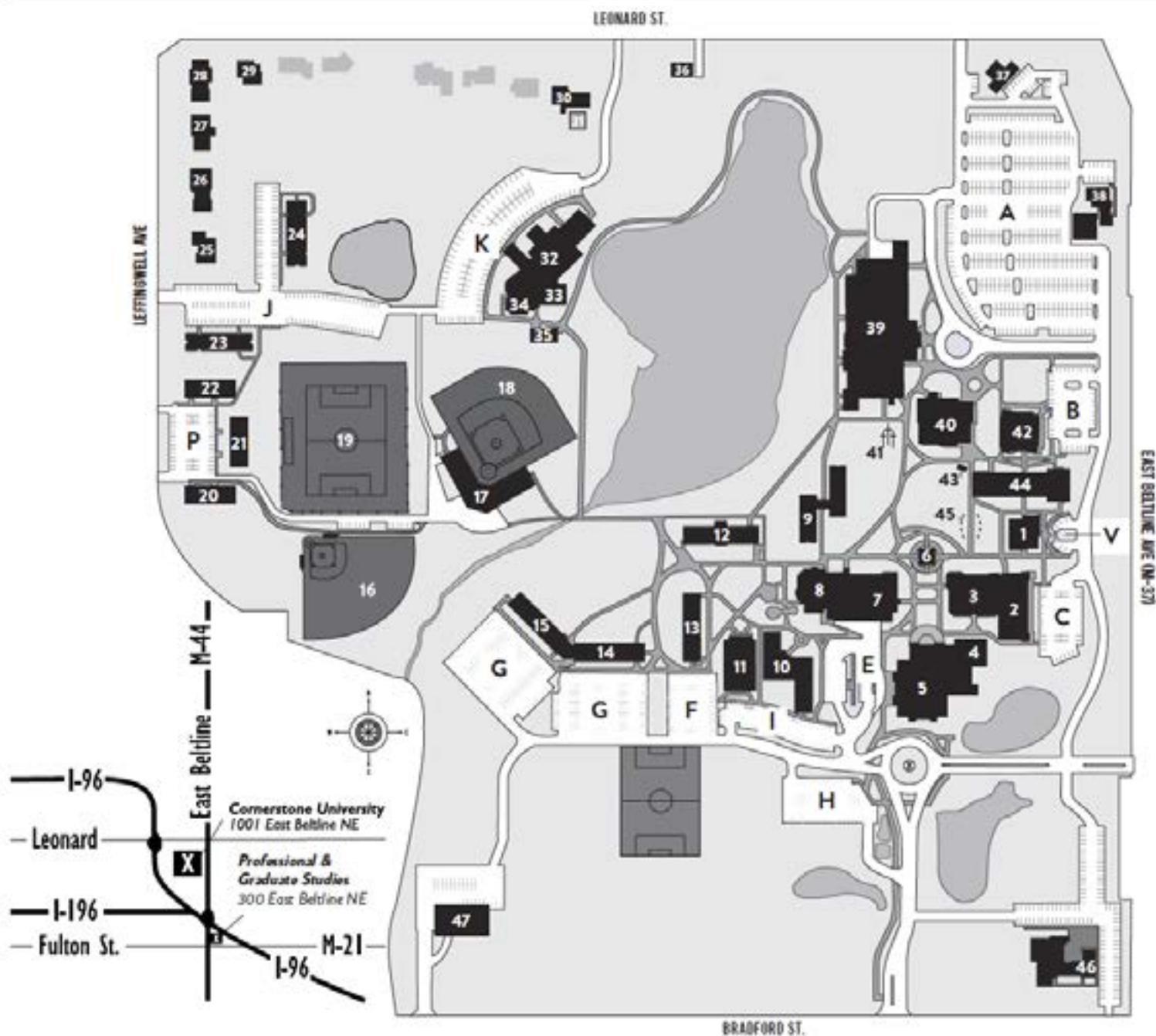




Cornerstone
UNIVERSITY®
BUILD A LIFE THAT MATTERS

Grand Rapids, Michigan

CAMPUS MAP



MAP KEY

- | | | | |
|--|-----------------------------|--|---|
| 1. Ketcham Bldg. (Admissions/Financial Aid Welcome Center) | 11. Faculty Office Building | 24. Crawford Hall | 36. 3014 Leonard |
| 2. Warren Faber Hall (Bookstore/Compus Safety) | 12. Pickitt Hall | 25. 1128 Leffingwell | 37. 3120 Leonard |
| 3. Bolthouse Hall | 13. Keithley Hall | 26. 1142 Leffingwell | 38. Cornerstone University Radio |
| 4. Gordon Hall | 14. Van Osdal Hall | 27. 1158 Leffingwell | 39. Hansen Athletic Center |
| 5. Christ Chapel | 15. Cook Hall | 28. 1180 Leffingwell | 40. Miller Library |
| 6. Welch Clock Tower | 16. Softball Field | 29. 2830 Leonard | 41. Redemption Crosses |
| 7. Gainay Conference Center | 17. Central Hall | 30. 2968 Leonard | 42. Administration Building |
| 8. Corum Student Union | 18. DeWitt Baseball Field | 31. CU Community Garden | 43. Fall Sculpture |
| 9. Quincer Hall | 19. Soccer Field | 32. Wood Seminary Building | 44. Davorman Hall |
| 10. Miller Hall | 20. Fuller Hall | 33. Pirsig/DeBruyn Chapel | 45. Creation Sculptures |
| | 21. Knol Hall | 34. Matthews Performing Arts Center | 46. Theatre Costume Storage & Rentals |
| | 22. Morris Hall | 35. Workshop/Theatre Greenrooms & Storage | 47. Campus Services (2901 Bradford St.) |
| | 23. Babcock Hall | | |

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2016-2017 ACADEMIC CALENDAR



FALL 2016

| | |
|---|-----------------|
| Terra Firma Arrival | Sept. 2 |
| Residence Halls Open/Returning Students Move In | Sept. 5-6 |
| Labor Day (No Classes) | Sept. 5 |
| Classes Begin | Sept. 7 |
| Drop/Add | Sept. 7-13 |
| Family Weekend | Sept. 30-Oct. 1 |
| Fall Break | Oct. 10-11 |
| Mid-Term | Oct. 12-14 |
| Registration Begins | Oct. 17 |
| Last Day to Withdraw without W/P or W/E | Nov. 15 |
| Thanksgiving Break | Nov. 23-27 |
| Classes Resume | Nov. 28 |
| Last Day to Withdraw without W/E | Dec. 6 |
| Final Day of Classes | Dec. 9 |
| Final Exams | Dec. 12-15 |
| Residence Halls Close | Dec. 15 |
| Final Grades Due at Noon | Dec. 20 |

SPRING 2017

| | |
|--|-------------|
| Residence Halls Open for J-Term | Jan. 3 |
| J-Term | Jan. 4-17 |
| Residence Halls Open for Spring Term | Jan. 18 |
| Classes Begin | Jan. 19 |
| Drop/Add | Jan. 19-25 |
| Spring Break | March 6-10 |
| Classes Resume | March 13 |
| Registration Begins | March 15 |
| Mid-Term | March 20-23 |
| Last Day for Withdrawal without W/P or W/E | March 30 |
| Easter Break | April 14-17 |
| Classes Resume | April 18 |
| Last Day for Withdrawal without W/E | April 20 |
| Final Day of Classes | April 28 |
| Final Exams | May 1-4 |
| Residence Halls Close/Move Out | May 4 |
| Commencement | May 6 |
| Spring Grades Due at Noon | May 9 |

SUMMER 2017

| | |
|------------------|----------|
| Two week courses | May 8-26 |
|------------------|----------|



WELCOME FROM THE PRESIDENT
JOSEPH M. STOWELL

CORNERSTONE UNIVERSITY

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.

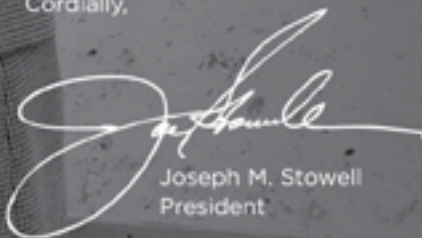
Given the importance of this decision, you can't imagine how thrilled I am that you have picked up the catalog for Cornerstone University. As you read through these pages you will find a lot of information that will be helpful as you navigate your decision. As president I can promise you that we make 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,



Joseph M. Stowell
President

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 (230 N. LaSalle St., Suite 7-500, Chicago, IL 60604-1411, 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

The Cornerstone Confession is the foundational doctrinal statement of Cornerstone University, reaffirmed annually by Cornerstone trustees, faculty, and staff. The Confession expresses our commitment to the key teachings of Scriptures as interpreted through the ecumenical creeds of the early church, the chief insights of the Reformation, and evangelical Christianity.

We believe in one sovereign, omnipotent, and fully omniscient God who eternally exists in three persons—Father, Son, and Holy Spirit—who in love and for his glory created all things out of nothing and pronounced them good.

We believe that God has revealed himself in the sixty-six canonical books of Scripture, which are verbally inspired, truth without error, and serve as our final authority in faith and life. They lead us to Jesus Christ, who shows us the Father, and rightly interpreted, they enable us to understand God's revelation in humanity, nature, and history.

We believe that God directly created Adam and Eve, the historical parents of the human race, distinct from the rest of creation in their bearing of God's image and their stewardship over creation. Their union as man and woman models God's design for marriage and perpetually stands as God's loving and righteous will for all sexual intimacy.

We believe that our first parents forfeited their original righteousness when they succumbed to Satan's temptation and rebelled against God's revealed will. As a result, every human is born in sin, leaving us totally depraved, alienated from God, and destined to spiritual and physical death. As such, our sinful ways have corrupted God's creation, resulting in discord to society and nature.

We believe that God's plan to redeem fallen humanity and renew creation flows through his promises to the Jewish people. God's promises to Abraham and David are fulfilled in Jesus, the mediator of the New Covenant.

We believe that the Son of God, while fully divine, became fully human through the virgin birth to save the world from sin. Living a sinless life in perfect obedience to His Father, Jesus proclaimed God's reign in word and deed. In his mercy he atoned for our sins by dying in our place. Having satisfied the just wrath of God on our behalf, he rose bodily and triumphantly over sin, death, and Satan. He then ascended to heaven, sent his Spirit to lead and empower his church, and is seated at the Father's right hand where he reigns and intercedes for His people.

We believe that the Holy Spirit descended at Pentecost to establish the church; that he uses the Word of God to give new life to those who repent of their sin and believe in Christ; and that all who by faith alone receive Christ's finished work are by God's grace united with Christ, justified by his shed blood, adopted into the family of God, forgiven of all their sin, indwelt and gifted by the Spirit, and added to the church.

We believe that the one, holy, and universal church is the body and bride of Christ. The church gathers in local assemblies to worship God and celebrate the gospel through the preaching of the Word, baptism, the Lord's Supper, prayer, and fellowship. It disperses to proclaim the gospel to a sinful world which must hear the good news of Jesus Christ in order to be saved. The church makes disciples of Jesus who, through persevering faith, embody the kingdom values of righteousness, peace, and joy. By loving God, serving others, and caring for creation, they anticipate the redemption of all things at Christ's return.

We believe that our Lord Jesus Christ will personally and gloriously return to deliver this world from Satan's rule and bring his reign to its ultimate fruition. Jesus will raise the dead to stand with the living before his judgment throne where he will determine the final state of humanity. The lost will experience everlasting conscious separation from God as the just punishment for their sin, and the redeemed will be welcomed into the unhindered joy of everlasting fellowship with him.

PRESIDENT'S CABINET

Joseph Stowell, Th.M., D.D., *President*

Marc Fowler, M.B.A., *Executive Vice President & Chief Operations Officer*

John VerBerkmoes, Ph.D., *Executive Vice President for Academics*

Chris Lemke, B.A., *Executive Director of Cornerstone University Radio*

Lisa Link, M.S., *Executive Director of Enrollment*

Gerald Longjohn, Ed.D., *Vice President for Student Development*

Dee Mooney, D.Ed.Min., *Vice President & Chief Financial Officer*

Shawn Newhouse, D.B.A., *Vice President for Traditional Undergraduate Academics*

Peter Osborn, Ph.D., *Vice President for Adult Learning*

Bob Sack, M.B.A., *Vice President for University Advancement*

BOARD OF TRUSTEES

The Board of Trustees is composed of members who set broad policies that govern the institution.

Carole Bos, Vice Chairman
President, Bos & Glazier, P.L.C.
Grand Rapids, Mich.

Dr. Mark Campbell
President, Cancer & Hematology Centers
of West Michigan
Grand Rapids, Mich.

Steve Cochlan
President and CEO
The Cochlan Group, Inc./Bank Consulting Group, Inc.
Chicago, Ill.

Lori Cook
"Maranda", Wood TV
Grand Rapids, Mich.

Dr. Don Denyes, Secretary
Senior Pastor, South Church
Lansing, Mich.

Harvey Gaaney
President, Gaaney Realty & Investment Corp.
Grand Rapids, Mich.

Steven Hawks (CU '81), Chairman
Senior Vice President, Fifth Third Bank
Grand Rapids, Mich.

Dr. Rick Koole (CU '70)
Senior Pastor, Life Pointe Church
Fallbrook, Calif.

Drew Martin (CU '05)
Miller Energy Co.
Kalamazoo, Mich.

Joe McDonald (CU '07)
Partner, JoNa Capital Partners
Ada, Mich.

Dr. Al Meredith (CU '68)
Senior Pastor, Wedgwood Baptist Church (retired)
Fort Worth, Texas

David Pray (CU '08)
President/CEO Decker Construction Inc.
Grand Rapids, Mich.

Brian Sikma
President, Highpoint Real Estate
Grand Rapids, Mich.

Joe Slaughter (CU '69), Treasurer
President & CEO, Herff Jones, Inc. (retired)
Indianapolis, Ind.

Dr. Larry Thompson
Senior Pastor, First Baptist Church (retired)
Ft. Lauderdale, Fla.

Daniel R. Wielhouwer (CU '68)
President/CEO, Club & Community Corporation
Boca Raton, Fla.

Dr. Lee Zuidema
Kentwood Family Dentistry
Kentwood, Mich.

EMERITI TRUSTEES

Rev. Charles Alber (CU '62), Middleville, Mich.
Rev. Roy J. Clark, Grand Rapids, Mich.

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

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), Emeritas 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 to 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

Fabisch, Judith (1983-2010), Emeritas Professor of English ; B.A. (1977), Cornerstone University; M.A. (1984) Western Michigan University; Ph.D. (1991) Michigan State University.

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

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

Mayers, Ronald (1969 to 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 to 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

EDUCATIONAL GOALS

Cornerstone University's mission is to educate graduates who have the passion and ability to effectively engage the cultures of our world for Christ and His Kingdom. Our graduates are not "culture warriors" who seek to dominate culture; nor do they isolate themselves from it. Rather, Cornerstone students are educated to practice, in sociologist James Hunter's words, "faithful presence" in the cultural settings in which God places them. They seek to be a blessing to both believers and unbelievers, to promote human flourishing in the communities to which they are called, and to communicate the gospel to a fallen world with winsomeness and intelligence. Specifically, we align all of our curricular and co-curricular programs to produce graduates who exhibit the following qualities:

1. WISE AND SPIRITUALLY MATURE FOLLOWERS OF CHRIST

Such students will be equipped to:

- Demonstrate the biblical narrative and interpret scripture responsibly.
- Understand Christian beliefs and expressions of historical orthodoxy.
- Cultivate spiritual growth through the practice of spiritual disciplines and corporate worship.
- Integrate a biblical worldview into daily life.
- Contribute to the advancement of justice, the proclamation of the gospel, and the renewal of creation.
- Participate in the local church as God's agency of blessing and redemption in the world.

2. CRITICAL AND INNOVATIVE THINKERS

Such students will be equipped to:

- Demonstrate intellectual curiosity and humility through careful observation.
- Use the creative process to identify and solve problems.
- Efficiently access and judiciously handle data from multiple sources.
- Analyze and critically evaluate arguments and ideas.
- Synthesize learning from different disciplines.
- Communicate charitable and well-reasoned arguments.

3. CREATIVE BEINGS WHO EXPRESS BEAUTY AND DEVELOP CULTURE

Such students will be equipped to:

- Understand the significance of the *imago dei* and its relation to cultural calling.
- Understand artistic genres in their historical and cultural context.
- Critically and charitably appraise individual and communal expressions of beauty.
- Discern and value aesthetic aspects of various disciplines.
- Cultivate original and useful work in one's area of giftedness.

4. SKILLED PROFESSIONALS WHO ENGAGE CULTURE IN THEIR VOCATION

Such students will be equipped to:

- Demonstrate the essential skills for one's profession or discipline.
- Communicate effectively in one's profession or discipline.
- Connect one's strengths to one's vocation.
- Engage one's professional culture responsibly and ethically.
- Contribute to God's redemptive purposes in the world through one's profession.

5. CROSS-CULTURAL COMMUNICATORS AND COLLABORATORS

Such students will be equipped to:

- Articulate a biblical foundation of global engagement rooted in an ethic of Christian hospitality.
- Understand one's own culture in relation to other cultures.
- Value cultural differences within a Christian framework.
- Interact hospitably with people from diverse cultural backgrounds.
- Think and act as a responsible member of the global community.

6. FAITHFUL STEWARDS OF PHYSICAL, EMOTIONAL AND RELATIONAL HEALTH

Such students will be equipped to:

- Steward one's physical health.
- Demonstrate emotional intelligence.
- Demonstrate a healthy sense of biblical sexuality.
- Engage in healthy relationships.
- Contribute positively to a loving and healthy community.

STUDENT DEVELOPMENT



The Department of Student Development exists to challenge students to become more holistically and fully devoted followers of Jesus.

ABOUT THE DEPARTMENT OF STUDENT DEVELOPMENT

The Department of Student Development oversees many of the co-curricular aspects of Cornerstone University.

Cornerstone University's mission states that "We exist to equip 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 unique contribution to that mission includes:

"...equip men and women to excel as influencers in our world for Christ"

- The Terra Firma program - building a solid academic, biblical, and relational foundation for students during their first year on campus
- Our Global Opportunities program - providing students with cross-cultural study and service opportunities in Grand Rapids and across the world
- Discipleship Opportunities - connecting students to discipleship opportunities through relational ministry
- Campus engagement - student activities, community service, intramural sports and student organizations

"...by offering a student-focused learning community"

- Community Life - Residence hall and commuter life programs
- Health Services department - provides resources for holistic growth and health
- The Well - a Christ-centered, biblically-based counseling center
- Multicultural organization - engages cultural awareness through seminars, student activities and mentoring opportunities

"...where Jesus Christ is central."

- Chapel program - invites students, staff, and faculty to worship and grow in our faith together
- Evensong - a weekly service for Cornerstone students that draws college students from the Grand Rapids community

We recognize that the process of student development and spiritual formation in students' lives takes place in numerous contexts across Cornerstone's campus - in the classroom, in mentoring relationships with faculty members in the midst of competition on athletic courts and fields, and in the relationships forged through on-campus employment. Students' spiritual growth begins long before and continues long after their time at Cornerstone. The transition years between late adolescence and early adulthood offer a unique season of spiritual development during the college years. Our passion is to live out the truth of Paul's words to the Thessalonians during that season:

We loved you so much that we were delighted to share with you not only the gospel of God but our lives as well, because you had become so dear to us. (1 Thessalonians 2:8)

NOTICE OF NONDISCRIMINATORY POLICY TOWARD STUDENTS

Cornerstone University does not discriminate on the basis of race, national origin, sex, age, disability or veteran status in any of its education policies and programs that it operates.

Questions regarding our nondiscrimination policy or any other aspects of Title IX may be referred to Cornerstone's Title IX Coordinator or one of the Title IX Deputy Coordinators:

For general questions regarding Title IX policies and procedures

Gerald Longjohn, Ed.D.

Vice President for Student Development | Title IX Coordinator
Corum Student Union | 2nd Floor
(616) 222-1423 or gerald.longjohn@cornerstone.edu

For questions/complaints regarding issues and incidents involving students

Deb Crater

Dean of Students | Title IX Deputy Coordinator
Corum Student Union | 2nd Floor
(616) 222-1423 or deb.crater@cornerstone.edu

For questions/complaints regarding issues and incidents involving employees

Emilie Azkoul

Director of Human Resources | Title IX Deputy Coordinator
Welch Administration Building
(616) 254-1658 or emilie.azkoul@cornerstone.edu

For questions regarding Campus Safety

Brandan Bishop

Director of Campus Safety | Title IX Deputy Coordinator
Faber Hall
(616) 949-5300 or brandan.bishop@cornerstone.edu

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 2016-2017 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 website 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.

DRUG AND ALCOHOL ABUSE PREVENTION INFORMATION

Available in the student handbook.

CAMPUS LIFE



University life includes residence life. The university emphasizes education of the whole person and provides opportunities 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 Department of Student Development 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 Department of Student Development.

CAMPUS HOUSING

The goals of a spiritually contagious, academically excellent, richly resourced, and culturally diverse environment are best reinforced and accomplished when students are living together in community for this season. We believe the economic and social investment made to live on campus pays great dividends in the lives of our students.

Because living on campus is an integral part of a Cornerstone student's experience, all students up to age 21 are required to live on campus with a few exceptions as spelled out in the Housing Policy Exemption Application form. Students who are age 25 and older must secure written permission from Community Life staff to live in the residence halls. Off-campus housing is a privilege that may be reconsidered in the event of a significant breach of the policies outlined in the Student Handbook. Commuting students are required to annually complete an off-campus residence information form.

Campus housing at Cornerstone provides a variety of options in several residence halls. Each of the campus residence halls has its own unique personality and style. The following information will give you an inside look at each of the halls and how they add to the community life atmosphere at Cornerstone.

Central Hall was built in 2013 through gracious donations for the baseball field and residence hall project. Central Hall is situated on the second and third levels above the baseball stadium and houses approximately 92 upperclassmen. The structure of the hall follows a suite format where two rooms, each housing two residents, are joined by a bathroom. Laundry facilities and Wi-Fi are available throughout the residence hall. There are two single-occupancy, barrier-free rooms, and an elevator to assist physically challenged students. The community lounges on the second and third floors provide space for students to interact, watch television or study.

Cook Hall, built in 2000, is named after Emajean "Pat" Cook, the 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 136 students in suite-style rooms, consisting of two bedrooms with a bathroom in between. Laundry facilities and Wi-Fi are available throughout the residence hall. 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 include shared lounges, kitchenette, study lounge and game area for the 256 residents in the two halls. It is an appealing place for people 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 home going on November 3, 2000. Crawford houses approximately 109 upperclassmen. Each living unit is comprised of a kitchen with a stove and refrigerator, bathroom, living area and two bedrooms. Wi-Fi is available throughout the residence hall 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 Halls, built in 1965, 1965 and 1970, are named for David O. Fuller, first president of Cornerstone University, Gerard Knol, third president of Cornerstone, and Lloyd Morris, former board member and pastor. The three apartment-style buildings contain a total of 48 one-and-two-bedroom units, including two guest apartments, and every building has laundry facilities. The apartments are leased on a year-to-year basis to Traditional Undergraduate or Seminary students. Priority for leasing each year is determined by overall housing needs of the university. Available apartments are generally reserved first for students who are married, students with children, and students over 25 years of age. Remaining vacancies are used as necessary for seminary students. These leased apartments are managed by the campus services office. 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, and the first floor has laundry facilities. Wi-Fi is available throughout the residence hall. Keithley has a prayer room and a nicely furnished lounge on the first floor. Keithley houses approximately 80 upperclassmen. Keithley's location is ideal for upperclassmen who wish to be closer to other buildings on campus. The cozy environment facilitates opportunities for interpersonal and spiritual growth through use of the large prayer room and ease of access on campus.

Pickitt Hall, built in 1970, is named after Ann Pickitt, wife of Allegan businessman Harry Pickitt, who supported the building of this hall. Pickitt houses up to 187 students and is primary residence hall for freshmen women. Pickitt offers community style bathrooms, which promote a sense of community among its residents. Laundry facilities are provided on the first floor, and Wi-Fi is available throughout the residence hall. The students in Pickitt have access to a large, fully furnished lounge with a ping-pong table, games and television. The north side of Pickitt has the advantage of a beautiful view of the pond. The community setting of Pickitt Hall makes it an ideal place for freshmen to grow in their faith, to build Godly relationships with each other, and develop skills to best transition to college.

Quincer Hall, built in 1964, is named after Sheldon B. Quincer who was one of the 10 original part-time instructors at Cornerstone in 1941 and faithfully served as an instructor for the institution for 27 years. At full capacity, Quincer houses 82 students in two wings, with community style bathrooms, and laundry facilities between the halls. Wi-Fi is available throughout the residence hall. Quincer has a lounge for community building with furniture and a TV. Quincer is an energetic community where the residents are challenged to be men of God who sharpen one another through accountability and truth.

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 103 residents. The rooms are arranged in a suite-style where two rooms, each housing two students, are connected by a shared bathroom. Laundry facilities are available on the first floor, and Wi-Fi is available throughout the residence hall. 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 a three-story atrium with Cook Hall, 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, faculty, staff and guests 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 at the east entrance of Faber Hall next to the bookstore. Photo ID cards are issued at this location for all students and employees as well. Safety officers patrol the campus pro-actively, enforce parking and traffic regulations as well as behavioral and conduct standards, and respond to emergencies and investigate incidents. The Department of Campus Safety also provides an array of other convenience services including special needs transportation, assistance with vehicle lockouts and battery boosts. For emergencies or general service requests, including general information inquiries, contact the Campus Safety Department by dialing '0' (Zero) from campus phones or 616.949.5300 from all other phones.

CHAPEL

Chapel exists as an intentional space to gather together as a community in the midst of the busy seasons of college life. Cornerstone teaches its students to be thoughtful and intentional about their Christian growth, and chapel provides an opportunity to integrate faith and learning as a larger community. All full-time undergraduate students are required to attend 25 chapels each semester. Our community gathers together to hear from God's Word and sing His praise. Occasionally, students attend smaller gatherings led by academic departments. Our chapels are led by student-led worship teams. Please see the current student handbook for a full description of the chapel attendance requirement.

COMMUNITY LIFE

Community Life is an important part of the Cornerstone experience. Whether students live in residence halls or commute from off-campus, we have programming to encourage growth through our unique community.

Residence Life

Late night talks in the lounge, residence hall traditions, Bible studies, hall events, and more are a part of residence life. Our team of Resident Directors (R.D.) heads up a team of student leader Resident Assistants (R.A.) in each building to help students navigate campus life, get acquainted with one another and their surroundings.

Commuter Life

Eating lunch, hanging out in the Commuter Corner, and connecting with other students is made easier for non-residential students through our Commuter Life program. The Commuter Director heads up a team of student leader Commuter Assistants (C.A.) who are there to help non-residential students navigate campus life. From commuter lunches to breakfast gatherings, sports events, fun activities, or providing information and direction, the dedicated commuter team is there to serve students. The Corum Student Union has a dedicated “commuter corner” for students to study, get information, or just hang out between classes.

COUNSELING SERVICES – THE WELL

Counseling services are available to all traditional undergraduate Cornerstone students who wish to have a safe, confidential conversation with counselors who are equipped to provide help and resources when life gets confusing or stressful. The Well recognizes the Bible as the source for understanding how to respond to the struggles of life. There is a minimal fee for counseling, however no students are denied for financial reasons. The Well is located in Miller Hall, with the entrance on the West Side of the building facing the Faculty Office Building (FOB). Appointments can be made by phone (616.977.5477), email (the.well@cornerstone.edu), or by coming in during office hours (9 a.m. – noon, 1 p.m. – 4 p.m.). More information about The Well and its staff can be found at www.cornerstone.edu/counseling.

DISCIPLESHIP OPPORTUNITIES

Opportunities for discipleship at Cornerstone create an atmosphere that encourages spiritual growth and challenges individuals to become more like Christ in thought, word, and deed. These opportunities include small group gatherings, mentoring relationships with peers, faculty and staff, events in the residence halls, getting off campus for retreats, and simply living life together in community. While recognizing that discipleship happens in various contexts through various means, some of the key elements include prayer, accountability, Bible study, book discussions, serving or spending time together.

GLOBAL OPPORTUNITIES

The Global Opportunities program exists to provide students avenues to engage in service and ministry in a culture different from their own, both nationally and internationally. Students will go out in teams or 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 India, Jamaica, Dominican Republic, Zambia, Kosovo, China, Costa Rica, Cuba, Chicago and Memphis.

HEALTH SERVICES

On-campus health services are available to all students regardless of their specific health insurance plan. Students have access to visits with a nurse for minor injury or illness, such as colds, flu, headaches, rashes, and digestive disorders.

The following services are available through CU Health Services:

- Appointments: Nurse
- On site sick care office visits
- Blood pressure checks (free)
- Health education and wellness promotion
- Loan items (crutches, wheelchairs, etc.)
- Referrals to specialists
- Resource materials on health related topics (free)
- International Travel Consults
- Immunizations (in collaboration with Calvin College Health Services)

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

Miller Library’s purpose is to provide high-quality academic resources, community-focused service, and an environment that fosters intellectual and spiritual growth. To accomplish this, the library staff provides:

- Scholarly resources including books, ebooks, streaming videos, DVDs, CDs, musical scores, and periodicals.
- An easy-to-use discovery tool, Summon, to search all of the library’s print and electronic resources.
- On-campus and off-campus access to research databases such as ABI-Inform, ATLA, JSTOR, Proquest, and many others.
- Wireless internet access, computers, printers, copiers, and scanners for use in the library.
- Individual study areas and rooms for group collaboration.
- Specific locations set aside for special collections such as the University Archives, Curriculum Materials Center, and Junior Library.
- Free access to other collections through partner libraries, Puritan Reformed Theological Seminary and Kuyper College, Michigan libraries through MeLCat, and U.S. libraries through ILLiad.
- Outstanding research assistance and service to all students, faculty, and staff.

Phone: 616.222.1458

Website: library.cornerstone.edu

Email: library.reference@cornerstone.edu

MULTICULTURAL ORGANIZATION

The MCO strives to promote Biblical awareness, acceptance and appreciation of other cultures. It encourages members of the Cornerstone community to seek global perspective from a Christian worldview, while providing opportunities for interaction, education and service.

MUSICAL ACTIVITIES

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

- **University Chorale (MUP-X01)**
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. *Membership by audition only.*
- **Chancel Singers (MUP-X11)**
A large choral ensemble emphasizing the performance of a variety of choral literature for the joy of singing, the development of the singer, and the inspiration of audiences. The choir prepares for seasonal concerts, ministry in chapel and on campus, as well as occasional concerts in the community. Membership is open to all students without audition.
- **Symphonic Winds and Chamber Winds (MUP-X21)**
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.*
- **Contemporary Ensembles (MUP-X41)**
Small ensembles comprised of drums, bass, keyboard, guitars and vocalists. Contemporary Ensembles perform a variety of musical styles drawn from the broad umbrella of popular music. The groups explore various ensemble textures, the development of charts and arrangements, microphone techniques, lead and background vocals, improvisation and listening skills. The University’s touring group “Red Letter Edition” performs throughout the community. Membership by audition only. Co-requisite: MUA course in appropriate performance area. Two semester (fall and spring) commitment for Red Letter Edition.

- **Credo (MUP-X51)**
This high-energy vocal ensemble specializes in sacred and secular a capella 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. *Membership by audition only. Co-requisite: MUA course in appropriate performance area. Two semester (fall and spring) commitment.*
- **Cornerstone University Brass (MUP-X51)**
This select brass quintet performs a wide variety of literature on campus and in area churches and schools. *Membership is by audition only. Co-requisite: MUA course in appropriate performance area. Two semester (fall and spring) commitment.*
- **Woodwind Quintet (MUP-X51)**
This select woodwind quintet performs a wide variety of literature campus and in area schools. *Membership is by audition only. Co-requisite: MUA course in appropriate performance area.*
- **Pep Band (MUP-X61)**
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-X71)**
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. Prerequisite: 2nd semester freshman

STUDENT PUBLICATION – THE HERALD

The Herald, the award winning Cornerstone University student newspaper, is published in print form weekly and daily on its online edition: www.herald.cornerstone.edu. A student staff of news, feature and sports reporters, columnists, photographers, copy editors and editors produce all of the content. Students may apply for a limited number of paid jobs on *The Herald*, including editor and sales positions. *The Herald* is at the crux of the 1-credit hour course, JRN-261 News Practicum. Students who major in journalism, humanities, photography and public relations have gained invaluable media experience writing and/or taking photographs for the campus newspaper during their university careers. This experience has provided CU students with the edge they needed to secure off-campus media internships at newspapers, magazines, broadcast and online media. Those internships in turn have led students to full-time jobs in similar media after graduation. For more information about gaining invaluable experience on *The Herald*, you may email: alan.blanchard@cornerstone.edu.

The Herald is produced under the direction of Associate Professor of Journalism Alan D. Blanchard, Ph.D., director, Journalism Department within the Communications & Media Division. He has served as faculty advisor/director for *The Herald*, named best General Excellence Newspaper in 2008 and 2012, in statewide Michigan Collegiate Press Association Better Newspaper Contests. Blanchard has more than 30 years' experience working as a reporter, photojournalist, copy editor, managing editor, editor, advertising director and/or publisher at newspapers in California, New Mexico, Texas, Indiana, Ohio and Michigan. For seven years he also owned a weekly newspaper in Michigan. And as the former editor of the Greenville (Mich.) Daily News, Blanchard led that newspaper to three General Excellence awards in 1996, 1997, 1998 in a statewide Michigan Press Association Better Newspaper Contest. He also previously served as director of the Marketing/PR/Media Relations Office at Cornerstone University.

UNIVERSITY COMMUNITY COMMITMENT

Cornerstone seeks to create a student-focused learning community where Jesus Christ is central. Two foundational documents help define and motivate that type of community - the CU Community Covenant and the CU Student Handbook.

Each year every member of the campus community (faculty, staff and students) commits to pursue the principles of righteousness, peace and joy outlined in the CU Community Covenant.

Additionally, students at Cornerstone are expected to affirm their commitment to abide by the policies outlined in the CU Student Handbook. This interactive document specifies these policies as well as the rationale behind them. It can be found at www.cuhandbook.com.

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 recommended 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 website at www.cornerstone.edu/undergraduate-admissions.

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/undergraduate-admissions

ADMISSION 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 total 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 online application.
- Official high school transcript (official G.E.D. results) sent directly from the school or an electronic transfer service.
- Official ACT or SAT scores sent directly from ACT or SAT or high school guidance office. Student score reports are also accepted. Information regarding registration, test dates and locations 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

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.

- Official college transcripts from all colleges previously attended, including dual-enroll college transcripts.
- Christian leader recommendation completed by senior pastor, youth pastor, leader from the church, Christian teacher, Bible study leader or Christian mentor (form available online). Your Christian leader recommendation must be submitted before enrollment, but is not required for an admissions decision.

ADMISSION PROCESS

The applicant will be notified of his or her status once 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 wait 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 admission 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 that 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 technology, government, psychology and speech.*

Acceptance will be granted to high school students before graduation. The student must request that the high school send a final transcript to Cornerstone University upon graduation to be eligible to register for subsequent semesters.

A \$200 advanced tuition deposit is required for all new admitted residential students to reserve their place in the entering class and secure on-campus housing. Commuter students are required to submit a \$150 advanced deposit. The deposit is non-refundable after May 1 for the fall semester and Dec. 15 for the spring semester. New students are also required to submit completed health forms and to make arrangements for payment of the school bill before arrival on campus.

ADMISSION DECISIONS

When an applicant has completed the application process, one of the following decisions will be made regarding 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.

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. Questions should be directed to the consortium school's college official or an admissions professional at Cornerstone.

DUAL ENROLLMENT PROGRAM

The Dual Enrollment Program of Cornerstone University allows Juniors and Seniors in high school to take select 100 and 200 level college courses during high school at a reduced tuition rate of \$191/credit, plus a technology fee and vehicle registration fee (books not included).

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

- Minimum 3.0 G.P.A. from high school.
- Completion of the application process.

Dual Enroll students are categorized as non-degree seeking students, limited to enrolling in two courses or seven credits per semester with a maximum of 24 credit hours. 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. For a guide to creating a transcript or to ask further questions, please contact the Admissions Office.

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) or the IELTS (International English Language Testing System) 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 seeking basis must complete an online admissions application. A final high school transcript or college transcripts (if applicable), along with a Christian leader recommendation are required as part of the application process. Two courses or seven 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.

READMISSION

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

A student on academic suspension may be considered for readmission by appealing to the Academic Appeals Committee. A student on disciplinary suspension should contact the Director 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 readmission.

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 fulfilled before full admission will be granted.

FINANCIAL INFORMATION



CHARGES AND FEES FOR ACADEMIC YEAR 2016-2017

TUITION, PER SEMESTER

| | |
|---|----------|
| 1 through 11 credit hours, per credit hour | \$1,005 |
| 12 through 17 credit hours, block rate | \$13,245 |
| 18 plus credit hours, per credit hour | \$700 |
| (J-term credit hours are included as part of Spring load) | |
| Summer School, 2015; per credit hour (on-ground) | \$720 |
| Summer School, 2015; per credit hour (on-line) | \$370 |
| Audit, per credit hour | \$230 |
| Dual Enrolled, per credit hour | \$191 |

ROOM & BOARD, PER SEMESTER

| Room & Board | Meal Plan | Residence Hall Style | Apartment Style |
|--------------------|------------------------------|----------------------------|-----------------------|
| | 7 meals (seniors only) | \$3,685 | \$3,885 |
| | 10 meals | \$3,960 | \$4,160 |
| | 12 meals | \$4,140 | \$4,340 |
| | 15 meals | \$4,405 | \$4,605 |
| | 18 meals | \$4,660 | \$4,860 |

| | |
|--|-------|
| Commuter student life fee (includes 25 meals per semester) | \$150 |
| Supplemental commuter meal plan (25 meals per semester) | \$165 |

SUPPLEMENTAL FEES

| | |
|--|--------|
| Technology fee, per semester | \$185 |
| Enrollment application fee | \$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) | Varies |
| Independent Study/Directed Reading/Independent Enrollment (per credit) | \$95 |
| Private music lesson fee, per semester: | |
| One-half hour lessons | \$250 |
| One hour lessons | \$500 |
| Recital fee | \$40 |
| Kinesiology fee, per semester | varies |
| IDS-103 & 104 Course fee (Terra Firma) | \$275 |
| Transcript fee | \$5 |
| Vehicle registration fee, per semester | \$75 |

HOUSING DEPOSIT

| | |
|------------------------------|-------|
| Residence hall deposit | \$150 |
|------------------------------|-------|

CAMPUS RENTAL APARTMENTS LEASE

(includes most utilities; 1-year lease required - for students who are married, are GRTS students, have children, or are 25 or older)

| | |
|---|--------------|
| One-bedroom apartment, per month | \$530 |
| Two-bedroom apartment, per month | \$595 |
| Campus rental apartments security deposit | 1-month rent |

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

PAYMENT OF BILLS

The balance for total tuition, fees, room & board charges is reduced by all financial aid awards 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: Full payment is due by the first day of the semester.

Payment Plan: Students may choose to pay the balance due in four or five equal monthly installments. Fall semester payment due dates are the fifth or twentieth of each month August – December, depending on payment plan chosen. Spring semester payment due dates are the fifth or twentieth of each month January – May, depending on payment plan chosen. There is a \$50 payment plan fee each semester. 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 subsequent term. All balances must be paid in full prior to starting classes for a semester. 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 nine weeks | No refund |

Students who cease attending, but do not officially withdraw from a course, will receive a failing grade for that course and be charged in full. 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 AND/OR RESIDENCE HALLS

Students who cease attending, but do not officially withdraw from a course, will receive a failing grade for that course and be charged in full. Tuition and Room & Board refunds for students who withdraw during the course of the semester, those who are dismissed or suspended, or those who moved out of the residence halls will be computed as follows:

| | |
|----------------------------|---|
| One week or less | 100 percent (93 percent for Room & Board) |
| 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 |

Tuition refunds are based on the withdrawal date. Room & Board refunds are based on the week of the check out date or move out date, whichever is later. 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 required 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 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.

Room & Board – Students must officially check out of their residence hall by contacting their resident director and completing a Room Condition and Inventory (RCI) form. Refunds are based on the week of the check out date. Check out date used will be the date of the check out on the RCI and/or date of move out, whichever is later. Each week starts on the day of the week the term starts.

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 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. Access the FAFSA at www.fafsa.gov or through the financial aid page of the CU website.

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. Awards can be viewed on WebAdvisor.

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

Summer is considered a leader term. Federal financial aid eligibility will be based on the FAFSA for the upcoming year (e.g. Summer 2016 = 2016-17 FAFSA). Aid received for the summer counts against total eligibility for the year. There is no institutional aid given for summer courses.

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 – To be eligible for financial aid, students must maintain Satisfactory Academic Progress (SAP) in accordance with the following guidelines:

Qualitative Requirements: The student must meet the appropriate cumulative grade point requirement. Cumulative G.P.A.s are monitored at the end of each semester. Entering freshmen have NO MINIMUM G.P.A. requirement.

| | |
|----------------------------|-------------|
| 1-25 credits completed | 1.60 G.P.A. |
| 26-57 credits completed | 1.85 G.P.A. |
| 58-ABOVE credits completed | 2.00 G.P.A. |

Quantitative Requirements: A student must complete his/her program within a period not greater than 150% of the normal program length (measured by credit hours). A student who receives financial aid is required to maintain the following pace to ensure progression towards the 150% completion requirement:

| <u>Cumulative Hours Completed</u> | <u>Minimum Percent Completed</u> |
|-----------------------------------|----------------------------------|
| 1-25 | 65% |
| 26-57 | 70% |
| 58+ | 75% |

SAP and all related criteria are evaluated at the end of each academic term for which a student is enrolled.

All regularly accepted and continuing students who do not meet either or both of the above requirements will be placed on financial aid warning. After a semester on financial aid warning, students still not meeting the criteria will have their financial aid suspended.

If a student suffers unusual circumstances and would like to appeal the financial aid suspension, he/she must submit to the Academic Appeals Committee a written explanation regarding noncompliance with these criteria. The Academic Appeals Committee will then determine the academic status of the student. If the student is granted financial aid eligibility, the student will be placed on financial aid probation. The Student Financial Services office will then consider eligibility for financial aid based upon the availability of funds and financial need.

If a student meets the qualitative requirements but does not meet the quantitative requirements and is allowed to continue enrollment, he/she will not be eligible for any type of financial aid until the proper level of progress is attained.

Repeat Courses – Federal rules allow a student to receive federal aid for a course more than once as long as it is not a result of more than one repetition of a previously passed course or any repetition of a previously passed course due to the student failing other coursework. A repeated course will be counted towards the 150% maximum time frame.

Please contact the Student Financial Services office for a copy of the complete SAP policy.

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 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. There is a lifetime Pell limit of 12 full-time semesters or the equivalent.

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 Direct 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. The student must complete online entrance counseling and a master promissory note prior to the initial distribution. There are lifetime limits on the amount a student can borrow and the amount of interest subsidy a student can receive.

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 \$3,728 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.

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. Lifetime eligibility is limited to 10 full-time semesters or the equivalent.

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 prior to June 30. Students may only receive either the Michigan Tuition Grant or the Michigan Competitive Scholarship at any one time. Lifetime eligibility is limited to 10 full-time semesters or the equivalent.

