisite: Core requirement in mathematics.

SCI-201 Integrated Science for Elementary Teachers **4/1**
A college-level study and application of science concepts contained in the Michigan Grade Level Content Expectations for pre-service elementary teachers. Focus of the course will be on Science Process Skills, Physical Science, Life Science and Earth/Space Science, centering on the integration of these disciplines using inquiry-based learning, labs and field trips. Prerequisite: Have passed or concurrently enrolled in EDU-230 and a declared elementary education program.

SCI-211 Science of Music **1/2**
This 1-credit laboratory course is designed to introduce students in the B.Music degree program to the methods and limitations of science as a means of inquiry in the context of music and sound. Topics include general wave phenomena such as propagation, Doppler shifts, interference and resonance; specific sound phenomena and applications; elementary acoustics; and numerous applications to music and musical instruments. This course satisfies the core lab science elective for B. Music students and serves as the required prerequisite course for them to register for SCI-311 Science in Culture. The course is simply an elective course for any other students. Prerequisite: Mathematics core competency.

SCI-213 Quantitative Reasoning **2/1**
This course includes critical thinking, modeling, and data analysis using case studies from diverse fields. It employs numerical, graphical, logical and algebraic approaches to build competence in quantitative reasoning. Prerequisites: mathematics competency, IDS-101.

SCI-261 Astronomy **4/2**
A study of the distinctive qualities of the planets, their moons, the stars, and galaxies through laboratory exercises in observations and calculations. Lecture and lab. This course satisfies the core requirement for Lab Science. Prerequisite: Core requirement in mathematics.

SCI-262 Geology **4/2**
A study of the materials and processes of the earth, leading to a responsible Christian appreciation for it and its use. Explores basic principles through a survey of the history of the ideas about the earth. Applies basic insights of chemistry, biology, physics, and mathematics to the solution of problems such as earthquakes, volcanic eruptions, floods, marine erosion, the nature and

distribution of fossil fuels, metals, ground water, and other mineral resources. Studies man-imposed and natural boundaries to characterize geographic regions. Lecture and lab. This course satisfies the core requirement for Lab Science.

SCI-263 Atmosphere & Weather 2/4
This primarily on-line course is adopted from the American Meteorological Society *Online Weather Studies*. Students are led through the major aspects of atmospheric composition, weather production and parameters and forecasting models. Laboratory activities include direct observation, data collection and analysis. Special emphasis will be placed on how to communicate this information in the classroom.

SCI-311 Science In Culture 3/1
This course is a rigorous examination (based on a Christian philosophical worldview) of the nature of science and some of the major scientific ideas and issues affecting our culture. Prerequisites: SCI-213, lab science course.

SCI-361 Evolution & Origins 3/4
A scientific investigation of the feasibility of various origin theories with special emphasis on the creation vs. evolution debate. Explores the difference between origins science and operation science and analyzes the conflict in the Christian scientific community as well as the population at large. Prerequisites: SCI-111 or BIO-111 or 4 credits from SCI, BIO, CHM or PHY courses.

SCI-380 Internship 1- 6
This course provides an opportunity to work in a supervised biological setting (e.g., DNR, nature center, public health agency). The experience must include opportunities to apply the theories and concepts learned in the discipline or to enhance biological science research skills.

SCI-400 Integrated Science Capstone 2/2
This course is designed to serve as the culminating course of science content for the integrated science major and minor, just prior to the directed teaching semester. Using the major themes motif, each subject will be explored for the common and varied approaches to understanding its physical, biological and earth/space science content and interconnections. Philosophical under pinnings and ethical considerations will be stressed for each theme along with its outworking. Students will be responsible for developing their own set of alternative solutions for each problem encountered, discovering strategies for communicating integrated content in their classroom and devising techniques to stimulate their students to join the quest. Prerequisite: senior status.

SCI-423 Neuroscience 3/4
A special topics course which introduces workings of the brain and aspects of personality dealing with these at the level of the nerve cells and brain structures. Learned topics include: Perception, cognition, intelligence, the basis of emotional states, personality disorders and questions of guilt; progressive and degenerate diseases of the mind; nerve impulses and the synapses to understanding drug abuse and addictions; neural pathologies like speech disorders, attention deficit hyperactive disorder and the epilepsies; sensations, reflexes and movement control; brain waves, sleeping and arousal, awareness, consciousness and the soul, along with investigating the neural brain of gender differences. Prerequisites: BIO-151 or BIO-241 or PSY-441 or permission of instructor.

SCI 465 Secondary Science Methods 3/2
This course focuses on specific knowledge, skills, and attitudes that are demonstrated by effective science teachers in the secondary schools. Students will learn to design, organize, present, and evaluate the learning of science subject matter utilizing various instructional models and methods of teaching science.

SCI-470 Readings in Science 1-3/1

SCI-480 Advanced Topics Seminar 3/6

SCI-490 Independent Study 1-3/1

SCI-495 Senior Research Project and Seminar 2/2
Independent laboratory and/or field research of an important scientific problem of interest to researcher and faculty mentor. Student will report findings of research before departmental faculty and science peers. Prerequisites: senior status, majority of major field of study completed.

AUSABLE INSTITUTE COURSES

The following courses are offered through the AuSable Trails Institute of Environmental Studies. See page 42 for further details.

ECO-301 Land Resources 4
Systems-level perspective on land forms and ecosystems. Includes analysis and interpretation of on-site data recorded in the field, remote-sensing data derived from satellite and low-altitude aerial imagery and geographic information systems (GIS). Field trips to and analysis of forests, bogs, marshes, dunes, and rivers. Includes application to policy and land use planning. Prerequisite: One year of introductory science.

- ECO-302 Limnology** 4
Field study of lakes and streams with applications to planning and management. Includes an introduction to limnology and investigation of representative lakes and streams of the region. Prerequisite: One year of general biology and one year of general chemistry.
- ECO-303 Ecological Agriculture: Farms & Gardens for Sustainability** 4
Environmental analysis and natural resources in relation to people and policy. The focus is on ethnobotany, ecological agriculture, and land stewardship. It employs a discussion format both in classroom and field settings. Its emphasis is grappling with difficult practical and ethical problems and issues that require deep and persistent thought.
- ECO-304 Global Development & Ecological Sustainability** 4
Global Development and Ecological Stewardship: Environmental analysis and natural resources in relation to society and development issues. The focus is on ecological sustainability and sustainable society in the context of the various factors that are bringing environmental degradation and impoverishment of people and cultures. It deals with topics of tropical agriculture, hunger, poverty, international debt, appropriate technology, relief programs, missionary earthkeeping, conservation of wild nature, land tenure, and land stewardship. It employs a discussion format both in classroom and field settings. Its emphasis is grappling with difficult practical and ethical problems and issues that require deep and persistent thought.
- ECO-305 Ornithology** 4
Biology, behavior, ecology and identification of birds. Work is primarily conducted in the field and covers the major habitats of northern lower Michigan, including wetlands, lakes, rivers, forests, dunes, and open field communities. Emphasis will be placed on identification of the spring bird fauna of northern lower Michigan by sight and by call. Prerequisite: One course in introductory biology or zoology.
- ECO-311 Field Botany** 4
Field identification and ecology of vascular plants as components of natural communities in Michigan. Emphasis is placed upon on-site examination of plants in communities such as bog, dune, forest, marsh, meadow, and swamp. Plants difficult to study under field conditions are brought to the laboratory for microscopic examination and identification. Ecological features such as community stratification and plant zonation along ecological gradients are examined. Prerequisite: One year of general biology or one semester of botany.
- ECO-312 Insect Biology and Ecology** 4
A study of insect taxonomy, ecology, life histories, and economic importance. Special attention is given to environmental stewardship issues including use of insecticides, biological control, integrated pest management, and impact of cultivation on formation of pest faunas. Field methods are stressed.
- ECO-315 Woody Plants** 4
Taxonomy, ecology, management, and stewardship of trees and shrubs. Presents the systematic botany of local woody flora including identification by foliage, twigs, wood and bark, and trees of major economic importance worldwide. Given in the context of ethical and global questions of deforestation, global warming trends, old growth forest values, lumbering, forest ecosystem restoration, and land stewardship. Prerequisite: one year of general biology or one semester of botany.
- ECO-321 Animal Ecology** 4
Interrelationships between animals and their biotic and physical environments emphasizing behavioral aspects. A field course that centers on the ecology of northern Michigan fauna from a stewardship perspective. Included are individual student projects. Prerequisite: one year of introductory science.
- ECO-322 Aquatic Biology** 4
Ecology, identification, systematics, culture and care of aquatic plants and animals, and adaptations to freshwater environments. Aquatic life is studied in lakes, ponds, bogs, marshes, streams, and in the laboratory. The course assesses human impact on aquatic species and ecosystems, presents procedures for the stewardship of aquatic habitats, and introduces aquatic restoration ecology. Prerequisite: One year of general biology or one semester each of general zoology and general botany.
- ECO-332 Environmental Chemistry** 4
Principles and analysis of chemical movement and distribution both natural and human-induced in natural environments. Sampling and analytical methods are included for water, soil, and air. Work is conducted both on site in natural habitats and the laboratory. Prerequisite: One year of general chemistry and one semester of either biochemistry or organic chemistry.
- ECO-345 Wildlife Ecology** 4
Ecology, conservation and stewardship of wildlife species and their habitats. Includes growth and structure of natural and managed populations, environmental and human social factors affecting wildlife communities and wildlife conservation. The course is set in the context of the historical development of the field from management, to ecology, and to the land ethic of Leopold. Includes management and stewardship of non-game and endangered species, and long-term prospects of wildlife in changing environmental, climatic and social contexts. Prerequisite: One course in biology, or permission of professor.