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 website. 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.

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.

Billy Zeoli/Gospel Communications International Scholarship in Christian Communications – This scholarship was established to honor the contributions of Billy Zeoli to the field of Christian Media Communications and will provide financial assistance to students seeking a career in the field of media production who desire to make an impact on the culture through media. Sophomore or greater status with a minimum 3.25 G.P.A. is required. Selection will be made by the media faculty.

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 \$10,000. Maximum amount for transfer students is \$8,500. 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 is \$6,500 for first-time 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.

Creation Stewardship Scholarship Award – Students of Environmental Biology or Biology Majors who show behavior and activities outside of the classroom for stewardship of creation, with a 2.5 GPA or better, can apply for this award up to \$1,000. The student is voted upon by three science professors.

Dean's Scholarship – Available to incoming students based on high school G.P.A. and ACT scores. The maximum amount is \$9,000 for first-time students and \$7,500 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 Sayers Scholarship – Assists undergraduate writers in their endeavor to develop the skills for writing-connected careers. English or English writing major; financial need considered. Amount varies.

Dr. Raymond E Bartholomew Scholarship – This scholarship was established in memory of Dr. Bartholomew, Cornerstone professor of English literature and language from 1971 to 1983. Recipient must be a junior or senior undergraduate student pursuing a career in the fields of professional writing or publishing and have established involvement and leadership in on-campus publications or off-campus internships in related fields. A 3.7 G.P.A. or higher and essay are required. Financial need is not a factor. Candidate is chosen by the faculty of the Humanities division and Communication and Media division.

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.

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.

Global Scholarship – Awarded to incoming freshmen or transfer students who are missionary kids of families serving in overseas missions. Students must be nominated by a mission organization leader based on demonstrated spiritual maturity, the capacity to contribute to a spiritually contagious environment at Cornerstone, strong academic credentials, active participation within their church and community, and a desire to be an influencer in the world for Christ. Students must be accepted for admission, meet academic criteria, complete the nominated student resume form and file the FAFSA. The scholarship is renewable each year based on engagement with the campus community. Students are required to live on campus to be eligible. Amount and number of awards varies based on available funds.

Gloria Baker Endowed Kinesiology Award – The Gloria Baker Endowed Kinesiology Award is granted yearly to a junior or senior student who demonstrates the qualities necessary to become successful in the field of Physical Education or Exercise Science. Selection is made by the Kinesiology Department faculty.

Gonzales Scholarship Fund – To recognize urban students with great potential. Eligible students must be outstanding inner city students who require financial assistance to attend Cornerstone University. \$3,000 awarded annually.

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 website.

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.

Jabez Urban Scholarship - The Jabez Scholarship Fund was created to recognize inner-city students with great potential, educate them in a Christ-centered atmosphere, and prepare them to distinguish themselves as people of professional agility, integrity and spiritual depth in order to influence our world for Christ. Selection is made by the Cornerstone Scholarship Committee.

Journalism Scholarship: Abraham Kuyper – This scholarship was established by an anonymous donor in memory of Mr. 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), and 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.

Journalism Scholarship: Bob Becker – Mr. Becker, The Grand Rapids Press sports editor for 30 years until his retirement in 2007, 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 a field that, for generations was the exclusive domain of white males. This scholarship is granted to freshman, sophomore, junior or senior journalism majors who possess the potential to become outstanding journalists at media companies in West Michigan, Michigan and across the United State of America.

Journalism Scholarship: Elijah P. 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 freshman, sophomore, junior or senior journalism major who possesses the potential to become an outstanding journalist and/or commentary writer.

Journalism Scholarship: Eugene S. Pulliam Internship – Mr. Pulliam was longtime editor and publisher of The Indianapolis Star. This scholarship provides financial assistance to a Cornerstone University student majoring in journalism. This scholarship is awarded to a student majoring in journalism who best demonstrates an aptitude in the area of journalism, who has reported, written for the campus' print newspaper, The Herald, and who is enrolled in a university internship course to work at a print publication, with preference going to students interning during the summer semester, but also available to students interning during fall and spring semesters as well. Freshmen, sophomores, juniors and seniors are eligible to apply. Depending upon funds, two scholarships are offered each year.

Journalism Scholarship: Eugene S. Pulliam Promising Journalist – Mr. Pulliam was longtime editor and publisher of The Indianapolis Star. This scholarship is awarded to a journalism major who shows great potential. The applicant/recipient may be a freshman, sophomore, junior or senior, who is committed to majoring in and pursuing a career in journalism. Students may apply for and receive the scholarship more than once. The applicant should possess above-average grammar, spelling and writing skills, as well as a keen desire to work on campus media and pursue professional experience through off-campus internships.

Journalism Scholarship: I.B. Pulliam Christian Legacy – Mr. Pulliam was a pioneer missionary who brought the gospel of Jesus Christ to the state of Kansas in the late 1880s. This scholarship provides financial assistance to a Cornerstone University student majoring in journalism who best demonstrates an aptitude in journalism and a potential for employing his or her writing and/or editing skills to the glory of God in secular media, Christian ministry or other related avenues, who has reported, written for the campus' print newspaper, The Herald. Depending upon availability of funds, one or more scholarships are offered each year. Freshmen, sophomores, juniors and seniors are eligible to apply.

Journalism Scholarship: Lynne J. Welder Promising Writer – Mrs. Welder is a committed disciple of Jesus Christ first and foremost as a wife, mother, and grandmother, as well as a published writer and as she co-labors with her husband in their agribusiness in West Michigan. She communicates her love for God and her love for her neighbor in everything that she does, in her everyday interactions with family, friends and even strangers. An accomplished writer, she possesses a unique ability to put story subjects at ease instantly when interviewing them for stories for newspapers and Christian publications alike. She treats everyone with kindness and embodies the love of Christ. This scholarship provides financial assistance to a Cornerstone University student majoring in journalism who best demonstrates an aptitude in journalism and who shows promising writing talent. Freshmen, sophomores, juniors and seniors are eligible to apply.

Kent and Hazel Hager Endowment – The Kent and Hazel Hager 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.

Leading Community Based Ministry Alumni Scholarship – For students who are graduates of the Doug and Maria DeVos Family Foundation's "Leading Community Based Ministry" course. Amount varies.

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.

Orpha Galloway Endowed Scholarship – Established to provide financial assistance to an outstanding music student who shows significant leadership in the spiritual life of Cornerstone University and maintains a minimum 3.0 G.P.A.. The \$1,000 award is given by the Chairman of the Department of Music.

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. After a student has earned a degree, he or she is no longer eligible to receive the award. Finalists will receive a \$13,000 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 is \$8,000. The maximum amount for transfer students is \$6,500. The scholarship is renewable.

Pastor's Scholarship – Students must be incoming freshmen nominated by their pastor or youth pastor based on demonstrated spiritual maturity, the capacity to contribute to a spiritually contagious environment at Cornerstone, strong academic credentials, active participation within their church and community, and a desire to be an influencer in the world for Christ. Students must be accepted for admission, meet academic criteria, and file the FAFSA. The scholarship is renewable each year based on engagement with the campus community. Students are required to live on campus to be eligible. Amount and number of awards varies based on available funds.

Paul Gordon Family Endowed Scholarship - This scholarship was established to assist three financially needy students who demonstrate good citizenship, give evidence of strong Christian character, and maintain a minimum 3.0 G.P.A.. Application is made on the Paul Gordon Family 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 or higher G.P.A. 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 \$11,000. The scholarship is renewable.

Pulliam Christian Legacy Journalism Scholarship – The \$2,000 award is given to a student who plans to major in, graduate with a degree in and pursue a career in journalism.

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.

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.

Robert J. Grube Sr. Memorial Scholarship – Potential recipients may be nominated by any faculty member. The recipient must be enrolled full-time in a ministry degree program with 60 credit hours earned (junior status) and maintaining a 3.0 G.P.A.. The amount will be based on endowment earnings and will be limited to \$1,000.

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 Dept. of Student Development.

Stewart-Woodward Accounting Scholarship – This endowed fund was established by Scott Stewart, Cornerstone University Controller to honor his grandfather Robert Woodward and to financially assist undergraduate junior and senior Cornerstone University students preparing for a career in accounting. Application is made on the Institutional Scholarship Application.

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 – This scholarship was provided by the Thomas M Branch family to support baseball athletes with financial need and is awarded annually by the athletic department.

Urban Scholarship – Scholarship for African American or Hispanic students from diverse, urban backgrounds. Scholarship amounts range from \$500-\$2,500 per year. Student must display strong leadership potential and clear spiritual commitment to excel in the Cornerstone campus community. Involvement must include, but is not limited to, the Cornerstone University Multicultural Organization. Student must maintain a cumulative 2.0 G.P.A. in college and live on campus in order to retain the scholarship each year. Students must be nominated and complete their FAFSA to be considered for this scholarship.

The Victor Matthews Center for Leadership (CLD) Award Program Scholarship - This scholarship was created to financially assist undergraduate students who have completed the CLD program and are enrolling full- time at Cornerstone University. Selection is made by the Office of Admissions. Contact them for application details.

Virtual Soccer, LLC Christian Character Scholarship – Recognizes a returning Cornerstone woman soccer player who has displayed exceptional Christian Character, leadership, and involvement through participation on the Cornerstone University Women's Soccer team. \$500 minimum award. 2.0 minimum G.P.A..

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 GRBAM 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 Learning Center at Cornerstone functions in a dual role as both an academic resource center and a disability accommodations center. In the first capacity, the Learning Center will provide tutoring services and academic support to the traditional undergraduate community on an “as needed” basis. In the second capacity, the Learning Center will be the contact point for all disability services on campus, including academic and otherwise. In addition to the Learning Center, the Writing Center provides writing tutors for the traditional undergraduate community.

The following courses are offered for students requiring additional academic support. These courses 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.

| DEPARTMENT AND LEVEL/COURSE NAME | CREDITS/FREQUENCY (See page 61 for codes) |
|--|--|
| CLC-096 CLC Learning Strategies | 2/1 |
| An introduction to university learning strategies designed to provide each student with an opportunity to assess learning styles, priorities, values and cognitive skills. The course will feature a combination of lectures, group activities, guest speakers, personal assessment inventories and study skills development exercises. | |
| ENG-099 Basic Writing | 2/2 |
| A writing 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 14 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 INTEGRITY

As a Christian institution of higher education, Cornerstone University seeks to maintain the highest standards of academic integrity. The faculty trusts the integrity of Cornerstone students and encourages them to maintain the integrity of the faculty-student relationship. Academic dishonesty, therefore, is a serious breach of university standards and will result in substantial penalties. Violations of academic integrity include:

Plagiarism: Willfully submitting as part or all of one’s own work material that is copied or paraphrased from another source, including on-line sources, without proper acknowledgment of that source.

Cheating: Using unauthorized material or study aids for assistance on examinations or other academic work. Examples include but are not limited to: looking at a peer’s exam, altering a graded exam, using notes without permission, etc.

Fabrication: Submitting altered or contrived information in any academic assignment. Examples include but are not limited to: falsifying data, text material, or sources.

Facilitating academic dishonesty: Helping another student violate this policy. Examples include but are not limited to: allowing one's work to be copied, working together on an assignment where collaboration is not allowed, doing work for another student.

APPEALS PROCESS

- A student who feels that he or she has been unfairly accused or unjustly treated may appeal the decision to the appropriate division chair. Such appeals shall be made in writing within seven days of notification of the decision.
- If a professor or student deems that the case has not been resolved satisfactorily and that a more comprehensive university response is needed, he or she may appeal to the Associate Dean of Assessment and Student Success.
- Final appeals shall be made to the Vice President for Traditional Undergraduate Academics.
- In the case of a successful student appeal, the record of the offense will be expunged from the student's file.

ACTION REGARDING VIOLATIONS OF ACADEMIC INTEGRITY

Violations of the academic integrity policy will result in the following actions:

First Offense: Faculty Response:

- File a written report with the Associate Dean of Assessment and Student Success.
- The student will receive no credit for the assignment or test on which he or she has been dishonest.
- More severe penalties may be imposed if such penalties are announced in the course syllabus.

Associate Dean of Assessment and Student Success Response:

- A file will be created recording the student's violation of the academic integrity policy.

Second Offense: Faculty Response

- File a written report with the Associate Dean of Assessment and Student Success.

Associate Dean of Assessment and Student Success Response:

- The student's file will be updated to reflect a second violation of the academic integrity policy.
- Written notification will be given to the faculty member who reported the academic policy violation indicating that the student who violated the academic integrity policy will fail the course.
- Written notification will be given to the Vice President for Student Development who will implement an accountability and mentoring plan for the student.

Third Offense: Faculty Response:

- File a written report with the Associate Dean of Assessment and Student Success.

Associate Dean of Assessment and Student Success Response:

- The student's file will be updated to reflect a third violation of the academic integrity policy.
- Written notification will be given to the faculty member who reported the academic integrity policy violation indicating that the student who violated the academic integrity policy will fail the course.
- The student will face suspension or dismissal from the university.

The student's Academic Integrity file will be destroyed upon graduation.

Education Regarding Academic Integrity Policy

Cornerstone University shall make all students and faculty aware of this policy by publishing it in the Student Handbook and the Faculty Handbook. Furthermore, faculty will reference the policy in their course syllabi. However, ultimate responsibility for knowledge of and compliance with this policy rests with the student.

ACADEMIC 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 1.6 or better for freshmen (0-25 credits), 1.85 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 should not enroll in 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 should be limited in order to devote more time to academic concerns.

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 appeal to the Academic Appeals Committee.

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

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 (see the Financial Information section for the current rate). 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).

CENTER FOR CAREER AND LIFE CALLING

The Center for Career and Life Calling exists to assist Cornerstone University students with finding and developing their unique, God-given potential to become all God has called them to be as individuals and professionals.

Throughout your Cornerstone years, our Career and Life Calling team commits to partner with students to:

- Develop an accurate knowledge of self to make informed decisions on choice of majors and curricular/co-curricular involvement
- Offer goal-oriented career planning appointments
- Integrate LifePath Initiatives within academic advising
- Moderate career-related workshops and presentations
- Provide opportunities to network with alumni
- Assist with resume and online brand development
- Provide internship and job search assistance
- Maintain an online internship and job bank

Various career-related resources (resume development, interviewing, etc.) and instructions on how to register for internships can be found on the CU Portal under Student Services. Students can search for jobs (off-campus and on-campus), internships, and professional employment opportunities through Cornerstone's Handshake online career platform at cornerstone.joinhandshake.com.

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 the 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 9th week W - no effect on G.P.A.
After end of 9th week W/P or W/E (W/P - no effect on G.P.A., W/E - treated as an F for G.P.A. calculation)
After end of 12th 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. 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. (*Some exceptions for a score of 3 are noted on the CU website.)
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.
4. A student may be awarded college credit on the basis of International Baccalaureate (IB) examinations. The amount of credit and level of placement are approved by the Cornerstone Education Policy Committee. IB Higher Learning (HL) exams will be accepted with scores of 5, 6, or 7. Letter grades are not given in any course for which credit is granted. These credits may be used to satisfy degree requirements, but do not apply to the residency requirement and are treated as transfer credit. Students must provide an official IB transcript to the university admissions office at the point of admission.

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, DANTES and/or IB 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.), 60 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 Music 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. Bachelor of Social Work: (B.S.W.), 129 semester hours. Majors: Social Work
7. Master of Arts: (Education) (M.A.) See the Professional and Graduate Studies catalog for specific requirements.
8. Master of Arts: (Ministry Leadership) (M.A.) See the Grand Rapids Theological Seminary catalog for specific requirements.
9. Master of Business Administration: (M.B.A.) See the Professional and Graduate Studies catalog for specific requirements.
10. 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 \$95/credit hour 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 440 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 I and SWK-451 Field Practicum Seminar I concurrently in the fall, then SWK-460 Field Practicum II and SWK-461 Field Practicum Seminar II concurrently in the spring.

GLOBAL STUDIES REQUIREMENT

In order to fulfill the Global Studies requirement in the core, students must choose **one** of the following options:

1. Minimum two-week international study experience as approved by International Programs Committee.
2. A minimum three-credit cross-cultural internship as approved by the division.
 - Cross-cultural internships are approved by the division. However, the International Programs Committee advises that to be considered cross-cultural, an internship should include significant immersion in a cultural setting different from the predominant cultural experience of the student intern.
3. A Global studies course as approved by the International Programs Committee, UAC and Faculty Senate.

| | | | |
|---------|---------------------------------------|---------|-----------------------------|
| BUS-215 | International Business Experience | MGT-339 | International Management |
| BUS-317 | International Business | MKT-359 | International Marketing |
| CMI-243 | Introduction to Intercultural Studies | PSY-448 | Cross-Cultural Psychology |
| COM-311 | Intercultural Communication | SOC-352 | Intercultural Communication |
| ECN-335 | International Economics | SOC-417 | Minorities |
| ECN-215 | International Business Experience | SSC-312 | World Affairs |
| EDU-363 | Diverse Populations/Diff. Instruction | SWK-417 | Human Diversity |
| LIN-100 | Language in Culture | | |

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 (per class hour)</u> | |
|--------------|-----------------------|--------------------------------------|---------------------------|
| A | Exceptional | 4.00 | |
| A- | | 3.70 | |
| B+ | | 3.30 | |
| B | | 3.00 | |
| B- | | 2.70 | |
| C+ | Average | 2.30 | |
| C | | 2.00 | |
| C- | | 1.70 | |
| D+ | | 1.30 | |
| D | | 1.00 | |
| D- | Below Average | 0.70 | |
| F | | 0.00 | |
| CR | | Credit Received | |
| F/W | | Failed to Withdraw | W (Withdrawn) |
| I | | Incomplete | W/E (Withdrawn - Failing) |
| NC | No Credit | W/P (Withdrawn - Passing) | |

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.

Bible, Religion & Ministry - The criteria for the Bible, Religion, and Ministry 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 by one's peers and professors. The recognized student is a positive catalyst for ministry among one's colleagues.

Business Division Academic Excellence Award - The Business Division Academic Excellence Award is presented to the student in the Division of Business who demonstrates the highest degree of academic excellence, exhibits leadership within the division, promotes a Christian worldview through his or her character, community and campus involvement and exhibits a high level of business competency.

Communication & Media - The Division of Communication and Media is pleased to give its highest award to the senior majoring in Communication, Journalism, Audio Production, or Film & Video Production who best demonstrates the following criteria: excellent academic performance, skills and proficiency in communication, and Cornerstone University's distinctives of leadership, citizenship and Christian world view.

Music – 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 professional.

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 special 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.

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

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 themselves, their society, and the environment as servant leaders to their 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's 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 54-57 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).
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).
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. Business and Social Science allow 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, 2.5 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. A graduation application to the Registrar's Office no later than Nov. 1 for December, May and August graduates.
13. Completion of senior assessment testing. Social Science majors must attain the 30th percentile on Senior Assessment Exam to graduate.
14. Commencement participation will be limited to those who have completed their degree program or have no more than six credit hours to complete by the end of August 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:

| <u>GRADUATION DATE</u> | <u>TRANSCRIPTS DUE THE FOLLOWING:</u> |
|------------------------|---------------------------------------|
| 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 \$95/credit hour will be charged to the student for each Independent Study.

INTERNSHIPS

One of the distinguishing characteristics of the Cornerstone collegiate experience is completion of at least one 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. Students have completed local internships with organizations including Alpha Women's Center, Kentwood Community Church, Gerald R. Ford Museum, Mary Free Bed Rehabilitation Hospital, Kellogg, Our Daily Bread and WOOD-TV 8. Interns have also worked across the United States and around the world.

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 Dean of Career and Life Calling 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 nine 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 they are completing the experience. Hours must be completed between the first and the last day of the semester.

To register for an internship, a student must:

1. Follow the instructions listed on the CU Portal under the Office of Career and Life Calling.
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. Language 101 and LIN-100 Language in Culture.
2. Language 101 and Language 102.
3. Two years of the same high school foreign language and LIN-100 Language in Culture.
4. Two years of the same high school foreign language and Language 102.
5. Three years of the same high school foreign language.
6. Students who have English as their second language are exempt.

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.

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 *Total Fitness and 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 (*Total Fitness and 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 advisor 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 division of Professional and Graduate Studies (PGS).

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 allow a student to receive federal aid for a course more than once as long as it is not a result of more than one repetition of a previously passed course or any repetition of a previously passed course due to the student failing other coursework.

REGISTRATION PROCEDURE

After acceptance, each student is assigned to a faculty advisor 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 Website.

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 advisor prior to the official registration.

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 (ARC). Upon acceptance, the student will meet with the Director of the Learning Center 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 the Learning Center should be contacted immediately at 616.222.1596 or at learning.center@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 five years prior to the application for accommodations at Cornerstone University.

SUMMER ON-LINE ENROLLMENT POLICY

Students who choose to enroll in a summer on-line course are allowed to register for only one on-line course each summer term.

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 Teacher Education Division. 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.

TERRA FIRMA

The first-year experience course provides a curricular/co-curricular community where CU students are introduced to the “4 C’s” of Christ, Character, Community, and Culture that form a foundation for their college experience through a relational lens. The course includes academic readings and discussions, focusing on college transition and both local and global perspectives. Students participate in a two semester long Grand Rapids service-learning opportunity and selected global initiative.

TRANSCRIPTS

Transcripts will be issued with written authorization from the student. 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 all financial obligations have been met at that time, the transcript will be sent as requested.

The release of an unofficial transcript if a restriction/hold is placed on the student’s record is stated below:

1. Cornerstone University will provide only one unofficial copy of an academic transcript (one per student per lifetime) if there is a current restriction on his/her record and the student specifically inquires. The \$5 fee is waived.
2. The transcript will clearly note it is an “Unofficial Copy” and “Student Reference Only” and if appropriate, “Transcript Hold: Financial Obligation.”
3. Cornerstone University will only release the unofficial transcript to the student and not to any third party.

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 advisor. 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 chair.

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 Dean of Undergraduate Education (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 Dean of Undergraduate Education 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 stop attending, but do not officially withdraw from a course by completing a drop/add form will receive a failing grade for that course.

A student who wishes to withdraw from all courses should complete a withdrawal form, available from the Retention Office. To complete the withdrawal process, the student should return the completed withdrawal form to the Retention Office.

Students who cease attending all of their classes during the semester and receive all "F's" will be administratively withdrawn and placed on academic suspension. 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.

WRITING ACROSS THE CURRICULUM (WAC)

Written communication is important for learning and discovery in every avenue of life. At Cornerstone, we strive to foster a culture of writing across all programs. To that end, the WAC initiative supports a campus-wide commitment to student writers and writing-rich coursework.

This is accomplished through the Writing Center and the College Writing Program:

1. Each semester, the Writing Center offers one-on-one peer tutoring to all traditional undergraduate students. Research shows that writers benefit from meaningful feedback on their writing, and working collaboratively, tutors support students revising and editing their own work. Writing Center tutors will also assist students with formatting, researching, and avoiding plagiarism.
2. The Writing Center provides consultation, workshops, and resources for faculty and students throughout the year both in the classroom and through mini-workshops in Miller Library.
3. The College Writing Program offers an early identification system to assist faculty in identifying student writers who could use extra writing support. These students are referred to the Director of the Writing Center to be matched with a writing tutor for weekly tutoring.
4. An important aspect of the College Writing Program is the continuous evaluation of student writing at all levels. This evaluation helps foster a culture of writing improvement and excellence across all divisions and programs.

OFF-CAMPUS PROGRAMS



OFF-CAMPUS STUDY PROGRAMS

Cornerstone's 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 a study-abroad program 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 short-term, faculty-led summer programs and J-term trips are also available.

Cornerstone University offers a variety of study-abroad opportunities throughout the world, including a semester with one of our international partners, CU-sponsored trips and independent programs. Cornerstone University partners with Christian colleges in Korea and the Netherlands; because of these partnerships, students are able to spend a semester at the partner institution for the same tuition cost of attendance at Cornerstone. Cornerstone is also a member of the Council for Christian Colleges and Universities (CCCU); this affiliation allows qualified students to participate in a number of off-campus academic study programs offered by Best Semester. There are also several other CU-sponsored trips offered and independent programs with which Cornerstone is an affiliate. Approved programs in which Cornerstone participates are grounded in Christian worldview.

Students enrolled in an approved study-abroad program maintain their enrollment at Cornerstone University and may receive some financial aid based on the following guidelines and according to current university policy:

- The student must have declared a major or program.
- The student meets all financial aid requirements.
- Students must be able to use the credits from the study-abroad program in their academic program prior to degree completion.
- Students will pay a technology fee to Cornerstone University in addition to the study-abroad program costs.
- Payment plans are not available for study-abroad programs. Payment in full is due by May 1 for summer programs; Aug. 1 for fall programs and Jan. 1 for spring programs.
- Employee remission may not be used to cover study-abroad programs.
- Short-term study trips (i.e. J-term or May term) may include not-for-credit students, as long as they audit at least one class and do not exceed the number of for-credit students. Admission of auditing students is at the discretion of the trip leader.

Interested students should visit the off-campus study programs website to review eligibility requirements, policy and process. They will then complete a Cornerstone University off-campus study program application as well as the specific program application, which is usually located on each program's website. Students should consult the program's website 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 advisor how the study-abroad program 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 FACULTY LED TRIPS

TRIP OFFERINGS VARY BY YEAR. THE FOLLOWING IS AN EXAMPLE OF PREVIOUS FACULTY-LED STUDY TRIPS

INTERNATIONAL BUSINESS EXPERIENCE

Students and faculty have traveled to the Netherlands and Dubai in past years to see firsthand the world of international business. This trip provides opportunities for participants to acquire a hands-on overview of global business challenges and opportunities. Participants will tour selected firms and organizations and visit with industry executives with the purpose of exploring country-specific business practices and cultures. Course offered: BUS-215

SOUTH AFRICA

This course focuses on the impact of globalization on local culture. South Africa is in many ways an intersection of globalization and the attempt to protect local identity. The recent history of apartheid and the more recent attempts at reconciliation speak to this tension. The opportunity for students to visit South Africa and see the lasting effects of racism, the attempt at reconciliation and the emergence of democracy give great insight into the virtues of justice, hope and faith. Furthermore, students will continue to do hands-on work in the village as part of being a presence there. Course offered: PHI-413

IRELAND

Cornerstone University also operates a two-week program at Lakeside Manor in Belfast, Northern Ireland. Students complete three credit hours while living in Belfast and traveling throughout Ireland. Course offerings vary by year but typically include HUM-311 Imagination in Culture or ENG-224 Irish Literature and Culture.

INTERNATIONAL PARTNERS

EDE CHRISTIAN UNIVERSITY (THE NETHERLANDS)

Cornerstone University partners with Ede Christian University in Ede, Holland, to offer semester-long student exchanges. Ede Christian is a Christian university of applied sciences that is the top-ranked university of its kind in the Netherlands. It is located in Ede, a lively city of over 100,000 residents that is one hour south of Amsterdam. Cornerstone students can spend a semester at Ede Christian and complete coursework in Business, Communications, Education and Theology.

HANDONG GLOBAL UNIVERSITY (SOUTH KOREA)

Cornerstone University partners with Handong Global University in Pohang, South Korea to offer semester-long student exchanges. Handong Global is a Christian university that is one of the most academically selective institutions in South Korea. The semester includes cultural excursions to China and Japan. Students can complete coursework in their major as well as core curriculum classes.

INDEPENDENT PROGRAMS

CHICAGO SEMESTER (CSM) | www.chicagosemester.org

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.

LITHUANIA CHRISTIAN COLLEGE/INTERNATIONAL UNIVERSITY | CU Contact: Dr. Brad Stamm | www.lcc.lt/study-abroad-lithuania

Immerse yourself in the culture of four countries in four months – Lithuania, Latvia, Estonia and Russia. Live like a local in an urban setting. Experience Lithuania, a unique country where a walk along cobblestone streets reveals not only the history of a people once conquered and now liberated but also the spirit of a nation that is determined to maintain its identity. The course offerings are posted on the LCC website by semester. The largest academic majors are Business, English, Psychology and Theology. LCC offers a wide variety of Sociology and Conflict Studies courses as well. There are a wide range of courses that could meet general education (core) requirements or requirements for your major. All courses are taught in English.

SEMESTER IN NORTHERN IRELAND

Northern Ireland, with its rich historical, cultural and religious legacy, provides an ideal venue for a semester-abroad program. Cornerstone University, in partnership with John Brown University, operates a semester program housed in Lakeside Manor, a historic 19th-century mansion located in Belfast, Northern Ireland. Students complete fifteen hours of credit in the core curriculum and/or their major field of study. In the course of the semester, students travel extensively throughout Ireland, including Dublin. They also have the option of independent travel to continental Europe during Fall Break and Thanksgiving Break.

ECUADOR SEMESTER | CU Contact: Emily Gratson | www.livingandlearninginternational.com

Living and Learning in Quito is part of a 15-year-old organization called Youth World. This 13-week program offers an amazing mixture of Adventure, Academic Excellence, Culture, Practical Experience, Language, Mission and Integrated Living. This semester-abroad opportunity is based in Quito, Ecuador's capital. Quito has amazing weather and is famous for its eternal springtime conditions. The city offers rich history, architecture, friendly people and safe living conditions in which to grow and learn. Course information and curriculum available online. 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) | CU Contact: Prof. Andrew Smith | overseas.huji.ac.il

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.

VERITAS CHRISTIAN STUDY ABROAD | www.veritasabroad.com

The mission of Veritas Christian Study Abroad is to provide college-level study abroad programs at host universities while helping students develop as mission-minded Christian leaders. Veritas Christian Study Abroad is a division of International Studies Abroad (ISA). ISA is an innovative leader in the study abroad community. For 25 years ISA has been providing high quality academic programs with excellent student support at home and abroad. Cornerstone partners with Veritas programs in Argentina, Brazil, Chile, Dominican Republic, England, France, Italy, Peru, South Korea and Spain.

COUNCIL FOR CHRISTIAN COLLEGES & UNIVERSITIES PROGRAMS (WWW.CCCU.ORG)

Best Semester Programs | www.bestsemester.com

Council for Christian Colleges & Universities | CCCU Registered Programs

CCCU REGISTERED PROGRAMS

AUSABLE INSTITUTE OF ENVIRONMENTAL STUDIES | CU Contact: Dr. Rob Keys | www.ausable.org

The Au Sable Institute of Environmental Studies in Mancelona, Mich., 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 are 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.

INTERNATIONAL BUSINESS INSTITUTE (IBI) | CU Contact: Dr. Brad Stamm | www.ibi-program.org

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) | CU Contact: Andrew Smith | www.juc.edu

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) | CU Contact: Dr. Michael Pasquale | www.semesterinspain.org

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 homestay 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 Spanish 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) | CU Contact: Alan Blanchard | www.worldji.com

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.

BEST SEMESTER PROGRAMS

AMERICAN STUDIES PROGRAM (ASP) | CU Contact: Dr. Erik Benson | asp.bestsemester.com

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 their students to live faithfully in contemporary society as followers of Christ. Students earn 16 semester hours of credit.

AUSTRALIA STUDIES CENTRE (ASC)

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) | CU Contact: Dr. Brad Stamm | csp.bestsemester.com

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) | CU Contact: Michael Stockdale | cmc.bestsemester.com

The Contemporary Music Center in Nashville, Tenn. 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.

INDIA STUDIES PROGRAM | www.bestsemester.com/isp

The India Studies Program is structured to provide students with both immersion in a local community and broad exposure to a variety of peoples, places and customs in India including an extensive two-week travel portion of the program to provide students a close up look at India’s diversity. Students will participate in two core courses designed to provide a broad overview of the historical, religious, geographical and economic landscape of India. Building on their basic understanding of India’s past and contemporary realities students will have opportunities to explore a variety of issues – poverty, social justice, rapid social change, religious pluralism – through the eyes and experience of Indian Christians.

LATIN AMERICAN STUDIES PROGRAM (LAS) | CU Contact: Dr. Michael Pasquale | lasp.bestsemester.com
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) | CU Contact: Dr. Pete Muir | lafsc.bestsemester.com
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) | CU Contact: Andrew Smith | mesp.bestsemester.com
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.

NEW YORK CITY JOURNALISM SEMESTER | CU Contact: Dr. Alan Blanchard | www.tkc.edu/nyc-semester
The New York City Journalism Semester experience at King's College affords Cornerstone University journalism students the opportunity to both take classes at King's College from skilled media professionals and intern at media firms in New York City. It provides a challenging academic, cultural and professional experience that will enhance the development of CU's journalism students.

OXFORD SUMMER PROGRAMME (OSP) | CU Contact: Dr. Michael Stevens | osp.bestsemester.com
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.

SCHOLAR'S SEMESTER IN OXFORD (SSO) | CU Contact: Dr. Michael Stevens | sso.bestsemester.com
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
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. Homestays, 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.

POLICY FOR OFF-CAMPUS SEMESTER PROGRAMS

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 OFF-CAMPUS 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 awards a certain number of students per year a portion of their institutional financial aid in the form of off-campus scholarships to semester-abroad programs. In allocating off-campus study scholarships 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.

OFF-CAMPUS SCHOLARSHIPS

The maximum award amount will be determined as follows:

1. Equivalent to *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. Equivalent to *up to* 75% of institutional financial aid, depending on available funds: All domestic CCCU programs (such as the Contemporary Music Center) and IPC-approved domestic programs (such as the Chicago Semester).

APPLICATION PROCESS AND PROCEDURE FOR AWARDING OFF-CAMPUS PROGRAM SCHOLARSHIPS

1. The application deadline for off-campus programs is the Friday before Cornerstone University's Spring Break during the year prior to study. For example, if a student is hoping to study off-campus during the 2018-2019 academic year, s/he must submit the application to the Associate Dean of Assessment and Student Success no later than the Friday before Cornerstone's Spring Break in 2018. The application is available to current university students on the CU Portal or it can be accessed by contacting the Associate Dean of Assessment and Student Success.
2. Scholarship 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 for which the student is eligible. In addition, the following factors will be used to determine approval and award amounts: placement of study-abroad within Cornerstone academic program, overall G.P.A., prior participation in semester-abroad programs, financial need and cost of the program.

OTHER STIPULATIONS

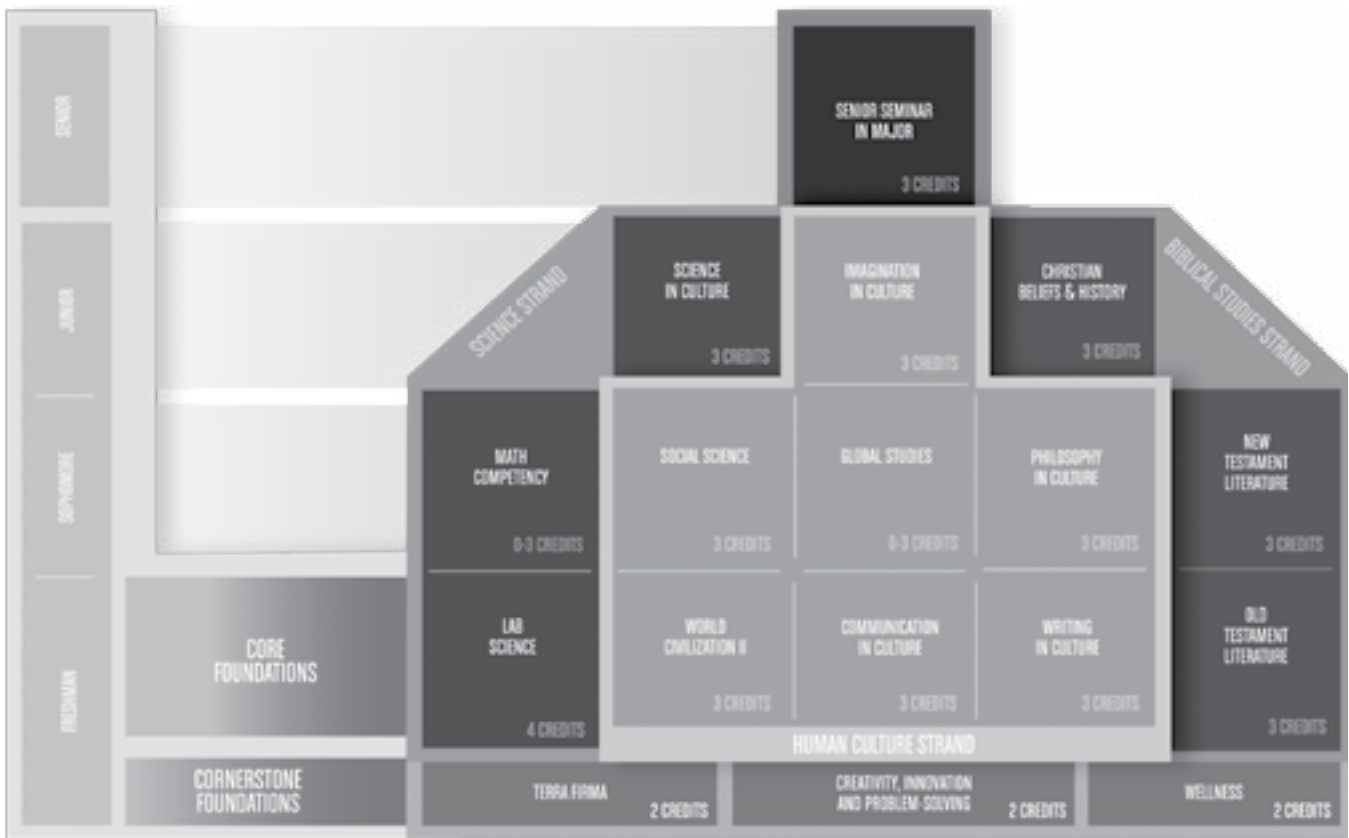
Students attending Cornerstone University under a tuition exchange program from another college cannot carry that benefit to an off-campus program.

For more information regarding off-campus programs, see www.cornerstone.edu/academics/study-aboard

DEGREE INFORMATION



THE CORNERSTONE CORE CURRICULUM



The Cornerstone University core curriculum reflects our intellectual commitment to our students as we teach them to understand, navigate and ultimately shape culture as Christ-followers. We are committed to educating students who have the passion and ability to effectively engage the cultures of our world for Christ, and a robust liberal arts core is a crucial component of that process. Furthermore, we believe that every student will thrive more fully in his or her major, and ultimately in his or her vocation, as a result of engaging in this sequence of courses.

The Cornerstone core curriculum builds on a foundation of first-year courses that induct students into the Cornerstone ethos, develop their creative skills, and establish principles for physical wellness. The core then weaves together three crucial strands to help shape a profoundly Christian vision for life in this world. First, our Biblical studies strand offers a developmental sequence of courses that guides students through surveys of the Old Testament and New Testament and a historical overview of Christian theology. These courses ground each student in the Biblical narrative of God's work in His creation and with His people.

Second, our scientific knowledge strand combines theory with praxis in bringing students into engagement with God's creation through the study of the material world and the scientific method. Lectures and experiential learning are coupled with courses that ask crucial questions about the nature and scope of science for those of us who seek to live as wise stewards of God's creation.

Finally, our human culture strand enables students to explore the historical and contemporary terrain of human culture making. Practical skills in critical thinking and communication in written and spoken forms are an important part of this preparation, but so also are the deep questions that permeate courses such as Writing in Culture, Philosophy in Culture and Imagination in Culture. Embedded in this strand is a developmental process by which students begin to understand themselves and the cultures in which they live, then to navigate those and other cultures with wisdom and discernment, and finally to creatively shape culture as God's image-bearers.

The core curriculum culminates in a Senior Seminar in the major that equips students to apply the skills and insights gained in the core to their chosen vocation. With all three strands unified in the quest to educate effective agents of the Kingdom of God, our core curriculum provides our graduates with a strong yet flexible foundation from which to live fully in the vocations to which God calls them.

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:

CORE CURRICULUM FOR THE ASSOCIATE OF ARTS DEGREE

Early Childhood Education and TESOL (A.A.)

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 and Problem Solving..... | 2 |
| IDS-103 | CU Foundations I..... | 1 |
| IDS-104 | CU Foundations II | 1 |
| KIN-100 | Total Fitness and Wellness | 2 |
| MAT-110 | College Mathematics | 3 |
| PHI-211 | Philosophy In Culture | 3 |
| PSY-232 | Developmental Psychology..... | 3 |
| REL-104 | Old Testament Literature..... | 3 |
| SCI-201 | Integrated Science for Elementary Teachers..... | 3 |

EDUCATION CORE

| | | |
|---------|---|---|
| EDU-230 | Principles/Philosophy of Education | 3 |
| EDU-231 | School Observation Practicum..... | 1 |
| EDU-235 | Teacher Assistant Practicum Early Childhood/TESOL AA..... | 1 |
| EDU-262 | Computers and Technology in Education | 3 |
| EDU-381 | Educational Psychology..... | 3 |

Total..... 44

Early Childhood Core/TESOL Core (See pages 189 for requirements) 21

Total..... 65

* 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.

CORE CURRICULUM FOR THE BACHELOR OF ARTS AND THE BACHELOR OF SOCIAL WORK

(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 58.

| Requirement | Credit Hours |
|---|----------------------|
| COM-112 Communication in Culture..... | 3 |
| ENG-212 Writing in Culture**..... | 3 |
| HIS-114 World Civilization II..... | 3 |
| HUM-311 Imagination in Culture..... | 3 |
| IDS-101 Creativity, Innovation and Problem Solving..... | 2 |
| IDS-103 CU Foundations I..... | 1 |
| IDS-104 CU Foundations II..... | 1 |
| KIN-100 Total Fitness and Wellness..... | 2 |
| KIN-1XX Activity Course*..... | 1 |
| PHI-211 Philosophy in Culture..... | 3 |
| REL-104 Old Testament Literature..... | 3 |
| REL-204 New Testament Literature..... | 3 |
| REL-352 Christian Beliefs and History..... | 3 |
| SCI-311 Science in Culture..... | 3 |
| Social Science Course (PSY-111, SOC-111, ECN-231, ECN-232, CMI-223, SSC-161, SSC-211 or SSC-262)..... | 3 |
| Lab Science Course..... | 4 |
| Math Competency (see page 43)..... | 0-3 |
| English Competency**..... | 0-6 |
| Global Studies Requirement (see below)..... | 0-3 |
| Foreign Language Requirement (see below)..... | 0-8 |
| Total Core Requirements..... | .41 (minimum) |

* 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 39 for placement criteria

MATH COMPETENCY – Choose one of the following:

1. MAT-110 College Mathematics
2. MAT-121 College Algebra
3. MAT-122 Trigonometry
4. MAT-131 Calculus I
5. MAT-132 Calculus II
6. Exemption by examination (see page 43 for details).

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.

GLOBAL STUDIES REQUIREMENT – Choose one of the following:

1. Minimum two-week international study experience as approved by International Programs Committee.
2. A minimum three-credit cross-cultural internship as approved by the division.
3. A Global Studies course as approved by the International Programs Committee. (See page 40 for a list of approved courses.)
4. Students with a non-U.S. high school diploma are exempt.

FOREIGN LANGUAGE REQUIREMENT – Choose one of the following:

1. Language 101 and LIN-100 Language in Culture
2. Language 101 and Language 102
3. Two years of the same high school foreign language (meeting the minimum grade standard level) and LIN-100 Language in Culture.
4. Two years of the same high school foreign language (meeting the minimum grade standard level) and Language 102.
5. Three years of the same high school foreign language (meeting the minimum grade standard level).
6. Students who have English as their second language are exempt.

CORE CURRICULUM FOR THE BACHELOR OF MUSIC

(B.Mus.), 129 semester hours.

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

| Requirement | Credit Hours | |
|--|--|---------------------|
| COM-112 | Communication in Culture | .3 |
| ENG-212 | Writing in Culture*** | .3 |
| HIS-114 | World Civilization II* | .3 |
| HUM-311 | Imagination in Culture | .3 |
| IDS-101 | Creativity, Innovation and Problem Solving | .2 |
| IDS-103 | CU Foundations I | .1 |
| IDS-104 | CU Foundations II | .1 |
| KIN-100 | Total Fitness and Wellness | .2 |
| KIN-1XX | Activity Course** | .1 |
| PHI-211 | Philosophy in Culture | .3 |
| REL-104 | Old Testament Literature | .3 |
| REL-204 | New Testament Literature | .3 |
| REL-352 | Christian Beliefs and History | .3 |
| SCI-211 | Science of Music | .1 |
| SCI-311 | Science in Culture | .3 |
| Math Competency (see page 43) | | 0-3 |
| English Competency*** | | 0-6 |
| Global Studies Requirement (see below) | | 0-3 |
| Foreign Language Requirement (see below)**** | | 0-8 |
| Total Core Requirements | | 35 (minimum) |

* HIS-114 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 ENG-212. See page 39 for placement criteria

**** Vocal performance majors (including Contemporary Christian Music) must meet the university's language requirement in order to graduate.

MATH COMPETENCY – Choose one of the following:

1. MAT-110 College Mathematics
2. MAT-121 College Algebra
3. MAT-122 Trigonometry
4. MAT-131 Calculus I
5. MAT-132 Calculus II
6. Exemption by examination (see page 43 for details).

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, 110, 121, 122 or 131 according to the result of the placement examination.

GLOBAL STUDIES REQUIREMENT – Choose one of the following:

1. Minimum two-week international study experience as approved by International Programs Committee.
2. A minimum three-credit cross-cultural internship as approved by the division.
3. A Global Studies course as approved by the International Programs Committee. (See page 40 for a list of approved courses.)
4. Students with a non-U.S. high school diploma are exempt.

FOREIGN LANGUAGE REQUIREMENT – Choose one of the following:

1. Language 101 and LIN-100 Language in Culture
2. Language 101 and Language 102
3. Two years of the same high school foreign language (meeting the minimum grade standard level) and LIN-100 Language in Culture.
4. Two years of the same high school foreign language (meeting the minimum grade standard level) and Language 102.
5. Three years of the same high school foreign language (meeting the minimum grade standard level).
6. Students who have English as their second language are exempt.

CORE CURRICULUM FOR THE BACHELOR OF SCIENCE

(B.S.), 120 semester hours. For a complete listing of majors in the Bachelor of Science program, see page 58.

| Requirement | Credit Hours |
|---|---------------------|
| COM-112 Communication in Culture..... | 3 |
| ENG-212 Writing in Culture***..... | 3 |
| HIS-114 World Civilization II..... | 3 |
| HUM-311 Imagination in Culture..... | 3 |
| IDS-101 Creativity, Innovation and Problem Solving..... | 2 |
| IDS-103 CU Foundations I..... | 1 |
| IDS-104 CU Foundations II..... | 1 |
| KIN-100 Total Fitness and Wellness..... | 2 |
| KIN-1XX Activity Course**..... | 1 |
| PHI-211 Philosophy in Culture..... | 3 |
| REL-104 Old Testament Literature..... | 3 |
| REL-204 New Testament Literature..... | 3 |
| REL-352 Christian Beliefs and History*..... | 3 |
| SCI-311 Science in Culture****..... | 3 |
| Math Competency (see page 43)..... | 0-3 |
| English Competency***..... | 0-6 |
| Global Studies Requirement (see below)..... | 0-3 |
| Social Science Course (PSY-111, SOC-111, ECN-231, ECN-232, CMI-223, SSC-161, SSC-211 or SSC-262)..... | 3 |
| One Lab Science Course..... | 4 |
| Total Core Requirements | 35 (minimum) |

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

** KIN-1XX excludes the following courses: KIN-147, KIN-100, KIN-16X, KIN-17X

*** All students must meet the university competencies in writing and mathematics before being placed in ENG-212. See page 43 for placement criteria and page 39 for competency requirements.

**** Except Biology: Pre-Professional Majors. Students in this major should take BIO-400 instead.

MATH COMPETENCY – Choose one of the following:

1. MAT-110 College Mathematics
2. MAT-121 College Algebra
3. MAT-122 Trigonometry
4. MAT-131 Calculus I
5. MAT-132 Calculus II
6. Exemption by examination (see page 43 for details).

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, 110, 121, 122 or 131 according to the result of the placement examination.

GLOBAL STUDIES REQUIREMENT – Choose one of the following:

1. Minimum two-week international study experience as approved by International Programs Committee.
2. A minimum three-credit cross-cultural internship as approved by the division.
3. A Global Studies course as approved by the International Programs Committee. (See page 40 for a list of approved courses.)
4. Students with a non-U.S. high school diploma are exempt.

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.)

MAJORS

ASSOCIATE OF ARTS

TEACHER EDUCATION

- Early Childhood
- TESOL

BACHELOR OF ARTS

BIBLE, RELIGION & MINISTRY

- Ancient Studies
- Bible

COMMUNICATION & MEDIA

- Audio Production
- Communications Arts Group (Secondary)
- Communication Studies
- Digital Media
- Film and Video Production
- Health Communication
- Photography

HUMANITIES

- English (Secondary)
- History
- Humanities: Creative Writing
- Humanities: Linguistics
- Humanities: Literature
- Humanities: Philosophy
- Humanities: Professional Writing
- Social Studies Group (Elementary)
- Social Studies Group (Secondary)
- Spanish

INTERDISCIPLINARY STUDIES

- Creativity and Innovation (2nd Major Only)
- General Studies
- Interdisciplinary Studies

KINESIOLOGY, SCIENCE & MATHEMATICS

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

MUSIC

- Music
- Music (Worship Arts)

SOCIAL SCIENCE

- Community Health
- Psychology: Child and Adolescent Services
- Psychology: Counseling
- Psychology: General Psychology
- Psychology: Marriage and Family Studies

TEACHER EDUCATION

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

BACHELOR OF MUSIC

MUSIC

- Music Education
- Performance
- Performance: Commercial Music

BACHELOR OF SCIENCE

BIBLE, RELIGION, & MINISTRY

- Bible
- Inter-Cultural Studies
- Ministry
- Missions Aviation

KINESIOLOGY, SCIENCE & MATHEMATICS

- Environmental Biology
- Exercise Science: Cardiac Rehabilitation
- Exercise Science: Pre-Occupational Therapy
- Exercise Science: Pre-Physical Therapy
- Pre-Dental
- Pre-Medical
- Pre-Pharmacy
- Pre-Veterinary

BUSINESS

- Accounting
- Business Administration
- Computer Information Systems
- Economics
- Finance
- International Business
- Management
- Marketing
- Non-Profit Administration
- Sports Management

COMMUNICATION & MEDIA

- Journalism: Broadcast Reporting/Producing
- Journalism: Business Reporting
- Journalism: Editing/Publishing
- Journalism: Health-Science Reporting
- Journalism: News Reporting
- Journalism: Sports Reporting
- Public Relations

BACHELOR OF SOCIAL WORK

SOCIAL SCIENCE

- Social Work

INTERDISCIPLINARY STUDIES MAJOR

In special circumstances, a student wishing to pursue a course of study not available within the stated offerings of Cornerstone University may present a proposal to the Associate Dean of Assessment and Student Success, requesting approval of an individualized program leading to a baccalaureate degree. Such a program should be thoughtfully designed in consultation with a faculty advisor after the student has had significant college experience. Therefore, a student should not begin the proposal process earlier than the second term of the sophomore year.

Interdisciplinary Studies programs require a minimum of 46 credit hours across at least two (2) disciplines. Normally, at least twelve (12) credit hours of upper-division courses, with no presumption of waiver of specified prerequisites, must be taken from each of these two disciplines. The program must also include either an internship or a scholarly research project.

Students must include in their proposal a written statement of purpose. Proposals require the approval of two faculty advisors, the respective division chair or chairs, and the Dean of Undergraduate Education. Proposals will not be considered from any student with a current cumulative grade point average of less than 2.8.

MINORS

BIBLE

- Ancient Studies
- Bible
- Greek
- Inter-Cultural Studies
- Ministry

BUSINESS

- Accounting
- Business Administration
- Computer Information Systems
- Economics
- Finance
- International Business
- Management
- Marketing
- Non-Profit Administration
- Sports Management

COMMUNICATION & MEDIA

- Audio Production
- Communication Studies
- Communication Arts Group (Secondary)
- Digital Media
- Film/Video Production
- Graphic Design
- Journalism (Secondary)
- Language Arts Group (Elementary)
- Photography
- Public Relations

HUMANITIES

- Creative Writing
- English
- History
- Linguistics
- Philosophy
- Professional Writing
- Spanish
- Teaching English to Speakers of Other Languages (TESOL)

INTERDISCIPLINARY STUDIES

- Creativity and Innovation
- Social Justice

KINESIOLOGY, SCIENCE & MATHEMATICS

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

MUSIC

- Music

SOCIAL SCIENCES

- Community Health
- Family Studies
- Psychology
- Social Work
- Sociology

TEACHER EDUCATION

- Elementary
 - Early Childhood (Endorsement) Elementary Planned
 - Integrated Science
 - Language Arts Group
 - Mathematics
 - Reading
 - Social Studies Group
 - Spanish
 - Teaching English to Speakers of Other Languages (TESOL)
- Secondary
 - Biology
 - Chemistry
 - Communication Arts Group
 - English
 - Health
 - History
 - Journalism
 - Mathematics
 - Physical Education
 - Psychology
 - Social Studies Group
 - Spanish
 - Teaching English to Speakers of Other Languages (TESOL)

DESIGNING A PROGRAM



HOW TO READ THE CATALOG

COURSE NUMBERS, LEVELS AND CREDITS

This does not mean that 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. Courses numbered lower than 100 are remedial and do not count toward graduation credit. The letter preceding a course number indicates the department from which a course is taught. Cornerstone University's letters indicate the following:

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

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

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 advisor. These changes must have approval recorded with the Registrar's Office to be valid.

BIBLE, RELIGION & MINISTRY

DIVISION



John Duff, Ph.D.
Division Chair

Courses in the Bible, Religion & Ministry (BRM) Division prepare students to deal with foundational issues of life, and upon this foundation students will be able to build their future academic and vocational plans.

Teaching from a biblical perspective, our faculty enable students to articulate a Christian worldview, develop skills for ministry, and mature in the spiritual disciplines. Students will emerge from these programs with an essential knowledge of Scripture as well as the requisite tools for applying Scripture to new and emerging contexts.

The majors and minors in the BRM Division reflect an educational philosophy that students should design their programs in accordance with their needs and expectations for the future. The Ancient Studies major is an interdisciplinary degree that focuses on ancient Mediterranean cultures, including Israel, Egypt, Greece and Rome. The Ministry major prepares students for various vocations, such as youth, children, camp, sports, parachurch, or urban ministries. The Biblical Studies major provides preparation for ministry, seminary, or related postgraduate training. The Intercultural Studies major empowers students to minister across cultural and ethnic boundaries. The Missions Aviation major, in partnership with the School of Missionary Aviation Technology, equips individuals with the Bible training and technical skills to serve the greater missions community through the critically useful tools of air transportation.

DEGREES

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

MAJORS

Ancient Studies (B.A.)
Biblical Studies (B.S.)
Inter-Cultural Studies (B.S.)
Ministry (B.S.)
Missions Aviation (B.S.)

MINORS

Ancient Studies
Biblical Studies
Greek
Intercultural Studies
Ministry

FACULTY

Duff, John H., Professor of Theology (Chair); B.A., Cedarville College; M.A., Western Kentucky University; M.T.S., Grand Rapids Theological Seminary; Ph.D., Calvin Theological Seminary

Bustrum, Philip A., Professor of Intercultural Studies; B.A., Bob Jones University; M.S., Portland State University; Ph.D., Biola University/Talbot School of Theology

Dekker, Jim, Associate Professor of Ministry; B.Th., Tyndale College; M.A., Calvin College; Ph.D., Trinity Evangelical Divinity School

Marko, Jonathan, Assistant Professor of Theology, B.S., University of Akron; M.Div., Ashland Theological Seminary, Ph.D., Calvin Theological Seminary

Mohrmann, Douglas C., Assistant Professor of Religion; B.A., Evangel University; M.A., Gordon-Conwell Theological Seminary; Ph.D., University of Durham

Nguyen, Kimberly Lan, Assistant Professor of Old Testament; B.S., University of Houston – Central Campus; M.Div., Alliance Theological Seminary; M.A., University of Wisconsin; Ph.D., University of Wisconsin

Perini, Donald P., Associate Professor of Creativity and Ministry; B.A., Biola University; M.A., Talbot School of Theology; M.F.A., National University

Roberts, Ryan N., Assistant Professor of Old Testament; B.S., Summit University; M.A., Trinity Western University; M.A., University of California, Los Angeles; Ph.D., University of California, Los Angeles

Smith, Andrew L., Associate Professor of New Testament; B.A., Grand Rapids Baptist College; M.Div., Grand Rapids Theological Seminary; M.A., Western Kentucky University

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.

ADMISSION TO THE BIBLE, RELIGION & MINISTRIES PROGRAMS

Admission to the BRM programs occurs while the student is enrolled in REL-236 New Testament Literature & History. Transfer students should pursue admission to all BRM programs their first semester at Cornerstone.

A student who wishes to be admitted into the BRM division must do the following: 1) achieve a minimum cumulative G.P.A. of 2.5; 2) complete an application; 3) obtain references from a professor outside the BRM division and a pastor; 4) interview with a faculty member of the BRM; and 5) be approved by a vote by the BRM faculty.

Students who maintain the minimum academic standards and show Christian maturity will continue in the program. Assistance in these areas can be obtained from your academic advisor, the BRM faculty, Student Development, the Learning Center and the Center for Career and Life Calling.

BACHELOR OF ARTS MAJORS & MINORS

General Education Core: Requirements for the B.A. are listed in the Degree Information section (see page 55).

ANCIENT STUDIES MAJOR *(requires a minor)*

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.

Note: Students choosing Ancient Studies as a major should take REL-130 Old Testament Literature (instead of REL-104) and REL-236 New Testament Literature (instead of REL-204) to fulfill the core requirements.

| Required Courses | Credit Hours |
|--|--------------|
| GRK-101 Greek Grammar I | 4 |
| GRK-102 Greek Grammar II | 4 |
| GRK-201 Semantic Analysis I | 4 |
| GRK-202 Semantic Analysis II | 3 |
| HEB-101 Hebrew I | 4 |
| HEB-102 Hebrew II | 4 |
| HIS-332 The Classical World: Greece and Rome | 3 |
| HIS-451 Historiography | 2 |
| LAT-101 Latin I | 4 |
| PHI-213 Plato and Aristotle | 3 |
| REL/HIS-338 Second Temple Judaism and the Dead Sea Scrolls | 3 |
| REL-412/HIS-432 History and Religions of the Ancient Near East | 3 |
| REL/HIS-481 & 482 Thesis Project I & II or internship option | 4 |
| Total | 45 |

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

ANCIENT STUDIES MINOR

| Required Courses | Credit Hours |
|---|---------------------|
| <i>Choose one of the following one year language studies:</i> | 8 |
| GRK-101/102 Greek Grammar I and II | |
| HEB-101/102 Hebrew I and II | |
| LAT-101/102 Latin I and II | |
| <i>Choose any four of the following:</i> | 12 |
| HIS-332 Classical World: Greece and Rome | |
| HIS-341 Medieval History | |
| HIS-451 & 452 Historiography | |
| PHI-213 Plato and Aristotle | |
| REL-33X Biblical Literature Course | |
| REL/HIS-338 Second Temple Judaism and the Dead Sea Scrolls | |
| REL-412/HIS-432 History and Religions of the Ancient Near East | |
| Total | 20 |

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 |

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.

General Education Core requirements for the Bachelor of Science degree are listed in the Degree Information section (see page 57). Ministry and Intercultural Studies majors must also take a Bible minor.

BIBLICAL STUDIES MAJOR *(requires a minor)*

Students selecting a Biblical Studies major are required to choose one of the four concentrations listed below as well as complete a minor.

| Required Courses | Credit Hours |
|--|---------------------|
| REL-103 Biblical Hermeneutics | 3 |
| REL-130 Old Testament Literature (substitute for core class) | 3 |
| REL-212 Religions of the World | 3 |
| REL-236 New Testament Literature (substitute for core class) | 3 |
| REL-354 Theology I (substitute for core class) | 3 |
| REL-356 Theology II | 3 |
| REL-380 Internship | 3 |
| REL-43X Bible Analysis Course | 3 |
| REL-462 Senior Seminar | 2 |
| <i>One of the following:</i> | 3 |
| REL-330 Mosaic Literature | |
| REL-333 Wisdom Literature | |
| REL-334 Prophetic Literature | |
| REL-357 Old Testament History and Theology | |
| <i>One of the following:</i> | 3 |
| REL-335 Pauline Literature | |
| REL-338 Second Temple Literature and the Dead Sea Scrolls | |
| REL-339 Gospel Literature | |
| REL-358 New Testament History and Theology | |
| Subtotal | 32 |

Choose one of the following concentrations for the Bible major:

| Biblical Languages Concentration | Credit Hours |
|---|---------------------|
| GRK-101 Greek I | 4 |
| GRK-102 Greek II | 4 |
| HEB-101 Hebrew I | 4 |
| HEB-102 Hebrew II | 4 |
| Total | 16 |

Continued on next page

| Intercultural Studies Concentration <i>(Not an option for Intercultural Studies double majors)</i> | | Credit Hours |
|---|----------------------------|---------------------|
| CMI-223 | Cultural Anthropology | 3 |
| CMI-311 | Evangelism & Discipleship | 3 |
| CMI-334 | Spiritual Formation | 3 |
| CMI-444 | Contemporary Global Issues | 3 |
| Total | | 12 |

| Ministry Concentration <i>(Not an option for Ministry double majors)</i> | | Credit Hours |
|---|---|---------------------|
| CMI-221 | Learning, Liturgy & Technology | 3 |
| CMI-252 | Interpersonal & Intrapersonal Relationships in Ministry | 3 |
| CMI-334 | Spiritual Formation | 3 |
| CMI-481 | Counseling Families | 3 |
| Total | | 12 |

| Philosophy Concentration <i>(Not an option for Humanities double majors)</i> | | Credit Hours |
|---|------------------------|---------------------|
| PHI-213 | Plato and Aristotle | 3 |
| PHI-215 | Augustine and Aquinas | 3 |
| PHI-353 | Philosophical Ethics | 3 |
| REL-411 | Philosophy of Religion | 3 |
| Total | | 12 |

Total for Biblical Studies Major **44-48**

BIBLICAL STUDIES MINOR

| Required Courses | | Credit Hours |
|-------------------------------------|---|---------------------|
| REL-103 | Hermeneutics | 3 |
| REL-33X | Biblical Literature Course | 3 |
| REL-352 * | Christian Beliefs and History | 3 |
| REL-43X | Bible Analysis Course | 3 |
| <i>Choose one of the following:</i> | | <i>3</i> |
| REL-104 * | Old Testament Literature | |
| REL-130 * | Old Testament Literature for BRM majors | |
| <i>Choose one of the following:</i> | | <i>3</i> |
| REL-204 * | New Testament Literature | |
| REL-236 * | New Testament Literature for BRM majors | |
| Total | | 18 |

INTERCULTURAL STUDIES MAJOR (MISSIONS) *(requires a Biblical Studies Minor)*

This degree is designed to equip students for cross-cultural ministry in a church or parachurch setting. It seeks to train students by providing a curriculum that is biblically rooted, theoretically sound, holistically based and practically relevant. The program empowers students to become innovative cross-cultural leaders who are following the teaching of Christ in making disciples of all ethnic groups, who are growing in their Christian character and Christlikeness, and who are being prepared in knowledge and skill in history, anthropology and strategy to serve as Christian professionals in a wide variety of vocations.

| Required Courses | | Credit Hours |
|---|---|---------------------|
| CMI-222 | Poverty and Justice | 3 |
| CMI-223 | Cultural Anthropology | 3 |
| CMI-243 | Introduction to Intercultural Studies | 3 |
| CMI-252 | Interpersonal and Intrapersonal Relationships | 3 |
| CMI-311 | Evangelism and Discipleship | 3 |
| CMI-334 | Spiritual Formation | 3 |
| CMI-444 | Contemporary Global Issues | 3 |
| REL-212 | Religions of the World | 3 |
| REL-380 | Internship | 3 |
| REL-462 | Senior Seminar | 3 |
| <i>One elective (200, 300 or 400 level) from Christian Ministries, Linguistics or Religion [i.e., CMI, LIN or REL].</i> | | <i>3</i> |
| Required Biblical Studies Minor Courses | | |
| REL-103 | Biblical Hermeneutics | 3 |
| REL-130 | Old Testament Literature for BRM majors | 3 |
| REL-236 | New Testament Literature for BRM majors | 3 |
| REL-33X | Biblical Literature Course | 3 |
| REL-354 * | Theology I | 3 |
| REL-43X | Biblical Analysis Course | 3 |
| Total | | 51 |

* Cornerstone Core Course

INTERCULTURAL STUDIES MINOR (MISSIONS)

| Required Courses | Credit Hours |
|---|--------------|
| CMI-223 Cultural Anthropology | 3 |
| CMI-243 Introduction to Intercultural Studies | 3 |
| CMI-311 Evangelism and Discipleship | 3 |
| CMI-334 Spiritual Formation | 3 |
| <i>Choose two of the following:</i> | 6 |
| CMI-222 Poverty and Justice | |
| CMI-414 Islam | |
| CMI-434 Leadership in Short-Term Missions | |
| CMI-444 Contemporary Global Issues | |
| LIN-225 Introduction to Linguistics | |
| LIN-371 Second Language Acquisition | |
| LIN-372 Sociolinguistics | |
| REL-212 Religions of the World | |
| SOC-352/COM-311 Intercultural Communication | |
| Total | 18 |

MINISTRY MAJOR (requires a Biblical Studies Minor)

This degree is designed to equip students for practical ministry in the church or parachurch setting. It seeks to train students by providing a robust curriculum that is biblically based, theoretical and practical. 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 Ministry major 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, camping, sports, parachurch, emerging adults, and urban ministries.

| Required Courses | Credit Hours |
|---|--------------|
| CMI-151 Lifespan Development | 3 |
| CMI-221 Learning, Liturgy, and Technology | 3 |
| CMI-222 Poverty and Justice | 3 |
| CMI-252 Interpersonal and Intrapersonal Relationships | 3 |
| CMI-334 Spiritual Formation | 3 |
| CMI-381 ** Internship I: Career Development | 3 |
| CMI-382 Internship II: Teacher and the Teaching Task | 3 |
| CMI-418 ** Capstone: Art of Ministry | 3 |
| CMI-481 Counseling Families | 3 |
| <i>Choose one of the following:</i> CMI 2XX, CMI 3XX, CMI 4XX | 3 |
| IDS-101 * Creativity, Innovation, and Problem Solving | 2 |
| Required Biblical Studies Minor Courses | |
| REL-103 Biblical Hermeneutics | 3 |
| REL-130 * Old Testament Literature for BRM majors | 3 |
| REL-236 * New Testament Literature for BRM majors | 3 |
| REL-33X Biblical Literature Course | 3 |
| REL-354 * Theology I | 3 |
| REL-43X Biblical Analysis Course | 3 |
| Total | 50 |

MINISTRY MINOR (CHILDREN, YOUTH AND ADULT MINISTRY)

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

* Cornerstone Core Course

** CMI-381 takes the place of REL-380 and CMI-418 takes the place of REL-462 for students who double major in Ministry and Bible.

MISSIONS AVIATION MAJOR *(requires a minor)*

This degree has a focus on Missions Aviation along with classes from the Biblical Studies and Intercultural Studies programs. Students enrolled in this program are prepared academically to engage with missions organizations that employ missionary aviators. The degree is designed to integrate a concentration in aircraft maintenance with an elective second year in flight training, thereby giving the graduate valuable training for work on the mission field. (The graduate will typically need some additional experiential work in the aviation field before being accepted into the missions agency.)

The technical concentration for this degree is completed at the School of Missionary Aviation Technology (SMAT) upon completion of the sophomore year at Cornerstone. It will be necessary to complete the pre-entrance requirements of SMAT before proceeding with the technical training. Cornerstone will accept the FAA certificate earned by the graduates of SMAT's one- and two-year programs as evidence of prior learning, in the amount of 60 (sixty) credits, towards a bachelor of science (B.S.) degree in Missions Aviation.

| Required Courses | Credit Hours |
|---|---------------------|
| CMI-223 Cultural Anthropology | 3 |
| CMI-311 Evangelism & Discipleship | 3 |
| CMI-334 Spiritual Formation | 3 |
| CMI-444 Contemporary Global Issues | 3 |
| REL-103 Biblical Hermeneutics | 3 |
| REL-130 OT Literature for BRM Majors | 3 |
| REL-212 Religions of the World | 3 |
| REL-236 NT Literature for BRM Majors | 3 |
| REL-354 Theology I | 3 |
| REL-356 Theology II | 3 |
| REL-380 Internship | 3 |
| REL-43X Bible Analysis Course | 3 |
| REL-462 Senior Seminar | 2 |
| <i>Choose one of the following:</i> | 3 |
| REL-330 Mosaic Literature | |
| REL-333 Wisdom Literature | |
| REL-334 Prophetic Literature | |
| REL-357 Old Testament History & Theology | |
| <i>Choose one of the following:</i> | 3 |
| REL-335 Pauline Literature | |
| REL-338 Second Temple Literature and the Dead Sea Scrolls | |
| REL-339 Gospel Literature | |
| REL-358 New Testament History and Theology | |
| Total | 44 |

COURSE DESCRIPTIONS

DEPARTMENT AND LEVEL/COURSE NAME

CREDITS/FREQUENCY
(See page 61 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-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 sociocultural 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-243 Introduction to Intercultural Studies 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.

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 3/1

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-381 Internship I: Career Development 3/1

Designed to help the student discover their gifts, talents, calling, interest and abilities as they relate to youth ministry and parachurch settings. A minimum of 140 hours in supervised ministry is required. *Prerequisites: Junior status, Admission into BRM division.*

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 recorded. A minimum of 140 hours in supervised ministry is required. *Prerequisites: Admission into BRM division.*

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. *Prerequisites: Junior status, Admission into BRM division.*

CMI-418 Art of Ministry Capstone 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: Admission to the BRM division or permission of the instructor or division chair.*

CMI-434 Leadership in Short-Term Missions 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 Contemporary Global Issues 3/2
An investigation of current global issues and how they are forming mission strategy in our contemporary and future world. The course analyzes current topics such as the environment, disease, poverty, and globalization, as well as mission issues of leadership, development, partnerships, and spiritual warfare.

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.

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. *Prerequisite: GRK-101.*

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. *Prerequisite: GRK-201.*

GRK-336 Septuagint Studies 3/6
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. *Prerequisite: Admission into BRM division.*

GRK-470 Readings in Greek 1-3/6
Guided readings and reports in the student's area of interest and need. *Prerequisite: Admission into BRM division.*

GRK-471 Advanced Greek Reading 1-3/6
Prerequisite: Admission into BRM division.

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. *Prerequisite: Admission into BRM division.*

GRK-490 Independent Studies in Greek 1-3/6
Consult with Division Chair and instructor in Greek concerning possible studies. *Prerequisite: Admission into BRM division.*

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. *Prerequisite: HEB-101.*

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.

- REL-352 Christian Beliefs and History 3/1**
 A study of the major doctrines of Christianity. Consideration is given both to the biblical bases and the historical contexts out of which these beliefs were fashioned. The course also traces key developments in the history of Christianity that help explain the diversity of beliefs and practices among various Christian traditions. *Prerequisites: REL-104 and REL-204 (or REL-130 and REL-236) and PHI-211, Junior status.*
- REL-354 Theology I 3/2**
 A biblical, historical, and systematic treatment of four theological topics: the doctrine of revelation, theology proper, anthropology and Christology. The relevance of these topics to the student's personal life, the corporate life of the Church, and the cultural milieu is emphasized. *Prerequisites: REL-104 and REL-204 (or REL-130 and REL-236) and PHI-211, Junior status.*
- REL-356 Theology II 3/2**
 A biblical, historical, and systematic treatment of the remaining theological topics: pneumatology, soteriology, ecclesiology, and eschatology. Like REL-354, the course emphasizes both orthodoxy and orthopraxy. *Prerequisites: REL-104 and REL-204 (or REL-130 and REL-236), PHI-211, Junior status.*
- 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.
- 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**
 Practical field experience in a ministry context designed to help the student develop ministry skills and to clarify the student's sense of vocation.
- REL-411 Philosophy of Religion 3/4**
 An analysis of the major philosophical problems of religion in the twenty-first 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-412/HIS-432 History & Religions of the Ancient Near East 3/4**
 A study of the history, culture, and religions of the Ancient Near East (3500-323 BC). This class examines the main people groups of Mesopotamia, Egypt, and the Levant (Canaan/Israel) with special attention to shared cultural elements, the development of writing, and distinguishing characteristics and events. The class studies key primary texts (in English translation) of different genres while presenting a synthesis of prevalent ideologies. There will also be an introduction to scholarly methods for studying the textual and material finds that form the basis for historical reconstruction.
- 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. Strategies for engaging Muslims with the gospel will be included.
- 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-434 Judges 3/4**
 An examination of Judges in its historical context. Particular attention will be given to Hebrew narrative, the tribal system and societal structure in ancient Israel, Israelite religion, and various interpretative methodologies. The seminar will help students develop competency in research, Hebrew word studies, archaeological interpretation, and historical geography.
- REL-435 Psalms 3/4**
 This course explores ancient Israel's expression of faith in different seasons and aspects of life. Students will develop a deeper understanding and appreciation of psalms by analyzing the form and content of a variety of psalms.
- REL-436 Revelation 3/4**
 A study of the historical, literary, and theological features of the Book of Revelation and the various schools of its interpretation. The course will examine various examples of apocalyptic literature as they inform our understanding of Revelation.
- 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.

BUSINESS

DIVISION



K. Brad Stamm, Ph.D.
Division Chair

The division has a threefold purpose: first, to prepare students for professional roles in organizations to influence the world for Christ; second, to prepare students to serve in professional roles within Christian and non-profit organizations; and finally, to prepare students for graduate study in business.

DEGREES

Bachelor of Science (B.S.)

MAJORS

Accounting
Business Administration
Computer Information Systems
Economics
Finance
International Business
Management
Marketing
Non-Profit Administration
Sports Management

MINORS

Accounting
Business Administration
Computer Information Systems
Economics
Finance
International Business
Management
Marketing
Non-Profit Administration
Sports Management

FACULTY

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

Detwiler, Timothy J., Professor of Business; B.A., Cedarville College; M.A., Temple University; Ph.D., Pennsylvania State University

Fleenor, Victoria, Assistant Professor of Business; B.A., Cedarville College; B.S., Aquinas College; M.S., Grand Valley State University

Hammond, Rachel M., Assistant Professor of Business; B.A., Cornerstone University; M.M., Aquinas College

Loiselle, Christopher, Assistant Professor of Accounting; B.B.A., Western Michigan University; M.B.A., Western Michigan University

Morter, Scott D., Associate Professor of Business; B.R.E., Grand Rapids Baptist College; M.B.A., Grand Valley State University; D.B.A., ABD, Anderson University

Newhouse, Shawn M., Vice President for Traditional Undergraduate Academics and Associate Professor of Business; B.S., Taylor University; M.B.A., Taylor University; D.B.A., Anderson University

VanPutten, April A., Assistant Professor of Business; B.A., Cornerstone University; M.B.A., Grand Valley State University

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 55).

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.

MAJORS & MINORS

ACCOUNTING MAJOR (*Bachelor of Science*) (*does not require 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 |
| CIS-211 | Foundations of Information Systems | 3 |
| ECN-231 | Macroeconomics | 3 |
| ECN-232 | Microeconomics | 3 |
| FIN-341 | Principles of Finance | 3 |
| MGT-231 | Principles of Management | 3 |
| MGT-432 | Capstone Seminar: Strategic Management | 3 |
| MKT-251 | Principles of Marketing | 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 |
| <i>Four courses from the following:</i> | 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) (requires 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-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 |
| MGT-432 Capstone Seminar: Strategic Management | 3 |
| MKT-251 Principles of Marketing | 3 |
| <i>Two upper level electives in:</i> | |
| Accounting, Business, Economics, Finance, Computer Information Systems, Management or Marketing | 6 |
| Total | 42 |

BUSINESS ADMINISTRATION MINOR

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

COMPUTER INFORMATION SYSTEMS MAJOR *(Bachelor of Science) (does not require 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-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-336 | Project Management | 3 |
| MGT-432 | Strategic Management | 3 |
| MKT-251 | Principles of Marketing | 3 |
| CIS-211 | Foundations of Information Systems | 3 |
| CIS-216 | Introduction to Data Management | 3 |
| CIS-218 | Introduction to Application Development | 3 |
| CIS-331 | Web Development | 3 |
| CIS-332 | Systems Analysis and Design | 3 |
| CIS-352 | Data Communications | 3 |
| CIS-380 | Internship | 3 |
| Total | | 57 |

COMPUTER INFORMATION SYSTEMS MINOR

| Required Courses | | Credit Hours |
|------------------------------|---|---------------------|
| MGT-336 | Project Management | 3 |
| CIS-211 | Foundations of Information Systems | 3 |
| CIS-216 | Introduction to Data Management | 3 |
| CIS-218 | Introduction to Application Development | 3 |
| CIS-332 | Systems Analysis & Design | 3 |
| CIS-352 | Data Communications | 3 |
| <i>One of the following:</i> | | 3 |
| CIS-280 | Topics in Computer Information Systems | |
| CIS-331 | Web Development | |
| CIS-380 | Internship | |
| CIS-470 | Directed Readings | |
| CIS-480 | Advanced CIS Topics | |
| CIS-490 | Independent Study | |
| Total | | 21 |

ECONOMICS MAJOR *(Bachelor of Science) (does not require 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-241 | Personal Financial Planning | 3 |
| BUS-361 | Business Law | 3 |
| ECN-231 | Macroeconomics | 3 |
| ECN-232 | Microeconomics | 3 |
| ECN-321 | Managerial Economics | 3 |
| ECN-334 | Money & Banking | 3 |
| ECN-335 | International Economics | 3 |
| ECN-336 | Economic Development | 3 |
| ECN-380 | Internship | 3 |
| FIN-341 | Principles of Finance | 3 |
| MGT-231 | Principles of Management | 3 |
| MGT-432 | Capstone Seminar: Strategic Management | 3 |
| MKT-251 | Principles of Marketing | 3 |

| | |
|---|-----------|
| Two of the following: | 6 |
| CMI-222 Poverty and Justice | |
| ECN/BUS-215 International Business Experience | |
| ECN-331 Research in Economics | |
| ECN-360 Entertainment Industries Economics | |
| ECN-470 Directed Readings (in economics) | |
| ECN-480 Advanced Topics in Economics | |
| ECN-490 Independent Study (in economics) | |
| HIS-327 History of American Foreign Relations | |
| PHI-311 Modern Political Philosophy | |
| PHI-413 Globalization and Localization | |
| SSC-312 World Affairs | |
| <i>You may choose from one of the following as part of 'two of the following'</i> | |
| MAT-131 Calculus | |
| MAT-233 Differential Equations | |
| MAT-241 Applied Linear Algebra | |
| Total..... | 57 |

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 Financial Planning | |
| ECN-331 Research in Economics | |
| ECN-334 Money & Banking | |
| ECN-336 Economic Development | |
| ECN-380 Internship (in economics) | |
| ECN-360 Entertainment Industries Economics | |
| ECN-470 Directed Readings (in economics) | |
| ECN-480 Advanced Topics in Economics | |
| ECN-490 Independent Study (in economics) | |
| Total..... | 21 |

FINANCE MAJOR *(Bachelor of Science) (does not require 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 Communications | 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 Capstone Seminar: Strategic Management | 3 |
| MKT-251 Principles of Marketing | 3 |
| Four of the following: | 12 |
| ECN-321 Managerial Economics | |
| ECN-335 International Economics | |
| ECN-336 Economic Development | |
| 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 | |
| MGT-341 Fund Development | |
| 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 |
| <i>Three of the following:</i> | 9 |
| ECN-321 Managerial Economics | |
| ECN-335 International Economics | |
| ECN-336 Economic Development | |
| FIN-372 Securities Brokerage | |
| FIN-373 Real Estate Management & Investment | |
| FIN-374 Insurance and Risk Management | |
| FIN-376 Management of Financial Institutions | |
| MGT-341 Fund Development | |
| Total | 21 |

INTERNATIONAL BUSINESS MAJOR (*Bachelor of Science*) (*does not require 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/ECN-215 International Business Experience..... | 3 |
| BUS-317 International Business..... | 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 |
| MKT-359 International Marketing..... | 3 |
| MGT-432 Capstone Seminar: Strategic Management..... | 3 |
| <i>Four of the following:</i> | 12 |
| BUS-380 Internship (additional) | |
| BUS-470 Directed Readings | |
| COM-311 Intercultural Communication | |
| ECN-335 International Economics | |
| ECN-336 Economic Development | |
| MGT-339 International Management | |
| Foreign Language (200 level or higher) | |
| Latin American Studies Program | |
| CCCU International Off-campus Studies Programs | |
| International Business Institute (off-campus program) | |
| Total | 57 |

INTERNATIONAL BUSINESS MINOR

| Required Courses | Credit Hours |
|--|---------------------|
| BUS/ECN-215 International Business Experience..... | 3 |
| BUS-317 International 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 |

MANAGEMENT MAJOR (*Bachelor of Science*) (*does not require 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-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-333 | Operations Management | 3 |
| MGT-335 | Organizational Behavior | 3 |
| MGT-336 | Project Management | 3 |
| MGT-380 | Internship | 3 |
| MGT-432 | Capstone Seminar: Strategic Management | 3 |
| MKT-251 | Principles of Marketing | 3 |
| <i>One of the following:</i> | | 3 |
| MGT-330 | Human Resources Management for Non-Profits | |
| MGT-332 | Human Resources Management | |
| <i>Three of the following:</i> | | 9 |
| BUS-317 | International Business | |
| ECN-321 | Managerial Economics | |
| MGT-215 | Introduction to Sports Management | |
| MGT-221 | Introduction to Non-Profit Administration | |
| MGT-238 | Principles of Leadership | |
| MGT-337 | Entrepreneurship | |
| MGT-338 | Advanced Leadership Studies | |
| MGT-339 | International Management | |
| MGT-341 | Fund Development | |
| MGT-343 | Non-Profit Law and Governance | |
| MGT-361 | Sports Media Relations & Event Management | |
| MGT-364 | Sport in Society | |
| MGT-434 | Organizational Development & Change | |
| Total | | 57 |

| MANAGEMENT MINOR | | Credit Hours |
|--------------------------------|---|---------------------|
| ACC-221 | Accounting I | 3 |
| ACC-222 | Accounting II | 3 |
| MGT-231 | Principles of Management | 3 |
| MGT-335 | Organizational Behavior | 3 |
| <i>Three of the following:</i> | | 9 |
| BUS-317 | International Business | |
| ECN-321 | Managerial Economics | |
| MGT-215 | Introduction to Sports Management | |
| MGT-221 | Introduction to Non-Profit Administration | |
| MGT-238 | Principles of Leadership | |
| *MGT-330 | Human Resource Management for Non-Profits | |
| *MGT-332 | Human Resources Management | |
| MGT-333 | Operations Management | |
| MGT-336 | Project Management | |
| MGT-337 | Entrepreneurship | |
| MGT-338 | Advanced Leadership Studies | |
| MGT-339 | International Management | |
| MGT-341 | Fund Development | |
| MGT-343 | Non-Profit Law and Governance | |
| MGT-361 | Sports Media Relations & Event Management | |
| MGT-364 | Sport in Society | |
| MGT-434 | Organizational Development & Change | |
| Total | | 21 |

* Students can only take one Human Resources course as an elective

MARKETING MAJOR (*Bachelor of Science*) (*does not require 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-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 | Capstone Seminar: Strategic Management | .3 |
| MKT-251 | Principles of Marketing | .3 |
| 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 |
| <i>Three of the following:</i> | | .9 |
| BUS-317 | International Business | |
| MGT-215 | Introduction to Sports Management | |
| MGT-221 | Introduction to Non-Profit Administration | |
| MGT-336 | Project Management | |
| MGT-337 | Entrepreneurship | |
| MGT-361 | Sports Media Relations & Event Management | |
| MKT-355 | Retailing | |
| MKT-357 | Consumer Behavior | |
| MKT-358 | Sales Management | |
| MKT-359 | International Marketing | |
| MKT-362 | Sports Marketing and Sales | |
| PUB-361 | Advertising Practices | |
| 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 |
| <i>One of the following:</i> | | .3 |
| BUS-211 | Business Statistics | |
| MAT-151 | Statistics | |
| <i>Two of the following:</i> | | .6 |
| BUS-317 | International Business | |
| MGT-215 | Introduction to Sports Management | |
| MGT-221 | Introduction to Non-Profit Administration | |
| MGT-336 | Project Management | |
| MGT-337 | Entrepreneurship | |
| MGT-361 | Sports Media Relations & Event Management | |
| 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 | |
| PUB-361 | Advertising Practices | |
| Total | | 21 |

NON-PROFIT ADMINISTRATION MAJOR (*Bachelor of Science*) (*does not require 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-361 | Business Law | 3 |
| ECN-231 | Macroeconomics | 3 |
| ECN-232 | Microeconomics | 3 |
| FIN-341 | Principles of Finance | 3 |
| MGT-221 | Introduction to Non-Profit Administration | 3 |
| MGT-231 | Principles of Management | 3 |
| MGT-238 | Principles of Leadership | 3 |
| MGT-330 | Human Resources Management for Non-Profits | 3 |
| MGT-336 | Project Management | 3 |
| MGT-341 | Fund Development | 3 |
| MGT-343 | Non-Profit Law & Governance | 3 |
| MGT-380 | Internship | 3 |
| MGT-432 | Capstone Seminar: Strategic Management | 3 |
| MKT-251 | Principles of Marketing | 3 |
| <i>One of the following:</i> | | 3 |
| CMI-243 | Intro to Intercultural Studies | |
| ECN-336 | Economic Development | |
| MGT-333 | Operations Management | |
| MKT-350 | Marketing Management | |
| SOC-352 | Intercultural Communication | |
| SWK-111 | Introduction to Social Work | |
| Total | | 57 |

NON-PROFIT ADMINISTRATION MINOR

| Required non-profit related courses | | |
|--|--|-----------|
| MGT-221 | Introduction to Non-Profit Administration | 3 |
| MGT-231 | Principles of Management | 3 |
| MGT-330 | Human Resources Management for Non-Profits | 3 |
| MGT-341 | Fund Development | 3 |
| MGT-343 | Non-Profit Law & Governance | 3 |
| <i>Two of the following:</i> | | 3 |
| CMI-243 | The Intercultural Mandate | |
| ECN-336 | Economic Development | |
| MGT-238 | Principles of Leadership | |
| MGT-333 | Operations Management | |
| MGT-335 | Organizational Behavior | |
| MGT-336 | Project Management | |
| MKT-350 | Marketing Management | |
| SOC-352 | Intercultural Communication | |
| SWK-111 | Introduction to Social Work | |
| Total | | 21 |