- ECO-350 Environmental Ethics** 4
Contemporary problems of environmental stewardship are investigated, including use of renewable and non-renewable natural resources, pollution, appropriate land use and development, their world concerns and preservation of wild nature. These problems are set in a historical perspective of human relationships to the natural environment, especially as this relationship is viewed in the light of Christian thought and doctrine. Current attempts to develop a theology of nature and principles of Christian stewardship are considered.
- ECO-351 Bioethics: Bridge to the Future** 4
The dilemmas of dangerous knowledge in environmental and medical activities are investigated, including stem cell research and applications, fetal tissue research, human gene manipulation, transgenic bioengineering, genetically modified crops, release of bioengineered organisms into natural ecosystems, and emerging disease, the ethics of environmental activism, and the religious roots of ethical values. This course uses a seminar format in which topics are presented by student teams including presentations, panel discussions and formal debate. Current attempts to develop a theological basis for bioethics are considered.
- ECO-355 Watershed Stewardship** 4
Principles of watershed ecology. Includes principles and practice of community-based water monitoring and watershed management for developing and developed countries and data access and analysis using an online relational database and data-to-action strategies. Designed for students in science and public policy, including students interested in missions and development and agencies involved in environmental assessment and community development. Prerequisite: On year of general biology.
- ECO-359 Marine Mammals** 4
Biology, behavior, ecology, identification and conservation of the marine mammals of the Pacific Rim. This study area covers some major habitats in Puget Sound and the Salish Sea, with attention to the diving physiology, social behavior, and communications of whales and seals. The course aims to develop a stewardship perspective rooted in biological principles and directed at the global conservation of marine mammals and their ecosystems. Special attention is given to their use by cultures of the region in order to understand current issues. Prerequisite: One year of general biology or one semester of zoology.
- ECO-360 Molecular Tools for the Field Biologist** 4
A field class introducing recent advances in molecular biology techniques, computation and storage for applied ecological work. The ability to utilize these techniques is becoming more and more important to scientists for addressing fundamental questions in biology. This course will expose you to a broad range of techniques and concepts in molecular biology and phylogenetics. Emphasis is placed on the strengths and limitations of each method and its application to a wide range of organisms, including plants, animals and microorganisms. It will provide a foundation for molecular applications to issues of environmental stewardship. Prerequisite: Two years of biology, one year of chemistry.
- ECO-361 Natural History in Spring** 4
Springtime plants and animals, their field identification, field biology, behavior and landscape context with a focus on spring flora, amphibia, and birds.
- ECO-377 Marine Invertebrates** 4
A study of invertebrate taxonomy, ecology, life histories and economic importance. Field methods are stressed. Prerequisite: One year of general biology or one semester of general zoology.
- ECO-380 Principles of Environmental Education** 4
This field-based course introduces the principles, philosophy and conceptual understandings necessary for the practice and profession of environmental education and interpretation. Classes focus on the theoretical, technical and personal aspects of the field and are conducted in interactive format, including exercises, discussion, presentations, field trips and application. Emphasis is on working in structured non-formal educational and non-captive settings. Includes concluding applications to education of general public and children. This course does not duplicate other courses that teach nature study. Prerequisite: One semester of natural science.
- ECO-390 Directed Individual Study** 4
Field or laboratory study of a problem selected by the student in consultation with a professor, and presented as a written proposal in advance of the session in which the study is to be conducted. Normally, problems are outgrowths of previous coursework with a given professor at Au Sable. Prerequisite: A study proposal including goals and objectives, methods, protocols for evaluation; to be signed by the professor and program director.
- ECO-411 Advanced Field Botany** 4
Extended field identification and ecology of vascular plants as components of natural communities. Selection and study of a specific plant community for intensive taxonomic and ecological research and preparation of herbarium specimens according to established museum techniques. Taught concurrently with ECO-311. Students who take this as their only course during a given academic session must also enroll in ECO-499 Research for two credits. Prerequisite: Biol-311 Field Botany taken at another Au Sable Institute location.

- ECO-427 Ecology of the Indian Tropics** 4
Tropical ecology of South India, including an introduction to and comparative analysis of coastal ecosystems, the plains, and montane tropical ecosystems of the Western Ghats including altitudinal zonation. The course will be taught on-site at a variety of ecosystem preserves and national parks. If suitable arrangements can be made, a number of ecosystems will be studied on the Andaman Islands. Topics include tropical ecosystem structure and function, adaptations of flora and fauna, biodiversity surveys, past and present human interactions with the landscape, and autecology of selected plant and animal species. Prerequisite: Upper division standing and at least one ecology course (preferably completed at AuSable).
- ECO-452 Environmental Health: An Ecological Perspective**
Introduction to the fundamentals of environmental health, with an introduction to environmental epidemiology and environmental medicine. Environmental pollutants and their sources, effects of environmental pollution on the environment and public health research agencies, environmental epidemiology, environmental medicine, and environmental stewardship are included. Field trips and lab assignments complement the materials covered in lectures. Open to all students with preference given to pre-medical students and students exploring a career in environmental health and public health. Prerequisite: Two years of biology and one year of chemistry.
- ECO-471 Conservation Biology** 4
Principles of conservation biology with applications to sustainable human society and biospheric integrity. An integrative approach to biology and society that interrelates population biology, ecological principles, biogeochemical cycles, ecosystem functions, and human society in the context of biospheric degradation. The course develops a stewardship perspective rooted in biological principles and directed at conservation of plant and animal species, biotic communities, ecosystems, and human society. Included are topics of human development, poverty, and economic growth. Prerequisite: One year in biology and one course in ecology, or permission of professor.
- ECO-478 Alpine Ecology** 4
Ecology of the mountains of the Pacific Northwest, with particular attention to adaptation of plant and animal life to montane climates and altitudes, and analysis and interpretation of altitudinal zonation of biotic communities with applications to latitudinal biogeography. Also included are topics of physiological responses of organisms to reduced oxygen levels, low temperatures and high altitude radiation regimes. Field work includes on-site studies in the Olympic Mountains of the Olympic Peninsula.
- ECO-482 Restoration Ecology** 4
Ecological foundations and techniques for ecosystem and biotic community restoration. This course applies ecological principles and environmental ethics to redeeming and restoring degraded and damaged ecosystems and endangered species. Field studies include analysis of restoration and rehabilitation work with the Kirtland Warbler, an officially designated wild river, coastal dunes, kettlehole bogs, old growth forest, deforested lands, degraded residential and farming sites, and abandoned oil wells. A practical field laboratory is included in which techniques are applied to a specific site.
- ECO-490 Research Methods I** 4
This course is designed to prepare natural science majors to conduct scientific field research. It introduces students to experimental design and statistics relevant, scientifically testable question or a hypothesis. Students, in conjunction with a research mentor, prepare a research proposal and initiate an investigation. Prerequisite: Third year status, previous AuSable course and research interest.
- ECO-491 Research Methods II** 1
This course follows Research Methods I with an exploration of data analysis, report writing and presentation and poster preparation. Prerequisite: Research Methods I.
- ECO-499 Directed Independent Research** 4
Field or laboratory study of a problem selected by the student in consultation with a professor and presented as a written proposal in advance of the session in which the study is to be conducted. Normally, problems are outgrowths of previous coursework with a given professor. Prerequisite: permission of professor.

Teacher Education

DIVISION



Kerisa Myers, Ph.D.
*Division Chair, Director of
Teacher Education*

The Teacher Education Division is passionate about preparing our students to serve as highly qualified teachers in public, Christian, or over seas schools by developing the knowledge, skills and Christian character to enable them to be servant leaders who are influencers in their world for Jesus Christ. This purpose is accomplished through a carefully sequenced teacher education program that integrates the knowledge base needed for teaching subject area content with the developmental skills necessary for effective instruction.

The teacher education programs are built on the foundation provided by the general Cornerstone core and the specified subject area majors and minors. Education students must meet all requirements for graduation, including the appropriate major and minors for subject area endorsements, and the professional education program for the elementary or secondary level.

Successful candidates are recommended to the Michigan Board of Education for certification when all program and certification requirements are met. Graduates are eligible to teach in public and Christian schools and may be provided career counseling and job placement assistance by Career Services.

In addition, education students have the option to extend their directed teaching practicum as a cross-cultural experience in selected schools around the world through a program known as the Christian College Teacher Education Coordinating Council.

Recently, 100 percent of Cornerstone University's initial teacher education program completers passed all required state certification tests. The statewide pass rate was also 100 percent. During that year, there were 20 persons enrolled in the initial teacher preparation program, and 85 students were in programs of supervised student teaching. The student teacher-supervising teacher ratio is 8:1. Cornerstone University requires at least one semester of full-time student teaching. Cornerstone University is accredited by North Central Association of Colleges and Schools, and the Teacher education Division is approved by the Michigan Department of Education, the Association of Christian Schools International, and in candidate status with the Teacher Education Accreditation Council (TEAC). All programs are in good standing.

Degrees

Associate of Art (A.A.)
Bachelor of Arts (B.A.)

Programs

Education
Elementary Education
Secondary Education
K-12 Music
K-12 Physical Education
K-12 Learning Disabilities

Faculty

Myers, Kerisa A., Division Chair, Associate Professor of Education (2009); B.A. (1985), Grand Rapids Baptist College; B.S. (1985), Calvin College; M.A. (1992), Western Michigan University; Ph.D. (2009), Western Michigan University

Bell, Suzanne, Assistant Professor of Education (2003); B.A. (1975) Grand Rapids Baptist College; M.A.T. (1983) Calvin College

England, Darla, Assistant Professor of Special Education, Director of Teacher Placement (2007); B.A. (1990) Michigan State University; M.Ed. (1997) Grand Valley State University

Kronmeyer, Ronald J., Professor of Education (1998); B.A. (1965), Hope College; M.A. (1969), Ph.D. (1978), Kent State University

McAdams, Keith, Assistant Professor of Education (2003); B.A. (1987) Calvin College; M.Ed. (1999) Grand Valley State University.

Peterson, Gene E., Associate Professor of Education, (1989); B.A. (1973), Cedarville College; M.Ed. (1978), Lynchburg College; Ed.S. (1989), University of Virginia

Program Information & Requirements

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Students should apply for admission to the teacher education program while enrolled in EDU 230 Principles and Philosophy of Education. Standards for admission to the program include submission of the application, a minimum G.P.A. of 2.7, demonstrated competency on the Basic Skills Test of the Michigan Test for Teacher Certification (the Basic Skills Test bulletin is available at www.mttc.nesinc.com), an interview with an education professor, two references from professors outside of the education department and a student development reference (the application and reference forms are available on the Eagle's Nest). The Professional Education Committee makes recommendation for admission. Students will be asked specific questions required by the State of Michigan regarding felonies or misdemeanors and prior revocation of a teaching certificate at three points: time of application to the teacher education program, prior to the directed teaching semester and before recommendation for certification. If there is a positive response to a question, the university has the option of recommending or not recommending a student for certification based on the information given. In such cases, the decision of the State Board of Education is final.

Students must maintain the minimum academic and social standards required for admission during enrollment in the Teacher Education Program to be considered in good standing. Refer to the Academic Improvement Protocol in the Teacher Education Handbook regarding procedures for failure to maintain these standards. A minimum grade of "C-" is required in all courses with an EDU number, all methods courses, PSY-232 and COM-112. Assistance may be provided to students by their academic adviser, the teacher education faculty, the Learning Center and Career Services.