SPORTS MANAGEMENT MAJOR (*Bachelor of Science*) (*does not require 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-361 | Business Law | 3 |
| ECN-231 | Macroeconomics | 3 |
| ECN-232 | Microeconomics | 3 |
| FIN-341 | Principles of Finance | 3 |
| 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 |
| MGT-380 | Internship | 3 |
| MGT-432 | Capstone Seminar: Strategic Management | 3 |

Continued on next page

| | | |
|--------------------------------------|---|-----------|
| MKT-251 | Principles of Marketing | 3 |
| MKT-362 | Sports Marketing & Sales | 3 |
| <i>Three of the following:</i> | | 9 |
| MGT-221 | Introduction to Non-Profit Administration | |
| MGT-238 | Principles of Leadership | |
| *MGT-330 | Human Resource Management for Non-Profits | |
| *MGT-332 | Human Resources Management | |
| MGT-336 | Project Management | |
| MGT-337 | Entrepreneurship | |
| MKT-350 | Marketing Management | |
| MKT-353 | Marketing Communications | |
| MKT-358 | Sales Management | |
| MKT-452 | Marketing Problems/Strategy | |
| Total | | 57 |

* Students can only take one Human Resources course as an elective

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 |
| <i>One of the following:</i> | | 3 |
| MGT-221 | Introduction to Non-Profit Administration | |
| MGT-238 | Principles of Leadership | |
| MGT-330 | Human Resource Management for Non-Profits | |
| MGT-332 | Human Resources Management | |
| MGT-336 | Project Management | |
| MGT-337 | Entrepreneurship | |
| MKT-350 | Marketing Management | |
| MKT-353 | Marketing Communications | |
| MKT-358 | Sales Management | |
| MKT-452 | Marketing Problems/Strategy | |
| Total | | 21 |

COURSE DESCRIPTIONS

| DEPARTMENT AND LEVEL/COURSE NAME | CREDITS/FREQUENCY (See page 61 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. <i>Prerequisite: ACC-221.</i> | |
| 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. <i>Prerequisite: ACC-222.</i> | |
| 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. <i>Prerequisite: ACC-321.</i> | |
| ACC-327 Taxation | 3/2 |
| Federal income tax structure as related to individuals, partnerships, and corporations. Problems intended to provide an understanding of the theory, law, and regulations. <i>Prerequisite: ACC-222.</i> | |
| 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. <i>Prerequisite: ACC-222.</i> | |

| | | |
|--|--|--------------|
| 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. <i>Prerequisite: ACC-222.</i> | | |
| 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. <i>Prerequisite: Permission of internship instructor. See page 43 for internship requirements.</i> | | |
| 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. <i>Prerequisite: ACC-321.</i> | | |
| 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. <i>Prerequisites: ACC-321, ACC-332, BUS-211 or MAT-151.</i> | | |
| 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. <i>Prerequisite: Core requirement in Math.</i> | | |
| BUS-213 | Business Communications | 3/2 |
| This course is a study of the effective communication skills as applied to business organizations, including written, oral and mediated communication. An experiential learning approach will be used to apply course knowledge to creating the communication required to start a new business or non-profit. | | |
| BUS-215 | International Business Experience (ECN-215) | 3/2 |
| This course provides an 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. | | |
| BUS-236 | ENACTUS | 0-2/1 |
| The objective of ENACTUS is experiential learning through community projects. Students will continually develop, innovate and implement an assortment of projects that will benefit partners in the community while furthering the student's understanding of standard business practices through application of their college curriculum. | | |
| 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. | | |
| 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. <i>Prerequisite: MKT-251 or MGT-231.</i> | | |
| BUS-337 | Quantitative Methods and Quality Control | 3/6 |
| Inspection techniques and statistical quality control as it applies to production processes and purchasing function. <i>Prerequisite: BUS-211.</i> | | |
| BUS-361 | Business Law | 3/1 |
| A study of the legal process, negligence, wills, trusts and estates, property law, contracts, negotiable instruments, bank deposits, secured transactions, bankruptcy, business enterprises, administrative law, agency and employment law. Emphasis is placed on the practical application of legal concepts in the business world and the relationship between the Bible and business law concepts. | | |
| BUS-380 | Internship | 1-6/1 |
| This course is aimed at practical work experience in a business setting. Students will have opportunities to apply classroom knowledge to business world situations. <i>Prerequisite: Permission of internship instructor. See page 43 for internship requirements.</i> | | |
| BUS-470 | Directed Readings | 1-3/6 |
| BUS-480 | Advanced Topics | 1-3/6 |
| BUS-490 | Independent Study | 1-3/6 |

COMPUTER INFORMATION SYSTEMS

| | | |
|--|--|--------------|
| CIS-211 | Foundations of Information Systems | 3/2 |
| Information systems are an integral part of all business activities and careers. This course is designed to introduce students to contemporary information systems and demonstrate how these systems are used throughout global organizations. The focus of this course will be on the key components of information systems - people, software, hardware, data, and communications technologies - and how these components can be integrated and managed to create competitive advantage. | | |
| CIS-216 | Introduction to Data Management | 3/2 |
| This course is an introduction to the core concepts in data and information management. Topics include identifying information requirements, data modeling, and implementation in commercial database software, database management, query languages, data quality, and security. <i>Prerequisite: CIS-211</i> | | |
| CIS-218 | Introduction to Application Development | 3/2 |
| Students will be introduced to fundamental programming concepts and constructs. Structures presented will include sequence, selection, repetition, and the use of methods and objects. Classes, objects, error handling and arrays will be designed, coded, and tested through lab assignments in an object-oriented programming language. <i>Prerequisite: CIS-211</i> | | |
| CIS-280 | Topics in Computer Information Systems | 1-3/6 |
| CIS-331 | Web Development | 3/2 |
| Introduction to programming for the World Wide Web. The course uses a variety of tools for editing, debugging, and testing web applications. Commonly used languages and scripting are used on both the browser side and server side of the information systems. | | |
| CIS-332 | Systems Analysis and Design | 3/4 |
| This is a study of the analysis, design, and management of information systems development and/or modification. This includes coverage of systems improvement and controls. Accounting majors team with Computer Information Systems majors on projects. <i>Prerequisite: CIS-211.</i> | | |
| CIS-352 | Data Communications | 3/4 |
| This course is designed to provide the Computer Information Systems major with an understanding of the various communication technologies with their capabilities and limitations. The course focuses on Internet-based solutions, computer and network security issues, business continuity, and the role of infrastructure in regulatory compliance. <i>Prerequisite: CIS-211.</i> | | |
| CIS-380 | Internship | 1-6/1 |
| This course is aimed at practical work experience in a situation where decisions are made concerning equipment, programming or workflow operations. <i>Prerequisite: Permission of internship instructor. See page 43 for internship requirements.</i> | | |
| CIS-470 | Directed Readings | |
| CIS-480 | Advanced CIS Topics | |
| CIS-490 | Independent Study | |

ECONOMICS

| | | |
|---|--|------------|
| ECN-215 | International Business Experience | 3/2 |
| This course provides an 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, and 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, and 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. <i>Prerequisite: ECN-232.</i> | | |
| 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. <i>Prerequisites: BUS-211, ECN-321.</i> | | |
| 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. <i>Prerequisites: ECN-231, ECN-232.</i> | | |

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-336 Economic Development 3/6
Theoretical and empirical investigation of economic development of under-developed countries. Includes a study into the nature and causes of poverty along with discussions on our role as Christians in the third world developing countries. The course includes a case-study of a low-income nation using various standard of living measures. *Prerequisites: ECN-231 or ECN-232 or permission of the instructor*

ECN-360 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 macro economics to analyze the business of the entertainment industry. The approach will also require demographic and sociological analysis. 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-470 Directed Readings in Economics

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 43 for internship requirements.*

ECN-480 Advanced Topics 1-3/6

ECN-490 Independent Study in Economics

FINANCE

FIN-341 Principles of Finance 3/1
Basic theoretical framework for decision-making in financial management and the role of the financial manager in capital budgeting, investing and financing activities. *Prerequisite or Corequisite: 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. *Prerequisites: 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 43 for internship requirements.*

MANAGEMENT

MGT-215 Introduction to Sports Management 3/2
An overview of the diverse field of Sports 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-221 Introduction to Non-Profit Administration 3/2
The course will provide the student with an introduction to non-profit administration, program evaluation, community development and organizing, an overview of the non-profit sector and philanthropy.

| | | |
|---|--|--------------|
| MGT-231 | Principles of Management | 3/2 |
| This course is an introduction to the four management functions including planning, organizing, leading and controlling. Students will also discuss the integration of faith and business in both personal and corporate contexts. | | |
| 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-330 | Human Resources Management for Non-Profits | 3/4 |
| This course provides the fundamental concepts, terminology and technical basics involved in public sector human resources management to deal effectively with the human issues in the workplace. Instructors and guest speakers use lectures, case studies and discussions to provide real world perspectives, along with a focus on ethics in human resources management. <i>Prerequisite: MGT-221.</i> | | |
| 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. <i>Prerequisite: MGT-231.</i> | | |
| 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. <i>Prerequisite: MGT-231.</i> | | |
| MGT-335 | Organizational Behavior | 3/2 |
| Presents integrative theory of organization behavior and human motivation as influenced by leadership, the organization itself, and social environment. <i>Prerequisite: MGT-231.</i> | | |
| MGT-336 | Project Management | 3/2 |
| This course will examine key factors related to successful completion of both large and small projects. Topics will include project selection, chartering, scope, resources, scheduling, budgeting, controlling, termination and team leadership. Students will approach learning through a semester-long project planning activity. <i>Prerequisite: MGT-231.</i> | | |
| MGT-337 | Entrepreneurship | 3/4 |
| This course reviews and explores important skills and practices used to develop creative, innovative, and successful businesses. Entrepreneurial models focusing on sustainable business development are presented and evaluated to assess emerging customer needs, resource requirements, product and service development, marketing strategies, and economic and social contributions. <i>Prerequisites: ACC-221, MGT-231, MKT-251.</i> | | |
| MGT-338 | Advanced Leadership Studies | 3/4 |
| This class will build on the notion that leadership is about relationships with an emphasis on Bible-friendly models. Chaos theory as applied to organizations will be examined regarding planning methodologies. Additional major topics include: leading in a time of rapid change, Kouzes & Posner's LPI model, and Leadership Development; both self-development and as a management consultant. <i>Prerequisite: MGT-238.</i> | | |
| 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. <i>Prerequisite: MGT-231.</i> | | |
| MGT-341 | Fund Development | 3/4 |
| This course provides an overview of fund development, fund-raising strategies and sources to consider as part of a healthy fund-raising program. It will discuss the principles of non-profit finance. Grant writing will also be covered. <i>Prerequisite: MGT-221.</i> | | |
| MGT-343 | Non-Profit Law & Governance | 3/4 |
| A practical look at non-profit governance, including organizational life cycles and best practices. Topics include starting a non-profit, non-profit law, board governance, public policy and advocacy and how to monitor and evaluate the Executive Director. <i>Prerequisite: MGT-221.</i> | | |
| 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. <i>Prerequisite or corequisite: MGT-215.</i> | | |
| 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. <i>Prerequisite or corequisite: MGT-215.</i> | | |
| 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. <i>Prerequisite: Permission of internship instructor. See page 43 for internship requirements.</i> | | |

MGT-432 Capstone Seminar: 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. *Prerequisites: MKT-251, Junior status.*

MKT-352 Marketing Research 3/2
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 (PUB-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, copyrighting 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. *Prerequisite: MKT-251.*

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. *Prerequisites: 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 43 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 DIVISION



Desiree Duff, Ph.D.
Division Chair

The Communication & Media Division exists to instruct, equip and mentor students to engage the marketplace of ideas in strategic and creative ways as skilled professionals and 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.

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

The Herald campus weekly newspaper regularly wins awards for outstanding collegiate work, including Newspaper of the Year in 2008 and in 2012. Our media students have earned multiple honors from the prestigious NRB Awards of Excellence for video production.

We have assembled a superb faculty to meet the needs of our growing programs. 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.)
 General
 Broadcast
 Strategic
Communication Arts Group
 (Secondary Education; B.A.)
Digital Media (B.A.)
Film and Video Production (B.A.)
Health Communication (B.A.)
Journalism (B.S.)
 Broadcast Reporting-Producing
 Business Reporting
 Editing-Publishing
 Health-Science Reporting
 News Reporting
 Sports Reporting
Language Arts Group
 (Elementary Education; B.A.)
Photography (B.A.)
Public Relations (B.S.)

MINORS

Audio Production
Communication Studies
Communication Arts Group
 (Secondary Education)
Digital Media
Film and Video Production
Graphic Design
Journalism
Language Arts Group
 (Elementary Education)
Photography
Public Relations

FACULTY

Duff, Desiree C., Professor of Communication and Media (Chair); B.A., Cedarville College; M.A., Purdue University; Ph.D., Michigan State University

Blanchard, Alan D., Associate Professor of Journalism, Pulliam Journalism Center and Journalism Dept. (Director), Executive Director of the Cornerstone Journalism Institute; B.A., Eastern New Mexico University; Ph.D., Michigan State University

Detwiler, Timothy J., Professor of Communication and Media; B.A., Cedarville College; M.A., Temple University; Ph.D., Pennsylvania State University

Miller, Randy D., Instructor in Audio Production; B.Mus., (Contemporary Music and Recording Arts), Grace Bible College

Osborn, Jeremy L., Associate Professor of Communication; B.A., Capital University; M.A., The Ohio State University; Ph.D., University of Arizona

Sindorf, Kathleen O., Associate Professor of Communication and Media; B.A., Cornerstone University; M.A., University of Michigan

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.

BACHELOR OF ARTS MAJORS & MINORS

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

| Required Courses | Credit Hours |
|---|--------------|
| COM-400 Capstone Seminar | 3 |
| MDA-121 Intro to Digital Media | 3 |
| MDA-151 Music Fundamentals for Audio Production | 3 |
| MDA-161 A/V Tech Production | 3 |
| MDA-261 Audio Production I | 3 |
| MDA-262 Live Sound Production | 4 |
| MDA-272 Deconstructing Popular Music Production | 3 |
| MDA-281 * Audio Production II | 3 |
| MDA-363 Audio for Post Production | 3 |
| MDA-380 Internship | 4 |
| MDA-381 Mixing | 3 |
| MDA-383 Mastering | 3 |
| MDA-484 Music Producing | 3 |
| MDA-486 Capstone Audio Project | 3 |
| MUS-460 Music Business | 3 |
| One of the following: | 3 |
| COM-212 Interpersonal Communication | |
| COM-321 Group Communication | |
| One of the following: | 3 |
| COM-339 Social Media | |
| COM-354 Announcing and Reporting | |
| MDA-213 Introduction to Graphic Design | |
| MDA-271 Film Video Production I | |
| MDA-319 Mass Media Literacy | |
| Total | .53 |

* Must achieve a grade of C- or greater to pass

AUDIO PRODUCTION MINOR

| Required Courses | Credit Hours |
|---|--------------|
| MDA-121 Intro to Digital Media | 3 |
| MDA-161 Audio/Video Technical Production | 3 |
| MDA-261 Audio Production I | 3 |
| MDA-262 Live Sound Production with Lab | 4 |
| MDA-272 Deconstructing Popular Music Production | 3 |
| MDA-281 Audio Production II | 3 |
| Total | .19 |

COMMUNICATION STUDIES MAJOR

Students selecting a Communication Studies major are required to complete a second major, a minor, or a concentration.

| Required Courses | Credit Hours |
|---|--------------|
| COM-212 Interpersonal Communication | 3 |
| COM-311 Intercultural Communication | 3 |
| COM-315 Communication Theory..... | 3 |
| COM-321 Group Communication | 3 |
| COM-322 Advanced Public Speaking..... | 3 |
| COM-326 Organizational Communication..... | 3 |
| COM-339 Social Media..... | 3 |
| COM-369 Communication Research Methods | 3 |
| COM-380 Internship | 3 |
| COM-400 Capstone Seminar (<i>exception for double majors - COM elective</i>)..... | 3 |
| COM-433 Nonverbal Communication..... | 3 |
| MDA-121 Introduction to Digital Media..... | 3 |

Choose **one** of the following concentrations:

Broadcast Communication Concentration (*does not require a minor*)

| | |
|---|-----------|
| COM-241 Oral Interpretation | 3 |
| COM-354 Announcing and Reporting | 3 |
| JRN-201 Newswriting and Reporting | 3 |
| MDA-318 Writing for the Electronic Media..... | 3 |
| Three Credits from the Elective Pool | 3 |
| Total | 15 |

Strategic Communication Concentration (*does not require a minor*)

| | |
|--|-----------|
| COM-364 Special Events & Promotions..... | 3 |
| PUB-161 Intro to Public Relations | 3 |
| PUB-262 Advertising Principles | 3 |
| Six Credits from the Elective Pool..... | 6 |
| Total | 15 |

Elective Pool

| | |
|---|--|
| BUS-236 ENACTUS | |
| COM-319 Grant Writing | |
| COM-364 Special Events & Promotions | |
| MDA-213 Introduction to Graphic Design | |
| MDA-261 Audio Production | |
| MDA-282 Film and Video Production II | |
| MDA-318 Writing for the Electronic Media | |
| MDA-319 Mass Media Literacy | |
| MKT-251 Principles of Marketing | |
| PHO-236 Introduction to Digital Photography | |
| PUB-161 Introduction to Public Relations | |
| PUB-262 Advertising Principles | |
| PUB-361 Advertising Practices | |
| PUB-363 Media Relations | |

Total (Major with Concentration)

51

COMMUNICATION STUDIES MINOR

| Required Courses | Credit Hours |
|--|--------------|
| COM-212 Interpersonal Communication | 3 |
| COM-311 Intercultural Communication | 3 |
| COM-315 Communication Theory..... | 3 |
| COM-321 Group Communication | 3 |
| COM-322 Advanced Public Speaking..... | 3 |
| MDA-121 Introduction to Digital Media..... | 3 |
| Total | 18 |

COMMUNICATION ARTS GROUP MAJOR FOR SECONDARY TEACHERS *(requires a minor)*

| Required Courses | Credit Hours |
|--|---------------------|
| COM-112 Communication in Culture | .3 |
| COM-212 Interpersonal Communication | .3 |
| COM-311 Intercultural Communication | .3 |
| COM-315 Communication Theory..... | .3 |
| COM-321 Group Communication | .3 |
| COM-322 Advanced Public Speaking..... | .3 |
| JRN-201 News Writing and Reporting | .3 |
| JRN-313 Feature/Travel Writing | .3 |
| MDA-121 Introduction to Digital Media..... | .3 |
| MDA-319 Mass Media Literacy..... | .3 |
| <i>Two of the following:</i> | 6 |
| COM-241 Introduction to Oral Interpretation | |
| COM-326 Organizational Communication | |
| COM-339 Social Media | |
| COM-433 Nonverbal Communication | |
| 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 Communication Theory..... | .3 |
| COM-322 Advanced Public Speaking..... | .3 |
| JRN-201 News Writing & Reporting | .3 |
| JRN-313 Feature/Travel Writing | .3 |
| MDA-319 Mass Media Literacy..... | .3 |
| Total | 21 |

DIGITAL MEDIA MAJOR *(does not require a minor)*

| Required Courses | Credit Hours |
|---|---------------------|
| COM-400 Capstone Seminar | .3 |
| MDA-112 Drawing I: Drawing for New Media | .3 |
| MDA-121 Introduction to Digital Media..... | .3 |
| MDA-161 Audio/Video Technical Production..... | .3 |
| MDA-212 Drawing II: Drawing for Creating Graphics | .3 |
| MDA-213 Graphic Design I: Introduction to Graphic Design..... | .3 |
| MDA-225 Graphic Design II: Graphic Design for Print and Media | .3 |
| MDA-261 Audio Production I..... | .3 |
| MDA-271 Film and Video Production I | .3 |
| MDA-282 Film and Video Production II..... | .3 |
| MDA-318 Writing for the Electronic Media | .3 |
| MDA-326 Graphic Design III: Graphic Design for Web and Devices | .3 |
| MDA-380 Internship | 4 |
| MDA-426 Graphic Design IV: Comprehensive Concentrations of Design..... | .3 |
| PHO-235 Principles of Visual Communication..... | .3 |
| PHO-236 Introduction to Digital Photography | .3 |
| <i>Choose one of the following:</i> | .3 |
| JRN-401 Mass Media Ethics, History, Law | |
| MDA-319 Mass Media Literacy | |
| MDA-321 Media Aesthetics | |
| <i>Choose one of the following:</i> | .3 |
| BUS-213 Business Communication | |
| COM-212 Interpersonal Communication | |
| COM-321 Group Communication | |
| Total | 55 |

DIGITAL MEDIA MINOR

| Required Courses | | Credit Hours |
|------------------|--|--------------|
| MDA-112 | Drawing I: Drawing for New Media | 3 |
| MDA-212 | Drawing II: Drawing for Creating Graphics | 3 |
| MDA-213 | Graphic Design I: Introduction to Graphic Design. | 3 |
| MDA-225 | Graphic Design II: Graphic Design for Print and Media | 3 |
| MDA-261 | Audio Production I. | 3 |
| MDA-271 | Video Production I. | 3 |
| MDA-326 | Graphic Design III: Graphic Design for Web and Devices | 3 |
| PHO-235 | Principles of Visual Communication. | 3 |
| Total | | 24 |

FILM AND VIDEO PRODUCTION MAJOR *(does not require a minor)*

| Required Courses | | Credit Hours |
|--|---|--------------|
| COM-400 | Capstone Seminar | 3 |
| MDA-111 | Introduction to Story. | 3 |
| MDA-164 | Film and Video Production Seminar I | 1 |
| MDA-250 | Writing for Film. | 3 |
| MDA-254 | Film History | 3 |
| MDA-261 | Audio Production | 3 |
| MDA-271 | Film and Video Production I | 3 |
| MDA-282 | Film and Video Production II. | 3 |
| MDA-284 * | Film and Video Production III | 3 |
| MDA-318 | Writing for Electronic Media | 3 |
| MDA-341 | Advanced Production I | 3 |
| MDA-342 | Advanced Production II. | 3 |
| MDA-364 | Film and Video Production Seminar II. | 1 |
| MDA-380 | Internship | 4 |
| MDA-441 | Advanced Production III | 3 |
| MDA-442 | Advanced Production IV. | 3 |
| PHO-236 | Introduction to Digital Photography | 3 |
| <i>Choose one Communication elective:</i> | | 3 |
| COM-212 | Interpersonal Communication | |
| COM-321 | Group Communication | |
| <i>Choose one Theory elective:</i> | | 3 |
| MDA-319 | Mass Media Literacy | |
| MDA-321 | Spirituality on Screen | |
| <i>Choose one Film/Video Production Specialization elective:</i> | | 3 |
| MDA-323 | Pre Production Theory and Praxis | |
| MDA-324 | Production Theory and Praxis | |
| MDA-325 | Post-Production Theory and Praxis | |
| MDA-363 | Audio for Post Production | |
| Total | | 57 |

* Must achieve a grade of C- or better to pass

FILM AND VIDEO PRODUCTION VIDEO MINOR

| Required Courses | | Credit Hours |
|------------------|--|--------------|
| MDA-121 | Intro to Digital Media. | 3 |
| MDA-261 | Audio Production | 3 |
| MDA-271 | Film and Video Production I | 3 |
| MDA-282 | Film and Video Production II. | 3 |
| MDA-318 | Writing for Electronic Media | 3 |
| MDA-319 | Mass Media Literacy. | 3 |
| PHO-236 | Intro to Digital Photography | 3 |
| Total | | 21 |

GRAPHIC DESIGN MINOR

| Required Courses | | Credit Hours |
|------------------|--|--------------|
| MDA-112 | Drawing I: Drawing for New Media | 3 |
| MDA-212 | Drawing II: Drawing for Creating Graphics | 3 |
| MDA-213 | Graphic Design I: Introduction to Graphic Design. | 3 |
| MDA-225 | Graphic Design II: Graphic Design for Print and Media | 3 |
| MDA-326 | Graphic Design III: Graphic Design for Web and Devices | 3 |
| MDA-426 | Graphic Design IV: Comprehensive Concentrations of Design. | 3 |
| PHO-235 | Principles of Visual Communication. | 3 |
| Total | | 21 |

HEALTH COMMUNICATION MAJOR *(does not require a minor)*

| Required Courses | | Credit Hours |
|--|--|---------------------|
| BIO-161 | Human Biology | 4 |
| CHL-111 | Introduction to Community Health..... | 3 |
| CHL-121 | Global Health..... | 3 |
| COM-112 | Communication in Culture | 3 |
| COM-212 | Interpersonal Communication | 3 |
| COM-214 | Health Communication | 3 |
| COM-319 | Grant Writing..... | 3 |
| COM-315 | Communication Theory..... | 3 |
| COM-322 | Advanced Public Speaking..... | 3 |
| COM-339 | Social Media..... | 3 |
| COM-380 | Internship | 3 |
| COM-400 | Capstone Seminar | 3 |
| COM-432 | Health Communication Campaigns | 3 |
| MDA-121 | Introduction to Digital Media..... | 3 |
| MDA-318 | Writing for the Electronic Media..... | 3 |
| PUB-161 | Introduction to Public Relations | 3 |
| PUB-262 | Advertising Principles | 3 |
| SOC-111 | Introduction to Sociology..... | 3 |
| <i>Choose one of the following groups:</i> | | 6 |
| Group One: | | |
| BUS-211 | Business Statistics | |
| COM-369 | Communication Research Methods | |
| Group Two: | | |
| PSY-355 | Integrated Stats/Research I | |
| PSY-356 | Integrated Stats/Research II | |
| <i>One of the following:</i> | | 2-3 |
| BIO-347 | Nutrition | |
| CHL/SOC-252 | Social Determinants of Health | |
| COM-321 | Group Communication | |
| COM-364 | Special Events and Promotions | |
| JRN-201 | Newswriting and Reporting | |
| JRN-323 | Technical Writing | |
| PUB-363 | Media Relations | |
| PUB-364 | Advertising Practices | |
| PUB-365 | Writing for Public Relations | |
| SCI-242 | Medical Terminology | |
| Total | | .53-54 |

LANGUAGE ARTS GROUP MAJOR FOR ELEMENTARY TEACHERS *(requires a minor)*

| Required Courses | | Credit Hours |
|------------------------------------|--|---------------------|
| COM-212 | Interpersonal Communication | 3 |
| COM-315 | Communication Theory..... | 3 |
| ENG-212 | Writing in Culture | 3 |
| ENG-223 | Introduction to Literature..... | 3 |
| ENG-226 | Introduction to Creative Writing..... | 3 |
| ENG-321 | Children's Literature..... | 3 |
| JRN-201 | Newswriting and Reporting | 3 |
| MDA-319 | Mass Media Literacy..... | 3 |
| <i>Two of the following:</i> | | 6 |
| COM-241 | Introduction to Oral Interpretation | |
| COM-311 | Intercultural Communication | |
| COM-321 | Group Communication | |
| <i>One of the following:</i> | | 3 |
| ENG-224 | World and Literature | |
| ENG-322 | Practice of Criticism | |
| ENG-324 | Literary Modernisms | |
| ENG-326 | Contemporary Literature | |
| ENG-328 | Selected Authors and Eras | |
| ENG-334 | American Renaissance in the 19th Century | |
| ENG-344 | British Literature to 1700 | |
| ENG-353 | Linguistic History of English | |
| Total | | .33 |

LANGUAGE ARTS GROUP MINOR FOR ELEMENTARY TEACHERS

| Required Courses | | Credit Hours |
|-------------------------|--|---------------------|
| COM-212 | Interpersonal Communication | .3 |
| COM-311 | Intercultural Communication | .3 |
| EDU-321 | Children’s Literature | .3 |
| ENG-223 | Introduction to Literature | .3 |
| ENG-224 | World and Literature | .3 |
| ENG-226 | Introduction to Creative Writing | .3 |
| MDA-319 | Mass Media Literacy | .3 |
| Total | | .21 |

PHOTOGRAPHY MAJOR *(does not require a minor)*

| Required Courses | | Credit Hours |
|-------------------------|---|---------------------|
| COM-400 | Capstone Seminar | .3 |
| MDA-121 | Introduction to Digital Media | .3 |
| MDA-213 | Introduction to Graphic Design | .3 |
| MDA-271 | Film and Video Production I | .3 |
| PHO-211 | History of Photography | .2 |
| PHO-235 | Principles of Visual Communication | .3 |
| PHO-236 | Introduction to Digital Photography | .3 |
| PHO-238 | Photojournalism | .3 |
| PHO-301 | Art Photography | .3 |
| PHO-303 | Photography Studio Techniques | .3 |
| PHO-304 | Lighting Techniques | .3 |
| PHO-380 | Internship (min. two experiences) | .4 |
| PHO-404 | Seminar in Photography I | .2 |
| PHO-405 | Seminar in Photography II | .2 |
| One of the following: | | .3 |
| ENG-226 | Introduction to Creative Writing | |
| JRN-201 | News Writing and Reporting | |
| JRN-313 | Feature/Travel Writing | |
| JRN-323 | Technical Writing | |
| MDA-318 | Writing for the Electronic Media | |
| One of the following: | | .3 |
| JRN-401 | Media Ethics, Law, History | |
| MDA-282 | Film and Video Production II | |
| MKT-251 | Marketing Principles | |
| PUB-262 | Advertising Principles | |
| One of the following: | | .3 |
| BUS-213 | Business Communications | |
| COM-212 | Interpersonal Communication | |
| COM-321 | Group Communication | |
| Total | | .49 |

PHOTOGRAPHY MINOR

| Required Courses | | Credit Hours |
|-------------------------|--|---------------------|
| PHO-211 | History of Photography | .2 |
| PHO-235 | Principles of Visual Communication | .3 |
| PHO-236 | Intro to Digital Photography | .3 |
| PHO-238 | Photojournalism | .3 |
| PHO-303 | Photography Studio Techniques | .3 |
| PHO-301 | Art Photography | .3 |
| MDA-271 | Film and Video Production I | .3 |
| Total | | .20 |

BACHELOR OF SCIENCE MAJORS & MINORS

JOURNALISM MAJOR *(does not require a minor)*

Each concentration requires the completion of the Major Core Courses.

| Required Courses | | Credit Hours |
|-------------------------|--|---------------------|
| COM-400 | Capstone Seminar | .3 |
| JRN-201 | News Writing and Reporting | .3 |
| JRN-261 | News Practicum (Three semesters at 1 credit hour each) | .3 |
| JRN-313 | Feature/Travel Writing | .3 |
| JRN-325 | Professional Media Practice | .3 |
| JRN-380 | Internships (min. of 8 credit hours) | .8 |
| JRN-401 | Mass Media Ethics, History, Law | .3 |
| JRN-404 | Seminar in Journalism | .3 |
| MDA-213 | Introduction to Graphic Design | .3 |

*Choose **one** of the following concentrations:*

Broadcast Reporting-Producing Concentration

| | | |
|---------|---|----|
| COM-354 | Announcing and Reporting | .3 |
| MDA-121 | Introduction to Digital Media | .3 |
| MDA-282 | Film and Video Production II | .3 |
| MDA-318 | Writing for the Electronic Media | .3 |
| PHO-236 | Introduction to Digital Photography | .3 |

Twelve credits from the following:

| | |
|---------|----------------------------------|
| BUS-236 | ENACTUS |
| COM-212 | Interpersonal Communication |
| COM-322 | Advanced Public Speaking |
| COM-339 | Social Media |
| JRN-323 | Technical Writing |
| PHO-238 | Photojournalism |
| PUB-161 | Introduction to Public Relations |

Total **.27**

Business Reporting Concentration

| | | |
|---------|--------------------------------|----|
| BUS-361 | Business Law | .3 |
| ECN-231 | Macroeconomics | .3 |
| JRN-323 | Technical Writing | .3 |
| MGT-231 | Principles of Management | .3 |
| MKT-251 | Principles of Marketing | .3 |

Twelve credits from the following:

| | |
|---------|-------------------------------------|
| ACC-221 | Accounting I |
| BUS-236 | ENACTUS |
| COM-339 | Social Media |
| COM-354 | Announcing and Reporting |
| ECN-232 | Microeconomics |
| ENG-319 | Advanced Grammar |
| MDA-121 | Introduction to Digital Media |
| PHO-236 | Introduction to Digital Photography |
| PUB-161 | Introduction to Public Relations |

Total **.27**

Editing-Publishing Concentration

| | | |
|---------|--|----|
| ENG-223 | Introduction to Literature | .3 |
| ENG-317 | Creative Nonfiction | .3 |
| ENG-319 | Advanced Grammar | .3 |
| ENG-320 | Advanced Writing Workshop | .3 |
| JRN-318 | Editing Books, Magazines, Newspapers, Online | .3 |

Twelve credits from the following:

| | |
|---------|--|
| BUS-236 | ENACTUS |
| COM-339 | Social Media |
| ENG-353 | Linguistic History of the English Language |
| ENG-364 | Writers and Styles |
| JRN-323 | Technical Writing |
| PHO-235 | Principles of Visual Communication |
| PHO-236 | Introduction to Digital Photography |
| PUB-161 | Introduction to Public Relations |

Total **.27**

Health-Science Reporting Concentration

| | | |
|--------------------------------|--|------|
| BIO-151 | General Biology | 4 |
| BIO-161 | Human Biology | 4 |
| BIO-351 | Genetics | 4 |
| ECO-241 | Environmental Science | 4 |
| <i>Three of the following:</i> | | 9-12 |
| BIO-347 | Introduction to Nutrition | |
| BIO-451 | Molecular Cell Biology | |
| COM-339 | Social Media | |
| JRN-318 | Editing Books, Magazines, Newspapers, Online | |
| JRN-323 | Technical Writing | |
| MDA-121 | Introduction to Digital Media | |
| PHO-236 | Introduction to Digital Photography | |
| PHY-211 | General Physics I | |

Total **.25-28****News Reporting Concentration**

| | | |
|---------|--|----|
| ENG-319 | Advanced Grammar | .3 |
| JRN-318 | Editing Books, Magazines, Newspapers, Online | .3 |
| JRN-323 | Technical Writing | .3 |
| MDA-121 | Introduction to Digital Media | .3 |
| PHO-236 | Introduction to Digital Photography | .3 |

Twelve credits from the following:..... 12

| | | |
|---------|--|--|
| BUS-236 | ENACTUS | |
| COM-339 | Social Media | |
| COM-354 | Announcing and Reporting | |
| ENG-353 | Linguistic History of the English Language | |
| MDA-282 | Film and Video Production II | |
| MDA-318 | Writing for the Electronic Media | |
| PUB-161 | Introduction to Public Relations | |

Total **.27****Sports Reporting Concentration**

| | | |
|---------|---|----|
| ENG-319 | Advanced Grammar | .3 |
| MGT-215 | Introduction to Sports Management | .3 |
| MGT-361 | Sports Media Relations and Event Management | .3 |
| MGT-364 | Sports in Society | .3 |
| MKT-251 | Principles of Marketing | .3 |

Four of the following:..... 12

| | | |
|---------|-------------------------------------|--|
| BUS-361 | Business Law | |
| COM-339 | Social Media | |
| COM-354 | Announcing and Reporting | |
| JRN-323 | Technical Writing | |
| MDA-121 | Introduction to Digital Media | |
| MDA-318 | Writing for the Electronic Media | |
| MKT-362 | Sports Marketing and Sales | |
| PHO-236 | Introduction to Digital Photography | |
| PUB-161 | Introduction to Public Relations | |

Total **.27****Total (Major with Concentration)** **.57-60****JOURNALISM MINOR****Required Courses****Credit Hours**

| | | |
|---------|--|----|
| JRN-201 | News Writing & Reporting | .3 |
| JRN-261 | News Practicum (Three semesters at 1 credit hour each) | .3 |
| JRN-313 | Feature/Travel Writing | .3 |
| JRN-318 | Editing Books, Magazines, Newspapers, Online | .3 |
| MDA-213 | Introduction to Graphic Design | .3 |
| PHO-236 | Introduction to Digital Photography | .3 |

One of the following: 3

| | | |
|---------|------------------------------|--|
| JRN-323 | Technical Writing | |
| JRN-325 | Professional Media Practices | |

Total **.21**

See page 193 for Journalism Minor for secondary teachers

PUBLIC RELATIONS MAJOR *(does not require a minor)*

| Required Courses | Credit Hours |
|--|---------------------|
| COM-322 Advanced Public Speaking..... | 3 |
| COM-369 Com. Research Methods..... | 3 |
| COM-400 Capstone Seminar..... | 3 |
| JRN-201 News Writing and Reporting..... | 3 |
| JRN-261 News Practicum <i>(Two semesters at 1 credit hour each)</i> | 2 |
| JRN-401 Mass Media Ethics, History and Law..... | 3 |
| MDA-213 Introduction to Graphic Design..... | 3 |
| MKT-251 Marketing Principles..... | 3 |
| PUB-161 Introduction to Public Relations..... | 3 |
| PUB-262 Advertising Principles..... | 3 |
| PUB-362 Public Relations Campaigns..... | 3 |
| PUB-363 Media Relations..... | 3 |
| PUB-365 Writing for Public Relations..... | 3 |
| PUB-380 Internship (2 experiences)..... | 4 |
| <i>Choose one Writing elective:.....</i> | <i>3</i> |
| JRN-313 Feature/Travel Writing | |
| JRN-325 Professional Media Practice | |
| MDA-318 Writing for the Electronic Media | |
| <i>Choose one Applied elective:.....</i> | <i>3</i> |
| COM-364 Special Events and Promotions | |
| MDA-282 Film and Video Production II | |
| PHO-236 Introduction to Digital Photography | |
| PUB-361 Advertising Practices | |
| <i>Choose one Communication elective:.....</i> | <i>3</i> |
| BUS-213 Business Communications | |
| COM-212 Interpersonal Communication | |
| COM-321 Group Communication | |
| <i>Choose six credits of Business electives:.....</i> | <i>6</i> |
| BUS-236 Enactus | |
| MGT-221 Introduction to Non-Profit Administration | |
| MGT-231 Principles of Management | |
| MKT-350 Marketing Management | |
| MKT-357 Consumer Behavior | |
| MKT-359 International Marketing | |
| Total | .57 |

PUBLIC RELATIONS MINOR

| Required Courses | Credit Hours |
|--|---------------------|
| JRN-201 News Writing and Reporting..... | 3 |
| JRN-261 News Practicum (Two semesters at 1 credit hour each)..... | 2 |
| MDA-213 Introduction to Graphic Design..... | 3 |
| MKT-251 Marketing Principles..... | 3 |
| PUB-161 Introduction to Public Relations..... | 3 |
| PUB-262 Advertising Principles..... | 3 |
| PUB-363 Media Relations..... | 3 |
| Total | 20 |

COURSE DESCRIPTIONS

DEPARTMENT AND LEVEL/COURSE NAME

CREDITS/FREQUENCY
(See page 61 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-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-214 Health Communication 3/2**
This course explores the field of health communication. It focuses on the research-based theories and practices that inform health communication, health-related decision-making, health promotion, risk and crisis communication at interpersonal, organizational, and community levels. *Prerequisite: COM-112, SOC-111*
- 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-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, Junior status*
- COM-315 Communication Theory 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-319 Grant Writing 3/4**
This course orients students to the essential elements of the grant writing process and provides practical experience in writing grant proposals. *Prerequisite: COM-112, ENG-212*
- 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, Junior status*
- COM-325 Rhetorical 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 3/4**
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-339 Social Media 3/2**
The course aims to provide students majoring in journalism, public relations, communication and other fields with knowledge about finding and distributing information in conversations over social media. Students will be introduced to common platforms, techniques and ethical considerations.
- COM-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/or producers on how to coach and work with talent. *Prerequisite: COM-112, MDA-121*
- 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: PUB-161*

JRN-404 Seminar in Journalism 3/4
Variable topics seminar to analyze processes and effects of journalism and to acquire specialized knowledge of specific journalism modes of presentation and production. The course provides opportunity for students to pursue specialized journalism studies that are not available through regular courses. Students will complete a major project connected to their Journalism major concentration: Editing-Publishing, News Reporting, Broadcast Reporting/Producing, Business Reporting, Health-Science Reporting or Sports Reporting. *Prerequisites: Senior Status*

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-111 Introduction to Story 3/2
An overview of basic story structure from a variety of genres, but most specifically from the perspective of narrative films. Students will read and analyze feature screenplays, watch and critique the story structure of numerous films, and write script coverage and plot outlines. By the end of the course, students will be able to break down plots into their elementary building blocks and assemble treatments for their own stories.

MDA-112 Drawing I: Drawing for New Media 3/2
This course focuses on the fundamentals of creating drawings and sketches for new media applications such as those utilized by designers, Ads, and creative professionals working in the contemporary design field. Examples of things to be illustrated are vehicles, people, hands/faces, products, user interfaces, Etc. The basic idea of this course is to move away from the more traditional drawing courses offered at surrounding institutions, which focus on traditional fine art approaches to drawing, and instead teach students how to draw and sketch for the purpose of workflows that are germane to the design industry.
Tools: Rather than teaching the utilization of traditional tools, such as brushes, inks, charcoal and color media, this course should teach students how to draw and sketch with a limited/relevant tool set that lends itself to the graphical production workflow. Specific tools to be used should be pencil, mechanical pencil, proismacolor markers and fine-point black ink pens (Micron). While there is plenty of focus on form and volume and line quality for the drawings created in a course like this, the emphasis moves away from extensive study of value and rendering techniques (as in fine arts) and instead focuses on creating clean line art, with limited/necessary values, which is more feasible for scanning and utilizing as storyboard or graphical template purposes. Rather than drawing all kinds of media -and always drawing from still life, students are taught to draw relevant topics and to study book-based resources (vehicles, proportions of anatomy, contemporary stylings) and glean additional techniques from resources such as online tutorials.

MDA-121 Introduction to Digital 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.

MDA-151 Music Fundamentals for Audio Production 3/2
This course is designed for the audio professional that has little or no musical background. This course will be an introduction to the fundamentals and analysis of both written music and the aural perception of music and notes. The goal of this class is familiarize the student with the basic knowledge of music, and how to follow a score in a studio setting. This is skill that will be fundamental in the process of completing the course work of the degree.

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-164 Film and Video Production Seminar I 1/2
Students will participate in a weekend retreat that aims to assimilate them into the policies and protocols of a film production set. Topics include teamwork, conflict resolution, and basic production assistant duties. There will also be ad hoc meetings throughout the semester.

MDA-212 Drawing II: Drawing for Creating Graphics 3/2
This course focuses on teaching students how to create drawings which are specifically suited for utilization as templates for the creation of vector graphics and graphical UI elements. The ability of graphic designers to work in a program such as Adobe Illustrator to create custom graphics and icons for design workflows is a very relevant skill in contemporary design fields, where UI and UX design positions are an ever-emerging (and prosperous) position. Young designers will want to position themselves for the emerging “always-on” digital society they will be working in by learning about graphical creation for devices and media. This course will teach fundamentals of creating drawings for generating icons, graphics, UI elements, graphical suites, web-based graphics and more, suitable for a wide variety of emerging tech industries.
Tools: The core tools of a class such as this are paper, sketchbooks, pencils and mechanical pencils, and various ink pens. Tracing paper is also helpful. Scanning devices should be utilized as well. Digital design tablets are not needed. *Prerequisite: MDA-112*

MDA-213 Graphic Design I: Introduction to Graphic Design 3/2
This course teaches an overview of the graphic design field and industry, introducing students to the preferred software, concepts and workflows of this industry. Specifically, students are given an introduction to design concepts such as balance, contrast, scale, proportion, typography, and composition. Software introduced are the Adobe Creative Suite (CC). Specifically Illustrator, Photoshop and InDesign. Students are given collaborative design projects to work on which introduce and reinforce the taught principles of design. Students participate in interactive lectures, group conversations, online research and study, and more. Students are taught simplified workflows for software, such as vector graphics creation, Photoshop compositing and image enhancement, page layout techniques and file export preferences.

- MDA-225 Graphic Design II: Graphic Design for Print and Media 3/2**
 This course teaches students design principles, with corresponding software skills and workflows, for print and digital media. Students will learn how to use industry-standard design software, such as Adobe InDesign and Photoshop, to create layouts and design files for print and digital. Concept development is also taught as a core component of this course. On a per-project basis, students will begin with pencil and ink wire frame drawings and compositional sketches, before moving on to digital workflows, thus becoming experienced with a mature, healthy creative workflow that exists partly outside of the spectrum of digital software (where ideation and design strategy is key). Students will specifically learn how to create projects intended for high-end industry print output (on four-color press), as well as digital workflows intended for digital distribution or collaborative creative processes. In InDesign, students will learn about inks, resolution, graphical outputs and compositing. In Photoshop, students will learn about photographic manipulation and retouching techniques, along with compositing, masking, layer effects, and more. *Prerequisite: MDA 212 and MDA 213*
- 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 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: Instructor's permission*
- MDA-254 Film History 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-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. Must achieve a grade of C- or greater to pass.
- 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 or MUS-171*
- MDA-271 Film and 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 contemporary Christian music.
- 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. Must achieve a grade of C- or greater to pass. *Prerequisite: MDA-261 or MUS-171 for music majors*
- MDA-282 Film and Video Production II 3/2**
 Students apply the principles and skills of camera, lighting, sound, directing, producing, editing, etc. for a variety of non-fiction production environments and purposes. Students will work on both group and individual productions to benefit the community and communicate with their publics.
- MDA-284 Film and Video Production III 3/2**
 An extension of Video Production II, this class is the capstone of the student's underclass work. Students work in the three major segments of the film making with the primary focus on storytelling in the creation of a short film (3-5 mins.). In pre-production, the scripting process is analyzed from the perspective of message clarity and level of influence. In production, the collection of sonic and visual information is analyzed from the perspective of supporting the story. In post-production the process of engaging the audience member in a unified impactful vision is paramount. *Must achieve a grade of C- or greater to pass. Prerequisite: MDA-282*
- 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. *Prerequisites: MDA-121, ENG-212*
- 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-321 Spirituality on Screen 3/2**
The examination and analysis of the intersection between faith and cinema. Students in the course will study, deconstruct, research, and critique films for their meanings and messages while appraising their own personally held beliefs and understandings. Heavy emphasis will be placed on communicating individual perspectives in written form and group discussion.
- MDA-323 Pre-Production Theory and Praxis 3/2**
The course covers an in-depth examination of the pre-production stage of a media project from development, through script writing, revision to producing and preparation for principal photography. Various genres will be analyzed and created. This class is required for those wishing to specialize as writers, producers and directors in senior production classes. *Prerequisite: MDA-284*
- MDA-324 Production Theory and Praxis 3/2**
The course covers an in-depth examination of the production stage of a media project from principal photography including advanced cinematography and location audio. Various genres of lighting will be analyzed and recreated. This class is required for those wishing to specialize as camera operators and directors of photography in senior production classes. *Prerequisite: MDA-284*
- MDA-325 Post-Production Theory and Praxis 3/2**
The course covers an in-depth examination of the post-production stage of a media project including vision and audio editing and delivery systems. Various genres of editing will be analyzed and recreated. This class is required for those wishing to specialize as editors or sound designers in senior production classes. *Prerequisite: MDA-284*
- MDA-326 Graphic Design III: Graphic Design for Web and Devices 3/2**
This course is a partner course to Graphic Design II and teaches very similar competencies as they pertain to creative workflows and design strategies for designers that wish to develop toward web-based products and device-centric products (web sites and handheld/mobile applications). The same competencies are taught as in graphic Design II, but geared specifically toward the digital handheld spectrum. Thus, heavy emphasis will be placed on understanding design principles for digital handheld devices. Whereas Graphic Design II teaches print and digital layout, this course teaches UI and X development, an understanding of responsive design principles, graphical creation for navigation elements and iconography, and more. A similar emphasis is placed on non- digital concept creation and ideation via sketching and pen and ink drawings for concept generation. *Prerequisite: MDA 225*
- MDA-341/342 Advanced Production I and II 3/2**
These topic classes allow students to explore their selected genre through readings, viewings and practical assessment items. Topics include music videos, corporate videos, experimental film, multi-cam, documentary and fictional dramatic productions. The mid-semester productions assessment will be a generalist film project where students demonstrate proficiency in all the roles. Depending on the scope, the final assessment film will be group oriented with students demonstrating excellence in more specialist roles. *Prerequisite: MDA-284*
- 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-364 Film and Video Production Seminar II 1/2**
This weekend retreat seeks to blend under class and upper class students in production workshop with a focus on leadership on set. Upper class students will also be required to attend sessions throughout the semester on media business aspects including freelance work and internship preparation.
- 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-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. *Prerequisites: Invitation only, Junior status*
- MDA-380 Internship 1 – 6/1**
Practical work experience using audio, film or video skills in an appropriate setting relevant to the student's area of emphasis. *Prerequisite: Junior status*
- MDA-381 Mixing 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. *Prerequisites: MDA-281, MDA-272*
- MDA-383 Mastering 3/2**
This course covers advanced topics in the post mixing process. Students will learn the specific tools used to modify, enhance, and correct the sound of a recording. Topics include applying signal processing to enhance audio material, noise reduction techniques, advanced editing techniques such as album sequencing and manual gain riding, the importance of quality control, and disc/electronic delivery preparation. Students will also delve into other popular techniques in the field of audio mastering, including enhancing the stereo field of a master and cutting edge filtering and fading techniques. *Prerequisite: MDA-381*

MDA-426 Graphic Design IV: Comprehensive Concentrations of Design 3/2

This course teaches higher-level design strategies and techniques to students in the Graphic Design concentration at Cornerstone. Building upon previous coursework, students in this course will create three major projects; one for print, one for the web and one for user a interface. This is the highest-level course so students will be expected to create fully fleshed-out projects, complete from concept to execution, including preliminary drawings, all layout, accompanying graphics, and compositions. The three projects are: A 5-page print magazine with graphics, a three-page website for a technological product, and a user interface for a new breed of automobile. Students will work in small groups for one project and individually on the other two. Students are expected to have excellent typography, design skills, branding, iconography and Etc. *Prerequisite: MDA 326*

MDA-441/442 Advanced Production III and IV 3/2

These topic classes allow students to explore their selected genre through readings, viewings and practical assessment items. Topics include music videos, corporate videos, experimental film, multi-cam, documentary and fictional dramatic productions. The mid-semester productions assessment will be a generalist film project where students demonstrate proficiency in all the roles. Depending on the scope, the final assessment film will be group oriented with students demonstrating excellence in more specialist roles. *Prerequisite: MDA-284*

MDA-484 Music Producing 3/2

Expansion of the principles of Music Producing to extend the student's knowledge and experience in music production. *Prerequisite: MDA-383*

MDA-486 Capstone Audio Project 3/2

Complement 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: MDA-383*

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*

PHOTOGRAPHY

PHO-211 History of Photography 2/2

This class is a survey of the history and development of photography and traces the various scientific and aesthetic issues involved in creating the "light-based" image. It traces its progress from being a tool of fine art mediums through its involvement in the digital revolution. The course examines photography's social, cultural, and economic impact, its impact on the study of history, and discusses present and future directions. *Prerequisite: PHO-236*

PHO-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.

PHO-236 Introduction to Digital Photography 3/1

A beginning course in still/digital photography. Instruction covers basic photographic concepts, camera handling and the aesthetics of photography.

PHO-238 Photojournalism 3/2

An advanced course in still/digital photography, with emphasis on further development of photographic and editing skills. Instruction covers photo essays, sports event photography, advanced light and composition facets of photography. *Prerequisite: PHO-236*

PHO-261 Photography Practicum 1/1

Students receive hands-on photography experience from a studio and photojournalism perspective.

PHO-301 Art Photography 3/2

Acquisition of skills in the use of color photography software, Adobe Photoshop®, an advanced, in-depth program. *Prerequisite: PHO-236*

PHO-302 Photo Editing 3/2

Use and preparation of photographs for the print media; mastery of software for editing photographs. *Prerequisite: PHO-236*

PHO-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: PHO-236*

PHO-304 Lighting Techniques 3/4

This course is the study of the lighting concepts, techniques and equipment used in all phases and types of film and digital photography. Emphasis is on the understanding, control, and manipulation of lighting and lighting equipment using both additive and subtractive lighting techniques. This includes the use of studio and portable lighting equipment and the techniques of mixing natural and man-made light. Other topics include related special shooting techniques, multiple exposure, matte-boxing, using a shooting light-table, painting with light, and advertising/product-specific lighting considerations. *Prerequisite: PHO-238*

PHO-404 Seminar in Photography I 2/2
Field experience of the photograph as a means of communicating information, ideas and opinion in single photographs, photo pages and photo stories. *Prerequisites: Junior status, PHO-301 and PHO-302, or with permission of instructor*

PHO-405 Seminar in Photography II 2/2
A continuation of the field experience that students began in PHO-404, culminating in a significant installation of the student's work. *Prerequisites: PHO-404, Junior status*

PUBLIC RELATIONS

PUB-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*

PUB-262 Advertising Principles (MKT-353 Marketing Communications) 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.*

PUB-361 Advertising Practices 3/2
An extension of the principles learned in PUB-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: PUB-262*

PUB-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: PUB-161*

PUB-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: PUB-161*

PUB-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: PUB-161.*

HUMANITIES

DIVISION



Michael Pasquale, Ph.D.
Division Chair

The Humanities Division fulfills the university mission by advancing the foundational liberal arts disciplines integral to a Christian education. The Humanities faculty instructs and mentors students in the development of essential qualities to influence world cultures for Christ—qualities such as critical thinking, creativity, communication skills, cross-cultural competency, and a deep understanding of both the glory and depravity in modern culture.

The division has many courses in the Core Curriculum and offers degree programs in English, History, Philosophy, Linguistics and Foreign Languages. The focus of the division is not just on teaching content, but rather forming and mentoring wise Christians who will exercise a winsome, redemptive, and reflective influence in today's culture.

DEGREES

Bachelor of Arts (B.A.)

MAJORS

English Education (Secondary)
History
History Education (Secondary)
Humanities: Creative Writing
Humanities: Linguistics
Humanities: Literature
Humanities: Philosophy
Humanities: Professional Writing
Language Arts Group Major
Social Studies (Elementary/Secondary)
Spanish
Spanish (Elementary & Secondary)

MINORS

Creative Writing
English
English Education (Secondary)
History
History Education (Secondary)
Language Arts Group (Elementary)
Linguistics
Philosophy
Professional Writing
Spanish
Spanish (Elementary & Secondary)
TESOL (Teaching English to Speakers of Other Languages)
TESOL (Elementary, Secondary, K-12)

FACULTY

Pasquale, Michael D., Professor of Linguistics (Chair); B.A., Cedarville College; M.A., Michigan State University; Ph.D., Michigan State University

Beach, Cynthia L., Associate Professor of English; B.A., Grand Rapids Baptist College; M.A., Wheaton College Graduate School; M.F.A., Northwest Institute of Literary Arts

Benson, Erik, Associate Professor of History; B.A., Cedarville College; M.A., Central Michigan University; Ph.D., University of Georgia

Bonzo, J. Matthew, Professor of Philosophy and Religion; B.S., Liberty University; M.A., Trinity Evangelical Divinity School; Ph.D., Vrije Universiteit, Amsterdam

Espinoza, Leticia, Assistant Professor of Spanish; B.A., Calvin College; M.A., Western Michigan University; Ph.D. Candidate, Western Michigan University

Gratson, Emily, Associate Dean of Assessment & Student Success and Instructor of Spanish; B.A., Calvin College; M.A., Western Michigan University

Looman, Tammy, Assistant Professor of Writing and Director of Writing Center, Director of the Writing Across the Curriculum Program; B.S., Ferris State University; M.A., Western Michigan University; Ph.D. Candidate, Western Michigan University

Spence, Martin, Associate Professor of History; B.A., M.A., D.Phil., University of Oxford

Stevens, Michael R., Professor of English; B.A., Baptist Bible College; M.A., St. John's College; Ph.D., University of Dallas

Stevens, Jason, Assistant Professor of English; B.A., Aquinas College; M.A., University of Dallas; Ph.D. Candidate, Institute of Philosophic Studies, University of Dallas

VanDyke, Michael T., Professor of English; B.A., Michigan State University; M.A., Michigan State University; Ph.D., Michigan State University

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.

MAJORS & MINORS

ENGLISH MAJOR FOR SECONDARY TEACHERS *(requires a minor)*

| Required Courses | Credit Hours |
|--|--------------|
| ENG-223 Introduction to 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 |
| <i>Choose one of the following:</i> | 3 |
| ENG-224 World and Literature | |
| EDU-323 Adolescent Literature | |
| ENG-328 Selected Authors or Eras | |
| ENG-324 Literary Modernisms: Anglo-American Writers | |
| Total | 27 |

ENGLISH MINOR FOR SECONDARY TEACHERS

| Required Courses | Credit Hours |
|--|---------------------|
| ENG-223 Introduction to Literature | 3 |
| ENG-226 Introduction to Creative Writing | 3 |
| ENG-319 Advanced Grammar | 3 |
| <i>Choose one of the following:</i> | 3 |
| EDU-323 Adolescent Literature | |
| ENG-224 World and Literature | |
| ENG-328 Selected Authors or Eras | |
| ENG-324 Literary Modernisms: Anglo-American Writers | |
| <i>Choose one of the following:</i> | 3 |
| ENG-326 Contemporary Literature | |
| ENG-334 American Renaissance in the 19 th Century | |
| <i>Choose one of the following:</i> | 3 |
| ENG-342 British Romantic & Victorian Literature | |
| ENG-344 British Literature to 1700 | |
| Total | 18 |

ENGLISH MINOR

| Required Courses | Credit Hours |
|--|---------------------|
| ENG-224 World and Literature | 3 |
| ENG-319 Advanced Grammar | 3 |
| <i>Choose one of the following:</i> | 3 |
| ENG-226 Introduction to Creative Writing | |
| ENG-317 Creative Non-Fiction | |
| <i>Choose one of the following:</i> | 3 |
| ENG-324 Literary Modernisms: Anglo-American Writers | |
| ENG-326 Contemporary Literature | |
| ENG-334 American Renaissance in the 19 th Century | |
| <i>Choose one of the following:</i> | 3 |
| ENG-342 British Romantic & Victorian Literature | |
| ENG-344 British Literature to 1700 | |
| <i>Upper Level Elective in English</i> | 3 |
| Total | 18 |

HISTORY MAJOR *(requires a 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 |
| HIS-380 Internship | 3 |
| HIS-451 Historiography I (SSC-451) | 2 |
| HIS-452 Capstone Seminar: Historiography II (SSC-452) | 1 |
| <i>Upper level courses (including two courses in European or non-Western History and one course in American history)</i> | 12 |
| Humanities Cross-Over Courses | |
| <i>Choose two of the following:</i> | 6 |
| ENG-324 Literary Modernisms | |
| ENG-334 American Renaissance in 19 th Century | |
| ENG-342 British Romantic/Victorian Literature | |
| ENG-344 British Literature to 1700 | |
| ENG/HIS-361 Holocaust Literature | |
| PHI-215 Augustine and Aquinas | |
| PHI-413 Globalization/Localization | |
| Total | 36 |

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 |
| <i>Upper level electives in History</i> | 6 |
| Total | 18 |

HISTORY MAJOR FOR SECONDARY TEACHERS *(requires a minor)*

| 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 <i>(Prerequisite: 21 hours of History)</i> | 2 |
| HIS-452 | Historiography II | 1 |
| Upper level electives in History <i>(including two courses in European/non-Western History and one course in American History)</i> | | 12 |
| Total | | 30 |

NOTE: July 2013 – Last available administration of Old Social Studies & History MTTC Test. Candidates in old program must take the new test if they have not completed program by last old MTTC date. October 2013 – New Social Studies & History MTTC test available

HISTORY MINOR FOR 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 |

NOTE: July 2013 – Last available administration of Old Social Studies & History MTTC Test. Candidates in old program must take the new test if they have not completed program by last old MTTC date. October 2013 – New Social Studies & History MTTC test available

HUMANITIES MAJOR *(does not require a minor)*

| Required Courses | | Credit Hours |
|------------------|----------------------------------|--------------|
| HUM-382 | Humanities Seminar (2 semesters) | 6 |
| HUM-481 | Humanities Capstone | 2 |
| HUM-482 | Thesis | 2 |

Choose **one** of the following concentrations:

Creative Writing Concentration

| | | |
|-------------------------------------|----------------------------------|---|
| ENG-226 | Introduction to Creative Writing | 3 |
| ENG-315 | Poetry Writing | 3 |
| ENG-316 | Fiction Writing | 3 |
| ENG-317 | Creative Non-Fiction | 3 |
| ENG-320 | Advanced Writing Workshop | 3 |
| ENG-364 | Writers and Styles | 3 |
| <i>Choose one of the following:</i> | | 3 |

| | | |
|---------|-----------------------------|--|
| ENG-322 | The Practice of Criticism | |
| ENG-380 | Internship | |
| HUM-421 | Creative Endeavors | |
| JRN-201 | News Writing & Reporting | |
| JRN-313 | Feature/Travel Writing | |
| OSA-302 | *Oxford Tutorial in English | |

Total**21**

Linguistics Concentration

| | | |
|-------------------------------------|--|---|
| 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 |
| <i>Choose one of the following:</i> | | 3 |

| | | |
|---------|---------------------------------|--|
| LIN-380 | Internship | |
| LIN-480 | Advanced Topics in Linguistics | |
| OSA-303 | *Oxford Tutorial in Linguistics | |

Total**21**

Literature Concentration

ENG-224 World and Literature3
ENG-324 Literary Modernisms: Anglo-American Writers3
ENG-326 Contemporary Literature3
ENG-328 Selected Authors and Eras.3
ENG-334 American Renaissance in the 19th Century.3
ENG-342 British Romantic & Victorian Literature.3
ENG-344 British Literature to 17003

Total21

Philosophy Concentration

PHI-213 Plato and Aristotle3
PHI-215 Augustine and Aquinas.3
PHI-311 Modern Political Philosophy.3
PHI-353 Philosophical Ethics.3
PHI-411 Selected Thinkers3
PHI-413 Globalization and Localization3

Choose one of the following:3

- OSA-304 *Oxford Tutorial in Philosophy
PHI-380 Internship
PHI-480 Advanced Topics in Philosophy
REL-411 Philosophy of Religion

Total21

* Students may substitute an upper level course in their concentration with an Oxford tutorial course taken in Oxford [OSA-302, 303, 304].

Professional Writing Concentration

ENG-226 Introduction to Creative Writing3
ENG-322 The Practice of Criticism.3
JRN-318 Editing Books, Magazines, Newspapers, Online3
JRN-201 News Writing & Reporting3
ENG-317 Creative Non-Fiction3
ENG-320 Advanced Writing Workshop.3

Choose one of the following:3

- COM-319 Grant Writing
ENG/JRN-380 Internship
HUM-421 Creative Endeavors
JRN-313 Feature/Travel Writing
JRN-323 Technical Writing
MDA-250 Writing for Film
MDA-318 Writing for Electronic Media
OSA-304 *Oxford Tutorial in English

Total21

Choose three elective & Humanities "cross-over" courses. 9

Note: Any of the courses listed in another concentration above can be considered "cross-over" courses.

Foreign Language Courses 9-11

Note: LIN-100 - Language in Culture (3 credits), plus one year of foreign language courses (6-8 credits), equalling 9-11 credits total.

Total (Major with Concentration). 49-51

CREATIVE WRITING MINOR

Required Courses

Credit Hours

ENG 226 Introduction to Creative Writing3
ENG 316 Fiction Writing3
ENG 317 Creative Non-Fiction3
ENG 320 Advanced Writing Workshop.3

Choose two of the following: 6

- ENG 315 Poetry Writing
ENG 320 Advanced Writing Workshop (a different topic)
ENG 364 Writers and Styles
HUM 421 Creative Endeavors

Total 18

PROFESSIONAL WRITING MINOR

| Required Courses | Credit Hours |
|--|--------------|
| ENG-226 Introduction to Creative Writing..... | 3 |
| ENG-322 The Practice of Criticism..... | 3 |
| JRN-318 Editing Books, Magazines, Newspaper, Online..... | 3 |
| JRN-201 News Writing & Reporting..... | 3 |
| <i>Choose two of the following.....</i> | <i>6</i> |
| ENG-317 Creative Non-Fiction..... | |
| ENG-320 Advanced Writing Workshop..... | |
| OSA-302 Oxford Tutorial in English..... | |
| JRN-323 Technical Writing..... | |
| JRN-313 Feature/Travel Writing..... | |
| HUM-421 Creative Endeavors..... | |
| MDA-250 Writing for Films..... | |
| MDA-318 Writing for Electronic Media..... | |
| COM-319 Grant Writing..... | |
| ENG/JRN 380 Internship..... | |
| Total..... | 18 |

LANGUAGE ARTS GROUP MAJOR FOR ELEMENTARY TEACHERS *(requires a minor)*

| Required Courses | Credit Hours |
|---|--------------|
| COM-212 Interpersonal Communication..... | 3 |
| COM-315 Communications Theory..... | 3 |
| ENG-223 Introduction to Literature..... | 3 |
| ENG-226 Introduction to Creative Writing..... | 3 |
| EDU-321 Children's Literature..... | 3 |
| JRN-201 Newswriting and Reporting..... | 3 |
| MDA-319 Mass Media Literacy..... | 3 |
| ENG-212 Writing in Culture..... | 3 |
| <i>Choose two of the following:.....</i> | <i>6</i> |
| COM-241 Introduction to Oral Interpretation..... | |
| COM-311 Intercultural Communication..... | |
| COM-321 Group Communication..... | |
| <i>Choose one of the following:.....</i> | <i>3</i> |
| ENG-224 World and Literature..... | |
| 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 British Literature to 1700..... | |
| ENG-353 Linguistic History of English..... | |
| Total..... | 33 |

LANGUAGE ARTS GROUP MINOR FOR ELEMENTARY TEACHERS

| Required Courses | Credit Hours |
|---|--------------|
| COM-212 Interpersonal Communication..... | 3 |
| COM-311 Intercultural Communication..... | 3 |
| ENG-223 Introduction to Literature..... | 3 |
| ENG-224 World and Literature..... | 3 |
| ENG-226 Introduction to Creative Writing..... | 3 |
| EDU-321 Children's Literature..... | 3 |
| MDA-319 Mass Media Literacy..... | 3 |
| Total..... | 21 |

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 |

SOCIAL STUDIES GROUP MAJOR FOR ELEMENTARY & SECONDARY TEACHERS

(requires a minor)

| 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 | .36 |

SPANISH MAJOR *(requires a minor)*

| Required Courses | Credit Hours |
|---|---------------------|
| SPA-313 Advanced Spanish Grammar and Composition I | .3 |
| SPA-323 Advanced Spanish Grammar and Composition II | .3 |
| SPA-334 Selected Topics in Spanish Language and Culture | .3 |
| SPA-413 Introduction to Hispanic World Literature and Culture I | .3 |
| SPA-423 Introduction to Hispanic World Literature and Culture II | .3 |
| <i>Choose one of the following</i> | .3 |
| SPA-380 Internship | |
| SPA-334 Selected Topics in Spanish Language and Culture (a different topic) | |
| Semester in Spain (<i>choose three of the following</i>)** | 12 |
| 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-399/499 Independent Studies | |
| SIS-401 Comunicación Avanzada | |
| SIS-402 Don Quijote de la Mancha | |
| SIS-403 La Generacion del 98 | |
| SIS-404 El Siglo de Oro | |
| SIS-405 La Novela Espanola del Siglo de Oro: Novela Picaresca y Cervantes | |
| SIS-406 Romanticismo | |
| SIS-407 Teatro del Siglo XX | |
| SIS-408 Historia de Espana en el Siglo XX | |
| Total | 30 |

** Permission for off-campus study required. See Global Studies Coordinator.

SPANISH MINOR

| Required Courses | Credit Hours |
|--|--------------|
| SPA-313 Advanced Spanish Grammar & Composition I | .3 |
| SPA-323 Advanced Spanish Grammar & Composition II | .3 |
| SPA-334 Selected Topics in Spanish Language and Culture | .3 |
| SPA-413 Introduction to Hispanic World Literature and Culture I | .3 |
| SPA-423 Introduction to Hispanic World Literature and Culture II | .3 |
| <i>Choose one of the following</i> | .3 |
| SPA-380 Internship | |
| SPA-334 Selected Topics in Spanish Language and Culture (a different topic) | |
| Total | .18 |

SPANISH MAJOR FOR ELEMENTARY & SECONDARY TEACHERS *(requires a minor)*

| Required Courses | Credit Hours |
|---|--------------|
| LIN-225 Introduction to Linguistics | .3 |
| LIN-371 Second Language Acquisition | .3 |
| SPA-313 Advanced Spanish Grammar & Composition I | .3 |
| SPA-323 Advanced Spanish Grammar & Composition II | .3 |
| SPA-334 Selected Topics in Spanish Language and Culture | .3 |
| SPA-413 Introduction to Hispanic World Literature and Culture I | .3 |
| SPA-423 Introduction to Hispanic World Literature and Culture II | .3 |
| SPA-465 Methods of Teaching a Foreign Language | .3 |
| Semester in Spain** | .12 |
| <i>Choose three of the following (4 credits each)</i> | |
| 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 (8th - 15th 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 Generación del 98 | |
| SIS-404 El Siglo De Oro | |
| SIS-405 La Novela Española del Siglo de Oro: Novela Picaresca y Cervantes | |
| SIS-406 Romanitcismo | |
| SIS-407 Teatro del Siglo XX | |
| SIS-408 La Historia de España en el Siglo XX | |
| Total | .36 |

** Permission for off-campus study required. See Global Studies Coordinator.

SPANISH MINOR FOR ELEMENTARY & SECONDARY TEACHERS

| Required Courses | Credit Hours |
|---|--------------|
| LIN-225 Introduction to Linguistics | .3 |
| LIN-371 Second Language Acquisition | .3 |
| SPA-313 Advanced Spanish Grammar & Composition I | .3 |
| SPA-323 Advanced Spanish Grammar & Composition II | .3 |
| SPA-334 Selected Topics in Spanish Language and Culture | .3 |
| SPA-413 Introduction to Hispanic World Literature and Culture I | .3 |
| SPA-423 Introduction to Hispanic World Literature and Culture II | .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 MINOR (ELEMENTARY, SECONDARY & K-12 ENDORSEMENT FOR 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

DEPARTMENT/LEVEL AND COURSE NAME

CREDITS/FREQUENCY

(See page 61 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. *Prerequisite: ARB-201 or equivalent.*

ENGLISH

ENG-099 **Basic Writing** **2/1**
An individually-paced course in basic techniques for effective written communication as preparation for ENG 114 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. *Prerequisite: 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 and Literature** **3/1**
This class will investigate the nature of literature as it both conveys and shapes our perceptions of the world. We will also investigate the various "worlds," i.e. the internal and external, the subjective and objective realities writers attempt to embody.

ENG-226 **Introduction to Creative Writing** **3/1**
Introduction to the basic forms and techniques of writing poetry, fiction, and drama. *Prerequisite: 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.*

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. *Prerequisites: FRN-101 & FRN-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.*

GERMAN

GER-101 Introductory German I 4/2

An elementary-level German course in which four basic skills in language learning are taught: speaking, reading, writing and listening.

GER-102 Introductory German II 4/2

An elementary-level German course that builds on GER-101. More sophisticated grammar concepts are presented in a communicative setting. *Prerequisite: GER-101 or equivalent.*

GER-201 Intermediate German I 3/4

An intermediate German course that reviews previous materials and builds them into stronger and more solid communication in the language and culture. Focus will be placed on the German culture and language through our Biblical worldview and communicating through spoken and written language as well as strengthening listening and reading of authentic materials. *Prerequisite: GER-102 or equivalent.*

GER-202 Intermediate German II 3/4

An intermediate German course that integrates previous learning into a stronger and more solid communication in the language and culture. Focus will be placed on social issues in German history, culture and language through our Biblical worldview and communicating through spoken and written language as well as strengthening listening and reading of authentic materials. *Prerequisite: GER-201 or equivalent.*

HISTORY

HIS-101 World Civilization I Lab 1/1

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-102 World Civilization II Lab 1/2

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 II. The primary focus will be on non-Western civilizations, including the Islamic Empires and states of the Middle East and India, China, and Japan, Africa, and Latin America. There is some artificiality in dividing up the world into Western and non-Western, as there has been great cross-fertilization of between cultures. The growth in this period of European imperial dominance, the rise of globalized economic and communication systems, and the impact of two world wars make it difficult to separate non-western and western history. 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 3/3**
A study of European culture and religion from c. 1350-c. 1600. Topics examined include humanism, civic renewal, artistic expression in Italy and Northern Europe, the development of the four branches of Protestantism, and the Catholic Reformation.
- HIS-343 Early Modern Europe 3/3**
A survey of European political, social and cultural history from 1500-1789. Topics include the growth of centralized states, absolutism and limited monarchy, the scientific revolution, the Enlightenment, and movements of religious renewal and revival.
- HIS-345 Europe Since 1789 3/3**
A survey of modern Europe since the French Revolution to the present. The rise of nationalism, extension of liberalism, socialism, imperialism, totalitarianism, the World Wars, the Cold War, and social and cultural developments will be examined.
- HIS-346 Britain Since 1688 3/3**
A study of the British Isles from 1688 to the present. Topics examined include national identity, industrialization, the rise of Parliamentary democracy, political ideologies and parties, the Labour movement, the Irish question, foreign policy, social reform, and key themes in religion and culture.
- 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-412) 3/4**
A study of the history, culture, and religions of the Ancient Near East (3500-323 BC). This class examines the main people groups of Mesopotamia, Egypt, and the Levant (Canaan/Israel) with special attention to shared cultural elements, the development of writing, and distinguishing characteristics and events. The class studies key primary texts (in English translation) of different genres while presenting a synthesis of prevalent ideologies. There will also be an introduction to scholarly methods for studying the textual and material finds that form the basis for historical reconstruction.

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-100 Language in Culture 3/1
This course gives strategies for students to develop the ability to communicate in a second language at a beginning level. Emphasis is on oral proficiency and listening skills. Students will also examine a Christian theology of language learning based on linguistic hospitality.

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. *Prerequisite: 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 G.P.A. 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. *Prerequisite: 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 Linguistics 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.

OSA-305 Oxford Tutorial in History 3/1
This tutorial consists of an initial planning session with an Oxford tutor followed by a minimum of four hours of tutorials on Historical 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. *Prerequisite: 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. *Prerequisite: PHI-211.*

PHI-311 Modern Political Philosophy 3/4
A study of the 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. *Prerequisite: PHI-211.*

PHI-353 Philosophical Ethics 3/4
A study of the development of important ethical theories from Greek sources to postmodern concerns. *Prerequisite: 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. *Prerequisite: 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. *Prerequisite: 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. *Prerequisite: 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.*

SOCIAL SCIENCE

SSC-161 World Geography 3/4
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.

SSC-211 American Government 3/2
An introductory study of the political structure, process and function of the American national, state and local (including urban) governments.

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.

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-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 and approval by the Academic Director. 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 Generación 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. <i>Prerequisite: SPA-101 or equivalent.</i> | | |
| SPA-201 | Intermediate Spanish I | 3/2 |
| An intermediate Spanish course that builds on the material presented in SPA 102. 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. <i>Prerequisite: SPA-101/-102 or equivalent.</i> | | |
| 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. <i>Prerequisite: SPA-201 or equivalent.</i> | | |
| SPA-231 | Business Spanish | 3/6 |
| An advanced course in Spanish dealing with Business vocabulary, writing business letters, international communication, etc. <i>Prerequisite: SPA-202.</i> | | |
| SPA-313 | Advanced Spanish Grammar & Composition I | 3/2 |
| A conversation-based course emphasizing advanced vocabulary, idiomatic expressions and communicative language usage. Communicative real-world topic areas will be developed. <i>Prerequisite: SPA-202.</i> | | |
| SPA-323 | Advanced Spanish Grammar & Composition II | 3/2 |
| Course stressing techniques of effective writing in Spanish. Key advanced grammar structures will be emphasized. <i>Prerequisite: SPA-313 or equivalent.</i> | | |
| SPA-334 | Selected Topics in Spanish Language and Culture | 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. <i>Prerequisite: Junior status, a 2.00 G.P.A. and nine completed hours in the major or minor.</i> | | |
| SPA-413 | Introduction to Hispanic World Literature and Culture I | 3/2 |
| Survey course studying the major works of Spanish and Latin American Literature. Hispanic worldview will be contrasted with Christian worldview. <i>Prerequisite: SPA-313.</i> | | |
| SPA-423 | Introduction to Hispanic World Literature and Culture II | 3/2 |
| Comprehensive study of Peninsula culture and society and the role of culture in the formation of Spanish national character and attitudes. <i>Prerequisite: SPA-313.</i> | | |
| 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). <i>Prerequisites: SPA-323, approval of the Division Chair.</i> | | |
| SPA-490 | Independent Study | 1-3/1 |
| With faculty supervision, the student researches and/or writes on a specific area of interest. <i>Prerequisite: SPA-313 and SPA-323, permission of the instructor and institutional requirements.</i> | | |

INTERDISCIPLINARY STUDIES

DIVISION



Emily Gratson
Division Chair

The Interdisciplinary Studies (IDS) division exists to serve programs and courses that are interdisciplinary in their nature. It offers B.A. and B.S. degrees in General Studies and Interdisciplinary Studies, and a minor in Social Justice. It also houses the foundational course in Creativity, Innovation, and Problem-Solving, the year-long orientation course for first-year students - Terra Firma - and the interdisciplinary Honors Seminar course that serves as the centerpiece of the Cornerstone Honors Program.

DEGREES

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

MAJORS

General Studies
Interdisciplinary Studies

MINOR

Social Justice
Creativity and Innovation

CREATIVITY AND INNOVATION MINOR

The Creativity and Innovation minor is designed for anyone who wants to thrive in this emerging world by producing work that is both new and useful. Providing a curriculum that is both theoretically sound and pragmatic, this program will help students discover their vital role as creative cultivators. Special emphasis will be placed on cultivating creative habits, developing talents, practicing innovative processes, and studying current research on creativity. Students who meet a G.P.A. of 2.5 or higher will be awarded a Certificate in Creativity and Innovation. This program is a perfect complement to anyone seeking to enhance their life, talents, and career.

After completing this Certificate Program, the student will have the expertise to:

1. Practice creative habits for talent development
2. Use the basic competencies in the six essential human abilities needed to survive in the Conceptual Age (Design, Story, Systems Thinking, Empathy, Play, and Meaning).
3. Effectively lead others in the Innovative Process (IP), in Design Thinking (DT), and in Creative Problem Solving techniques (CPS).
4. Identify current psychological, neurological, and social theories in creativity.
5. Construct a personal philosophy of creativity which integrates creativity and innovation with your talents, career, and personal endeavors.

| Required Courses | | Credit Hours |
|------------------|---|--------------|
| HUM-311* | Imagination in Culture | 3 |
| IDS-101* | Creativity, Innovation, and Problem Solving | 2 |
| IDS-202 | Creativity in the Conceptual Age | 4 |
| IDS-205 | Strategies for Innovative Thought and Design. | 3 |
| IDS-312 | Science of Human Innovation | 3 |
| IDS-450 | Creative Emergence. | 3 |
| Total | | 18 |

*Denotes core class

GENERAL STUDIES MAJOR *(Bachelor of Arts/Bachelor of Science)*

In special circumstances, the chair of the Interdisciplinary Studies division, in consultation with a student's faculty advisor, may approve a student graduating with a general studies program. Any such program would meet all of the following requirements:

1. Meet minimum credit (129/120) and grade point average requirements for the Bachelor of Arts/Bachelor of Science.
2. Meet all core course requirements for the Bachelor of Arts/Bachelor of Science.
3. Meet minimum residency requirements (60 credits from Cornerstone, with 24 of the last 33).
4. Meet minimum upper-division course requirements (30 credits of 300- and 400-level courses overall).
5. Meet minimum credit (39) and grade point average (2.5) requirements for a major in General Studies.

The General Studies major is available only by approval of the chair of the Interdisciplinary Studies division.

INTERDISCIPLINARY STUDIES MAJOR *(Bachelor of Arts / Bachelor of Science)*

In special circumstances, a student wishing to pursue a course of study not available within the stated offerings of Cornerstone University may present a proposal to the Associate Dean of Assessment and Student Success/Chair, requesting approval of an individualized program leading to a baccalaureate degree. Such a program should be thoughtfully designed in consultation with a faculty advisor after the student has had significant college experience. Therefore, a student should not begin the proposal process earlier than the second term of the sophomore year.

Interdisciplinary Studies programs require a minimum of 46 credit hours (excluding core courses) across at least two (2) disciplines. Normally, at least twelve (12) credit hours of upper-division courses, with no presumption of waiver of specified prerequisites, must be taken from each of these two disciplines. The program must also include either an internship or a scholarly research project.

Students must include in their proposal a written statement of purpose. Proposals require the approval of two faculty advisors, the respective division chair or chairs, and the Associate Dean of Assessment and Student Success/Chair. Proposals will not be considered from any student with a current cumulative grade point average of less than 2.8

SOCIAL JUSTICE MINOR

A broadly interdisciplinary approach, based equally in Ministry, Humanities, and Social Science, this minor allows students to explore the issue of social justice from a Biblical perspective, understanding both its theoretical underpinnings as well as its practical applications in a globalizing world.

After completing this minor, the student should be able to:

1. Identify the foundational ideas that ground social justice in the biblical narrative
2. Formulate an interdisciplinary Christian explanation of the central issues of social justice.
3. Demonstrate concern for working out the biblical call "to do justice" in contemporary social contexts.
4. Judge the appropriateness and faithfulness of particular responses to issues of injustice.
5. Generate a plan of action or set of guidelines that help their community to address a specific issue of social justice

| Required courses | Credit Hours |
|---|--------------|
| CMI-222 Poverty and Justice..... | 3 |
| PHI-353* Philosophical Ethics | 3 |
| SOC-243* Social Problems | 3 |
| Three courses from the following:..... | 9 |
| ECN-231 Macroeconomics | |
| ECO-241 Environmental Science | |
| IDS-380 Social Justice Internship | |
| PHI-413* Globalization and Localization | |
| REL-330* Mosaic Literature | |
| REL-334* Prophetic Literature | |
| SOC-417* Minorities | |
| SSC-312 World Affairs | |
| SWK-311* Social Welfare Policy | |
| SWK-346* Child Welfare | |
| Total..... | 18 |

*Has one or more prerequisites

COURSE DESCRIPTIONS

DEPARTMENT/LEVEL AND COURSE NAME

CREDITS/FREQUENCY
(See page 61 for codes)

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-103 | CU Foundations I | 1/1 |
| This course is designed to create a foundational understanding of being a devoted follower of Christ. Through the learning activities of this course, students will learn about themselves and how to work with a group of other students to the end of influencing the world for Christ, His Church and His Kingdom. Specific learning activities include LifePath reflections, development of problem solving and critical thinking skills, and reflections on discipleship both locally and globally. | | |
| IDS-104 | CU Foundations II | 1/1 |
| This course is designed to continue with the foundational understanding of being a fully-devoted follower of Christ and authorship on their life. The specific learning-medium is an intensive service-learning experience at a local non-profit organization, allowing students to practice problem-solving and critical thinking skills, and continue reflecting on discipleship and their Christian worldview. | | |
| IDS-111 | Honors Seminar | 3/1 |
| The Honors Seminar is a Great Books-oriented discussion for students participating in the Cornerstone University Honors Program. Readings from antiquity to contemporary are read in preparation for each week's meeting, and the seminar is a wide-ranging conversation led by a team of faculty members. Occasional presentations and/or written work by students supplement the central aim of widening intellectual discourse on campus for students from a range of different majors. | | |
| IDS-202 | Creativity in the Conceptual Age | 4/4 |
| A course outlining the six essential human abilities needed to survive in the Conceptual Age: Design, Storytelling, Systems Thinking, Empathy, Play, and Meaning. <i>Prerequisite: IDS-101</i> | | |
| IDS-205 | Strategies for Innovative Thought and Design | 3/4 |
| An examination of the latest Creative Problem Solving Techniques (CPS), Design Thinking Tools (DT), and Human Centered Design (HCD). Students will learn to use, lead others, and analyze CPS, DT and HCD effectively in real world situations. Emphasis will be placed on how innovative thought can be applied to their specific major and personal endeavors. <i>Prerequisite: IDS-101</i> | | |
| IDS-312 | Science of Human Innovation | 3/4 |
| This course examines the psychology and neuroscience behind creativity and the sociological research on situations, contexts, and networks of creative activity. <i>Prerequisite: IDS-101, IDS-202</i> | | |
| IDS-450 | Creative Emergence | 3/4 |
| This course is the culminating course of creativity content which is designed to help students integrate creative theory with their talents, career, and personal endeavors. Students will be required to complete a research paper based on current theories and present it both verbally and in writing. <i>Prerequisite: IDS-312, Junior status</i> | | |

KINESIOLOGY, SCIENCE & MATHEMATICS DIVISION



James Fryling
Division Chair

The Kinesiology, Science and Math Division equips students to love and worship Christ through the study of His creation. Mathematics explores the beauty and order of creation as revealed through symbolic representation and logical implications. The physical sciences explore matter and its interactions. The biological sciences explore life in all of its intricate design. Kinesiology explores human movement and its effects. All of these areas are explored from the foundational theme that as God's image-bearers, humans are called to wisely steward God's marvelous creation.

Students who major or minor in KSM Division fields will be equipped to influence their culture for Christ as skilled professionals in health care, education, the sciences and other important segments of society. Specifically, the division offers majors in biology, environmental biology, exercise science, integrated science for teacher education, mathematics and physical education. Pre-medical, pre-veterinary, pre-dental, and pre-pharmacy students are well prepared for their professional education through their individual major. Minors may be taken in biology, chemistry, coaching, general science, integrated science, mathematics and physical education.

Cornerstone University is distinguished by its emphasis on the hands-on, experiential study of nature and is a founding member of the AuSable Institute of Environmental Studies. Cornerstone students can participate in the AuSable Institute field programs as part of their degree requirements.