POST-BACCALAUREATE STUDENTS

Post-baccalaureate students with a degree from a regionally accredited institution who are returning to college for education certification programs must also meet current admission standards, have (and maintain) a G.P.A. of 2.7 on a 4.0 scale, earn a passing score on the MTTC Basic Skills Test required by the State of Michigan, obtain one faculty reference and complete a professional interview with the certification officer or division chairperson. The student must also pass the MTTC Subject Area Test in both the major and minor completed at another institution prior to acceptance into the education program. A minimum of 12 credit hours and student teaching will be required. Students who have received a degree from a non-accredited institution must complete the requirements for a Bachelor's degree while completing the Teacher Education program.

DIRECTED TEACHING PRACTICUM

One year prior to the directed teaching semester, students must apply for admission to directed teaching (EDU-481, 482, 484, 486) (Application forms are available on the Eagle's Nest). Deadline dates for applications are the first Friday in October for the following fall semester and the first Friday in February for the following spring semester. A late fee will be required of students who do not submit the application for student teaching by the required deadline for the appropriate semester. Placement for the Directed Teaching Practicum is restricted to a 50-mile radius of the university.

Students must be in good standing in the program, which includes a minimum 2.7 G.P.A., must have completed all other requirements for graduation, and must have passed the Basic Skills Test of the Michigan Test for Teacher Certification as required by the State of Michigan. All course work must be completed prior to directed teaching. A minimum of "C-" is required in all courses with an EDU number, all methods courses, ENG-212, PSY-232 and COM-112.

As part of the application, students will be interviewed by the university practicum supervisor and must be accepted for placement by their prospective cooperating teacher. Students will be asked specific questions required by the State of Michigan regarding felonies or misdemeanors and prior revocation of a teaching certificate at three points: time of application to the Teacher Education Program, prior to the directed teaching semester, and before recommendation for certification. If there is a positive response to a question, the university has the option of recommending or not recommending a student for certification based on the information given. In such cases, the decision of the State Board of Education is final. As a representative of Cornerstone University, each student is expected to adhere to professional dress, grooming, etiquette and conduct.

If a student teacher is released from their setting and/or does not fulfill state and university performance levels, the student teacher will need to see the placement coordinator for official protocol.

Practicum grading system: Practicums receive letter grades of A through F.

RECOMMENDATION FOR CERTIFICATION

A student is considered a program completer when (a) all institutional academic and other requirements such as establishing eligibility for certification recommendation have been met and (b) the minimum number of state certification tests for the teaching field desired have been passed. Students who meet all the standards and requirements of the Teacher Education program and the State of Michigan are eligible to apply for certification and to be recommended to the State Board of Education. Students who wish to be considered a program completer of Cornerstone University should make application for certification. Since the State of Michigan requirements are subject to periodic change, students must meet State of Michigan requirements and Teacher Education Department requirements for teacher certification in effect at the time application is made for certification.

The State of Michigan requires the passing of competency tests in the subject areas in which the student is planning to seek certification. Students with questions are encouraged to contact the certification officer. State test information is available at www.mttc.nesinc.com.

When signing up for the Michigan Test for Teacher Certification (MTTC), use the following codes for choosing the correct test for your major(s) or minor(s):

| CU Subject | Level | MTTC Code # |
|---------------------------|------------------------------|-------------|
| Biology | Secondary | 17 |
| Chemistry | Secondary | 18 |
| Communication Arts | Secondary | 91 |
| Early Childhood Education | Elementary | 82 |
| Elementary Education | Elementary | 83 |
| English | Elementary & Secondary | 02 |
| English as a Second Lang. | Elementary & Secondary | 86 |
| History | Elementary & Secondary | 09 |
| Integrated Science | Elementary | 93 |
| Integrated Science | Secondary | 94 |
| Journalism | Secondary | 03 |
| Language Arts | Elementary | 90 |
| Learning Disabilities | K-12 | 63 |
| Mathematics | Elementary | 89 |
| Mathematics | Secondary | 22 |
| Music Education | K-12 | 99 |
| Physical Education | Elementary, Secondary & K-12 | 44 |
| Psychology | Secondary | 11 |
| Reading | Elementary | 05 |
| Social Studies | Elementary & Secondary | 84 |
| Spanish | Elementary & Secondary | 28 |
| Speech | Secondary | 04 |

GENERAL EDUCATION CORE FOR TEACHER EDUCATION

(Required for both elementary & secondary)

General Education Core

| Required Courses | Credit Hours |
|--|--------------|
| COM-112 Communication In Culture | 3 |
| ENG-212 Writing In Culture | 3 |
| HIS-113 World Civilization I | 3 |
| IDS-101 Creativity, Innovation and Problem Solving | 2 |
| IDS-103 Christian Foundations I | 1 |
| IDS-104 Christian Foundations II | 1 |
| KIN-100 Foundations of Wellness | 2 |
| PHI-211 Philosophy In Culture | 3 |
| PSY-232 Developmental Psychology (required by the State of Michigan) | 3 |
| REL-103 Biblical Hermeneutics | 3 |

| | | |
|---------|---|-----------|
| REL-104 | Old Testament Literature & History | 3 |
| REL-204 | New Testament Literature & History | 3 |
| REL-352 | Christian Theology | 3 |
| SCI-213 | Quantitative Reasoning | 2 |
| SCI-311 | Science In Culture (Biology majors should take BIO-400 Biological Perspectives) | 3 |
| | English Competency | 0-6 |
| | Foreign Language (See "Language Requirement" pg. 38) | 0-8 |
| | Math Competency | 0-9 |
| | Total | 38 |

Elementary Students Only

| Required Courses | | Credit Hours |
|------------------|---|--------------|
| ENG-321 | Children's Literature | 3 |
| FAR-243 | Art for Elementary Teachers | 3 |
| HIS-115 | American Studies (Social Studies majors and History majors and minors should not take HIS-115 because HIS-221 and HIS-222 are required.) | 3 |
| KIN-147 | Physical Education for Classroom Teachers (Physical Education majors and minors should take KIN-357.) | 2 |
| MAT-211 | Math for Elementary Teachers (Prerequisite or corequisite: EDU-230; Core math competency) | 3 |
| MAT-212 | Geometry for Elementary Teachers (Must have MAT-211) | 3 |
| MUS-254 | Music for Elementary Teachers | 3 |
| SCI-201 | Integrated Science for Elementary Teachers (physical education majors and minors take BIO-241) | 4 |
| | Total | 24 |

Secondary Students Only

| Required Courses | | Credit Hours |
|------------------|--|--------------|
| IDS-311 | Imagination In Culture | 3 |
| | One mathematics course (MAT-110, 121, 122, 131, 132) | 0-3 |
| | One laboratory science course (CHM-111 is required for Biology majors and minors. BIO-241 is required for Kinesiology majors and minors.) | 4 |
| | One lifetime activity course (KIN-1XX) | 1 |
| | Total | 49-57 |

Elementary Education Programs

Students interested in elementary education should work out a program, if possible, with an education adviser. All elementary education programs require a minimum of 129 semester hours of college work, which includes the satisfactory completion of the professional education courses listed below, the general education core requirements as specified for teacher education students and completion of one of the following options:

1. Three minors of not less than 20 semester hours each, two of which shall be in substantive fields which may include a group minor of 24 hours and one of which may be a planned program of 20 semester hours in a combination of methods and content appropriate to elementary education. (Early childhood minor must stand in place of the planned program minor in triple minor.)
2. A group major of not less than 36 semester hours and the elementary planned program minor of not less than 20 semester hours or a departmental minor of not less than 20 semester hours.
3. A major of not less than 30 semester hours and the elementary planned program minor of not less than 20 semester hours or a departmental minor of not less than 20 or a group minor of not less than 24 semester hours.

Students may select from the following list of majors and minors. Most students in elementary education complete either three minors or a group major and a minor. Major and minor programs for teacher education students may also be found within the appropriate division in the catalog. However, students are encouraged to consult the appropriate division adviser or the Teacher Education Office for further advice.

The majors and minors approved for the elementary education programs are:

| Majors | Minors |
|---------------------|----------------------------------|
| English | Early Childhood (ZA endorsement) |
| History | Elementary Planned |
| Integrated Science | English |
| Language Arts Group | History |

Learning Disabilities K-12
 Physical Education Group K-12
 Social Studies Group
 Spanish

Integrated Science
 Language Arts Group
 Mathematics (pending reapproval)
 Physical Education
 Reading
 Social Studies Group
 Spanish
 Teaching English to Speakers of Other Languages (TESOL)

REQUIRED PROFESSIONAL EDUCATION COURSES – ELEMENTARY

| Required Courses | | Credit Hours |
|-------------------------|--|---------------------|
| EDU-230 | Principles and Philosophy of Education | 3 |
| EDU-231 | School Observation Practicum | 1 |
| EDU-262 | Computers and Technology in Education | 3 |

Students must be accepted in program before taking the following:

(See "Admission to the Teacher education Program" for requirements.)

| Required Courses | | Credit Hours |
|-------------------------|--|---------------------|
| EDU-342 | Developmental Reading & Language Arts Methods | 3 |
| EDU-363 | Diverse Populations & Differentiated Instruction | 3 |
| EDU-381 | Educational Psychology | 3 |
| EDU-382 | Teacher Assistant Practicum* (Prerequisite or corequisite: EDU-381) | 1 |
| EDU-445 | Assessing and Correcting Reading Problems (Prerequisite: EDU-342) | 4 |
| EDU-450 | Elementary Science Methods (Prerequisite: Completion of both core science classes) | 2 |
| EDU-460 | Elementary Social Studies Methods (Prerequisite: Completion of HIS-113 and HIS-115). | 2 |
| EDU-430 | Directed Teaching Seminar (To be taken concurrently with Directed Teaching Practicum.) | 3 |
| EDU-482 | Elementary Directed Teaching Practicum* (All course work must be completed) | 12 |
| Total | | 40 |

*Practicum courses require the student to complete an application for placement.

Note: The certification and graduation requirements of the Teacher Education Division of Cornerstone University may be impacted by changes enacted by the Michigan State Department of Education at any time.

Secondary Education Programs

Students interested in secondary education should work out a program with an education adviser or an appropriate departmental adviser in their major field. All Secondary Education programs require a minimum of 129 semester hours of college work, which includes the satisfactory completion of the professional education courses listed below, the general education core requirements as specified for teacher education students, a certifiable departmental major of not less than 30 semester hours or a group major of 36 semester hours and a certifiable departmental minor of not less than 20 semester hours or a group minor of 24 semester hours.

Group programs normally should not be elected in both the major and the minor. Students should be aware of the fields in which there is a need for teachers when selecting majors and minors and should expect to use their minors to support their majors.