DEGREES

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

MAJORS

Biology (B.A.)
Biology (Secondary; B.A.)
Environmental Biology (B.S.)
Exercise Science (B.S.)
 Cardiovascular Rehabilitation
 Pre-Occupational Therapy
 Pre-Physical Therapy
Integrated Comprehensive Science
(Secondary; B.A.)
Integrated Science Major
(Elem. & Secondary; B.A.)
Mathematics (B.A. & B.S.)
Mathematics (Secondary; B.A.)
Physical Education (K-12; B.A.)
Pre-Dental (B.S.)
Pre-Medical (B.S.)
Pre-Pharmacy (B.S.)
Pre-Veterinary (B.S.)

MINORS

Biology
Biology (Secondary)
Chemistry
Chemistry (Secondary)
Coaching
General Science
Integrated Science (Elementary)
Mathematics
Mathematics (Elementary &
Secondary)
Physical Education
Physical Education for Secondary

PROGRAMS

AuSable Institute

FACULTY

Fryling, James A., Professor of Chemistry (Chair); B.S., United States Air Force Academy; M.S., Ph.D., University of Arizona; M.A., Grand Rapids Theological Seminary

Crompton, Nigel E.A., Professor of Biology; B.Sc., Victoria University of Manchester, England; M.Sc., Victoria University of Manchester, England; Ph.D., Justus-Liedig University of Giessen, Germany; D.Sc., University of Zurich, Switzerland

Gates, Raymond R., Associate Professor of Biology; B.A., Spring Arbor University; M.S., Central Michigan University

Keller, Charles N., Professor of Science; B.A. and B.S., University of Kansas; Ph.D., University of Kansas

Keys, Robert S., Associate Professor of Science; B.A., Cornerstone University; M.Ed., Gannon University; Ph.D., Western Michigan University

Marra, Marty, Assistant Professor of Kinesiology; B.A., Cornerstone University; B.S., Calvin College; M.A., Western Michigan University; Ed.D., United States Sports Academy

Wideman, Charles, Instructor of science; B.A., Cornerstone University; B.S., Calvin College

Williams, Sherry, Assistant Professor of Kinesiology; B.A., Central Michigan University; M.A., Western Michigan University

Zainea, Kimberly A., Assistant Professor of Kinesiology; B.A., Cedarville College; M.A., University of Dayton

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.

BACHELOR OF ARTS MAJORS & MINORS

BIOLOGY MAJOR *(requires a minor)*

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 | Capstone Seminar: Bioethics & Argument Theory | 3 |
| SCI-380 | Internship | 3 |
| SCI-495 | Senior Research Project | 1 |
| SCI-496 | Senior Research Seminar | 1 |
| Electives in Biology/Ecology (must be upper-level) | | 12 |
| Total | | 36 |

Required Cognates*

| | | |
|--|---|---|
| CHM-111 | Principles of General Chemistry (Prerequisite: MAT-121) | 4 |
| CHM-212 | Principles of Organic and Biochemistry | 4 |
| Electives in Mathematics (<i>Not MAT-096, 107, 108, 110, or 312</i>) | | 6 |

*A cognate is a course that supports the success of completing a major program.

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 *(requires a minor)*

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-161 Human Biology..... | 4 |
| BIO-225 Botany..... | 4 |
| BIO-233 Zoology..... | 4 |
| BIO-351 Genetics..... | 4 |
| BIO-400 Capstone Seminar: Bioethics & Argument Theory..... | 3 |
| BIO-451 Molecular Cell Biology..... | 4 |
| ECO-341 Ecology..... | 4 |
| SCI-361 Evolution & Origins..... | 3 |
| Total..... | 34 |

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 MINOR FOR SECONDARY TEACHERS

| Required Courses | Credit Hours |
|------------------------------|--------------|
| BIO-151 General Biology..... | 4 |
| BIO-161 Human Biology..... | 4 |
| BIO-225 Botany..... | 4 |
| BIO-233 Zoology..... | 4 |
| ECO-341 Ecology..... | 4 |
| 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 GROUP MAJOR FOR ELEMENTARY TEACHERS *(requires a minor)*

| 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 Capstone Seminar: Integrated Science..... | 2 |
| Life Sciences | |
| BIO-151 General Biology..... | 4 |
| BIO-161 Human Biology..... | 4 |
| BIO-233 Zoology..... | 4 |
| Physical Sciences | |
| CHM-111 Principles of General Chemistry..... | 4 |
| PHY-211 General Physics I (Prerequisite: MAT-121, 122 or 131)..... | 4 |
| SCI-201 Integrated Science for Elementary Teachers (core requirement)..... | 3 |
| Total..... | 39 |

INTEGRATED SCIENCE GROUP MINOR FOR ELEMENTARY TEACHERS

| Required Courses | Credit Hours |
|--|--------------|
| Earth/Space Science | |
| SCI-261 Astronomy..... | 4 |
| SCI-262 Geology..... | 4 |
| SCI-263 Atmosphere & Weather..... | 2 |
| SCI-400 Capstone Seminar: Integrated Science..... | 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 (core requirement)..... | 3 |
| Total..... | 27 |

INTEGRATED SCIENCE MAJOR FOR SECONDARY TEACHERS *(requires a minor)*

| Required Courses | | Credit Hours |
|----------------------------|--|--------------|
| Comprehensive | | |
| ECO-241 | Environmental Science | 4 |
| SCI-361 | Evolution & Origins..... | 3 |
| SCI-400 | Capstone Seminar: Integrated Science | 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 MAJOR FOR SECONDARY TEACHERS

(does not require a minor)

| Required Courses | | Credit Hours |
|----------------------------|--|--------------|
| Comprehensive | | |
| SCI-361 | Evolution & Origins..... | 3 |
| SCI-400 | Capstone Seminar: Integrated Science | 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 *(requires a minor)*

General Education Core: Requirements for the Bachelor of Arts degree are listed in the Degree Information section.

The writing intensive courses for mathematics majors are MAT-245 and MAT-400. 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-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-251 | Probability and Statistics | 3 |
| MAT-333 | Real Analysis | 3 |
| MAT-341 | Modern Algebra | 3 |
| MAT-380 | Internship | 3 |
| MAT-400 | Capstone Seminar: The History of Mathematical Sciences..... | 3 |
| Total | | .36 |

MATHEMATICS MINOR

| Required Courses | Credit Hours |
|--|--------------|
| MAT-131 Calculus I | 3 |
| MAT-132 Calculus II | 3 |
| MAT-241 Applied Linear Algebra | 3 |
| MAT-243 Discrete Mathematics | 3 |
| MAT-245 Mathematical Proofs | 3 |
| MAT-251 Probability and Statistics | 3 |
| <i>Two from the following: (See course listings for prerequisites)</i> | <i>6</i> |
| MAT-233 Differential Equations | |
| MAT-234 Multivariate Calculus | |
| MAT-333 Real Analysis | |
| MAT-341 Modern Algebra | |
| MAT-400 Capstone Seminar: The History of Mathematical Sciences | |
| Total | .24 |

MATHEMATICS MAJOR FOR SECONDARY TEACHERS *(requires a minor)*

General Education Core: Requirements for the Bachelor of Arts degree are listed in the Degree Information section.

| Required Courses | Credit Hours |
|--|--------------|
| MAT-131 Calculus I | 3 |
| MAT-132 Calculus II | 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-251 Probability and Statistics | 3 |
| MAT-333 Real Analysis | 3 |
| MAT-341 Modern Algebra | 3 |
| MAT-400* Capstone Seminar: The History of Mathematical Sciences | 3 |
| Total | .33 |

MATHEMATICS MINOR FOR ELEMENTARY TEACHERS

| Required Courses | Credit Hours |
|--|--------------|
| MAT-131 Calculus I | 3 |
| MAT-151 Statistics | 3 |
| MAT-243 Discrete Mathematics | 3 |
| MAT-312 Elementary Mathematics & Methods and Field Experience | 4 |
| <i>Choose three of the following:</i> | <i>9</i> |
| MAT-110 College Math | |
| MAT-121 College Algebra | |
| MAT-122 Trigonometry | |
| MAT-132 Calculus II | |
| MAT-233 Differential Equations | |
| MAT-234 Multivariate Calculus | |
| MAT-241 Applied Linear Algebra | |
| MAT-245 Mathematical Proofs | |
| MAT-400 Capstone Seminar: The History of Mathematical Sciences | |
| Total | .22 |

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-400* Capstone Seminar: The History of Mathematical Sciences | 3 |
| <i>One of the following:</i> | <i>3</i> |
| 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). (Teacher Education Division – Secondary Education Programs).

PHYSICAL EDUCATION MAJOR FOR K-12 CERTIFICATION *(requires a minor)*

(Secondary Program Track Only)

General Education Core: Requirements for the Bachelor of Arts degree are listed in the Degree Information section.

Education students majoring in Physical Education must complete their lab science core requirement with BIO-241 Anatomy and Physiology I. 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 Kinesiology | 3 |
| KIN-243 Strategies for Teaching Physical Education K-12 | 3 |
| KIN-251 Motor Development and Learning | 3 |
| KIN-342 Exercise Physiology (Prerequisite: BIO-241 and 242) | 3 |
| KIN-344 Adapted Physical Education K-12 | 2 |
| KIN-345 Measurement and Evaluation | 3 |
| KIN-346 Exercise Testing and Prescription | 3 |
| KIN-357 Physical Education in Preschools & Elementary Schools <i>(Prerequisite: KIN-243)</i> | 3 |
| KIN-359 Physical Education in Secondary Schools <i>(Prerequisite: KIN-243)</i> | 3 |
| KIN-362 First Aid, Injury Prevention and Treatment | 3 |
| KIN-401 Capstone Seminar: Ethics in Teaching Physical Education <i>(Professor Permission)</i> | 2 |
| KIN-441 Organization and Administration | 3 |
| KIN-461 Skill and Performance Competencies* | 1 |
| Total | 39 |

*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.

Students minoring in Physical Education must complete their lab science core requirements with BIO-241.

| Required Courses | Credit Hours |
|---|---------------------|
| BIO-241 Anatomy and Physiology I | 4 |
| BIO-242 Anatomy and Physiology II | 4 |
| KIN-211 History and Principles of Kinesiology | 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 |
| <i>Choose one of the following:</i> | <i>3</i> |
| KIN-231 Principles of Coaching | 3 |
| KIN-243 Strategies for Teaching Physical Education K-12 | 3 |
| KIN-342 Exercise Physiology | 3 |
| KIN-344 Adapted Physical Education | 2 |
| KIN-345 Measurement and Evaluation | 3 |
| KIN-441 Organization and Administration | 3 |
| Total | 25 |

*Students must sign up with the instructor for KIN-461 at the time they decide to minor in physical education.

PHYSICAL EDUCATION MINOR FOR SECONDARY TEACHERS

Students who minor in physical education must complete their lab science core requirement with BIO-241 and must meet the core activity program course requirements in physical education. (Grades 6-12 endorsed).

| Required Courses | Credit Hours |
|---|---------------------|
| BIO-242 Anatomy and Physiology II | 4 |
| KIN-211 History and Principles of Kinesiology | 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 |
| KIN-359 P.E. in Secondary Schools <i>(Prerequisite: KIN-243)</i> | 3 |
| KIN-362 First Aid, Injury Prevention, and Treatment <i>(Prerequisites: BIO-241 & 242 or permission of instructor)</i> | 3 |
| KIN-401 Capstone Seminar: Ethics in Teaching Physical Education <i>(professor permission)</i> | 2 |
| KIN-461 * Skill and Performance Competencies | 1 |
| Total | 24 |

*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

CHEMISTRY MINOR (ALSO FOR SECONDARY TEACHERS)

| Required Courses | Credit Hours |
|---|--------------|
| CHM-121 General Chemistry I | 4 |
| CHM-122 General Chemistry II | 4 |
| CHM-411 Perspectives in Chemistry | 2 |
| Chemistry Electives: (200 level or above) | 8 |
| <i>One of the following:</i> | 4 |
| CHM-212 Principles of Organic & Biochemistry | |
| CHM-472 Biochemistry | |
| 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 | 3 |
| KIN-362 First Aid & Injury Prevention | 3 |
| <i>One of the following:</i> | 3 |
| BIO-347 Intro to Nutrition | |
| PSY-362 Sport & Exercise Psychology | |
| KIN-370 Coaching Practicum | 1 |
| Total | 21 |

ENVIRONMENTAL BIOLOGY MAJOR *(General Science Minor II required)*

General Education Core: Requirements for the Bachelor of Science 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 Capstone Seminar: Bioethics & Argument Theory | 3 |
| ECO-241 Environmental Science | 4 |
| ECO-341 Ecology | 4 |
| ECO-442 Advanced Field Studies | 4 |
| ECO-3XX, 4XX Electives at Au Sable Institute | 8 |
| SCI-361 Evolution & Origins | 3 |
| SCI-380 Internship | 3 |
| SCI-495 Senior Research Project | 1 |
| SCI-496 Senior Research Seminar | 1 |
| <i>One of the following:</i> | 4 |
| BIO-331 Ornithology | |
| BIO-431 Vertebrate Zoology | |
| Total | 51 |

GENERAL SCIENCE MINOR II

| Required Courses | Credit Hours |
|---|--------------|
| CHM-121 General Chemistry I | 4 |
| CHM-122 General Chemistry II | 4 |
| CHM-212 Principles of Organic & Biochemistry | 4 |
| ECO-3XX, 4XX Elective at Au Sable Institute | 4 |
| MAT-151 Statistics | 3 |
| SCI-262 Geology | 4 |
| <i>One of the following:</i> | 3-4 |
| MAT-121 College Algebra | |
| MAT-122 Trigonometry | |
| MAT-131 Calculus I | |
| Total | 26-27 |

AuSable Certificate is strongly recommended from one of the following areas: Stewardship Ecologists, Land Resources Analyst, Environmental Analyst, Water Resources Analyst, Naturalist

| | |
|----------------------------|--------------|
| Program Total | 77-78 |
|----------------------------|--------------|

EXERCISE SCIENCE MAJOR (does not require a minor)

General Education Core: Requirements for the Bachelor of Science degree are listed in the Degree Information section.

| Program Core | | Credit Hours |
|----------------------------|---|---------------------|
| BIO-151 | General Biology..... | 4 |
| BIO-241 | Anatomy and Physiology I..... | 4 |
| BIO-242 | Anatomy and Physiology II..... | 4 |
| KIN-341 | Anatomical Kinesiology (Prerequisite: BIO-241)..... | 4 |
| One of the following:..... | | 3-4 |
| MAT-110 | College Math..... | |
| MAT-121 | College Algebra..... | |
| MAT-122 | Trigonometry..... | |
| MAT-131 | Calculus I..... | |
| Required Courses | | Credit Hours |
| BIO-347 | Introduction to Nutrition..... | 3 |
| KIN-211 | History and Principles of Kinesiology..... | 3 |
| KIN-251 | Motor Development and Learning..... | 3 |
| KIN-342 | Exercise Physiology (Prerequisite: BIO-241/242 & KIN-346)..... | 3 |
| KIN-345 | Measurement and Evaluation (Prerequisite: Math core requirement)..... | 3 |
| KIN-346 | Exercise Testing & Prescriptions (Prerequisite: BIO-241/242)..... | 3 |
| KIN-362 | First Aid and Injury Prevention..... | 3 |
| KIN-380 | Internship..... | 6 |
| KIN-400 | Professional Capstone Seminar (Prerequisite: MAT-151)..... | 2 |
| MAT-151 | Statistics..... | 3 |
| Total..... | | 51-52 |

EXERCISE SCIENCE MAJOR with a Cardiac Rehabilitation Concentration (does not require a minor)

This program is designed for students intending to pursue the field of Cardiac Rehabilitation following graduation. These courses will help prepare the student to sit for the American College of Sports Medicine (ACSM) Exercise Specialist Certification Exam.

In addition to the Program Specific Core and Major Courses listed previously, students must also complete the following courses:

| Required Courses | | Credit Hours |
|-------------------------|---|---------------------|
| BIO-353 | Pathophysiology..... | 3 |
| KIN-361 | ECG (Electrocardiography)..... | 2 |
| KIN-364 | Cardiovascular Disease and Risk Management..... | 3 |
| KIN-380 | Internship..... | 6 |
| PSY-239 | Adult Psychology..... | 3 |
| SCI-242 | Medical Terminology..... | 2 |
| SCI-346 | Pharmacology..... | 3 |
| Total..... | | 22 |

EXERCISE SCIENCE MAJOR with a Pre-Occupational Therapy Concentration (does not require a minor)

This program is designed for students intending to pursue graduate education in Occupational Therapy. These courses represent the most common pre-requisite courses for OT programs, but it remains the student's responsibility to ensure that their desired graduate school's requirements have been met.

In addition to the Program Specific Core and Major Courses listed previously, students must also complete the following courses:

| Required Courses | | Credit Hours |
|-------------------------|--------------------------------------|---------------------|
| PSY-111 | General Psychology..... | 3 |
| PSY-235 | Lifespan Development Psychology..... | 3 |
| PSY-353 | Abnormal Psychology..... | 3 |
| PSY-441 | Physiological Psychology..... | 3 |
| SOC-111 | Introduction to Sociology..... | 3 |
| SCI-242 | Medical Terminology..... | 2 |
| Total..... | | 17 |

EXERCISE SCIENCE MAJOR with a Pre-Physical Therapy Concentration *(does not require a minor)*

This program is designed for students intending to pursue graduate education in Physical Therapy. These courses represent the most common pre-requisite courses for PT programs, but it remains the student's responsibility to ensure that their desired graduate school's requirements have been met.

In addition to the Program Specific Core and Major Courses listed previously, students must also complete the following courses:

| Required Courses | | Credit Hours |
|--|---------------------------------|---------------------|
| PHY-211 | General Physics I | 4 |
| PHY-212 | General Physics II | 4 |
| PSY-111 | General Psychology | 3 |
| <i>One of the following:</i> | | 3-4 |
| MAT-121 | College Algebra | |
| MAT-122 | Trigonometry | |
| MAT-131 | Calculus I | |
| <i>One of the following options:</i> | | 4-8 |
| CHM-111 | Principles of General Chemistry | |
| CHM-121/122 | General Chemistry I & II | |
| Total | | 18-23 |

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 |

MATHEMATICS MAJOR *(requires a minor)*

General Education Core: Requirements for the Bachelor of Science degree are listed in the Degree Information section (page 57).

| Required Courses | | Credit Hours |
|-------------------------|--|---------------------|
| MAT-131 | Calculus I | 3 |
| MAT-132 | Calculus II | 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-251 | Probability and Statistics | 3 |
| MAT-333 | Real Analysis | 3 |
| MAT-341 | Modern Algebra | 3 |
| MAT-380 | Internship | 3 |
| MAT-400 | Capstone Seminar: The History of Mathematical Sciences | 3 |
| Total | | 36 |

PRE-DENTAL MAJOR *(does not require a minor)*

General Education Core requirements for the Bachelor of Science degree are listed in the Degree Information section.

| Biology Core Courses | | Credit Hours |
|-----------------------------|---|---------------------|
| BIO-151 | General Biology | 4 |
| BIO-233 | Zoology | 4 |
| BIO-351 | Genetics | 4 |
| BIO-400 | Capstone Seminar: Bioethics & Argument Theory | 3 |
| SCI-361 | Evolution & Origins | 3 |
| SCI-380 | Internship | 3 |
| SCI-495 | Senior Research Project | 1 |
| SCI-496 | Senior Research Seminar | 1 |
| Total | | 23 |
| Pre-Dental | | Credit Hours |
| BIO-241 | Anatomy & Physiology I | 4 |
| BIO-242 | Anatomy & Physiology II | 4 |
| BIO-352 | Microbiology | 4 |
| BIO-451 | Molecular Cell Biology | 4 |

Continued on Next Page

| | |
|--|-----|
| <i>Choose at least two of the following:</i> | 6-8 |
| BIO-347 Intro to Nutrition | |
| BIO-353 Pathophysiology | |
| BIO-431 Vertebrate Zoology | |
| CHM-472 Biochemistry | |
| SCI-346 Pharmacology | |
| SCI-423 Neuroscience | |

Total..... **22-24**

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 |
| MAT-151 Statistics | 3 |
| PHY-211 Physics I | 4 |
| PHY-212 Physics II | 4 |
| <i>One of the following:</i> | 3-4 |
| MAT-121 College Algebra | |
| MAT-122 Trigonometry | |
| MAT-131 Calculus I | |

Total..... **32-33**

Total Program Hours..... **77-80**

*A cognate is a course that supports the success of completing the major program.

PRE-MEDICAL MAJOR *(does not require a minor)*

General Education Core requirements for the Bachelor of Science degree are listed in the Degree Information section.

| Biology Core Courses | Credit Hours |
|---|---------------------|
| BIO-151 General Biology | 4 |
| BIO-233 Zoology | 4 |
| BIO-351 Genetics | 4 |
| BIO-400 Capstone Seminar: Bioethics & Argument Theory | 3 |
| SCI-361 Evolution & Origins | 3 |
| SCI-380 Internship | 3 |
| SCI-495 Senior Research Project | 1 |
| SCI-496 Senior Research Seminar | 1 |
| Total | 23 |

| Pre-Medical | Credit Hours |
|--|---------------------|
| BIO-241 Anatomy & Physiology I | 4 |
| BIO-242 Anatomy & Physiology II | 4 |
| BIO-352 Microbiology | 4 |
| BIO-451 Molecular Cell Biology | 4 |
| <i>Choose at least two of the following:</i> | 6-8 |
| BIO-347 Intro to Nutrition | |
| BIO-353 Pathophysiology | |
| BIO-431 Vertebrate Zoology | |
| CHM-472 Biochemistry | |
| KIN-341 Anatomical Kinesiology | |
| KIN-342 Exercise Physiology | |
| KIN-346 Exercise Testing & Prescription | |
| SCI-423 Neuroscience | |
| SCI-346 Pharmacology | |
| Total | 22-24 |

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 |
| MAT-151 Statistics | 3 |
| PHY-211 Physics I | 4 |
| PHY-212 Physics II | 4 |
| PSY-111 General Psychology | 3 |
| SOC-111 Introduction to Sociology | 3 |

| | |
|-------------------------|-----|
| One of the following: | 3-4 |
| MAT-121 College Algebra | |
| MAT-122 Trigonometry | |
| MAT-131 Calculus I | |

Total **38-39**
Total Program Hours **83-86**

*A cognate is a course that supports the success of completing the major program.

PRE-PHARMACY MAJOR *(does not require a minor)*

General Education Core requirements for the Bachelor of Science degree are listed in the Degree Information section.

| Biology Core Courses | | Credit Hours |
|-----------------------------|---|---------------------|
| BIO-151 | General Biology | 4 |
| BIO-233 | Zoology | 4 |
| BIO-351 | Genetics | 4 |
| BIO-400 | Capstone Seminar: Bioethics & Argument Theory | 3 |
| SCI-361 | Evolution & Origins | 3 |
| SCI-380 | Internship | 3 |
| SCI-495 | Senior Research Project | 1 |
| SCI-496 | Senior Research Seminar | 1 |
| Total | | 23 |

| Pre-Pharmacy | | Credit Hours |
|--|-------------------------|---------------------|
| BIO-241 | Anatomy & Physiology I | 4 |
| BIO-242 | Anatomy & Physiology II | 4 |
| BIO-352 | Microbiology | 4 |
| BIO-451 | Molecular Cell Biology | 4 |
| CHM-472 | Biochemistry | 4 |
| <i>Choose at least one of the following:</i> | | 3-4 |
| BIO-347 | Intro to Nutrition | |
| BIO-353 | Pathophysiology | |
| BIO-431 | Vertebrate Zoology | |
| SCI-346 | Pharmacology | |
| SCI-423 | Neuroscience | |
| Total | | 23-24 |

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 |
| MAT-131 | Calculus | 4 |
| MAT-151 | Statistics | 3 |
| PHY-211 | Physics I | 4 |
| PHY-212 | Physics II | 4 |
| Total | | 33 |

Total Program Hours **79-80**

*A cognate is a course that supports the success of completing the major program.

PRE-VETERINARY MAJOR *(does not require a minor)*

General Education Core requirements for the Bachelor of Science degree are listed in the Degree Information section.

| Biology Core Courses | | Credit Hours |
|-----------------------------|---|---------------------|
| BIO-151 | General Biology | 4 |
| BIO-233 | Zoology | 4 |
| BIO-351 | Genetics | 4 |
| BIO-400 | Capstone Seminar: Bioethics & Argument Theory | 3 |
| SCI-361 | Evolution & Origins | 3 |
| SCI-380 | Internship | 3 |
| SCI-495 | Senior Research Project | 1 |
| SCI-496 | Senior Research Seminar | 1 |
| Total | | 23 |

Continued on Next Page

| Pre-Veterinary | | Credit Hours |
|--|-------------------------|---------------------|
| BIO-241 | Anatomy & Physiology I | 4 |
| BIO-242 | Anatomy & Physiology II | 4 |
| BIO-352 | Microbiology | 4 |
| BIO-431 | Vertebrate Zoology | 4 |
| BIO-451 | Molecular Cell Biology | 4 |
| <i>Choose at least one of the following:</i> | | 3-4 |
| BIO-347 | Intro to Nutrition | |
| BIO-353 | Pathophysiology | |
| CHM-472 | Biochemistry | |
| SCI-423 | Neuroscience | |
| Total | | 23-24 |

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 |
| MAT-151 | Statistics | 3 |
| PHY-211 | Physics I | 4 |
| PHY-212 | Physics II | 4 |
| <i>One of the following:</i> | | 3-4 |
| MAT-121 | College Algebra | |
| MAT-122 | Trigonometry | |
| MAT-131 | Calculus I | |
| Total | | 32 |

Total Program Hours **78-80**

*A cognate is a course that supports the success of completing the major program.

COURSE DESCRIPTIONS

DEPARTMENT/ LEVEL AND COURSE NAME CREDITS/FREQUENCY
(See page 61 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 organisms, including man, and their 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. **Lab fee applied.**

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. **Lab fee applied.**

BIO-161 Human Biology **4/1**

This course includes examination of 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 lifestyle of healthful living. Emphasis is placed upon cell biology, tissues and various systems of the body including integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, respiratory, digestive, urinary, endocrine and reproductive systems. This general survey course fulfills the science core requirements for a lab science and is open to students desiring basic knowledge of human anatomy and physiology. **Lab fee applied.**

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. **Lab fee applied.** 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. **Lab fee applied.** 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. **Lab fee applied.**
- 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. **Lab fee applied.**
- 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. This course satisfies the core requirement for Lab Science. **Lab fee applied.**
- BIO-347 Introduction to Nutrition 3/1**
This course is designed to study foods and their effects upon health, development, and performance of the human body. 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, students will investigate body composition and weight control.
- 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. Lab experience includes modern techniques in molecular genetic analysis. **Lab fee applied. Prerequisite: BIO-151.**
- 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. **Lab fee applied. Prerequisite: BIO-151 or BIO-233.**
- BIO-353 Pathophysiology 3/4**
The Pathophysiology course is designed to promote the understanding and application of fundamental concepts of disease processes. General concepts of disease (e.g. cell injury, inflammation, necrosis, wound healing, immune response, infectious disease, and neoplasia) are discussed. These concepts are then applied in a systems-oriented approach, including the pathogenesis, clinical manifestations, diagnosis and treatment of the various disease processes. *Prerequisites: BIO-241/242.*
- BIO-400 Capstone Seminar: Bioethics & Argument Theory 3/2**
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. **Lab fee applied. 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 sterile tissue culture and cell growth. Lecture and lab. **Lab fee applied. Prerequisite: BIO-351.**

CHEMISTRY

- CHM-111 Principles of General Chemistry 4/2**
Investigates 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. **Lab fee applied. 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. **Lab fee applied. 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. **Lab fee applied. 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. **Lab fee applied.** *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. **Lab fee applied.** *Corequisite: 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. **Lab fee applied.** *Corequisite: 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, Junior or Senior 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. **Lab fee applied.** *Corequisite: CHM-232.*

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. **Lab fee applied.**
- 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. **Lab fee applied.** *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. **Lab fee applied.** *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 Ireland, 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 fee applied.**

[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 Total Fitness & Wellness 2/1**
This course focuses on whole person wellness in the context of Biblical principles. Emotional, mental, intellectual, physical, social, and spiritual wellness areas are addressed. Students are taught and encouraged to transition from the mindset of high school attitudes and habits to a collegiate level of thinking and decision making with regards to nutrition, personal wellness, social attitudes and actions as responsibilities of Biblical stewardship.
- KIN-101 Champions of Character 1/2**
The Champions of Character program is designed to instill an understanding of character values in sport and provide practical tools for student-athletes, coaches, and athletic administrators to use in modeling exemplary character traits. This course is designed to introduce the five core values of integrity, respect, responsibility, sportsmanship and servant leadership and explain how these values are embedded in the culture of CU athletics.
- 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.

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| 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. Course fee applied. | | |
| KIN-115 | Tennis | 1/2 |
| 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. – TBD) | | |
| KIN-116 | Racquetball | 1/1 |
| An introduction for the beginner to racquetball encompassing rules, basic skills, terminology, 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. Course 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 develop skills and problem solving skills. Activities will be determined based on season and weather, but may include snowshoeing, map & compass, hiking, backpacking, adventure racing, and canoeing. | | |
| 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 bouts 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. Course fee applied. | | |
| KIN-124 | Pickleball/Paddletennis | 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 and open the student's mind to the possibilities of the Martial Arts being used for Christian ministry. Each student will be working toward earning an actual novice rank in the traditional Japanese Karate style of Shinsei Wado-Ryu Karate-Do. Students will learn solid, time-proven Martial skills that are effective for self-defense as well as disciplining the 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-144 | Ladies Weight Training & Fitness Class | 1/2 |
| This class will be an introduction of weight training and fitness opportunities for the college female. It will emphasize proper technique and safety precautions for weight lifting while promoting the importance of a healthy and personal physical fitness conditioning program. This course will also educate female students in the importance of the injury prevention through building muscle strength and teaching proper fitness components. | | |
| KIN-146 | Physical Conditioning | 1/2 |
| For the student who is unable to meet the core requirement of a traditional physical activity course due to physical limitations or disability, this course offers an individualized program of fitness activities set up by both the supervising professor and the student, in consultation with staff from Student Disability Services. Objectives and requirements are set forth in an initial meeting and must be completed by the end of the enrolled semester. The student must have applied for disability accommodations through the Accommodations Review Committee and been approved in order to register for this course. | | |
| 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-180 Coed Basketball 1/2
Students will learn the basic skills of dribbling, passing, rebounding and shooting, along with various offensive concepts like screen and roll and give and go. Students will also learn defensive concepts such as help and recover, hedging on screens and defending the post. Various strategies of the game will be incorporated into the class.

KIN-180 Zumba® and Aerobics 1/2
The Zumba® class will include basic steps of aerobic moves with interval sections for muscular strength and endurance exercises to burn calories with cardio-training to strengthen the heart for overall well-being. Zumba® is a Latin inspired dance-fitness routine with a mixture of different dance style including swing, tango and even twist. The student will learn merengue, cumbia, salsa and raggaeton steps.

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:

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|---------|------------|---------|---------------|---------|--------------|
| KIN-161 | Baseball | KIN-165 | Soccer | KIN-171 | Golf |
| KIN-162 | Softball | KIN-166 | Tennis | KIN-172 | Bowling |
| KIN-163 | Basketball | KIN-167 | Track | KIN-173 | Cheerleading |
| KIN-164 | Volleyball | KIN-168 | Cross Country | | |

PROFESSIONAL PROGRAM COURSES

KIN-211 History and Principles of Kinesiology 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 Sports 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
This course is designed to provide an analysis of the strategies and process of teaching physical education activities appropriate for students PreK-12. The course is an overview of PreK-12 strategies to prepare physical educators 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 as well as learn how to write measurable objectives for course activities. Lesson planning and peer teaching 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-341 Anatomical Kinesiology 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. **Lab fee applied. Prerequisite: BIO-241.**

KIN-342 Exercise Physiology 3/2
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. Lecture and lab. *Prerequisites: BIO-241, 242 and KIN-346; Recommend: CHM-111.*

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-345 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.*

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| KIN-346 | Exercise Testing and Prescription | 3/2 |
| This course will explore theory and practices related to exercise testing and prescription. It will include practical experience in body composition techniques, electrocardiography, muscle strength and endurance testing, flexibility testing and cardiovascular endurance testing. The results of the testing will be used to form appropriate exercise prescriptions according to the American College of Sports Medicine guideline. Lab fee applied. | | |
| KIN-357 | Physical Education in Preschools and Elem. Schools | 3/4 |
| This course is designed specifically to provide in-depth methods of instruction for teaching preschool and elementary children in physical education programs. The course includes motor development and basic movement education emphasizing movement patterns, fundamental motor skills, manipulative skills, locomotor activities, physical fitness testing, and introduction to sports related skills. Introduction to teaching scope and sequences will be utilized. Lesson planning and peer teaching will provide the practical experience needed for professional growth. <i>Prerequisites: KIN-243 and KIN-251.</i> | | |
| KIN-359 | Physical Education in Secondary Schools | 3/4 |
| This course is designed specifically to provide in-depth methods of instruction for teaching team and individual sport skills as well as leisure time activities in the secondary school environment. Techniques for management and organization for the middle and high school level students will be emphasized to prepare the physical education major to be an effective teacher. Instruction of teaching scope and sequences will be utilized. Lesson planning and peer teaching will provide the practical experience needed for professional growth. <i>Prerequisites: KIN-243 and KIN-251.</i> | | |
| KIN-361 | ECG (Electrocardiography) | 2/2 |
| Anatomy and physiology of the heart will be reviewed, including the conduction system and circulatory system, as well as layout of the ECG, essentials of the 12-lead ECG, and lead placement and interpretation. Discussion on how the pathophysiology of the acute MI process affects the normal 12-lead ECGs and the average times in which such effects are evidenced. Students will learn to identify normal 12-lead ECG's ST segments, isoelectric lines, J points, and R-Wave progression. (Offered during May Term). <i>Prerequisite: BIO-242 and KIN-342.</i> | | |
| 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. Course fee applied. <i>Prerequisite: BIO-241 and 242, or permission of instructor.</i> | | |
| KIN-364 | Cardiovascular Disease Risk and Management | 3/4 |
| Health risk factors associated with cardiovascular and other chronic diseases will be identified and studied. Management and risk to morbidity and mortality will be emphasized. <i>Prerequisites: BIO-241/242, KIN-342 and KIN-346.</i> | | |
| 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. <i>Prerequisites: junior status and approval of divisional chair.</i> | | |
| 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. <i>Prerequisites: MAT-151 and Senior status or approval of divisional chair.</i> | | |
| KIN-401 | Capstone Seminar: Ethics in Teaching Physical Education | 2/2 |
| The final seminar will examine the ethical and professional issues associated with physical education, youth in sport, and Title IX law from a Christian worldview. The capstone seminar will devote time to reflection on prior academic preparation and future vocational opportunities for the physical educator. The course will include significant evaluation instruments including a portfolio, a physical education philosophy paper, and a created curriculum with daily lesson plans. The physical education major/minor will work closely with the supervising professor to demonstrate content competency prior to the student teaching semester. <i>Prerequisite: KIN-359.</i> | | |
| KIN-441 | Organization and Administration | 3/4 |
| 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-461 | Skill and Performance Competencies | 2/1 |
| This course involves 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 as soon as a physical education major or minor is declared. The work will begin towards meeting the competencies in the areas required over the next three years. The goal of this course is to improve the students' personal and professional expertise through participation, observation and coaching opportunities. <i>Corequisite: KIN-401.</i> | | |
| KIN-470 | Readings in Physical Education | 3/1 |
| Guided readings and periodic reports in areas of student's interest and need. <i>Prerequisite: approval of the division chair.</i> | | |
| 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. <i>Prerequisite: approval of the division chair.</i> | | |

MATHEMATICS

- MAT-096 Pre-Algebra 3/2**
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: Qualifying score on mathematics placement test; this course does not count toward graduation.*
- MAT-107 Algebra 3/2**
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: Qualifying score on math placement test; this course does not fulfill the core mathematics requirement.*
- MAT-108 Intermediate Algebra 3/2**
This class elaborates on the foundation of basic algebra built in MAT-107. A variety of concepts and skills will be introduced to prepare students for work in college level algebra and related subjects. Skills include: factoring; simplifying and solving rational expressions and equations; simplifying and solving exponential and radical expressions and equations; solving linear and quadratic equations; using function notation; graphing lines and parabolas; and writing equations of lines. Topics include: basic scientific and business models; basic applications of geometry and right triangle trigonometry and exponential growth and decay. *Prerequisite: Qualifying score on mathematics placement test; this course does not fulfill the core mathematics requirement.*
- MAT-110 College Mathematics 3/1**
College Mathematics introduces students to several applications of algebra and statistics important for the professions, cultural literacy and 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/or spreadsheets are developed. This course satisfies the core requirement in Mathematics. *Prerequisite: Qualifying score on math placement test.*
- MAT-121 College Algebra 3/1**
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. *Prerequisite: Qualifying score on math placement test.*
- 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 qualifying score on math placement test.*
- MAT-131 Calculus I 4/2**
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: Qualifying score on math placement test.*
- 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 3/1**
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-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.
- MAT-243 Discrete Mathematics 3/2**
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-121 or MAT-131.*
- 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 contrapositive, 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-241 or MAT-243.*

- MAT-251 Probability and Statistics 3/4**
This is a Calculus-based course in probability and statistics which includes discrete and continuous random variable probability models. Topics include the central limit theorem, sampling distributions, estimation, confidence intervals, hypotheses testing, analysis of variance, and regression analysis. Emphasis will be placed on statistical software to create probability models and run statistical procedures, specific to applications in economics and science. *Prerequisites: MAT-131 and MAT-132.*
- MAT-252 Computer Statistics 3/6**
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-312 Elementary Mathematics & Methods and Field Experience 4/1**
The course integrates elementary and middle school mathematics education and basic geometry content, methods and technology. Emphasis is on pedagogy, concepts and 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 will apply methods (such as diagnosis and instruction) through a tutoring experience with elementary aged children. *Prerequisites: Math competency, EDU-230, acceptance into Teacher Education Program.*
- MAT-333 Real Analysis 3/4**
A first course in the theory of the calculus of a single real variable. Students will study the real number system as a complete ordered field, convergence of sequences and series, continuity and differentiability of functions of a real variable, theory of the Riemann integral and integrable functions. *Prerequisites: MAT-132, 241, 233, or 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. *Prerequisites: MAT-241 and MAT-245.*
- 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. *Prerequisites: Junior standing and approval by division chair.*
- MAT-400 Capstone Seminar: Geometry & The History of Mathematics 3/4**
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-241 and MAT-245, or permission.*
- 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. May be repeated. *Prerequisites: Dependent upon topic selection; permission of research advisor and instructor.*
- MAT-471 Secondary Mathematics Methods 3+lab/4**
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: MAT-132, 151, 241, and 243.*
- 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. Designed for mathematical sciences majors' current needs and for students planning graduate study in the physical sciences or applied mathematics. May be repeated. *Prerequisite: Permission of instructor.*
- 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. Submission and approval of a research proposal must precede registration. May be repeated. *Prerequisites: Major in mathematical sciences; permission of research advisor.*

PHYSICS

- PHY-211 General Physics I 4/2**
An introductory 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. **Lab fee applied.** *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. **Lab fee applied.** *Prerequisite: PHY-211 or equivalent.*

SCIENCE

- SCI-201 Integrated Science for Elementary Teachers 3/1**
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. **Lab fee applied.** *Prerequisites/Corequisites: EDU-230 and a declared elementary education program.*
- SCI-211 Science of Music 1/4**
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. **Lab fee applied.** *Prerequisite: Mathematics core competency.*
- SCI-242 Medical Terminology 2/2**
This course equips members of the health care professions with a working knowledge of medical vocabulary. Emphasis is placed on definitions, spelling, and pronunciation as it relates to the body. The course is designed for students desiring to pursue health-related careers.
- 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. **Lab fee applied.** *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. **Lab fee applied.**
- SCI-263 Atmosphere & Weather 2/4**
This primarily on-line course is adapted 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. Does not satisfy lab core requirement.
- 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: Lab science course, PHI-211, Junior or Senior status.*
- SCI-346 Pharmacology 3/4**
This course is designed to teach the student principles of pharmacology, including mathematics and calculations, rules and regulations governing medications, medication administration and safety issues. Medications specific to various diseases and disorders will be studied, emphasizing desired effects, side effects, and contraindications. *Prerequisites: BIO-151, 241, and 242.*
- SCI-361 Evolution & Origins 3/2**
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: 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 Capstone Seminar: Integrated Science 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 underpinnings 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: Junior or 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. *Prerequisite: BIO-151, 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 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 | 1/1 |
| The senior research project is independently conducted research under the guidance of a science faculty mentor and is taken as a summer credit before taking the senior research seminar (SCI-496) or in the spring after the senior research seminar. | | |
| SCI-496 | Senior Research Seminar | 1/2 |
| The senior research seminar is designed to help students develop the skills necessary to complete their senior research project (SCI-495). Seminars will focus on literature review, scientific writing, use of statistics in writing, creating tables and figures, review-editing of manuscripts and posters and presentations. | | |

AUSABLE INSTITUTE COURSES

The following courses are offered through the AuSable Institute of Environmental Studies. See page 49 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. <i>Prerequisite: One year of introductory science.</i> | | |
| ECO-302 | Lake Ecology & Management | 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. <i>Prerequisites: One year of general biology and one year of general chemistry.</i> | | |
| 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 | International Development & Environmental 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 | Field Ecology of Birds | 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. <i>Prerequisite: One course in introductory biology or zoology.</i> | | |
| ECO-310 | Environmental Law and Policy | 4 |
| Analysis of the policy-making process at a local, national, and international scales with examination of environmental policy challenges, including climate change, resource management, and energy development. Students will interact with regional policy-making and land managers in the field to consider linkages between policy and science and ways for science to inform the policy-making process. Environmental ethics, environmental justice, and environmental advocacy will also be considered. | | |
| 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. <i>Prerequisite: One year of general biology or one semester of botany.</i> | | |
| ECO-318 | Marine Biology | 4 |
| Marine Biology focuses on intertidal life and marine ecology in oceanic and geophysical contexts. Students study the biology of marine plants and animals in the field, specifically trophic dynamic relationships of eel grass communities and the intertidal zone, workings of the island systems of Puget Sound, ecological roles of sea birds and fishes, population and community structure dynamics, exploitation and oceanic microbialization and biogeochemical processes and their linkages with the biosphere. Marine stewardship and effects of human activity on the marine environment are integral to the course. <i>Prerequisite: General biology or permission of professor.</i> | | |
| 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. <i>Prerequisite: One year of introductory science.</i> | | |
| 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. <i>Prerequisites: One year of general biology or one semester each of general zoology and general botany.</i> | | |

- 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. *Prerequisites: One year of general chemistry and one semester of either biochemistry or organic chemistry.*
- ECO-343 Tropical Agriculture and Missions 4**
An introduction to tropical agriculture for working with resource-poor farmers. Topics include the scientific basis behind successful low cost techniques, a survey of major tropical crops and their requirements, and on-site practical work. Selected issues in Christian missions and in community development, and some urban gardening and small animal techniques are also covered. Taught in a rural, mountainous village in Costa Rica in collaboration with a Christian organization aiding redevelopment after an earthquake, with several trips to different ecosystem regions of Costa Rica.
- 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-355 Watersheds in Global Development 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: One 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 Applied Biodiversity Genetics 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. *Prerequisites: 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-362 Environmental Applications for Geographic Information Systems 4**
Introduction to the theory and application of spatial analysis for environmental conservation and planning using geographic information systems (GIS) technology in the context of real world conservation problems.
- ECO-365 Insect Ecology of Streams, Forests, and Fields 4**
Life history, behavior, and ecology of terrestrial and aquatic insects, and their roles in pollination, herbivory, predation, agroecosystems, disease and vector epidemiology, invasion ecology, soil ecology, biodiversity, and freshwater ecology. Practical applications include study of Integrated Pest Management (IPM) approaches to reduce negative impacts of pest species in agricultural, subcultural, and medical settings while preserving biodiversity and ecosystem functionality.
- ECO-368 Plant Ecology 4**
This course will focus on how plants interact with the abiotic environment and with other organisms. Field trips will provide opportunity to examine various physiological adaptations and population and community processes; and to introduce research approaches in different contexts. Quantitative skills including data collection, management, and basic analysis will be emphasized. *Prerequisite: One year of biology.*
- 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-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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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. *Prerequisites: 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.*
- ECO-990 Post-Baccalaureate Directed Study**

MUSIC DIVISION



Michael Stockdale, DipRCM
Division Chair

The Music Division is a dynamic team of expert faculty devoted to preparing students to influence their culture as skilled music professionals. The faculty remains active in their respective fields bringing real-world experience directly to the classroom. Musical diversity makes our division an exciting and challenging place to learn.

We exist to prepare students for professional and vocational life as educators, performers and worship leaders. Our programs are designed to give students a solid musical and theoretical foundation through discipline, skill acquisition, character development and a strong work ethic. We aspire to educate skilled music professionals who value music as reflecting the beauty and order of God's creation.

The Music Division offers Bachelor of Arts (B. A.) and Bachelor of Music (B.Mus.) degrees with emphases in Worship Arts, Music Education, and Commercial Music. In each major, students will develop the knowledge and skill in a variety of musical styles and traditions. In addition, each music major participates in large and small ensembles, and has the opportunity to participate in one of the division's three touring groups: Credo (vocal ensemble), CU Brass and Red Letter Edition (Contemporary Ensemble).

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: Commercial Music (B.Mus.)

MINORS

Music (B.A.)

Cornerstone University is accredited by the National Association of Schools of Music (NASM)

FACULTY

Stockdale, Michael, Associate Professor of Music (Chair), Director of Commercial Music and Worship Arts; ARCM, DipRCM, Royal College of Music, London, England

Walters, Kent, Associate Professor of Music, Director of Choral Studies; B.A., Calvin College; M.M., Michigan State University; D.W.S., Robert E. Webber Institute for Worship Studies

CRITERIA FOR GRADUATION AS A DIVISION MAJOR

See the Academic Information section under Graduation Requirements. Refer also to the Music 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.

PROGRAM INFORMATION & REQUIREMENTS

ACCEPTANCE AS A MAJOR INTO THE MUSIC PROGRAM

All prospective students must pass an audition for admission as a major into the music program. Students wishing to minor in music are not required to complete the audition process. Students must complete the audition at their first fall semester jury in December of their freshman year. On the basis of the audition, the music division 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 may continue to enroll in music major courses. Transfer students who enter in the spring semester must complete the process at the end of their first semester.

MUSIC DIVISION SCHOLARSHIPS

Prospective students who wish to be considered for a Music Division Scholarship must audition in the spring prior to starting classes at Cornerstone University. Prospective students must complete the online application for scholarship consideration. Specific information regarding the application form, audition dates, required repertoire and other guidelines can be obtained on the music division portion of the Cornerstone University website, or by calling the music division at 616.222.1545. The scholarship audition will also be used to determine acceptance into the music program.

REQUIREMENTS FOR CONTINUATION AS A MUSIC MAJOR

Music Division Handbook – The Music 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 music majors 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. Music scholarship recipients must register for their large ensemble every semester.

Applied Lessons – All students enrolled as music majors 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.

Performance Lab – All music majors must register for Performance Lab (MUS-099) every semester. All music majors must perform at least once in a performance lab recital or studio class every semester they are enrolled.

Piano Proficiency Requirement – All students enrolled as music majors must pass a piano proficiency exam as part of their degree requirements. Students whose primary performance area is piano satisfy this requirement through their applied piano lessons and jury exams. All other students should enroll in Class Piano I-II (MUS-143, 144) to prepare the following exam components. Students must complete both levels of class piano courses until the exam is passed. If further preparation is required, students must enroll in applied piano lessons. Students entering the music program with a minimum of two years' experience may opt to take the exam without enrolling in classes, subject to the approval of the Director of Keyboard Studies.

1. Technique:

- All major and minor scales and arpeggios, memorized, two octaves, hands together with correct fingering, quarter note = 100.

2. Repertoire:

- Two contrasting classical pieces, selected from list provided by Class Piano Instructors.
- A four-part hymn, chosen from list provided by Class Piano Instructors.
- Prepared three-part choral score, chosen by instructors from Class Piano text

3. Sight-Reading:

- Student must sight-read from Class Piano text.

4. Four-part Chordal Texture:

- Student must prepare simple harmonization from a lead sheet.

Sophomore Evaluation – All students enrolled as music majors 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 Music Division Handbook for complete details.

Recitals – All students enrolled in music major degree programs must complete recital requirements as prescribed by their 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 another 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.

MUSIC MAJOR *(requires a minor)*

| Required Courses | Credit Hours |
|--|--------------|
| MUA-XXX Applied Major | 8 |
| MUP-X01, X11, X21 Large Ensemble (Chancel Singers, Chorale, Symphonic Winds) | 8 |
| MUP-131, 141, 151 Small Ensemble | 2 |
| MUS-099 Performance Lab (8 semesters) | 0 |
| MUS-113, 114, 213 Aural Perception I, II, III | 3 |
| MUS-117, 118, 217 Music Theory & Analysis I, II, III | 9 |
| MUS-171 Introduction to Music Technology | 3 |
| MUS-221, 222, 225 Music History, Literature and Form I, II, III | 9 |
| MUS-251 Basic Conducting | 3 |
| MUS-380 Internship | 3 |
| MUS-440 Senior Recital | 0 |
| MUS-441 Capstone Seminar: Senior Recital Project | 1 |
| Music Hours. | 49 |

MUSIC: WORSHIP ARTS MAJOR *(does not require a minor)*

| Required Courses | Credit Hours |
|--|--------------|
| CMI-221 Learning, Liturgy and Technology | 3 |
| CMI-252 Interpersonal & Intrapersonal Relationships in Ministry | 3 |
| CMI-334 Spiritual Formation | 3 |
| MDA-262 Live Sound with Lab | 4 |
| MDA-281 Audio Production II | 3 |
| MUA-XXX Applied Major (8 semesters) | 8 |
| MUP-X01, X11, X21 Large Ensemble (Chancel Singers, Chorale or Symphonic Winds) | 8 |
| MUP-141, 171 Contemporary Ensemble or Worship Ensemble | 2 |
| MUS-099 Performance Lab (8 semesters) | 0 |
| MUS-113, 114, 213 Aural Perception I, II, III | 3 |
| MUS-117, 118, 217 Music Theory & Analysis I, II, III | 9 |
| MUS-171 Introduction to Music Technology | 3 |
| MUS-221, 222, 225 Music History, Literature and Form I, II, III | 9 |

Continued on Next Page

| | | |
|---|--|-----------|
| 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 | Capstone Seminar: Senior Recital Project | 1 |
| REL-103 | Biblical Hermeneutics | 3 |
| REL-33X | Biblical Literature Course | 3 |
| REL-43X | Bible Analysis Course | 3 |
| <i>Choose 6 credits from the following:</i> | | 6 |
| COM-241 | Introduction to Oral Interpretation | |
| COM-322 | Advanced Public Speaking | |
| MDA-121 | Introduction to Electronic Media | |
| MDA-213 | Intro to Graphic Design | |
| MDA-271 | Film and Video Production I | |
| MDA-282 | Film and Video Production II | |
| MDA-319 | Mass Media Literacy | |
| MUS-161 | Vocal Fundamentals | |
| MUS-165 | Guitar Fundamentals | |
| MUS-29X | Instrumental Methods | |
| MUS-314 | Orchestration and Arranging | |
| MUS-315 | Songwriting | |
| MUS-317 | Keyboard Harmony | |
| MUS-35X | Advanced Conducting | |
| MUS-460 | Music Business | |
| PHO-236 | Intro to Photography | |
| Total | | 86 |

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 & Analysis I, II | 6 |
| MUS-221, 222 or 225 | Music History, Literature and Form I, II, III | 3 |
| MUA/MUP/MUS-XXX | Music Electives | 3 |
| Total | | 22 |

BACHELOR OF MUSIC MAJORS

The Bachelor of Music degree is designed for students seeking careers in areas associated with music performance, K-12 teaching and for students who desire to continue their studies on the graduate level. Students may choose from the following majors: performance, performance: commercial music and music education.

PERFORMANCE MAJOR *(does not require a minor)*

General Education Core requirements for the B.Mus. are listed in the Degree Information section (see page 56).

| 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 | Performance Lab (8 semesters) | 0 |
| MUS-113, 114, 213, 214 | Aural Perception I, II, III, IV | 4 |
| MUS-117, 118, 217, 218 | Music Theory & Analysis I, II, III, IV | 12 |
| MUS-171 | Introduction to Music Technology | 3 |
| MUS-221, 222, 225 | Music History, Literature and Form I, II, III | 9 |
| MUS-251 | Basic Conducting | 3 |
| MUS-314 | Orchestration and Arranging | 3 |
| MUS-317 | Keyboard Harmony | 2 |
| MUS-340 | Junior Recital | 0 |
| MUS-380 | Internship | 3 |
| MUS-432 | Pedagogy | 2 |
| MUS-440 | Senior Recital | 0 |
| MUS-441 | Capstone Seminar: Senior Recital Project | 1 |
| MUA/MUP/MUS-XXX | Music Electives* | 6 |
| Music Hours | | 78 |

*MUS-253 Diction I and MUS-255 Diction II replace music electives for vocal majors only.

PERFORMANCE: COMMERCIAL MUSIC MAJOR *(does not require a minor)*

General Education Core requirements for the B.Mus. are listed in the Degree Information section (see page 56).

| Required Courses | Credit Hours |
|--|---------------------|
| MDA-272 Deconstructing Popular Music Production | 3 |
| 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) | 8 |
| MUS-099 Performance Lab (8 semesters)..... | 0 |
| MUS-113, 114, 213, 214 Aural Perception I, II, III, IV | 4 |
| MUS-117, 118, 217, 218 Music Theory & Analysis I, II, III, IV | 12 |
| MUS-171 Introduction to Music Technology | 3 |
| MUS-221, 222, 225 Music History, Literature and Form 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-340 Junior Recital | 0 |
| MUS-380 Internship | 3 |
| MUS-432 Pedagogy | 2 |
| MUS-440 Senior Recital | 0 |
| MUS-441 Capstone Seminar: Senior Recital Project | 1 |
| MUS-460 Music Business..... | 3 |
| Music Hours..... | 85 |

*MUS-253 Diction I and MUS-255 Diction II replace elective hours for vocal majors only.

MUSIC EDUCATION MAJOR *(does not require a minor)*

General Education Core requirements for the B.Mus. are listed in the Degree Information section (see page 56).

| 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 Performance Lab (7 semesters)..... | 0 |
| MUS-113, 114, 213, 214 Aural Perception I, II, III, IV | 4 |
| MUS-117, 118, 217, 218 Music Theory & Analysis I, II, III, IV | 12 |
| MUS-171 Introduction to Music Technology | 3 |
| MUS-221, 222, 225 Music History, Literature and Form 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 Capstone Seminar: Senior Recital Project | 1 |
| MUS-450 Music Methods: Middle and High School..... | 3 |
| MUS-457 Music Methods: Elementary School..... | 3 |
| 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..... | 71 |
| 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 |

Continued on Next Page

| | | |
|------------------------|--|-----------|
| EDU-363 | Diverse Populations/Differentiated Instruction | 3 |
| EDU-381 | Educational Psychology | 3 |
| EDU-430 | Capstone Seminar: Directed Teaching | 3 |
| EDU-491 | K-12 Music Directed Teaching Internship | 9 |
| PSY-232 | Developmental Psychology | 3 |
| Education Hours | | 28 |

COURSE DESCRIPTIONS

| DEPARTMENT AND LEVEL/COURSE NAME | CREDITS/FREQUENCY (See page 61 for codes) |
|--|--|
| 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, percussion, and voice. | |
| MUP-X01 University Chorale | 1/1 |
| 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. <i>Membership by audition only.</i> | |
| MUP-X11 Chancel Singers | 1/1 |
| A large choral ensemble emphasizing the performance of a variety of choral literature for the joy of singing, the development of the singer, and the inspiration of audiences. The choir prepares for seasonal concerts, ministry in Chapel and on campus, as well as occasional concerts in the community. 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. <i>Membership by audition only.</i> | |
| MUP-X41 Contemporary Ensembles | 1/1 |
| Small ensembles comprised of drums, bass, keyboard, guitars and vocalists. Contemporary Ensembles perform a variety of musical styles drawn from the broad umbrella of popular music. The groups explore various ensemble textures, the development of charts and arrangements, microphone techniques, lead and background vocals, improvisation and listening skills. The university's touring group "Red Letter Edition" performs throughout the community. <i>Membership by audition only. Two semester (fall and spring) commitment for Red Letter Edition. Corequisite: MUA course in appropriate performance area.</i> | |
| 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 (CU Brass), percussion ensemble, string ensemble, opera workshop and vocal ensemble (Credo). CU Brass and Credo are university touring groups that perform throughout the community. Some ensembles require an audition. Two semester (fall and spring) commitment for CU Brass and Credo. <i>Corequisite: MUA course in appropriate performance area.</i> | |
| 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. <i>Membership by audition only. Prerequisite: 2nd semester freshman</i> | |
| MUS-099 Performance Lab | 0/1 |
| A regular forum for student performance. Performance Lab is an extension of the applied lesson including recitals, studio classes, concert attendance and guest lectures 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. <i>Corequisite: MUS-117.</i> | |
| 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. <i>Prerequisites: MUS-113 and MUS-117; Corequisite: MUS-118.</i> | |

- MUS-117 Music Theory & Analysis 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. *Corequisite: MUS-113.*
- MUS-118 Music Theory & Analysis II 3/2**
A continuation of Music Theory I. Expansion on previous materials, including cadences and other basic structural units such as phrases and periods, harmonic analysis of more complex progressions and larger classical and popular works, non-chord tones, development of four-part writing including all diatonic triads and seventh chords. Introduction to eighteenth-century counterpoint, as well as the fundamental components of musical form. *Prerequisites: MUS 113 and MUS 117; Corequisite: MUS-114.*
- MUS-143 Class Piano I 1/2**
The first of two piano courses 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 1/4**
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 1/4**
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 3/2**
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 and 118; Corequisite: 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 and 217; Corequisite: MUS 218.*
- MUS-217 Music Theory & Analysis III 3/2**
A continuation of Music Theory II. Secondary dominants, modulations, chromatic harmonies (including Neapolitan and augmented sixth chords), counterpoint, and binary and ternary formal structures are introduced and examined. Emphasis is placed on compositional techniques, analysis, and part writing. *Prerequisites: MUS-114 and 118; Corequisite: MUS-213.*
- MUS-218 Music Theory & Analysis IV 3/2**
A continuation of Music Theory III. Larger forms, including theme and variations, sonata, and rondo, are introduced and examined. Late Romantic and twentieth-century techniques, including non-Western scales and harmonic structures, atonality and basic set theory, and serial techniques are introduced and examined. Emphasis is placed on compositional techniques, analysis, and part writing. *Prerequisites: MUS-213 and 217; Corequisite: MUS-214.*
- MUS-221 Music History, Literature and Form I 3/2**
A study of the development of Western music from earliest record through the Baroque period (1750). Representative composers, works, and forms 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.
- MUS-222 Music History, Literature and Form II 3/2**
A study of the development of Western music from early Classic through the Romantic period. Representative composers, works, and forms 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.
- MUS-225 Music History, Literature and Form III 3/2**
A study of the development of Western music from the twentieth century to the present time. Also includes contemporary popular forms such as Jazz and Rock and Roll. Representative composers, works, and forms 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.

- 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 and 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-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 instruments 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 instruments 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 instruments 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 instruments privately or in the schools.
- 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 and 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 and 217, or permission of instructor.*
- MUS-317 Keyboard Harmony 2/2**
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 and 217.*
- 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 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 B.Mus performance majors. Students must submit an application to the Music division one semester prior to the recital. *Prerequisite: Junior status*
- 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-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. Applications must be submitted through the Office of Career and Life Calling one semester prior to enrollment. *Prerequisite: Junior Status.*
- MUS-382 Music Teacher Assistant Practicum 1/1**
A practical experience assisting in a successful elementary or secondary music program. The student must complete a minimum of 50 contact hours visiting the classroom two or three times per week. The schedule is arranged by the student and cooperating music teacher. The student will observe, participate and evaluate the music classroom experience. The student will be assigned a university supervisor. Application must be submitted to the music division chair one semester prior to enrollment in this course. This course must be taken one or two semesters prior to student teaching. *Prerequisites: Junior Status, admission to the Education program, EDU-230.*
- MUS-432 Pedagogy 2/4**
Required of performance majors to provide an in-depth study of the art and science of pedagogy (teaching). In addition to developing an overall teaching philosophy, students will also have opportunity to explore literature, practical skills and technical components related to their chosen instrument or voice.
- MUS-440 Senior Recital 0/1**
One half-hour recital required of B.A. music majors and B.Mus Music Education. One hour recital required of performance majors. Students must submit an application to the Music division one semester prior to the recital. *Prerequisite: Senior status; Corequisite: MUS-441.*
- MUS-441 Capstone Seminar: Senior Recital Project 1/1**
The senior recital project represents the culmination of four years' work towards a music degree. Students will research and incorporate several elements into their final paper including the integration of faith in music, musicology and history, theory and analysis, performance practices and the art of programming. *Prerequisite: Senior status; Corequisite: MUS-440.*
- MUS-442 Special Recital 0/2**
Available to all music majors interested in performing recital repertoire beyond their degree requirements. Offered fall semester only. Students must submit an application in the spring semester. *Prerequisites: Junior status, Permission of applied teacher and division chair.*
- 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. *Prerequisites: Junior Status, MUS-251.*
- MUS-457 Music Methods: Elementary School 3/4**
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.

SOCIAL SCIENCE DIVISION



Brenda King, Ph.D.
Division Chair

The Division of Social Science advances the mission of Cornerstone University by equipping students to understand interpersonal relationships and social structures and preparing them to act redemptively within those relationships and structures. Students in the division develop skills in critical thinking, research methods, and communication which prepare them for advanced study and careers in psychology, counseling, family studies, social science, and social work. As such, they are better prepared to influence effectively the cultures of the world for Christ.

The psychology major teaches students to apply scientific methods to human behavior and society, and to understand them from a Christian worldview foundation.

The social work major teaches students the knowledge, values, and skills necessary to work competently as entry level practitioners. Students engage in course work that helps them integrate their faith with social work practice. Their educational experience culminates in an intensive 440-hour field placement in a social service organization during their senior year.

DEGREES

Bachelor of Arts (B.A.)
Bachelor of Social Work (B.S.W.)

MAJORS

Community Health
Psychology: Child and Adolescent Services
Psychology: Counseling
Psychology: General Psychology
Psychology: Marriage and Family Studies
Social Work

MINORS

Community Health
Family Studies
Psychology
Social Work
Sociology

FACULTY

King, Brenda T., Professor of Sociology (Chair); B.A., Wilson College; M.R.E., Grand Rapids Baptist Seminary; M.A., Western Michigan University; Ph.D., Western Michigan University

Carew, Nola, Associate Professor of Social Work and Coordinator of Field Placement; B.S.W., Grand Valley State University; M.S.W., Grand Valley State University; Ph.D. (cand.), Michigan State University

da Silva, Sérgio P. Associate Professor of Psychology; B.A., Faculdades Metroplitanas Unidas; B.A., Biblical Seminary of São Paulo; M.A., University of São Paulo; Ph.D., Central Michigan University

Ehnis, Daniel K., Professor of Psychology; B.A., Cedarville College; M.S., Wright State University; Ed.D., Western Michigan University

McDonald, Nicole D., Professor of Psychology; B.G.S., University of Michigan; M.A., Michigan State University; Ed.S., Michigan State University; Ph.D., Michigan State University

Sanders, Scott G., Associate Professor & Director of Social Work Program; B.S., Eastern Michigan University; M.S.W., Grand Valley State University; Ph.D., University of Kentucky

CRITERIA FOR GRADUATION AS A DIVISION MAJOR

See the Academic Information section under Graduation Requirements. Students with a major in the Social Science Division must attain the 30th percentile on Senior Assessment exam to graduate. **Students must attend a mandatory reporting workshop 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.

BACHELOR OF ARTS MAJORS & MINORS

COMMUNITY HEALTH MAJOR *(does not require a minor).*

The community health major prepares students to empower communities to develop and implement programs that can improve their health.

| Required Courses | | Credit Hours |
|---|---|--------------|
| BIO-161 | Human Biology | 4 |
| CHL-111 | Introduction to Community Health | 3 |
| CHL-121 | Global Health | 3 |
| CHL/SOC-252 | Social Determinants of Health | 3 |
| CHL-263 | Epidemiology | 3 |
| CHL/SOC-362 | Health Care Systems and Health Policy | 3 |
| CHL-380 | Internship | 3 |
| CHL-400 | Senior Capstone. | 3 |
| COM-214 | Health Communication. | 3 |
| PSY-111 | General Psychology | 3 |
| PSY-235 | Lifespan Development Psychology | 3 |
| PSY-352 | Health Psychology. | 3 |
| PSY-355 | Integrated Statistics/Research I | 3 |
| PSY-356 | Integrated Statistics/Research II | 3 |
| SOC-111 | Introduction to Sociology | 3 |
| SOC-417 | Human Diversity. | 3 |
| <i>Choose two of the following:</i> | | 6 |
| FAM/SOC/SWK/PSY-480 | Domestic Violence | |
| FAM-451 | Marriage and Family Counseling | |
| PSY-353 | Abnormal Psychology | |
| SOC-344 | Substance Abuse | |
| SOC-432 | Sociology of the Family | |
| SOC-441 | Gerontology | |

Choose two additional electives in consultation with Academic Advisor (based on student's interest): 6

Note: The following are for illustration purposes only; electives should be chosen with the approval of the academic advisor.

HEALTH PROMOTION/HEALTH EDUCATION

- COM-321 Small Group Communication
- COM-432 Health Communication Campaigns
- PSY-322 Theories of Counseling
- PSY-343 Psychology of Learning
- PSY-351 Social Psychology

**CH PROGRAM ADMINISTRATOR
(COMMUNITY ORGANIZATIONS)**

- MGT-221 Introduction to Nonprofit Administration
- MGT-238 Principles of Leadership
- MGT-330 Non-Profit Human Resource Management
- SWK-311 Social Work Policy
- SWK-411 Ethical Decision Making

GLOBAL HEALTH

- AuSable Course in Costa Rica (May Term)
- ECN-336 Economic Development
- ECO-241 Environmental Science
- KIN-347 Nutrition

Total **61**

CRITERIA FOR GRADUATION: Students must attain the 30th percentile on a standardized test in the field.

Students must attend a mandatory reporting workshop to graduate.

COMMUNITY HEALTH MINOR

Required Courses

Credit Hours

- CHL-111 Introduction to Community Health 3
- CHL-121 Global Health 3
- CHL/SOC-252 Social Determinants of Health 3
- CHL-263 Epidemiology 3
- CHL/SOC-362 Health Care Systems and Health Policy 3
- Choose two of the following: 6
 - BIO-347 Nutrition
 - PSY-352 Health Psychology
 - PSY-351 Social Psychology
 - SOC-344 Substance Abuse
 - SOC-480 Domestic Violence

Total **21**

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 Sociology of the Family 3
- One of the following: 3
 - 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 **21**

PSYCHOLOGY PROGRAM MISSION STATEMENT

To prepare skilled Christian professionals to apply unchanging Biblical principles through supporting and encouraging the health and development of children, adults and families in a variety of workplace and ministry environments.

PSYCHOLOGY MAJOR CHILD AND ADOLESCENT SERVICES CONCENTRATION *(does not require a minor)*

| Required Courses | Credit Hours |
|--|---------------------|
| BIO-161 Human Biology | 4 |
| PSY-111 General Psychology | 3 |
| PSY-237 Child Psychology | 3 |
| PSY-238 Adolescent Psychology | 3 |
| PSY-239 Adult Psychology | 3 |
| PSY-355 Integrated Statistics/Research I | 3 |
| PSY-356 Integrated Statistics/Research II | 3 |
| PSY-363 Positive Psychology: Hope, Resilience, and Flourishing | 3 |
| PSY-370 Child and Adolescent Practicum /Seminar | 3 |
| PSY-380 Internship | 3 |
| PSY-400 Capstone Seminar: Psychology | 3 |
| PSY-422 Systems of Psychology | 3 |
| PSY-441 Physiological Psychology | 3 |
| PSY-443 Creative Therapies I: Play and Story | 3 |
| PSY-444 Creative Therapies II: Art and Music | 3 |
| SOC-111 Introduction to Sociology | 3 |
| SOC-432 Sociology of the Family | 3 |
| <i>Choose one of the following:</i> | 3 |
| FAM-451 Marriage and Family Counseling | |
| PSY-322 Theories of Personality | |
| PSY-343 Psychology of Learning | |
| PSY-351 Social Psychology | |
| PSY-352 Health Psychology | |
| PSY-362 Sport and Exercise Psychology | |
| PSY-421 Theories of Counseling | |
| PSY-448 Cross-Cultural Psychology | |
| <i>Choose two of the following:</i> | 5-6 |
| EDU-321 Children’s Literature | |
| EDU-323 Adolescent Literature | |
| KIN-347 Introduction to Nutrition | |
| SCI-242 Medical Terminology | |
| SCI-423 Neuroscience | |
| SWK-346 Child Welfare | |
| Total | 60-61 |

CRITERIA FOR GRADUATION: *Students must attain the 30th percentile on Senior Assessment exam to graduate. Students must attend a mandatory reporting workshop to graduate. Students must compile a Senior Capstone portfolio and earn at least an 81% grade on the portfolio.*

PSYCHOLOGY MAJOR COUNSELING CONCENTRATION *(does not require a minor)*

| Required Courses | Credit Hours |
|---|---------------------|
| FAM-211 Relationships | 3 |
| FAM-451 Marriage and Family Counseling | 3 |
| PSY-111 General Psychology | 3 |
| PSY-322 Theories of Personality | 3 |
| PSY-353 Abnormal Psychology | 3 |
| PSY-355 Integrated Statistics/Research I | 3 |
| PSY-356 Integrated Statistics/Research II | 3 |
| PSY-380 Internship | 3 |
| PSY-400 Capstone Seminar: Psychology | 3 |
| PSY-421 Theories of Counseling | 3 |
| PSY-422 Systems of Psychology | 3 |
| PSY-441 Physiological Psychology | 3 |
| <i>Choose two of the following:</i> | 6 |
| PSY-237 Child Psychology | |
| PSY-238 Adolescent Psychology | |
| PSY-239 Adult Psychology | |

| | |
|--|---|
| Choose two of the following: | 6 |
| PSY-343 Psychology of Learning | |
| PSY-351 Social Psychology | |
| PSY-362 Sport and Exercise Psychology | |
| PSY-443 Creative Therapies I: Play and Story | |
| PSY-444 Creative Therapies II: Art and Music | |
| PSY-448 Cross Cultural Psychology | |

Total 48

CRITERIA FOR GRADUATION: *Students must attain the 30th percentile on Senior Assessment exam to graduate. Students must attend a mandatory reporting workshop to graduate.*

PSYCHOLOGY MAJOR GENERAL PSYCHOLOGY CONCENTRATION (does not require a minor)

| Required Courses | Credit Hours |
|---|--------------|
| PSY-111 General Psychology | 3 |
| PSY-322 Theories of Personality..... | 3 |
| PSY-351 Social Psychology | 3 |
| PSY-353 Abnormal Psychology | 3 |
| PSY-355 Integrated Statistics/Research I..... | 3 |
| PSY-356 Integrated Statistics/Research II | 3 |
| PSY-380 Internship | 3 |
| PSY-400 Capstone Seminar: Psychology | 3 |
| PSY-421 Theories of Counseling..... | 3 |
| PSY-422 Systems of Psychology | 3 |
| PSY-441 Physiological Psychology..... | 3 |

Choose two of the following:

- PSY-237 Child Psychology
- PSY-238 Adolescent Psychology
- PSY-239 Adult Psychology

Choose three of the following:

- MGT-332 Human Resources Management
- MGT-335 Organizational Behavior
- MKT-357 Consumer Behavior
- PSY-343 Psychology of Learning
- PSY-352 Health Psychology
- PSY-362 Sport and Exercise Psychology
- PSY-363 Positive Psychology: Hope, Resilience, and Flourishing
- PSY-448 Cross Cultural Psychology

Total 48

CRITERIA FOR GRADUATION: *Students must attain the 30th percentile on Senior Assessment exam to graduate. Students must attend a mandatory reporting workshop to graduate.*

PSYCHOLOGY MAJOR MARRIAGE AND FAMILY STUDIES CONCENTRATION (does not require a minor)

| Required Courses | Credit Hours |
|---|--------------|
| FAM-211 Relationships | 3 |
| FAM-380 Internship | 3 |
| FAM-451 Marriage and Family Counseling | 3 |
| PSY-111 General Psychology | 3 |
| PSY-353 Abnormal Psychology | 3 |
| PSY-355 Integrated Statistics/Research I..... | 3 |
| PSY-356 Integrated Statistics/Research II | 3 |
| PSY-400 Capstone Seminar: Psychology | 3 |
| PSY-422 Systems of Psychology | 3 |
| PSY-441 Physiological Psychology..... | 3 |
| SOC-111 Introduction to Sociology | 3 |
| SOC-432 Sociology of the Family..... | 3 |

Choose two of the following:

- PSY-237 Child Psychology
- PSY-238 Adolescent Psychology
- PSY-239 Adult Psychology

Continued on Next Page

| | |
|--|-----------|
| Choose two of the following: | 6 |
| PSY-322 Theories of Personality | |
| PSY-343 Psychology of Learning | |
| PSY-346 Child Welfare | |
| PSY-351 Social Psychology | |
| PSY-421 Theories of Counseling | |
| PSY-443 Creative Therapies I: Play and Story | |
| PSY-444 Creative Therapies II: Art and Music | |
| PSY-448 Cross Cultural Psychology | |
| Total | 48 |

CRITERIA FOR GRADUATION: *Students must attain the 30th percentile on Senior Assessment exam to graduate. Students must attend a mandatory reporting workshop 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 MINOR FOR SECONDARY TEACHERS

| Required Courses | Credit Hours |
|--|--------------|
| PSY-111 General Psychology | 3 |
| PSY-343 Psychology of Learning (Prerequisite: PSY-111) | 3 |
| PSY-353 Abnormal Psychology (Prerequisite: PSY-111) | 3 |
| PSY-355 Integrated Statistics/Research I | 3 |
| PSY-356 Integrated Statistics/Research II | 3 |
| One of the following: | 3 |
| PSY-322 Theories of Personality (Prerequisite: PSY-111) | |
| PSY-351 Social Psychology (Prerequisite: PSY-111 or SOC-111) | |
| Electives in Psychology | 3 |
| Total | 21 |

BACHELOR OF SOCIAL WORK MAJOR & MINOR

SOCIAL WORK MAJOR *(does not require a minor)*

The Social Work Program at Cornerstone University is accredited with the Council on Social Work Education.

PROGRAM MISSION

We exist to empower students, as followers of Jesus, to become professional entry-level social workers able to competently and ethically work with diverse populations in local and global settings.

PROGRAM GOALS

Students graduating from Cornerstone’s Social Work Program will:

- Demonstrate** mastery of core competencies necessary for both competent entry-level generalist social work practice and advanced graduate social work education. These competencies include:
 - Identifying as a **professional** and conducting oneself accordingly
 - Acting in accordance with the **values** of the social work profession
 - Applying **critical thinking** to inform professional judgements
 - 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 to advance social and economic justice
 - 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
- Integrate** their **Christian worldview** confidently with social work practice in a **global** context.

ADMISSION TO THE PROGRAM

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 spring 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.
- Once the application and references are received, the student must schedule and complete an entrance interview with the social work 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. Students may reapply to the program upon written documentation that previous deficiencies were corrected.

A grievance or appeal to the chair of the Social Science 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 55).

GENERAL EDUCATION CORE EXCEPTIONS

| Required Courses | Credit Hours |
|--|---------------------|
| PSY-111 General Psychology** | 3 |
| <i>One of the following*:</i> | 4 |
| BIO-151 General Biology | |
| BIO-161 Human Biology (<i>preferred</i>) | |
| BIO-241 Anatomy and Physiology I | |
| BIO-242 Anatomy and Physiology II | |
| PSY-111 General Psychology** | 3 |
| Total General Education Core | 44-55 |

*Fulfills lab science

**Fulfills social science

REQUIRED SOCIAL WORK COURSES (No Minor Required)

| Required Courses | Credit Hours |
|---|---------------------|
| ECN-231 Macroeconomics | 3 |
| PSY-355 Integrated Statistics/Research I | 3 |
| PSY-356 Integrated Statistics/Research II | 3 |
| SOC-111 Introduction to Sociology | 3 |
| SOC-243 Social Problems | 3 |
| SSC-211 American Government | 3 |
| Upper Level Elective in SWK, PSY, FAM or SOC | 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-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-411 Ethical Decision Making in Social Work | 3 |
| SWK-417 Human Diversity | 3 |
| SWK-450 Field Practicum I | 5 |
| SWK-451 Field Practicum Seminar I | 1 |
| SWK-460 Field Practicum II | 5 |
| SWK-461 Field Practicum Seminar II | 1 |
| SWK-462 Capstone Seminar: Social Work | 3 |
| Total | 63 |

CRITERIA FOR GRADUATION: Students must:

- Attain the 30th percentile on Senior Assessment exam.
- Attend a mandatory reporting workshop.
- Complete a social work portfolio that demonstrates proficiency in all required social work competencies. Students must include graded rubrics from signature assignments and other evidence as support of their assessment of proficiency in each competency.
- Schedule and complete an exit interview with social work faculty during the last semester of their senior year.

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 |

Child Welfare Certificate

The Social Work Program is approved by the State of Michigan to offer a Child Welfare Certificate. Those interested in working with children and families may be interested in pursuing this. To be eligible students must complete the requirements for the social work major and complete the following courses:

| | |
|---|---|
| SWK-346 Child Welfare | 3 |
| SWK, PSY, or FAM elective approved by SWK faculty | 3 |

Additionally, students must complete 440 hours of field work (SWK-450 and 460) in an approved state child welfare agency. Note: placements in an approved child welfare agency may be limited and/or placement is ultimately at the discretion of the Field Coordinator. Social Work majors interested in obtaining the Child Welfare Certificate should consult with their respective social work advisor.

SOCIOLOGY MINOR

| Required Courses | Credit Hours |
|---|--------------|
| SOC-111 Introduction to Sociology | 3 |
| SOC-243 Social Problems | 3 |
| SOC-353 Social Psychology (Prerequisites: PSY-111 or SOC-111) | 3 |
| SOC-432 Sociology of the Family | 3 |
| Electives in Sociology | 6 |
| Total | 18 |

COURSE DESCRIPTIONS

DEPARTMENT AND LEVEL/COURSE NAME

CREDITS/FREQUENCY
(See page 61 for codes)

COMMUNITY HEALTH

CHL-111 Introduction to Community Health 3/2

A foundational course that introduces students to the history, philosophy, and core concepts, tools, and practices of community health.

CHL-121 Global Health 3/2

Examines the relationship between health and economic status as well as social determinants of health in low and middle-income countries (e.g., gender, education, environmental conditions), focusing on nutrition, maternal health, and child health.

CHL-252 Social Determinants of Health (SOC-252) 3/2

An examination of factors other than individual behaviors that affect health and illness. Includes a discussion of individual resources (e.g., education, occupation, and income), neighborhood resources (e.g., transportation, public safety, types of food available, housing), and the impact of broader societal factors, such as environment, racism, and the economic system on health and illness. *Prerequisite: CHL-111 and CHL-121*

CHL-263 Epidemiology 3/2

Conceptual approach to epidemiology. Introduces students to history, philosophy, and ethics of epidemiology. Emphasizes the application of epidemiology (description, association, and causality) to community health policy and practice (e.g., monitoring and evaluating community health programs). *Prerequisite: MAT-110*

CHL-362 Health Care Systems and Health Policy (SOC-362) 3/2

An examination of global and domestic health care systems and policies. Overview of the Affordable Care Act and Millennium Development Goals (for global health policy). *Prerequisite: CHL-111 and CHL-121*

CHL-380 Internship 3-4/1

Prerequisite: SOC-417, 12 credit hours in CHL

CHL-400 Capstone Seminar: Community Health 3/2

(Practicum experience during which students will work on health promotion projects of interest to CU student population). This will require application of Community Health knowledge/skills to promote healthy choices (Examples include: HIV/AIDS, sexuality, intimate partner violence, eating disorders, and substance use/abuse). Ethical considerations of health promotion/research will be included in the course. *Prerequisite: Senior Status*

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-280 Special Topics 3**
- 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. *Prerequisite: PSY-111 or SOC-111.*
- FAM-380 Internship 1-6/4**
- FAM-400 Capstone Seminar: Family Studies (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.* [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: FAM or PSY-355/356.*
- 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-480 Advanced Topics 3**

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**
An exploration of human development from conception through the high school years, focusing on implications for student learning and educational contexts. Students will examine major psychological theories and research, focusing on cognitive, social-emotional, physical and spiritual development in the first 18 years of life. Special attention will be given to topics that are highly relevant to teachers, including language development, learning/memory/cognitive development, the roles of play and creativity in learning, social/peer relationships, interaction of the family-school context, disabilities of childhood, and the "goodness of fit" between students and their classrooms/schools. This course is intended for future educators and cannot be used in a Psychology major/minor where Child Psychology and/or Adolescent Psychology are being used.
- PSY-235 Lifespan Development Psychology 3/2**
This course examines major developmental issues from conception through the end of life, from a bio-psycho-social-spiritual framework. Students will explore and apply major human development theories including, but not limited to, behaviorism, psychoanalytic, social learning, cognitive theory, psychosocial theory, and ecological theory. A variety of activities including lecture, discussion and case study application will be utilized in exploring the human lifespan.
- PSY-237 Child Psychology 3/2**
An exploration of human development from conception/pregnancy through childhood and into late adolescence, using a developmental-contextual framework. Students will learn major developmental theories and seminal research in the field of child psychology; they will also gain practice in applying theories to case studies, current events, and to their own developmental journey. In addition to readings, mini-lectures and discussions, students will engage in a series of practical lab activities and field trips designed to promote comprehensive understanding of how to help children develop and thrive within multi-leveled contexts. *Prerequisite: PSY-111. Course fee: \$60.00.*
- PSY-238 Adolescent Psychology 3/2**
An exploration of human development from tween years through adolescence and into emerging adulthood, using a developmental-contextual framework. Students will read about and discuss key adolescent development research and practical issues, including, but not limited to, puberty and sexuality, cognitive development, social/peer relationships, family influences, psychopathology associated with adolescence, educational experiences, spiritual formation, adolescent art/music/creativity, technology, and entry into the world of work and higher education. Students will also be asked to reflect on, write about and explore their own developmental journey into and through adolescence. *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 end of life. *Prerequisite: PSY-111*
- PSY-280 Special Topics 3**
- PSY-322 Theories of Personality 3/2**
Addresses major theories with respect to the dynamics, structure, and development of personality. *Prerequisite: PSY-111.*

- PSY-343 Psychology of Learning 3/2**
 What engages and motivates human learners? Which factors contribute to an effective learning process? How does one's context affect learning and growth? This course seeks to answer these questions while examining human learning across the lifespan and in various contexts, using developmental and sociocultural frameworks. Students will discuss and apply key learning theories and concepts to case studies and practical real-world scenarios. Emphasis will be on enhancing one's metacognitive awareness and understanding of one's own learning style and learning experiences as a basis for continued growth and development. Students in this course will have ample opportunity to think about and reflect on one's own learning, as well as to observe and interact with other learners. *Prerequisite: PSY-111 or consent of instructor.*
- 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. *Prerequisite: PSY-111 or SOC-111.*
- 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. *Prerequisite: PSY-111 or SOC-111.*
- PSY-352 Health Psychology 3/2**
 Students in this course will examine health and wellness from a psychological perspective, examining how biological, psychological perspective, examining how biological, psychological and social factors influence human health. Topics will include promotion of positive health practices, illness prevention, impact of stress on health, holistic treatment for health problems, coping with and reducing stress and pain, and the recovery, rehabilitation and psychosocial adjustment of people with serious and chronic health challenges. The role of Christian faith in developing and maintaining physical and mental health will be explored.
- 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-355/356 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 series of lab projects and 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. Students who fail PSY-355 will not be allowed to advance to PSY-356 and must retake PSY-355. *Prerequisites: Math core, Junior or senior status.*
- 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-363 Positive Psychology: Hope, Resilience and Flourishing 3/4**
 This course will provide the philosophical and theoretical framework for the entire Child and Adolescent Services concentration. Students will explore positive psychology research in areas including gratitude, hope, mindset, and human flourishing. Practical applications for intervention in working with children, adolescents and families will be explored, situated within school, community, and medical settings. *Prerequisite: PSY-111.*
- PSY-370 Child and Adolescent Practicum/Seminar 3/2**
 Students will gain practical experience in a child and/or adolescent-focused setting as preparation for internship placement. Students will spend 4-5 hours weekly in the field, gaining observational and shadowing experience and volunteering directly with children/adolescents. Students will also participate in a one-hour weekly seminar where experiences, case studies, ethical challenges and other practicum experiences will be discussed and debriefed. CAS students must complete this course before applying for their internship.
- 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. *Prerequisite: PSY-111.*
- PSY-400 Capstone Seminar: Psychology 3/2**
 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. *Prerequisites: FAM or PSY-355/356, Senior status. Course fee: \$25.00.*

| | | |
|---|---|------------------------|
| PSY-421 | Theories of Counseling | 3/2 |
| 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. <i>Prerequisite: PSY-111.</i> | | |
| PSY-422 | History and Systems of Psychology | 3/2 |
| 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. <i>Prerequisite: PSY-111.</i> | | |
| PSY-441 | Physiological Psychology | 3/2 |
| An exploration of the complex interplay between physiological structures/processes and human behavior. Focus topics include the neurological basis of psychological disorders, motor function, language, memory, learning and emotion. Emphasis will be given to gaining a basic understanding of neurological disorders. <i>Prerequisites: PSY-111, Junior or Senior status.</i> | | |
| PSY-443 | Creative Therapies I: Play and Story | 3/J-term/Summer |
| 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 animal-assisted therapy will also be addressed. <i>Prerequisite: PSY-111 or PSY-232 OR instructor approval. Course fee: \$60.00.</i> | | |
| PSY-444 | Creative Therapies II: Art and Music | 3/J-term/Summer |
| This advanced psychology seminar examines the history, theory, individuals and techniques within the realm of art therapy and music-based therapies. 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. <i>Prerequisite: PSY-111, PSY-232 or instructor approval. Course fee: \$60.00.</i> | | |
| PSY-448 | Cross-Cultural Psychology | 3/4 |
| A study of the multicultural components of human behavior, mental processes, and spirituality. Special attention will be given to research on cross-cultural aspects of critical thinking, perception, emotional states and expression, psychological disorders, cross-cultural social interaction, and spirituality. Applications to cross-cultural service will be discussed. | | |
| PSY-470 | Readings in Psychology | 1-3 |
| PSY-480 | Advanced Topics Seminar | 3/6 |
| PSY-490 | Independent Study | 1/3 |

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. <i>Prerequisite: SOC-111.</i> | | |
| SOC-252 | Social Determinants of Health (CHL-252) | 3/2 |
| An examination of factors other than individual behaviors that affect health and illness. Includes a discussion of individual resources (e.g., education, occupation, and income), neighborhood resources (e.g., transportation, public safety, types of food available, housing), and the impact of broader societal factors, such as environment, racism, and the economic system on health and illness. <i>Prerequisite: CHL-111 and CHL-121.</i> | | |
| SOC-280 | Special Topics | 3 |
| 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. <i>Prerequisites: PSY-111 or SOC-111, Junior status.</i> | | |
| 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. <i>Prerequisite: PSY-111 or SOC-111.</i> | | |
| 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 experiential learning opportunities. <i>Prerequisite: SOC-111.</i> | | |
| 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. <i>Prerequisite: SOC-111.</i> | | |

| | | |
|---|--|--------------|
| 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. <i>Prerequisite: PSY-111 or SOC-111.</i> | | |
| SOC-362 | Health Care Systems and Health Policy (CHL-362) | 3/2 |
| An examination of global and domestic health care systems and policies. Overview of the Affordable Care Act and Millennium Development Goals (for global health policy). <i>Prerequisite: CHL-111 and CHL-121.</i> | | |
| 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-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. <i>Prerequisites: SOC-111 and SOC-243 or SOC/CHL-252.</i> | | |
| SOC-432 | Sociology of 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. <i>Prerequisite: SOC-111.</i> | | |
| 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. <i>Prerequisite: SOC-111.</i> | | |
| SOC-470 | Readings in Sociology | 3/1 |
| SOC-480 | Advanced Topics Seminar | 3/6 |
| SOC-490 | Independent Study | 1-3/1 |

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. <i>Prerequisites: PSY-111, SOC-111, SWK-111, BIO-151 or BIO-241 or BIO-242.</i> | | |
| 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. <i>Prerequisite: SWK-221.</i> | | |
| SWK-280 | Special Topics | 3 |
| 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. <i>Prerequisites: SWK-111, SOC-243, SSC-211, ECN-231.</i> | | |
| 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. <i>Corequisite: SWK-221, Prerequisites: SWK-111, Admission to the SWK Program, Junior status.</i> | | |
| 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. <i>Prerequisites: SWK-331, admission to the SWK Program.</i> | | |

- 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 status.*
- 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.*
- SWK-411 Ethical Decision Making in Social Work 3/2**
 This course provides a more in-depth analysis of the Social Work Code of Ethics and overviews frameworks for ethical decision-making. The emphasis is on improving students' ability to more readily identify ethical problems and thoughtfully work through these issues through the use of case studies. *Prerequisites: PHI-211, Junior status.*
- 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 I 5/2**
 Students are placed in a community agency (minimum of 220 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 or be enrolled in all required SWK practice courses, must be taken concurrently with SWK-451, must have Senior status.*
- SWK-451 Field Practicum Seminar I 1/2**
 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, or be enrolled in, all required SWK practice courses and must be taken concurrently with SWK-450.*
- SWK-460 Field Practicum II 5/2**
 Students are placed in a community agency (minimum of 220 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, or be enrolled in, all required SWK courses, and must be taken concurrently with SWK-461, must have Senior status.*
- SWK-461 Field Practicum Seminar II 1/2**
 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, or be enrolled in, all required SWK courses and must be taken concurrently with SWK-460.*
- SWK-462 Capstone Seminar: Social Work 3/2**
 This course serves as the capstone to the Social Work Program. Its primary emphasis is on professional development and self-evaluation in the context of the social work competencies. Students also focus on social work practice and the integration of various competencies through the use of a problem based learning approach. Content related to Christian worldview and social work practice is infused throughout the full semester in order to encourage professional development. Finally, opportunities to gain knowledge and skills associated with employment and graduate school are provided.
- 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 status.*
- 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.*

TEACHER EDUCATION

DIVISION



Laurie Burgess
*Division Chair, Director of
Teacher Education*

The Teacher Education Division advances the mission of Cornerstone University by preparing students to influence culture as highly qualified teachers in Public, Christian, and International schools. The program combines academically rigorous coursework in education and the liberal arts with practical teaching experience in general and special education at elementary and secondary schools. In addition, education students have the option of completing a portion of their directed teaching practicum as a cross-cultural experience in selected schools around the world.