Students who wish to pursue a K-12 endorsement in music, physical education or learning disabilities usually follow the secondary track requirements until they reach the professional semester. Methods classes for these endorsements must be completed satisfactorily, "C-" or better, prior to enrollment in EDU-486, K-12 Directed Teaching Practicum.

The majors and minors approved for the Secondary Education programs are:

| | |
|----------------------------------|---|
| Majors | Minors |
| Biology | Biology |
| Communication Arts Group | Chemistry |
| English | Communication Arts Group |
| History | English |
| Integrated Science | History |
| Integrated Science Comprehensive | Journalism |
| Learning Disabilities K-12 | Mathematics (pending reapproval) |
| Mathematics (pending reapproval) | Physical Education |
| Music Education K-12* | Psychology |
| Physical Education K-12 | Spanish |
| Social Studies Group | Teaching English to Speakers of Other Languages (TESOL) |
| Spanish | |

* Music Education K-12 see pages 106-107 for degree requirements.

REQUIRED PROFESSIONAL EDUCATION COURSES – SECONDARY

| Required Courses | | Credit Hours |
|-------------------------|--|---------------------|
| EDU-230 | Principles and Philosophy of Education | 3 |
| EDU-231 | School Observation Practicum | 1 |
| EDU-262 | Computers and Technology in Education | 3 |

Students must be accepted in program before taking the following:

(See "Admission to the Teacher education Program" for requirements.)

| | | |
|---------|--|---|
| EDU-344 | Content Area Literacy | 3 |
| EDU-363 | Diverse Populations & Differentiated Instruction | 3 |
| EDU-381 | Educational Psychology | 3 |
| EDU-382 | Teacher Assistant Practicum* | 1 |
| | (Prerequisite or corequisite: EDU-381) | |
| EDU-430 | Directed Teaching Seminar | 3 |
| | (To be taken concurrently with Directed Teaching Practicum.) | |

Content major and minor methods course from the following: 5-6
(non-music majors; includes psychology minors)

| | |
|-------------|--|
| EDU-335 | Learning Disabilities Methods |
| ENG-463 | Secondary Language Arts Methods |
| KIN-359 | P.E. in Secondary Schools |
| LIN/SPA-465 | Methods of Teaching a Foreign Language |
| MAT-471 | Secondary Math Methods |
| SCI-465 | Secondary Science Methods |
| SSC-464 | Secondary Social Studies Methods |

Students with a major and minor in the same general content area will do a practicum in their minor area. (Speech or journalism minor with an English major. Chemistry minor with a Biology major. Psychology minor with a History or Social Studies major.)

| | |
|---------------------------------|--|
| One of the following: | 12 |
| EDU-484 | Secondary Directed Teaching Practicum* |
| EDU-486 | K-12 Directed Teaching Practicum* |

Total 38

*Practicum courses require the student to complete an application for placement. For EDU-382 or EDU-484 or 486, refer to the Course Descriptions at the end of this section.

Note: The certification and graduate requirements of the teacher education division of Cornerstone University may be impacted by changes enacted by the Michigan State Department of Education at any time.

Associate of Arts Degrees

The Associates of Arts Degree is designed for those individuals who are preparing for school paraprofessional positions, child care programs or service ministries. General core requirements for the Associate of Arts Degree are listed on page 53. The requirements for Early Childhood are listed on page 193. Requirements for Teaching English as a Second Language are listed on page 202. Associate degree candidates do not have to be accepted into the teacher education program to take any education courses.

General Education Core

| | | |
|---------|--|---|
| COM-112 | Communications In Culture | 3 |
| ENG-212 | Writing In Culture | 3 |
| ENG-321 | Children’s Literature | 3 |
| HIS-115 | American Studies | 3 |
| IDS-101 | Creativity, Innovation and Problem Solving | 2 |
| KIN-100 | Foundations of Wellness | 2 |
| PHI-211 | Philosophy In Culture | 3 |
| PSY-232 | Developmental Psychology | 3 |
| REL-103 | Biblical Hermeneutics | 3 |
| REL-104 | Old Testament Literature & History | 3 |
| SCI-201 | Integrated Science for Elementary Teachers | 4 |

Total 32

Education Core

| | | |
|---------|---|-----------|
| EDU-230 | Principles/Philosophy of Education | 3 |
| EDU-262 | Computers and Technology in Education | 3 |
| EDU-381 | Educational Psychology | 3 |
| EDU-382 | Teacher Assistant Practicum. | 1 |
| | Total | 42 |
| | Early Childhood* Core/TESOL Core (See pages 174 & 182 for requirements) | 21 |
| | Total | 63 |

* Twelve credit hours of Early Childhood/TESOL Core must be taken at Cornerstone.

NOTE: Students must meet both the English and Math competency requirements. See Degree Information section.

Bachelor of Arts Majors & Minors

BIOLOGY MAJOR FOR SECONDARY TEACHERS

| Required Courses | | Credit Hours |
|-------------------------|--|---------------------|
| BIO-151 | General Biology | 4 |
| BIO-225 | Botany (Prerequisite: An advanced high school biology or BIO-111 or BIO-151). | 4 |
| BIO-233 | Zoology (Prerequisite: An advanced high school biology or BIO-111 or BIO-151). | 4 |
| | One of the following: | 4 |
| | BIO-241 Anatomy and Physiology I | |
| | BIO-242 Anatomy and Physiology II | |
| BIO-351 | Genetics (Prerequisite: CHM-112, BIO-233, MAT-151) | 4 |
| BIO-400 | Biological Perspectives (Prerequisite: Upper-class Biology) | 2 |
| BIO-451 | Molecular Cell Biology (Prerequisite: BIO-351) | 4 |
| ECO-341 | Ecology (Prerequisite: BIO-225, 233 or MAT-151) | 4 |
| SCI-361 | Evolution & Origins (Prerequisite: SCI-111, BIO-111 or equivalents) | 3 |
| | Total | 33 |

Required Cognates*

| | | |
|---------|---|---|
| CHM-111 | Principles of General Chemistry (Prerequisite: MAT-121) | 4 |
| CHM-212 | Principles of Organic and Biochemistry. | 4 |
| MAT-151 | Statistics. | 3 |

* A cognate is a course that supports the success of completing a major program.

BIOLOGY MINOR FOR SECONDARY TEACHERS

| Required Courses | | Credit Hours |
|-------------------------|--|---------------------|
| BIO-151 | General Biology | 4 |
| BIO-225 | Botany (Prerequisite: An advanced high school biology course or BIO-111 or BIO-151) | 4 |
| BIO-233 | Zoology (Prerequisite: An advanced high school biology course or BIO-111 or BIO-151) | 4 |
| ECO-341 | Ecology (Prerequisite: BIO-225, 233 or MAT-151) | 4 |
| | One of the following: | 4 |
| | BIO-241 Anatomy and Physiology I | |
| | BIO-242 Anatomy and Physiology II | |
| | Total | 20 |

Required Cognate*

| | | |
|---------|---|---|
| CHM-111 | Principles of General Chemistry (Prerequisite: MAT-121) | 4 |
|---------|---|---|

* A cognate is a course that supports the success of completing a major program.

CHEMISTRY MINOR FOR SECONDARY TEACHERS

| Required Courses | Credit Hours |
|---|---------------------|
| CHM-121 General Chemistry I (Prerequisite: MAT-121) | 4 |
| CHM-122 General Chemistry II (Prerequisite: CHM-121) | 4 |
| CHM-411 Perspectives in Chemistry (Prerequisite: Completion of three chemistry courses and junior status) | 2 |
| Chemistry Electives (200 level or higher) | 12 |
| Total | 22 |

COMMUNICATION ARTS GROUP MAJOR FOR SECONDARY TEACHERS

| Required Courses | Credit Hours |
|---|---------------------|
| COM-212 Interpersonal Communication (Prerequisite: COM-112) | 3 |
| COM-311 Intercultural Communication | 3 |
| COM-315 Philosophy & Theory of Communication | 3 |
| COM-321 Group Communication | 3 |
| COM-322 Advanced Public Speaking. | 3 |
| COM-324 Argumentation and Debate | 3 |
| COM-325 Rhetorical Theory and Criticism | 3 |
| JRN-201 News Writing and Reporting I. | 3 |
| JRN-313 Feature Writing. | 3 |
| MDA-121 Introduction to Electronic Media | 3 |
| MDA-319 Media Literacy | 3 |
| One of the following: | 3 |
| COM-241 Introduction to Oral Interpretation | |
| THR-242 Introduction to Theatre | |
| Total | 36 |

COMMUNICATION ARTS GROUP MINOR FOR SECONDARY TEACHERS

| Required Courses | Credit Hours |
|---|---------------------|
| COM-212 Interpersonal Communication (Prerequisite: COM-112) | 3 |
| COM-311 Intercultural Communication | 3 |
| COM-315 Philosophy & Theory of Communication | 3 |
| JRN-201 News Writing and Reporting I. | 3 |
| JRN-313 Feature Writing. | 3 |
| MDA-319 Mass Media Literacy | 3 |
| One of the following: | 3 |
| COM-241 Introduction to Oral Interpretation | |
| THR-242 Introduction to Theatre | |
| Upper level electives in Communication Studies. | 3 |
| Total | 24 |

EARLY CHILDHOOD EDUCATION MINOR

| Required Courses | Credit Hours |
|--|---------------------|
| EDU-333 Early Childhood Curriculum. | 3 |
| EDU-352 Preprimary Methods and Materials | 3 |
| EDU-371 The Young Child and the Community. | 3 |
| EDU-372 Assessing and Teaching the Special Needs Child | 3 |
| EDU-431 Admin. and Supervision of Early Childhood Programs | 3 |
| EDU-481 Field Experience: Early Childhood* | 6 |
| Total | 21 |

*Application should be made by the second Friday of March or November prior to semester of experience.

Students completing the early childhood education minor in conjunction with the elementary education program receive the Early Childhood (ZA) endorsement. Not only will a student have general certification to teach all subjects in the elementary grades kindergarten through grade eight in a self-contained classroom, but will also have a “specialists’ endorsement” further qualifying the student to teach in infant, toddler and preschool programs. This minor may be used with a departmental or group major. However, in a triple minor program, it stands in place of the planned minor and requires two additional minors – either department or group.

ELEMENTARY EDUCATION PLANNED PROGRAM MINOR

The planned program minor in elementary education consists of a group of courses related to teaching in the elementary school self-contained classroom.

| Required Courses | | | Credit Hours |
|-------------------------------------|---------|---|---------------------|
| C | COM-112 | Communication In Culture | 3 |
| C | EDU-262 | Computers and Technology in Education | 3 |
| R+ | ENG-321 | Children's Literature | 3 |
| C | FAR-243 | Art for Elementary Classroom Teachers | 3 |
| C | HIS-115 | American Studies | 3 |
| C | KIN-147 | Physical Education for Classroom Teachers | 2 |
| C* | MAT-211 | Math for Elementary Teachers (Prerequisite: MAT-110) | 3 |
| C* | MAT-212 | Geometry for Elementary Teachers (Prerequisite: MAT-211) | 3 |
| C | MUS-254 | Music for Elementary Classroom Teachers (Music minors take MUS-457) | 3 |
| C | SCI-311 | Science in Culture | 3 |
| C | SCI-201 | Integrated Science for Elementary Teachers | 4 |
| Total semester hours required | | | 33 |

+: ENG-323 may be substituted for students planning to teach in an upper level program.

R: A required course in the planned program minor unless it is included in the student's completion program because of a major or minor requirement.

C: This course also meets the college core requirements for students in the elementary education program.

*Both courses required to meet core requirements when this option is selected.

Courses used to meet a major or minor program option cannot be used in the planned program minor.

ENGLISH MAJOR FOR ELEMENTARY AND SECONDARY TEACHERS

| Required Courses | | | Credit Hours |
|-----------------------------|--|---|---------------------|
| ENG-223 | Introduction to Literature | | 3 |
| ENG-224 | World Literature | | 3 |
| ENG-226 | Introduction to Creative Writing | | 3 |
| ENG-319 | Advanced Grammar | | 3 |
| ENG-353 | Linguistic History of the English Language | | 3 |
| ENG-334 | American Renaissance in the 19 th Century | | 3 |
| ENG-326 | Contemporary Literature | | 3 |
| ENG-344 | British Literature to 1700 | | 3 |
| ENG-342 | British Romantic & Victorian Literature | | 3 |
| One of the following: | | | 3 |
| | ENG-321 | Children's Literature (Elementary) | |
| | ENG-323 | Adolescent Lit (Elementary or Secondary) | |
| | ENG-328 | Selected Authors or Eras (Secondary) | |
| | ENG-324 | Literary Modernisms: Anglo-American Writers (Secondary) | |
| Total | | | 30 |

ENGLISH MINOR FOR ELEMENTARY AND SECONDARY TEACHERS

| Required Courses | | | Credit Hours |
|-----------------------------|--|---|---------------------|
| ENG-223 | Introduction to Literature | | 3 |
| ENG-224 | World Literature | | 3 |
| ENG-226 | Introduction to Creative Writing | | 3 |
| ENG-319 | Advanced Grammar | | 3 |
| One of the following | | | 3 |
| | ENG-321 | Children's Literature (Elementary) | |
| | ENG-323 | Adolescent Literature (Elementary or Secondary) | |
| | ENG-328 | Selected Authors or Eras (Secondary) | |
| | ENG-324 | Literary Modernisms: Anglo-American Writers (Secondary) | |
| One of the following: | | | 3 |
| | ENG-326 | Contemporary Literature | |
| | ENG-334 | American Renaissance in the 19 th Century | |
| One of the following | | | 3 |
| | ENG-344 | Roots of British Literature | |
| | ENG-346 | Flowering of British Literature in 17 th C | |
| Total | | | 21 |

HISTORY MAJOR FOR ELEMENTARY AND SECONDARY TEACHERS

| Required Courses | Credit Hours |
|---|--------------|
| HIS-113 World Civilization I | 3 |
| HIS-114 World Civilization II | 3 |
| HIS-211 Michigan History | 3 |
| HIS-221 United States History I | 3 |
| HIS-222 United States History II | 3 |
| HIS-451 Historiography I (Prerequisite: 21 hours of History) | 2 |
| HIS-452 Historiography II | 1 |
| Upper level electives in History (including two courses in European or non-Western History and one course in American History) | 12 |
| Total | 30 |

HISTORY MINOR FOR ELEMENTARY AND SECONDARY TEACHERS

| Required Courses | Credit Hours |
|----------------------------------|--------------|
| HIS-113 World Civilization I | 3 |
| HIS-114 World Civilization II | 3 |
| HIS-211 Michigan History | 3 |
| HIS-221 United States History I | 3 |
| HIS-222 United States History II | 3 |
| Upper level electives in History | 6 |
| Total | 21 |

INTEGRATED SCIENCE MAJOR FOR SECONDARY TEACHERS

| Required Courses | Credit Hours |
|---|--------------|
| Life Sciences: | |
| BIO-151 General Biology | 4 |
| BIO-233 Zoology | 4 |
| BIO-351 Genetics | 4 |
| Physical Sciences: | |
| CHM-111 Principles of General Chemistry (Prerequisite: MAT-121) | 4 |
| CHM-212 Principles of Organic & Biochemistry | 4 |
| PHY-211 General Physics I (Prerequisite: MAT-121, 122 or 131) | 4 |
| Earth/Space Science: | |
| SCI-261 Astronomy | 4 |
| SCI-262 Geology | 4 |
| SCI-263 Atmosphere and Weather | 2 |
| Comprehensive: | |
| ECO-241 Environmental Science | 4 |
| SCI-361 Evolution & Origins | 3 |
| SCI-400 Integrated Science Capstone | 2 |
| Total | 43 |

INTEGRATED SCIENCE GROUP MINOR FOR SECONDARY TEACHERS

Not available under the new standards for secondary endorsement.

INTEGRATED COMPREHENSIVE SCIENCE MAJOR FOR SECONDARY TEACHERS (Does not require a minor)

| Required Courses | Credit Hours |
|---|--------------|
| LIFE SCIENCES | |
| BIO-151 General Biology | 4 |
| BIO-225 Botany | 4 |
| BIO-233 Zoology | 4 |
| BIO-351 Genetics | 4 |
| PHYSICAL SCIENCES | |
| CHM-111 Principles of General Chemistry (Prerequisite: MAT-121) | 4 |
| CHM-212 Principles of Organic and Biochemistry | 4 |
| PHY-211 General Physics I (Prerequisite: MAT-121, 122 or 131) | 4 |
| PHY-212 General Physics II | 4 |

| | | |
|---------------------|-----------------------------------|-------------|
| EARTH/SPACE SCIENCE | | |
| ECO-241 | Environmental Science | 4 |
| SCI-261 | Astronomy | 4 |
| SCI-262 | Geology | 4 |
| SCI-263 | Atmosphere and Weather..... | 2 |
| COMPREHENSIVE | | |
| SCI-361 | Evolution & Origins..... | 3 |
| SCI 400 | Integrated Science Capstone | 2 |
| | | Total |
| | | 51 |

INTEGRATED SCIENCE GROUP MAJOR FOR ELEMENTARY TEACHERS

| Required Courses | | Credit Hours |
|-------------------------|---|---------------------|
| Life Sciences: | | |
| BIO-151 | General Biology | 4 |
| BIO-233 | Zoology | 4 |
| BIO-242 | Anatomy & Physiology II..... | 4 |
| Physical Sciences: | | |
| CHM-111 | Principles of General Chemistry (Prerequisite: MAT-121) | 4 |
| PHY-211 | General Physics I (Prerequisite: MAT-121, 122 or 131) | 4 |
| Earth/Space Science: | | |
| ECO-241 | Environmental Science | 4 |
| SCI-261 | Astronomy | 4 |
| SCI-262 | Geology | 4 |
| SCI-263 | Atmosphere and Weather..... | 2 |
| SCI 400 | Integrated Science Capstone | 2 |
| | | Total |
| | | 36 |

INTEGRATED SCIENCE GROUP MINOR FOR ELEMENTARY TEACHERS

| Required Courses | | Credit Hours |
|-------------------------|---------------------------------------|---------------------|
| LIFE SCIENCES | | |
| BIO-151 | General Biology | 4 |
| ECO-241 | Environmental Science | 4 |
| PHYSICAL SCIENCES | | |
| CHM-111 | Principles of General Chemistry | 4 |
| EARTH/SPACE SCIENCE | | |
| SCI-261 | Astronomy | 4 |
| SCI-262 | Geology | 4 |
| SCI-263 | Atmosphere and Weather..... | 2 |
| SCI 400 | Integrated Science Capstone | 2 |
| | | Total |
| | | 24 |

JOURNALISM MINOR FOR SECONDARY TEACHERS

General Education Core Exceptions

| | | |
|---------|---|---|
| ENG-223 | Introduction to Literature (required) | 3 |
|---------|---|---|

| Required Courses | | Credit Hours |
|-------------------------|--|---------------------|
| EDU-466 | Journalism Practicum*..... | 3 |
| JRN-201 | News Writing & Reporting I | 3 |
| JRN-202 | News Writing & Reporting II..... | 3 |
| JRN-213 | Print Media Graphics | 3 |
| JRN-236 | Photojournalism I..... | 3 |
| JRN-261 | The Herald (1 credit hour per semester)..... | 3 |
| JRN-313 | Feature Writing..... | 3 |
| JRN-318 | News Editing | 3 |
| MDA-319 | Mass Media Literacy | 3 |
| | | Total |
| | | 27 |

*Practicum courses require the student to complete an application for placement. See "Admission to Teacher education Program."

LANGUAGE ARTS GROUP MAJOR FOR ELEMENTARY TEACHERS

| Required Courses | Credit Hours |
|---|---------------------|
| COM-212 Interpersonal Communications | 3 |
| COM-315 Philosophy and Theory of Communications | 3 |
| ENG-212 Writing In Culture | 3 |
| ENG-223 Introduction to Literature | 3 |
| ENG-224 World Literature | 3 |
| ENG-226 Introduction to Creative Writing | 3 |
| ENG-321 Children's Literature | 3 |
| JRN-201 Newswriting and Reporting I | 3 |
| MDA-319 Mass Media Literacy | 3 |
| Two of the following: | 6 |
| COM-241 Introduction to Oral Interpretation | |
| COM-311 Intercultural Communication | |
| COM-321 Group Communication | |
| COM-324 Argumentation and Debate | |
| THR-242 Introduction to Theatre | |
| One of the following: | 3 |
| ENG-322 Practice of Criticism | |
| ENG-324 Literacy Modernisms | |
| ENG-326 Contemporary Literature | |
| ENG-328 Selected Authors and Eras | |
| ENG-334 American Renaissance in the 19 th Century | |
| ENG-344 Roots of British Literature | |
| ENG-346 Flowering of British Literature in the 17 th Century | |
| ENG-353 Linguistic History of English | |
| Total | 36 |

LANGUAGE ARTS GROUP MINOR FOR ELEMENTARY TEACHERS

| Required Courses | Credit Hours |
|--|---------------------|
| COM-212 Interpersonal Communication | 3 |
| COM-311 Intercultural Communication | 3 |
| ENG-212 Writing In Culture | 3 |
| ENG-223 Introduction to Literature | 3 |
| ENG-224 World Literature | 3 |
| ENG-226 Introduction to Creative Writing | 3 |
| ENG-321 Children's Literature | 3 |
| MDA-319 Mass Media Literacy | 3 |
| Total | 24 |

LEARNING DISABILITIES MAJOR FOR K-12 CERTIFICATION

Students may follow either the elementary or secondary track in the selection of a minor. The Directed Teaching Experience will include opportunities in both regular education and learning disability classrooms.

| Required Courses | Credit Hours |
|---|---------------------|
| EDU-233 Introduction to Special Education and the Exceptional Learner | 2 |
| EDU-234 Emerging Educational Models in Special Education (Prerequisites: EDU-233) | 3 |
| EDU-335 Theories and Methods of Learning Disability (Prerequisites: EDU-233 and EDU-234) | 4 |
| EDU-338 Assessment and Diagnosis for Learning Disabilities | 4 |
| (Prerequisites: EDU-233, EDU-234, EDU-235) | |
| EDU-363 Diverse Populations and Differentiated Instruction | 3 |
| (Prerequisites: EDU-230 and EDU-381 and admission to the Teacher Education Program.) | |
| EDU-381 Educational Psychology (Prerequisites: EDU-230 and admission to the Teacher Education Program.) | 3 |
| EDU-432 Current Issues in Learning Disabilities Education | 3 |
| (Concurrent with EDU-434. This course can only be taken after all other coursework for the LD major has been completed. Offered only in the Fall.) | |
| EDU-434 Practicum in Learning Disabilities | 6 |
| (Concurrent with EDU-432, semester prior to Directed Teaching. This course can only be taken after all other coursework for the LD major has been completed. Offered only in the Fall.) | |
| PSY-441 Physiological Psychology | 3 |

| | | |
|-----------------|---|----|
| EDU-443 | Severe Reading Problems (Elementary Prerequisite: EDU-342 and Corequisite: EDU-445; Secondary Prerequisite: EDU-344) | 3 |
| Total | | 34 |

MATHEMATICS MAJOR FOR SECONDARY TEACHERS

| Required Courses | | Credit Hours |
|------------------|---|--------------|
| MAT-131 | Calculus I (Prerequisite: MAT-122 or equivalent) | 3 |
| MAT-132 | Calculus II (Prerequisite: MAT-131) | 3 |
| MAT-151 | Statistics | 3 |
| MAT-233 | Differential Equations (Prerequisite: MAT-132) | 3 |
| MAT-234 | Multivariate Calculus (Prerequisite: MAT-132) | 3 |
| MAT-241 | Applied Linear Algebra (Prerequisite: MAT-132) | 3 |
| MAT-243 | Discrete Mathematics | 3 |
| MAT-245 | Mathematical Proofs (Prerequisite: MAT-234 or MAT-241) | 3 |
| MAT-333 | Real Analysis (Prerequisite: MAT-234 & MAT-245) | 3 |
| MAT-341 | Modern Algebra (Prerequisite: MAT-241 & MAT-245) | 3 |
| MAT-372 | Geometry & The History of Mathematics (Prerequisite: MAT-234 & MAT-241 & MAT-245) | 3 |
| Total | | 33 |

MATHEMATICS MINOR FOR ELEMENTARY TEACHERS

| Required Courses | | Credit Hours |
|------------------|---|--------------|
| MAT-122 | Trigonometry (Prerequisite: MAT-121 or the equivalent of two years of high school algebra and one year of geometry with mathematical reasoning or satisfactory score on placement test.) | 3 |
| MAT-131 | Calculus I (Prerequisite: MAT-122 or equivalent) | 3 |
| MAT-132 | Calculus II (3) (Prerequisite: MAT-131) | 3 |
| MAT-151 | Statistics (Prerequisite: Core competency in math & EDU-230) | 3 |
| MAT-211 | Math for the Elementary Teacher (Prerequisite: Math Competency) | 3 |
| MAT-212 | Geometry for the Elementary Teacher (Prerequisite: MAT-211) | 3 |
| MAT-243 | Discrete Mathematics | 3 |
| Total | | 21 |

MATHEMATICS MINOR FOR SECONDARY TEACHERS

| Required Courses | | Credits |
|---------------------------------|--|---------|
| MAT-131 | Calculus I (Prerequisite: MAT-122 or equivalent) | 3 |
| MAT-132 | Calculus II (Prerequisite: MAT-131) | 3 |
| MAT-151 | Statistics | 3 |
| MAT-241 | Applied Linear Algebra (Prerequisite: MAT-132) | 3 |
| MAT-243 | Discrete Mathematics | 3 |
| One of the following: | | 9 |
| MAT-233 | Differential Equations (Prerequisite: MAT-132) | |
| MAT-234 | Multivariate Calculus | |
| Total | | 24 |

Students with a major or minor in mathematics for secondary teachers should note that they are also required to take MAT-471 (Secondary Mathematics Education). See page 188 (Teacher Education Division – Secondary Education Programs) for more information.

MUSIC EDUCATION MAJOR FOR K-12 CERTIFICATION

The Music Education major is designed for the student contemplating a full-time “music only” position in a school or district. This music specialist program provides a strong foundation for graduate study in music education or performance. It is taken without a minor *in another area*, and certification is K-12 in music only. Students follow the secondary track requirements until they reach the professional semester. Students should look under the Fine Arts section of the catalog for a detailed description of the music education program major.

PHYSICAL EDUCATION MAJOR FOR K-12 CERTIFICATION

Education students who major in physical education must complete their lab core requirement with BIO-241, must complete MAT-110, 121, 122 or 131 and must meet the core activity program course requirements in physical education. Such students usually follow the professional education program required for secondary education and will have an elementary and secondary student teaching experience.

| Required Courses | Credit Hours |
|---|---------------------|
| BIO-242 Anatomy and Physiology II | 4 |
| KIN-211 History and Principles of Physical Education. | 3 |
| KIN-243 Strategies for Teaching Physical Activities K-12. | 3 |
| KIN-251 Motor Development and Learning | 3 |
| KIN-342 Exercise Physiology (Prerequisite: BIO-241 & 242. Recommended: CHM-111) | 4 |
| KIN-344 Adapted Physical Education K-12. | 2 |
| KIN-357 P. E. in Preschools & Elementary Schools (Prerequisite: KIN-243) | 3 |
| KIN-359 Physical Education in Secondary Schools (Prerequisite: KIN-243) | 2 |
| KIN-362 First Aid, Injury Prevention and Treatment (Prerequisite: BIO-241 & 242 or permission of instructor) | 3 |
| KIN-401 Professional Capstone Seminar: Ethics in Teaching Physical Education | 1 |
| KIN-441 Organization and Administration. | 3 |
| KIN-442 Measurement and Evaluation | 3 |
| KIN-461 Skills and Performance Competencies | 1 |
| (Student must obtain a packet when entering the program. All requirements must be met within the semester of registration and prior to student teaching.) | |
| Total | 35 |

PHYSICAL EDUCATION MINOR FOR ELEMENTARY AND SECONDARY TEACHERS

Students who minor in physical education must complete their lab core requirement with BIO-241 and must meet the core activity program course requirements in physical education.

| Required Courses | Credit Hours |
|---|---------------------|
| BIO-242 Anatomy and Physiology II | 4 |
| KIN-211 History and Principles of Physical Education. | 3 |
| KIN-243 Strategies for Teaching Physical Activities K-12. | 3 |
| KIN-251 Motor Development and Learning | 3 |
| KIN-344 Adapted Physical Education K-12. | 2 |
| One of the following: | 2 or 3 |
| KIN-357 P.E. in Preschools & Elementary Schools (Prerequisite: KIN-243) | |
| KIN-359 P.E. in Secondary Schools (Prerequisite: KIN-243) | |
| KIN-362 First Aid, Injury Prevention, and Treatment (Prerequisite: BIO-241 & 242 or permission of instructor) | 3 |
| KIN-401 Professional Capstone Seminar: Ethics in Teaching Physical Education | 1 |
| KIN-461 Skill and Performance Competencies | 1 |
| (Student must obtain a packet when entering the program. All requirements must be met within the semester of registration and prior to student teaching.) | |
| Total | 22 or 23 |

PSYCHOLOGY MINOR FOR SECONDARY TEACHERS

| Required Courses | Credit Hours |
|---|---------------------|
| PSY-111 General Psychology | 3 |
| PSY-343 Learning and Motivation (Prerequisite: PSY-111) | 3 |
| PSY-353 Abnormal Psychology (Prerequisite: PSY-111). | 3 |
| PSY-453 Integrated Statistic/Research I | 3 |
| PSY-454 Integrated Statistic/Research II | 3 |
| One of the following: | 3 |
| PSY-322 Theories of Personality (Prerequisite: PSY-111) | |
| PSY-351 Social Psychology (Prerequisite: PSY-111 & SOC-111) | |
| Electives in Psychology | 3 |
| Total | 21 |

READING MINOR FOR ELEMENTARY TEACHERS

Students will receive MLPP certification upon completion of the minor.

| Required Courses | Credit Hours |
|---|---------------------|
| ENG-321 Children’s Literature (Prerequisite: ENG-223) | 3 |
| EDU-342 Developmental Reading & Language Arts Methods | 3 |
| (Prerequisite: Admission to Teacher education Program. EDU-230) | |
| EDU-346 Reading and Writing in the Content Area (K-8) | 3 |
| (Prerequisite: EDU-342 or Concurrent with EDU-342) | |
| EDU-441 Assessing Beginning Literacy | 3 |
| (Prerequisite: EDU-342 & 445 or concurrent with EDU-445) | |
| EDU-445 Assessing and Correcting Reading Problems (Prerequisite: EDU-342) | 4 |

| | | |
|---------|--|----|
| EDU-443 | Severe Reading Problems (Prerequisite: EDU-445 or Concurrent with EDU-445) | 3 |
| LIN-225 | Introduction to Linguistics | 3 |
| Total | | 22 |

SOCIAL STUDIES GROUP MAJOR FOR ELEMENTARY & SECONDARY TEACHERS*

| Required Courses | | Credit Hours |
|-------------------------|--|---------------------|
| ECN-231 | Macroeconomics | 3 |
| ECN-232 | Microeconomics | 3 |
| HIS-113 | World Civilization I | 3 |
| HIS-114 | World Civilization II | 3 |
| HIS-211 | Michigan History | 3 |
| HIS-221 | United States History I | 3 |
| HIS-222 | United States History II | 3 |
| SSC-161 | World Geography | 3 |
| SSC-211 | American Government | 3 |
| SSC-262 | Geography of North America | 3 |
| SSC-312 | World Affairs | 3 |
| SSC-451 | Social Studies Research I (Prerequisite: 21 hours of Social Studies courses) | 2 |
| SSC-452 | Social Studies Research II | 1 |
| Total | | 37 |

* The Michigan Department of Education will be updating the standards for this program. As of January 2011, no new candidates will be admitted to the current program listed. (See the Teacher Education Division for details after this date.)

SOCIAL STUDIES GROUP MINOR FOR ELEMENTARY TEACHERS

| Required Courses | | Credit Hours |
|-------------------------|----------------------------|---------------------|
| ECN-231 | Macroeconomics | 3 |
| ECN-232 | Microeconomics | 3 |
| HIS-114 | World Civilization II | 3 |
| HIS-115 | American Studies | 3 |
| SSC-161 | World Geography | 3 |
| SSC-211 | American Government | 3 |
| SSC-262 | Geography of North America | 3 |
| SSC-312 | World Affairs | 3 |
| Total | | 24 |

SPANISH MAJOR FOR ELEMENTARY AND SECONDARY TEACHERS

| Required Courses | | Credit Hours |
|--|---|---------------------|
| LIN-225 | Introduction to Linguistics | 3 |
| LIN-371 | Second Language Acquisition | 3 |
| SPA-311 | Advanced Spanish Conversation | 3 |
| SPA-411 | Introduction to Spanish Literature | 3 |
| SPA-319 | Advanced Spanish Composition | 3 |
| SPA-412 | Spanish Civilization and Culture | 3 |
| SPA-332 | Spanish Translation and Grammar | 3 |
| SPA-465 | Methods of Teaching a Foreign Language | 3 |
| Semester in Spain** | | 12 |
| Choose 3 of the following (4 credits each) | | |
| SIS-303 | Spanish Short Story | |
| SIS-304 | History of Spanish Art | |
| SIS-311 | History and Civilization | |
| SIS-312 | Three Cultures of Spain: Musulmana, Judia y Cristiana | |
| SIS-351 | Advanced Grammar and Composition | |
| SIS-356 | Spanish Literature II | |
| SIS-401 | Advanced Communication in Spanish | |
| SIS-402 | Don Quijote de la Mancha | |
| SIS-403 | La Generacio del 98 | |
| SIS-404 | El Siglo De Oro | |
| SIS-408 | La Historia de Espana en el Siglo XX | |

** Permission for off-campus study required. See Director of Ministry Development.

Total36

SPANISH MINOR FOR ELEMENTARY AND SECONDARY TEACHERS

| Required Courses | Credit Hours |
|--|---------------------|
| LIN-225 Introduction to Linguistics | 3 |
| LIN-371 Second Language Acquisition | 3 |
| SPA-311 Advanced Spanish Conversation | 3 |
| SPA-319 Advanced Composition and Grammar | 3 |
| SPA-332 Spanish Translation | 3 |
| SPA-411 Introduction to Hispanic Literature | 3 |
| SPA-412 Spanish Civilization & Culture | 3 |
| SPA-465 Methods of Teaching a Foreign Language | 3 |
| Total | 24 |

**TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)
FOR ELEMENTARY AND SECONDARY TEACHERS**

| Required Courses | Credit Hours |
|---|---------------------|
| ENG-319 Advanced Grammar (Prerequisite: ENG-212) | 3 |
| LIN-225 Introduction to Linguistics (Prerequisite: ENG-212) | 3 |
| LIN-371 Second Language Acquisition (Prerequisite: LIN-225) | 3 |
| LIN-372 Sociolinguistics (Prerequisite: LIN-225) | 3 |
| LIN-465 Methods of Teaching a Foreign Language | 3 |
| EDU-489 TESOL Practicum (Prerequisite: All other TESOL courses) | 6 |
| Total | 21 |

Course Descriptions

| | |
|---------------------------------------|--------------------------|
| <u>Dept./Level</u> <u>Course Name</u> | <u>Credits/Frequency</u> |
| | (See page 53 for codes) |

EDU-230 Principles and Philosophy of Education 3/1
 This introductory course in teacher education presents an overview of the roles, skills, knowledge base, and values required of competent and caring Christian teachers. The course is designed to give students a theoretical and philosophical framework for evaluating contemporary educational principles, policies and procedures. Students will assess their relationship to existing systems and consider the historical implications of theory and philosophy in interaction with biblical principles. From their own world and life view, students will construct their personal philosophy of education. EDU 231, School Observation Practicum is a cognate “laboratory” requirement that should be taken concurrently with this course. Prerequisite: ENG-114. Corequisite: PHI-211.

EDU-231 School Observation Practicum 1/1
 During this first field-based practicum experience required in all teacher education programs, students learn the technologies and skills for observation of the teaching-learning process. They will learn to recognize the “multi-dimensionality” and “overlapping experiences” present in the classroom. The class will alternate between school-based experience and lab discussions. The students will spend time in the classrooms of Christian, public, elementary, secondary, high-needs, multicultural, charter, special education and other school settings. EDU-231 is taught concurrently with EDU-230.

EDU-233 Introduction to Special Education and the Exceptional Learner 2/2
 Students will understand and define the various differences found in learner, including physical disabilities. This course will give an overview of educational service delivery, community programs available to families and the transition from an academic setting to the development of life skills. Students will view special education as a holistic approach in understanding human development through the life span. First course in LD Major: Offered only in the Fall.

EDU-234 Emerging Educational Models in Education 3/2
 A course designed to bring together an academic understanding of special education with a personal fervor for exploring and contributing to the changes in the field. Students will be exposed to various emerging models through field opportunities as well as classroom discourse. Prerequisite: EDU-233

EDU-262 Computers & Technology in Education 3/1
 Prospective teachers will engage in the theory and practice of instructional technology integration in the teaching-learning process. Computer applications and technological hardware (projected visual equipment and digital and video cameras, etc.) in education will be the focus. Topics will include: software selection and evaluation, principles of computerized visual and graphic design,

the integration of computer application software for word processing, computer managed and assisted instruction, information retrieval and multi-media presentations. Instruction will include classroom presentations and hands-on learning in a laboratory format. Prerequisite: EDU-230 or concurrent with EDU-230

EDU-333 Early Childhood Curriculum 3/2

Curriculum development according to developmentally appropriate practice theory in early childhood from birth to age eight. Objectives and standards for specific approaches with special attention given to curriculum development considering children's cultural and special learning needs. Corequisite: EDU-230

EDU-335 Theories and Methods of Learning Disability 4/2

This course will look at various philosophies in the field of learning disabilities. It will review research and interpret its contribution to the field from a Christian worldview. Students will learn teaching strategies and their relationship to cultural and linguistic differences. Students will understand the characteristics of learners with learning differences in relationship to their impact on the learning process. Prerequisites: EDU-233 and EDU-234

EDU-338 Assessment and Diagnosis for Learning Disabilities 4/2

This course will take the student from the beginning stages of the special education referral process through placement qualification. Students will be introduced to a variety of assessment tools, basic interpretation of data and a framework for reporting information. Students will develop an understanding of the team approach to diagnosis and learn the components of collaborative planning. Students will gain knowledge of assessment as it relates to an individual education program. Prerequisites: EDU-233, EDU-234 and EDU-335; corequisite EDU-443)

EDU-342 Developmental Reading and Language Arts Methods 3/1

Study of literacy methods appropriate for early childhood, elementary, and middle school age children. This course is designed to prepare prospective teachers to teach children to use language effectively by connecting the teaching of listening, speaking, reading, and writing and then integrating this instruction with children's literature and content learning with the application of course content through tutorial experiences. Prerequisites: admission to teacher education program, EDU-230

EDU-344 Content Area Literacy 3/1

Study of literacy methods appropriate for teaching middle and high school students. This course is designed to prepare prospective secondary teachers with effective strategies that will encourage literacy achievement and support their students in reading text, especially expository text. Strategies for integration into all content areas are part of this course. Prerequisites: admission to teacher education program, EDU-230

EDU-346 Reading and Writing in the Content Area (K-8) 3/2

Designed for prospective elementary and middle school teachers, this course focuses on principles and practices of effective integrated literacy instruction in the content areas. The course addresses linking students' reading and writing proficiencies with subject matter study as reading and writing are tools for learning, literacy requirements continually increase in school and society and content area teachers can teach content area reading and writing best. Students will develop an understanding of integrated literacy instruction, learn how to create a classroom environment that promotes it, methods and strategies for developing it and the role of technology in enhancing it. Prerequisites: EDU-342 or concurrent with EDU-342

EDU-352 Preprimary Methods and Materials 3/2

Curricular materials, teaching methodologies and classroom environments relating to the growth and development of the normal and exceptional child, birth through kindergarten. Attention given to normal patterns of language acquisition of young children and its effect on teaching methodology. Corequisite: EDU-230

EDU-363 Diverse Populations and Differentiated Instruction 3/1

This course deals with the reality of diversity in the classroom and provides instructional theories and strategies to help the teacher respond to the challenges that accompany this diversity. Issues relating to diverse populations to be addressed include socioeconomic considerations, at-risk, and ethnic and racial groups. Issues related to differentiated instruction include multiple intelligences, brain research and learning styles. These issues will be studied in the context of our Christian world and life view, with special attention given to issues of equity and individual worth. Prerequisites: EDU-230, admission to teacher education program.

EDU-371 The Young Child and the Community 3/2

Communications and relationships with parents and community, strategies for parent involvement, parent-teacher organizations and school volunteer programs. Attention given to cultural pluralism and to curriculum modifications for children's cultural needs. Corequisite: EDU-230

EDU-372 Assessing and Teaching the Special Needs Child 3/2

Analysis of early childhood programs and their relationship to the special needs child. Application of evaluation techniques and assessment procedures. Issues of mainstreaming, inclusion and special learning needs as they relate to the education of children from birth to the primary grades. Corequisite: EDU-230.

- EDU-381 Educational Psychology** 3/1
This course is a study of psychology applied to the teaching and learning process. Theories of teaching, learning, thinking, motivation, development, social systems and classroom management will be included in the context of a Christian worldview. Prerequisites: admission to teacher education program, EDU-230.
- EDU-382 Teacher Assistant Practicum** 1/1
The teacher assistant experience is a Cornerstone University practicum designed for elementary and secondary teacher candidates. The aspiring teacher candidate was required to complete a series of structured classroom observations during EDU-231 and must now be placed in a classroom to participate as a teacher assistant. The teacher assistant experience is integrated with EDU-381, Educational Psychology; however it may be taken concurrently with any upper level methods class. Practicum hours are arranged by the student to fit his/her own schedule and that of the classroom teacher. Prerequisites: admission to the teacher education program, EDU-230. Applications must be submitted by either the first Friday of November or March prior to the placement semester. Prerequisite/Corequisite: EDU-381.
- EDU-430 Directed Teaching Seminar** 3/1
This seminar which is taken concurrently with EDU-482-487,491 will include such topics as: explanation/role of the student teacher and cooperating teacher, classroom procedures/routines, planning, multi-cultural/differentiation/mainstreaming/inclusive education, classroom management, effective school research, religion in the public school, critical issues in education, parent teacher conferencing, MTTC tests/certification, career planning and placement, portfolio assessment. Prerequisite: admission to the teacher education program, EDU-230. Taken with Directed Teaching Practicum, EDU-482-487, 491.
- EDU-431 Admin./Supervision of Early Childhood Programs** 3/2
Problems, challenges and issues related to the appropriate administration and supervision of early childhood programs. Analysis of record keeping requirements and legal issues related to the operation of early childhood centers. Current models and techniques for improving instruction in early childhood programs. Corequisite: EDU-230.
- EDU-432 Current Issues in Learning Disabilities Education** 3/2
This course will be an exploration of issues impacting the field of special education, including an understanding of collaboration; inclusion and the role para-educators play in supporting special needs students. Concurrent with EDU-434. Prerequisite: EDU-233, EDU-234, EDU-335, EDU-338, Admission to the Teacher Education Program.
- EDU-434 Practicum in Learning Disabilities** 6/2
Emphasis on learning practical methods while participating in the special education classroom under the supervision of a practicing professional (Concurrent with EDU-432) Prerequisites: EDU-230, EDU-234, EDU-335, EDU-338, admission to teacher education program
- EDU-441 Assessing Beginning Literacy** 3/1
This class will address developmentally appropriate instructional and assessment practices; characteristics of developmental stages of literacy learning; appropriate instructional and assessment strategies for each developmental stage; classroom management and organization; purposes, administration, scoring, and methods of using assessment to inform instruction. Guided tutorial experiences are based on the application of Michigan Literacy Progress Profile and Response to intervention. Prerequisites: EDU-342 and 445 (or concurrent with EDU-445).
- EDU-443 Severe Reading Problems** 3/2
This class will address intense reading disabilities that require specific methods of instruction to correct. Students will learn how to identify, assess and diagnose reading problems; determine causes of reading problems, such as, environment, physiological or ineffective instruction; learn to develop organized sequential lesson plans that directly teach each of the following phonetic/language concepts: phonological awareness, basic sound/symbol relationships, six syllable patterns, spelling rules, prefixes and suffixes, non-phonetic words and syllable division rules; implement lesson plans using reading, spelling and concept decks, simultaneous oral spelling, blending and segmenting; and multisensory activities. Elementary Prerequisites: EDU-342 and 445 (or concurrent with EDU-445); Secondary Prerequisite: EDU-344.
- EDU-445 Assessing and Correcting Reading Problems** 4/1
This is a second level course in reading instruction for elementary or secondary teachers. The focus of the course is on instruction and assessment in the regular classroom utilizing a contemporary view of the reading process. The course also includes such topics as reader motivation and attitudes, causes of reading failure, metacognition and reading, and instructional strategies for corrective and remedial instruction. This course includes a practicum involving an intensive tutorial experience applying research-based educational tools. Prerequisites: EDU-342, admission to the teacher education program, EDU-230.
- EDU-450 Elementary Science Methods** 2/1
The teaching of science in this course focuses on a guided discovery teaching/learning. Emphasis is placed on hands-on/minds-on activity-based science teaching and learning. The goal is to prepare prospective teachers to teach science through the scientific processes of identifying problems, making observations, constructing hypotheses, analyzing results, making inferences, synthesizing and evaluating conclusions. Special attention is given to the integration of science with Scripture as well as with the teaching of other elementary school subjects. Prerequisite: admission to the teacher education program, EDU-230, and completion of SCI-201 and SCI-311.

| | | |
|---|---|--------------|
| EDU-453 | Secondary Biology Practicum | 3/6 |
| Student will be involved in a school-based experience in biology under the guidance of a certified teacher of biology and under the supervision of a Cornerstone University professor. Biology Practicum may be used only with an Integrated Science Major. Prerequisite: SCI-465. Applications must be submitted by the first Friday of November or March prior to placement. | | |
| EDU-460 | Elementary Social Studies Methods | 2/1 |
| This course presents an integrated approach to social studies in the elementary school. The course considers new trends in the teaching of social studies with an emphasis on the interdisciplinary study to prepare students to live in a new world, where old boundaries are gone, with people who are different from themselves. Topics included are: developmental issues, curriculum content and formats, teaching and learning, design of instruction, assessment, global and multicultural education, critical thinking, and valuing. Teaching children to function as responsible citizens in their society is essential for any democracy to continue and progress. Prerequisite: admission to the teacher education program, EDU-230 and completion of two core social studies classes. | | |
| EDU-465 | Methods of Teaching a Foreign Language (LIN/SPA 465) | 3/2 |
| An exploration of various methods and techniques used to teach language components (grammar, vocabulary, pronunciation) and language skills (reading, writing, listening, and speaking). Practice in developing and implementing balanced and effective language lesson plans will be provided along with evaluating and selecting appropriate ESL teaching materials. Application of evaluation techniques and assessment procedures and the use of technology will be emphasized. Prerequisites: admission to teacher education program, EDU-230. | | |
| EDU-466 | Secondary Journalism Practicum | 3/1 |
| Student will be involved in a school-based experience in journalism under the guidance of a certified journalism teacher and under the supervision of a Cornerstone University professor. Journalism Practicum may be used only with an English major. Applications must be submitted by the first Friday of November or March prior to placement. | | |
| EDU-467 | Secondary Speech Practicum | 3/1 |
| Student will be involved in a school-based experience in speech under the guidance of a certified speech teacher and under the supervision of a Cornerstone University professor. Speech Practicum may be used only with an English major/minor. Applications must be submitted by the first Friday of November or March prior to placement. | | |
| EDU-468 | Secondary Psychology Practicum | 3/1 |
| Student will be involved in a school-based experience in psychology under the guidance of a certified teacher of psychology and under the supervision of a Cornerstone University professor. Psychology Practicum may be used only with a Social Studies or History major. Applications must be submitted by the first Friday of November or March prior to placement. | | |
| EDU-469 | Secondary Chemistry Practicum | 3/1 |
| Student will be involved in a school-based experience in chemistry under the guidance of a certified teacher of chemistry and under the supervision of a Cornerstone University professor. Chemistry Practicum may be used only with a Biology major. Applications must be submitted by the first Friday of November or March prior to placement. | | |
| EDU-470 | Directed Readings | 1-3/6 |
| Guided readings and reports in the student's areas of interest and need. Prerequisite: approval of the director of teacher education, EDU-230. | | |
| EDU-480 | Advanced Topics | 1-4/6 |
| This is a workshop or a directed studies course covering special or current topics in education. Examples of course topics are classroom management, cooperative learning, the exceptional child, and educational assessment. Prerequisites: admission to the teacher education program and permission of the instructor and the director of teacher education, EDU-230. | | |
| EDU-481 | Field Experience: Early Childhood | 6/6 |
| Involvement in off-campus approved early childhood settings under the guidance of the cooperating teacher and the college supervisor. Involvement in the total program (church/community) of the early childhood center are a required part of the program. Open to students who have been approved by the Early Childhood Field Experience Screening Committee. Prerequisites: EDU-230. All ECE courses completed. Application must be completed by either the first Friday of February or October prior to placement. | | |
| EDU-482 | Elementary Directed Teaching Practicum | 12/1 |
| EDU-483 | Elem. Directed Teaching Practicum/Cross-Cultural | 12/6 |
| EDU-484 | Secondary Directed Teaching Practicum | 12/1 |
| EDU-485 | Second. Directed Teaching Practicum/Cross-Cultural | 12/6 |
| EDU-486 | K-12 Directed Teaching Practicum | 12/1 |

EDU-487 K-12 Directed Teaching Practicum/Cross-Cultural 12/6

The practicum for directed teaching is for one full semester and must include the full school day. Students will ensure application of the knowledge, skills, and attitudes to meet program and performance standards specified in detail in the Teacher education Handbook. By the end of this experience, student teachers must demonstrate personal qualities related to teaching, ability to plan instruction, knowledge of content and learning theories, classroom management skills, ability to assess and evaluate and a professional character. Students are required to provide their own transportation. Placement for Practicums EDU 482, 484 and 486 is within a fifty-mile radius of Cornerstone. Prerequisite: admission to the professional teaching semester and all course work completed.

K-12 practicums require experience at both the elementary and secondary levels.

EDU-483, 485, 487 Directed Teaching Practicum/Cross-Cultural 12/6

The practicum for directed teaching with International/Cross-Cultural experience is for one semester and must include the full school day. Students will ensure application of the knowledge, skills, and attitudes to meet program and performance standards specified in detail in the Teacher education Handbook. By the end of this practicum, student teachers must demonstrate personal qualities related to teaching, ability to assess and evaluate, and a professional character. The student and instructor will develop an agreement that will specify the duration, setting and learning objectives of the International/Cross-Cultural experience. Students are required to provide their own transportation. Prerequisite: Admission to the professional teaching semester and permission of the supervisor of practicum experiences.

EDU-488 Advanced Practicum in Teacher education 2-6/1

This enrichment-level supervised clinical practicum allows for a variety of experiences on and off campus, in another country or in a culturally diverse setting. The student and instructor will develop an agreement that will specify the duration, setting and learning objectives prior to granting the student permission to enroll in EDU 488. The expected outcomes and assessment criteria will also be included in the agreement. Prerequisites: permission of the director of teacher education.

EDU-489 TESOL Practicum 6/6

Students will teach in a multilingual setting under the supervision of an experienced TESOL teacher. They will implement lesson plans which they have developed, use a variety of teaching methods, audio-visuals, and other teaching resources and assess the educational, cultural, and linguistic needs of English language learners. Application must be completed by either the first Friday of March or November prior to placement.

EDU-490 Independent Study 1-3/6

With faculty supervision, the student researches and reports on a topic or an area of interest. Prerequisite: approval of the director of teacher education.

EDU-491 K-12 Music Directed Teaching Practicum 9/1

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