Cornerstone University's Teacher Education program is accredited by North Central Association of Colleges and Schools and the Association of Christian Schools International. The program has candidate status with the Council for the Accreditation of Educator Preparation and holds exemplary classification from the Michigan Department of Education.

DEGREES

Associate of Arts (A.A.)
Bachelor of Arts (B.A.)

PROGRAMS

Early Childhood (General and Special Education)
Education
Elementary Education
Secondary Education
K-12 Music
K-12 Physical Education
K-12 Learning Disabilities
K-12 TESOL (Teaching English to Speakers of Other Languages)

FACULTY

Burgess, Laurie, Assistant Professor of Education (Chair); B.A., Calvin College; M.A., Grand Valley State University; Ph.D. candidate, Western Michigan University

England, Darla, Associate Professor of Education, Director of Field Experiences; B.A., Michigan State University; M.Ed., Grand Valley State University; Ed.S., Grand Valley State University; Ph.D., Western Michigan University

George, Pamela, Assistant Professor of Special Education; B.A., University of Illinois at Chicago; M.A., Northeastern Illinois University

Kronmeyer, Ronald J., Professor of Education; B.A., Hope College; M.A., Ph.D., Kent State University

Myers, Kerisa A., Associate Professor of Education; B.A., Grand Rapids Baptist College; B.S., Calvin College; M.A., Western Michigan University; Ph.D., Western Michigan University

VanderKolk, Beth, Assistant Professor of Education; B.A., Calvin College; M.A.Ed. Calvin College

PROGRAM INFORMATION & REQUIREMENTS

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Please see Teacher Education Office for current admission requirements.

Students must maintain the minimum academic (overall 2.7 G.P.A., major 2.7, and minor 2.3) and social standards required for admission during enrollment in the Teacher Education Program to be considered in good standing. Refer to the Teacher Education Program Probation Protocol in the Teacher Education Handbook and following this section 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 with and without an EDU number, ENG-114, ENG-212, PSY-232, COM-112, KIN-147, MAT-312, and SCI-201. Assistance may be provided to students by their academic advisor, the teacher education faculty, the Learning Center and Career Services.

If circumstances warrant discontinuing a student from pursuing a Teacher Education degree, the decision can be communicated at any point: prior to or during conditional or professional status phase or student teaching, or prior to or during the student teacher practicum. For all details relating to conditional and professional status, please refer to the Teacher Education admissions requirement information sheet, available in the hall outside the Teacher Education Office.

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 Professional Readiness Examination required by the State of Michigan, obtain one faculty reference and complete a professional interview with the certification officer or division chairperson. A minimum of 12 credit hours, taken at Cornerstone University 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 Portal). 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 all application components 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. in major and overall, and a 2.3 in minor (triple minor - two content area minors = 2.7), must have completed all other requirements for graduation, and must have passed the Basic Skills Test and subject area test (see page 183-184 for further details 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 with and without an EDU number, ENG-114, ENG-212, PSY-232, COM-112, KIN-147, MAT-312, and SCI-201.

As part of the application, students 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. Failure to disclose such information to the university practicum supervisor may result in termination of the placement, failure of the practicum, and/or lack of Michigan certification. As a representative of Cornerstone University, each student is expected to adhere to professional dress, grooming, etiquette and conduct.

STUDENT TEACHING

1. A student must be admitted into the Teacher Education program and be in good academic standing to enroll and participate in methods courses and/or upper level EDU courses.
2. A student must turn in a completed program evaluation when applying for Directed Teaching internship. This process begins one full year before the scheduled term of student teaching. Application deadlines are posted outside of the Teacher Education offices. Students who turn in applications after the deadline will be charged a late fee.
3. Placement for the Directed Teaching Practicum is restricted to a 50-mile radius of the university.
4. A student must maintain the required minimum GPA in his/her major(s) (2.7), minor (2.3; triple minor students GPA requirement of 2.7 is based upon the two content area minors) and a cumulative GPA (2.7) for the student teacher placement coordinator to begin the PROCESS OF LOCATING, locate and solidify a teaching placement. If a student has a GPA that falls below that minimum requirements, he/she must withdraw from registering for student teaching until mandatory GPA requirements are reached.
5. Student teaching placements will be forfeited by any student that allows his/her GPA to drop below the minimum requirements at any time before the onset of the teaching internship. Students will then need to resubmit an application and begin the student teaching placement process over again from the start of the placement process.
6. Students on **“Teacher Education Program Probation”** may not initiate arrangements for student teaching placements with cooperating teachers and/or administrators and an internship placement cannot begin to be located during the student’s time on probation.
7. Students must have passed **AND HAVE RESULTS ON FILE IN THE TEACHER EDUCATION OFFICE FOR** the MTTC subject area test in their major(s) and minor(s) according to the current MTTC policy prior to the start of student teaching. Failure to pass any of the tests or have results submitted prior to the start of the internship will result in a delay in the student teaching process until the next term.

PLEASE NOTE: Students who have not demonstrated the qualities necessary for the teaching profession as well as a “readiness for student teaching,” may be asked to discontinue the student teaching and education programs.

Any intern terminated from a practicum or student teaching placement will complete a Professional Growth Plan under the guidance of the Director of Field Experiences (EDU 488). This plan usually takes a minimum of one academic semester to complete and is individualized to focus on the needs of the intern and the issues that led to the placement termination. A student released from a placement will not be eligible to continue in their practicum or internship, in another setting, within the same academic semester as the dismissal.

An additional internship (EDU 488), prior to student teaching, can also be required for students who may need more time to develop skills and/or abilities following their Teacher Assistance Practicum (TAP). It is recommended that students plan to take TAP two semesters prior to student teaching. However, if TAP is taken the semester before the student’s planned student teaching internship, this additional practicum would mean that the student teaching would be delayed one semester. During the EDU 488 internship, individual goals and objectives will be the focus of the internship and one-on-one support will be provided to the intern throughout the term.

ONLINE, CORRESPONDENCE COURSE, CLEP TEST POLICY & MTTC REQUIREMENTS

Policy

- Teacher Education students must have all online, correspondence courses and/or CLEP tests completed by the end of the term one year prior to their student-teaching term.
In other words, online, correspondence and/or CLEP tests are not permitted to be taken or completed the term directly prior to the student teaching term. Please note: The spring/summer semester will count as one term.
- All courses enrolled in the term prior to student teaching should be completed at Cornerstone University.

Note: Students will be required to submit a written proposal for outstanding courses one year prior to student teaching.

MTTC TESTS

Teacher Education students **must take and pass** the following MTTC subject area tests during the earliest testing date of their last term of coursework **prior** to student teaching. Ninety percent of course work in the major/minor must be completed in order to meet MTTC’s eligibility requirement to register and take the tests.

- **Secondary students must take and pass** the subject area tests for their major **PRIOR** to the end of the term directly before student teaching.
- **All elementary students must take and pass** the **Elementary MTTC test** (#103) **PRIOR** to the end of the term directly before student teaching **along with one content area test** (major or minor).
- **Learning Disability majors** (elementary or secondary track) **must take and pass** the Learning Disabilities test prior to EDU-434 and EDU-48* as well as their content minor test. Elementary LD track students must also pass the Elementary test **PRIOR** to EDU-434.
- **For increased marketability, the Teacher Education Department strongly recommends education students take all subject area tests while still enrolled in classes and when 90% of course work is complete.** Students tend to have a higher passage rate on most subject area tests while still enrolled in classes prior to student teaching.

Note: Student Teaching placements will be delayed for failure to follow this timeline and/or failure pass the required MTTC subject area tests.

TO INCREASE POTENTIAL FOR PASSING THE TESTS, STUDENTS ARE RECOMMENDED TO ONLY TAKE ONE CERTIFICATION TEST PER DAY.

Registering for the MTTC:

Fall Student Teaching

If you are planning on student teaching during a fall semester, you should register to take the MTTC tests during the first available date (listed on the MTTC website) of the previous spring term.

Spring Student Teaching

If you are planning on student teaching during a spring semester, you should register to take the MTTC tests during the first available date (listed on the MTTC website) of the previous fall term.

Please visit the MTTC website (www.mttc.nesinc.com) for further information including sample tests, test objectives and study guides. Students are encouraged to form study groups to prepare for tests or contact teacher.ed@cornerstone.edu to inquire about faculty in subject areas who may be available to help with test preparation. A few days before the test, confirmed registered test takers receive an email of study tips. Please find additional information (e.g. electronic study guides) on the Portal under Undergrad Divisions, then to Teacher Education and MTTC Testing Information on the right side.

TEACHER EDUCATION PROGRAM PROBATION PROTOCOL

The division of Teacher Education is passionate about preparing our students to serve as highly qualified teachers. Therefore, it is vital that students pursuing a teaching degree establish high academic standards throughout their academic career.

Students applying for admittance into the Teacher Education program must possess the following minimum G.P.A. requirements:

- 2.7 Overall/Cumulative*

Teacher Education policy:

- 2.7 Major(s)
- 2.3 minor(s)
 - Triple minors: 2 content areas of the 3 minors must equal 2.7

**Note: Prior to the 2009-2010 catalog (see p. 185), previous G.P.A. requirements apply to this protocol (2.5 overall and major; 2.0 minors).*

**Institutional requirements for graduation are 2.5 overall and major; 2.0 minors, but the Teacher Education Department monitors their internal policy for practicum and program admission as stated above.*

Once a student has been admitted into the Teacher Education program, these minimum G.P.A.s must be maintained throughout the student's academic career. G.P.A.s will be checked at the end of each semester.

The following procedure will result if a student's overall and/or major G.P.A. drops below a 2.7 and/or the minor(s) drops below a 2.3.

1. The student and his or her academic advisor will be notified by letter and email of the status of his/her G.P.A.
2. The student must submit a written plan of improvement which includes specific actions/strategies to be implemented in order to raise his/her G.P.A.
 - a. A hard copy of the plan must be submitted to the Teacher Education office by the first day of the next academic semester.
 - b. A copy of the improvement plan will be kept in the student's file.
 - c. Failure to submit a plan of improvement may result in a meeting with the division chair.
3. The student will have one academic semester to re-establish the required G.P.A.
 - a. During that semester, the student will be placed on **"Teacher Education Program Probation"** within the Teacher Education division and the student will not be allowed to register for methods courses and/or upper level EDU courses.

"Teacher Education Program Probation" is a probationary period where a student is given the opportunity and supported in re-establishing academic success. Unless otherwise indicated, "Teacher Education Program Probation" is for a period of one semester.
4. The student must schedule and attend an appointment with his/her advisor to discuss his/her academic progress.
 - a. This appointment should take place around mid-term. Feedback by the division chair may be requested from the academic advisor concerning this meeting.
 - b. The Division Chair may schedule meetings in addition to those set by the advisor.
5. At the conclusion of the semester, the student's G.P.A. will be reviewed.
 - a. If the minimum G.P.A. requirements are re-established, the student will receive a letter indicating his/her removal from "Teacher Education Program Probation" and granted permission to register for upper-level EDU courses.
 - b. If the minimum G.P.A. requirements are not reached, but academic improvement has been demonstrated, the division chair may extend the student's **"Teacher Education Program Probation"** for one additional semester.
 - i. The student will receive a letter stating the extension of the **"Teacher Education Program Probation"** period.
 - ii. Steps 2 through 4 will be applied.
 - iii. Optional: At mid-term, professors for each course may be asked to complete an *Academic Improvement Midterm Evaluation Form*.

- c. If the minimum G.P.A. requirements are not reached and academic improvement has not been demonstrated, the student will no longer be eligible for participation in the Teacher Education Program. An Academic Program Denial letter will be sent to the student and the approval code for registering for education classes and the Teacher Education Program will be removed from the student's Datatel record.
- d. Readmission to the Teacher Education Program is possible once a student has acquired and maintained the minimum G.P.A. requirements for two consecutive academic semesters. If the student does not have **two** consecutive academic semesters left, the division chair will review an alternative plan with the student. The student's request for readmission will be presented to the Teacher Education division for approval.
- e. Readmission requirements:
 - i. Letter from student requesting readmission.
 - ii. Recommendation letter or email from academic advisor supporting the student's readmission.
 - iii. Final decision made by the Teacher Education Professional Committee.

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 # | ENDORSEMENT CODE |
|-----------------------------|------------------------|-------------|------------------|
| Biology | Secondary | 17 | DA |
| Chemistry | Secondary | 18 | DC |
| Communication Arts | Secondary | 91 | AX |
| Early Childhood Education | Elementary | 106 | ZS |
| Elementary Education | Elementary | 103 | ZG |
| English | Secondary | 02 | BA |
| English as a Second Lang. | Elementary & Secondary | 86 | NS |
| History | Secondary | 09 | CC |
| Integrated Science | Elementary | 93 | DI |
| Integrated Science | Secondary | 94 | DI |
| Journalism | Secondary | 03 | BC |
| Language Arts | Elementary | 90 | BX |
| Learning Disabilities | K-12 | 63 | SM |
| Mathematics | Elementary | 89 | EX |
| Mathematics | Secondary | 22 | EX |
| Music Education | Secondary & K-12 | 99 | JQ |
| Physical Education | Secondary & K-12 | 44 | MB |
| Psychology | Secondary | 11 | CE |
| Reading | Elementary | 05 | BT |
| Social Studies | Elementary | 105 | RX |
| Social Studies | Secondary | 84 | RX |
| Spanish | Elementary & Secondary | 28 | FF |
| Speech | Secondary | 04 | |
| Professional Readiness Exam | | 96 | |

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-114 World Civilization II..... | 3 |
| IDS-101 Creativity, Innovation and Problem Solving..... | 2 |
| IDS-103 Christian Foundations I | 1 |
| IDS-104 Christian Foundations II..... | 1 |
| KIN-100 Total Fitness and Wellness | 2 |
| PHI-211 Philosophy In Culture | 3 |
| PSY-232 Developmental Psychology (required by the State of Michigan) | 3 |
| REL-104 Old Testament Literature | 3 |
| REL-204 New Testament Literature | 3 |
| REL-352 Christian Beliefs and History..... | 3 |
| SCI-311 Science In Culture (Biology majors should take BIO-400 Biological Perspectives, Integrated Science SCI-400)..... | 3 |
| English Competency | 0-6 |
| Foreign Language (See "Language Requirement")..... | 0-8 |
| Math Competency | 0-9 |
| Total..... | 33 |

Elementary Students Only

| Required Courses | Credit Hours |
|---|---------------------|
| EDU-233 Introduction to Special Education and Field Experience..... | 3 |
| EDU-321 Children's Literature | 3 |
| EDU-264 Visual and Performing Arts for Elementary Teachers | 3 |
| HIS-115 American Studies (<i>Social Studies majors & History majors and minors should not take HIS-115 because HIS-221 & HIS-222 are required.</i>) .. | 3 |
| KIN-147 Physical and Health Education for Classroom Teachers (<i>Physical Education majors and minors should take KIN-357.</i>)..... | 2 |
| MAT-312 Elementary Mathematics & Methods and Field Experience..... | 4 |
| SCI-201* Integrated Science for Elementary Teachers (<i>physical education majors and minors take BIO-241</i>)..... | 3 |
| Total..... | 24 |

**If students remain in the Elementary Education program, SCI-201 and EDU-450 meet the lab science requirement. If they leave the Elementary Education program, they will need to take another lab science course.*

Secondary Students Only

| Required Courses | Credit Hours |
|---|---------------------|
| HUM-311 Imagination In Culture | 3 |
| One mathematics course (<i>MAT-110, 121, 122, 131, 132</i>) | 0-3 |
| One laboratory science course (<i>CHM-111 is required for Biology majors and minors. BIO-241 is required for Kinesiology majors and minors.</i>)... | 4 |
| One lifetime activity course (<i>KIN-1XX</i>)..... | 1 |
| Total..... | 42-55 |

ELEMENTARY EDUCATION PROGRAMS

Students interested in elementary education should work out a program, if possible, with an education advisor. 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 two options:

OPTION I - PLANNED PROGRAM (CORE/CONTENT SUBJECTS)

Take **CU CORE COURSES**

PLUS - Students who desire to select a content subject (highly qualified preparation), choose one major from the following:

- Integrated Science
- Language Arts Group
- Social Studies Group

OR - Choose one of the following triple minor combinations (recommended for K-3):

- Integrated Science; Math, Planned Program
- Integrated Science; Reading, Planned Program
- Math; Reading, Planned Program
- Reading; Language Arts
- Math; Language Arts, Planned Program
- Language Arts, Integrated Science, Planned Program

PLUS - Planned Program Minor

**(see customized Planned Program Minor for each major or minor on 4 year Advising Sheets in the Teacher Education Department)*

PLUS - Professional Education Sequence Courses:

| Required Courses | | Credit Hours |
|---|---|---------------------|
| EDU-230 | Principles/Philosophy of Education..... | 3 |
| EDU-231 | School Observation Practicum..... | 1 |
| EDU-262 | Computers & Technology | 3 |
| EDU-363 | Diverse Populations & Differentiated Instruction (Conditional Status required)..... | 2 |
| <i>Students must be granted Professional Status in the program before taking the following courses [see "Admission to the Teacher Education Program" for requirements].</i> | | |
| EDU-381 | Educational Psychology..... | 3 |
| EDU-382 | Teacher Assistant Practicum..... | 2 |
| EDU-430 | Capstone Seminar: Directed Teaching | 3 |
| EDU-482 | Directed Teaching Internship | 12 |
| Total | | 29 |

OPTION II - COMPREHENSIVE MAJOR PROGRAM

Take **CU CORE COURSES**

PLUS - Comprehensive Major (required):

| Required Courses | | Credit Hours |
|-------------------------------------|--|--|
| COM-112 | Communication in Culture..... | 3 |
| EDU-264 | Visual and Performing Arts for Elementary Teachers..... | 3 |
| EDU-321 | Children's Literature | 3 |
| EDU-342 | Developmental Reading & Language Arts Methods and Field Experience..... | 3 |
| EDU-445 | Assessing/Correcting Reading..... | 4 |
| ENG-212 | Writing in Culture | 3 |
| EDU-450 | Elementary Science Methods | 3 |
| EDU-460 | Elementary Social Studies Methods | 3 |
| HIS-114 | World Civilization II..... | 3 |
| HIS-115 | American Studies | 3 |
| KIN-100 | Total Fitness and Wellness | 2 |
| KIN-147 | Physical Education for Classroom Teachers | 2 |
| MAT-110 | College Mathematics (Prerequisite: Qualifying scores on math placement test)..... | 3 |
| MAT-312 | Elementary Mathematics & Methods and Field Experience..... | 4 |
| SCI-201 | Integrated Science for Elementary Teachers..... | 3 |
| SCI-311 | Science in Culture (SCI-400 or BIO-400 if Biology or Integrated Science major/minor) | 3 |
| * Foreign Language Requirement..... | | 0-8 |
| Total | | 48-56 <i>(Includes double counted core courses.)</i> |

PLUS - Students who desire to select a specialty area, choose one of the following majors or minors:

- Early Childhood (minor)
- Learning Disabilities (K-12 major) *(additional content minor required)*
- Spanish (major or minor)
- TESOL (minor)

PLUS - Professional Education Sequence Courses:

| Required Courses | | Credit Hours |
|---|---|---------------------|
| EDU-230 | Principles/Philosophy of Education..... | 3 |
| EDU-231 | School Observation Practicum..... | 1 |
| EDU-262 | Computers & Technology | 3 |
| EDU-363 | Diverse Populations & Differentiated Instruction (Conditional Status required)..... | 2 |
| <i>Students must be granted Professional Status in the program before taking the following courses [see "Admission to the Teacher Education Program" for requirements].</i> | | |
| EDU-381 | Educational Psychology..... | 3 |
| EDU-382 | Teacher Assistant Practicum..... | 2 |
| EDU-430 | Capstone Seminar: Directed Teaching | 3 |
| EDU-482 | Directed Teaching Internship | 12 |

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 advisor or an appropriate departmental advisor 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 Internship.

Secondary Education students must select a certifiable major and minor from the following state approved major and minor programs:

MAJORS

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

MINORS

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

*Music Education K-12 see page 195 for degree requirements.

**PE majors are recommended to select a Health minor

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 |
| EDU-344 Content Area Literacy including Learners with Special Needs and Field Experience | 3 |
| EDU-363 Diverse Populations & Differentiated Instruction (Conditional Status required). | 2 |
| <i>Students must be granted Professional Status in the program before taking the following courses</i> | |
| <i>[see "Admission to the Teacher Education Program" for requirements].</i> | |
| EDU-381 Educational Psychology | 3 |
| EDU-382 Teacher Assistant Practicum* (Prerequisite or corequisite: EDU-381) | 2 |
| EDU-430 Capstone Seminar: Directed Teaching (To be taken concurrently with Directed Teaching Practicum.) | 3 |
| Content major and minor methods course from the following: (non-music majors; includes psychology minors) | 5-6 |
| EDU-335 Theories and Methods of Learning Disability and Field Experience | |
| 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. (Journalism minor with an English major. Chemistry minor with a Biology major. Psychology minor with a History or Social Studies major.) | |
| <i>One of the following:</i> | 12 |
| EDU-484 Secondary Directed Teaching Internship* | |
| EDU-486 K-12 Directed Teaching Internship* | |
| 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

For Associate of Arts degree core requirements, please see page 54.

EARLY CHILDHOOD EDUCATION

| Required Courses | Credit Hours |
|---|--------------|
| EDU-233 Introduction to Special Education and Field Experience | 3 |
| 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 Young Child with Special Needs | 3 |
| EDU-373 Infant-Toddler Development, Methods, and Practicum | 3 |
| EDU-461 Field Experience: Early Childhood | 3 |
| Total | 21 |
| Total with Core | 65 |

* 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.

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

| Required Courses | Credit Hours |
|--|--------------|
| ENG-319 Advanced Grammar | 3 |
| LIN-225 Introduction to Literature | 3 |
| LIN-371 Second Language Acquisition | 3 |
| LIN-372 Sociolinguistics | 3 |
| LIN-465 Methods of Teaching a Foreign Language | 3 |
| LIN-489 TESOL Practicum | 6 |
| Total | 21 |
| Total with Core | 65 |

BACHELOR OF ARTS MAJORS & MINORS

BIOLOGY MAJOR FOR SECONDARY TEACHERS *(requires a minor)*

| Required Courses | Credit Hours |
|---|--------------|
| BIO-151 General Biology | 4 |
| BIO-161 Human Biology | 4 |
| BIO-225 Botany | 4 |
| BIO-233 Zoology | 4 |
| BIO-351 Genetics | 4 |
| BIO-400 Capstone Seminar: Bioethics & Argument Theory | 3 |
| BIO-451 Molecular Cell Biology | 4 |
| ECO-341 Ecology | 4 |
| SCI-361 Evolution & Origins | 3 |
| Total | 34 |

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 MINOR FOR SECONDARY TEACHERS

| Required Courses | Credit Hours |
|---|--------------|
| BIO-151 General Biology | 4 |
| BIO-161 Human Biology | 4 |
| BIO-225 Botany <i>(Prerequisite: An advanced high school biology course or BIO-111 or BIO-151)</i> | 4 |
| BIO-233 Zoology <i>(Prerequisite: An advanced high school biology course or BIO-111 or BIO-151)</i> | 4 |
| ECO-341 Ecology <i>(Prerequisite: BIO-225, 233 or MAT-151)</i> | 4 |
| 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.

CHEMISTRY MINOR FOR SECONDARY TEACHERS

| Required Courses | | Credit Hours |
|---|--------------------------------------|--------------|
| CHM-121 | General Chemistry I | 4 |
| CHM-122 | General Chemistry II | 4 |
| CHM-411 | Perspectives in Chemistry | 2 |
| Chemistry Electives: (200 level or above) | | 8 |
| <i>One of the following:</i> | | 4 |
| CHM-212 | Principles of Organic & Biochemistry | |
| CHM-472 | Biochemistry | |
| Total | | 22 |

COMMUNICATION ARTS GROUP MAJOR FOR SECONDARY TEACHERS *(requires a minor)*

| Required Courses | | Credit Hours |
|-------------------------------------|-------------------------------------|--------------|
| COM-112 | Communication in Culture | 3 |
| COM-212 | Interpersonal Communication | 3 |
| COM-311 | Intercultural Communication | 3 |
| COM-315 | Communication Theory | 3 |
| COM-321 | Group Communication | 3 |
| COM-322 | Advanced Public Speaking | 3 |
| JRN-201 | News Writing and Reporting | 3 |
| JRN-313 | Feature/Travel Writing | 3 |
| MDA-121 | Introduction to Digital Media | 3 |
| MDA-319 | Mass Media Literacy | 3 |
| <i>Choose two of the following:</i> | | 6 |
| COM-241 | Introduction to Oral Interpretation | |
| COM-339 | Social Media | |
| COM-326 | Organizational Communication | |
| COM-433 | Nonverbal Communication | |
| 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 | Communication Theory | 3 |
| COM-322 | Advanced Public Speaking | 3 |
| JRN-201 | News Writing & Reporting | 3 |
| JRN-313 | Feature Writing | 3 |
| MDA-319 | Mass Media Literacy | 3 |
| Total | | 21 |

EARLY CHILDHOOD EDUCATION MINOR (OPTION II)

| Required Courses | | Credit Hours |
|------------------|---|--------------|
| EDU-233 | Introduction to Special Education and Field Experience | 3 |
| 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 Young Child with Special Needs | 3 |
| EDU-373 | Infant and Toddler Development, Methods, and Practicum | 3 |
| EDU-431 | Admin. and Supervision of Early Childhood Programs | 3 |
| EDU-481 | Early Childhood Practicum | 6 |
| Total | | 27 |

**Application should be made by the end of mid-term week prior to semester Field Experience is taken.*

Students completing the Early Childhood Education minor in conjunction with Option II (elementary education program) receive the Early Childhood (ZS) endorsement, general and special education. The ZS endorsed teacher will be able to teach in general education early childhood classrooms, inclusive early childhood classrooms, and in early childhood special education classrooms. These teachers are *not* adequately prepared to teach self-contained special education classes in K-3. This minor is available when paired with the Comprehensive Major, Option II, New Elementary Programs.

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. The Planned Program Minor is only available for the majors and triple minor programs with Option I, New Elementary Program. Please see your academic advisor for further information.

ENGLISH MAJOR FOR SECONDARY TEACHERS *(requires a minor)*

| Required Courses | Credit Hours |
|---|--------------|
| ENG-223 Introduction to 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 19th Century | 3 |
| ENG-326 Contemporary Literature | 3 |
| ENG-344 British Literature to 1700 | 3 |
| ENG-342 British Romantic & Victorian Literature | 3 |
| Choose one of the following: | 3 |
| EDU-323 Adolescent Lit (Elementary or Secondary) | |
| ENG-224 World and Literature | |
| ENG-328 Selected Authors or Eras (Secondary) | |
| ENG-324 Literary Modernisms: Anglo-American Writers (Secondary) | |
| Total | 27 |

ENGLISH MINOR FOR SECONDARY TEACHERS

| Required Courses | Credit Hours |
|--|--------------|
| ENG-223 Introduction to Literature | 3 |
| ENG-226 Introduction to Creative Writing | 3 |
| ENG-319 Advanced Grammar | 3 |
| Choose one of the following: | 3 |
| EDU-323 Adolescent Literature | |
| ENG-224 World and Literature | |
| ENG-328 Selected Authors or Eras | |
| ENG-324 Literary Modernisms: Anglo-American Writers | |
| Choose one of the following: | 3 |
| ENG-326 Contemporary Literature | |
| ENG-334 American Renaissance in the 19 th Century | |
| Choose one of the following: | 3 |
| ENG-342 British Romantic & Victorian Literature | |
| ENG-344 British Literature to 1700 | |
| Total | 18 |

HISTORY MAJOR FOR SECONDARY TEACHERS *(requires a minor)*

| 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 <i>(Prerequisite: 21 hours of History)</i> | 2 |
| HIS-452 Historiography II | 1 |
| Upper level electives in History <i>(including two courses in European/non-Western History and one course in American History)</i> | 12 |
| Total | 30 |

HISTORY MINOR FOR 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 *(requires a minor)*

| 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 <i>(Prerequisite: MAT-121)</i> | 4 |
| CHM-212 | Principles of Organic & Biochemistry | 4 |
| PHY-211 | General Physics I <i>(Prerequisite: MAT-121, 122 or 131)</i> | 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 | Capstone Seminar: Integrated Science | 2 |
| Total | | 43 |

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 <i>(Prerequisite: MAT-121)</i> | 4 |
| CHM-212 | Principles of Organic and Biochemistry | 4 |
| PHY-211 | General Physics I <i>(Prerequisite: MAT-121, 122 or 131)</i> | 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 | Capstone Seminar: Integrated Science | 2 |
| Total | | 51 |

INTEGRATED SCIENCE GROUP MAJOR FOR ELEMENTARY TEACHERS

(requires Planned Program minor, Option I)

| Required Courses | | Credit Hours |
|----------------------------|--|--------------|
| Life Sciences | | |
| BIO-151 | General Biology | 4 |
| BIO-161 | Human Biology | 4 |
| BIO-233 | Zoology | 4 |
| Physical Sciences | | |
| CHM-111 | Principles of General Chemistry <i>(Prerequisite: MAT-121)</i> | 4 |
| PHY-211 | General Physics I <i>(Prerequisite: MAT-121, 122 or 131)</i> | 4 |
| SCI-201 | Integrated Science for Elementary Teachers (core requirement) | 3 |
| Earth/Space Science | | |
| ECO-241 | Environmental Science | 4 |
| SCI-261 | Astronomy | 4 |
| SCI-262 | Geology | 4 |
| SCI-263 | Atmosphere and Weather | 2 |
| SCI-400 | Capstone Seminar: Integrated Science | 2 |
| Total | | 39 |

INTEGRATED SCIENCE GROUP MINOR FOR ELEMENTARY TEACHERS

(minor in Triple Minor Program, Option I)

| 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 |
| SCI-201 | Integrated Science for Elementary Teachers (core requirement) | 3 |
| Earth/Space Science | | |
| SCI-261 | Astronomy | 4 |
| SCI-262 | Geology..... | 4 |
| SCI-263 | Atmosphere and Weather | 2 |
| SCI-400 | Capstone Seminar: Integrated Science..... | 2 |
| Total | | 27 |

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..... | 3 |
| JRN-261 | News Practicum (1 credit hour per semester)..... | 3 |
| JRN-313 | Feature/Travel Writing..... | 3 |
| JRN-318 | News Editing | 3 |
| MDA-213 | Graphic Design I: Introduction to Graphic Design | 3 |
| MDA-319 | Mass Media Literacy | 3 |
| PHO-236 | Introduction to Digital Photography..... | 3 |
| Total | | 24 |

*Practicum courses require the student to complete an application for placement. See "Admission to Teacher education Program."

LANGUAGE ARTS GROUP MAJOR FOR ELEMENTARY TEACHERS

(requires Planned Program minor, Option I)

| Required Courses | | Credit Hours |
|------------------------------------|--|---------------------|
| COM-212 | Interpersonal Communication..... | 3 |
| COM-315 | Communications Theory | 3 |
| ENG-223 | Introduction to Literature | 3 |
| ENG-226 | Introduction to Creative Writing | 3 |
| EDU-321 | Children's Literature | 3 |
| JRN-201 | Newswriting and Reporting..... | 3 |
| MDA-319 | Mass Media Literacy | 3 |
| ENG-212 | Writing in Culture | 3 |
| <i>Two of the following:</i> | | 6 |
| COM-241 | Introduction to Oral Interpretation | |
| COM-311 | Intercultural Communication | |
| COM-321 | Group Communication | |
| <i>One of the following:</i> | | 3 |
| ENG-224 | World and Literature | |
| 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 19th Century | |
| ENG-344 | British Literature to 1700 | |
| ENG-353 | Linguistic History of English | |
| Total | | 33 |

LANGUAGE ARTS GROUP MINOR FOR ELEMENTARY TEACHERS

| Required Courses | Credit Hours |
|---|--------------|
| COM-212 Interpersonal Communication..... | 3 |
| COM-311 Intercultural Communication..... | 3 |
| ENG-223 Introduction to Literature..... | 3 |
| ENG-224 World and Literature..... | 3 |
| ENG-226 Introduction to Creative Writing..... | 3 |
| EDU-321 Children's Literature..... | 3 |
| MDA-319 Mass Media Literacy..... | 3 |
| Total..... | 21 |

LEARNING DISABILITIES MAJOR FOR K-12 CERTIFICATION *(requires a minor)*

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.

A content minor is required for Learning Disability majors. Elementary track students are highly encouraged to select a Language Arts or Math minor. Secondary track are highly encouraged to select an English or Math minor.

| Required Courses | Credit Hours |
|---|--------------|
| EDU-233 Introduction to Special Education and Field Experience..... | 3 |
| EDU-234 Emerging Educational Models in Special Education <i>(Prerequisites: EDU-233)</i> | 3 |
| EDU-335 Theories and Methods of Learning Disability and Field Experience <i>(Prerequisites: EDU-233 and EDU-234)</i> | 4 |
| EDU-338 Assessment and Diagnosis for Learning Disabilities <i>(Prerequisites: EDU-233, EDU-234, EDU-335)</i> | 4 |
| EDU-363 Diverse Populations & Differentiated Instruction <i>(Prerequisites: EDU-230 & EDU-381 and admission to the Teacher Ed. Program)....</i> | 2 |
| EDU-381 Educational Psychology <i>(Prerequisites: EDU-230 and admission to the Teacher Education Program.)</i> | 3 |
| EDU-432 Current Issues in Learning Disabilities Ed..... | 3 |
| <i>(Concurrent w/ EDU-434 and PSY-441. Course can only be taken after other coursework for the LD major has been completed. Offered only in the Fall)</i> | |
| EDU-434 Practicum in Learning Disabilities..... | 6 |
| <i>(Concurrent w/ EDU-432 and PSY-441, semester prior to Directed Teaching. Course can only be taken after other coursework for the LD major has been completed. Offered only in the Fall.)</i> | |
| PSY-441 Physiological Psychology <i>(Corequisite: EDU-432 and 434)</i> | 3 |
| EDU-443 Severe Reading Problems & Field Experience <i>(El. Prerequisite: EDU-342 & Corequisite: EDU-445; Secondary Prerequisite: EDU-344)</i> | 3 |
| Total..... | 34 |

MATHEMATICS MAJOR FOR SECONDARY TEACHERS *(requires a minor)*

| Required Courses | Credit Hours |
|---|--------------|
| MAT-131 Calculus I <i>(Prerequisite: Qualifying scores on math placement test)</i> | 4 |
| MAT-132 Calculus II <i>(Prerequisite: MAT-131 and qualifying scores on math placement test)</i> | 3 |
| MAT-233 Differential Equations <i>(Prerequisite: MAT-132)</i> | 3 |
| MAT-234 Multivariate Calculus <i>(Prerequisite: MAT-132)</i> | 3 |
| MAT-241 Applied Linear Algebra..... | 3 |
| MAT-243 Discrete Mathematics <i>(Prerequisite: MAT-121 or MAT-131)</i> | 3 |
| MAT-245 Mathematical Proofs <i>(Prerequisite: MAT-241 or MAT-243)</i> | 3 |
| MAT-251 Probability and Statistics..... | 3 |
| MAT-333 Real Analysis <i>(Prerequisites: MAT-132 & MAT-245)</i> | 3 |
| MAT-341 Modern Algebra <i>(Prerequisites: MAT-241 & MAT-245)</i> | 3 |
| MAT-400 Capstone Seminar: Geometry and the History of Mathematics <i>(Prerequisites: MAT-241 & MAT-245)</i> | 3 |
| Total..... | 34 |

MATHEMATICS MINOR FOR ELEMENTARY TEACHERS *(minor in Triple Minor Program, Option I)*

| Required Courses | Credit Hours |
|---|--------------|
| MAT-131 Calculus I <i>(Prerequisite: Qualifying scores on math placement test)</i> | 4 |
| MAT-243 Discrete Mathematics <i>(Prerequisite: MAT-121 or MAT-131)</i> | 3 |
| MAT-251 Probability and Statistics..... | 3 |
| MAT-312 Elementary Mathematics & Methods and Field Experience..... | 4 |
| <i>Choose three of the following courses:.....</i> | <i>9</i> |
| MAT-110 College Math <i>(Prerequisite: Qualifying scores on math placement test)</i> | |
| MAT-121 College Algebra <i>(Prerequisite: Qualifying scores on math placement test)</i> | |
| MAT-122 Trigonometry <i>(Prerequisite: MAT-121 or qualifying scores on math placement test)</i> | |
| MAT-132 Calculus II <i>(Prerequisite: MAT-131 or qualifying scores on math placement test)</i> | |
| MAT-233 Differential Equations <i>(Prerequisite: MAT-132)</i> | |
| MAT-234 Multivariate Calculus <i>(Prerequisite: MAT-132)</i> | |
| MAT-241 Applied Linear Algebra | |
| MAT-245 Mathematical Proofs <i>(Prerequisite: MAT-241 or MAT-243)</i> | |
| MAT-400 Capstone Seminar: Geometry and the History of Mathematics | |
| Overall Total..... | 23 |

MATHEMATICS MINOR FOR SECONDARY TEACHERS

| Required Courses | Credits | |
|--|--|-----------|
| MAT-131 | Calculus I (Prerequisite: Qualifying scores on math placement test) | 4 |
| MAT-132 | Calculus II (Prerequisite: MAT-131 and qualifying scores on math placement test) | 3 |
| MAT-241 | Applied Linear Algebra | 3 |
| MAT-243 | Discrete Mathematics (Prerequisite: MAT-121 or MAT-131) | 3 |
| MAT-245 | Mathematics Proofs (Prerequisite: MAT-241 or MAT-243) | 3 |
| MAT-251 | Probability and Statistics | 3 |
| MAT-400 | Capstone Seminar: The History of Mathematical Sciences | 3 |
| <i>One of the following:</i> | | 3 |
| MAT-233 | Differential Equations (Prerequisite: MAT-132) | |
| MAT-234 | Multivariate Calculus (Prerequisite: MAT-132) | |
| Total | | 25 |

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 (Secondary Track Only) (does not require a minor)

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 Music Division section of the catalog for a detailed description of the music education program major.

PHYSICAL EDUCATION MAJOR FOR K-12 CERTIFICATION (Secondary Program Track Only)

(requires a minor)

Education students who major in physical education must complete their **lab science 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 follow the professional education program required for secondary education and may 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 Kinesiology | 3 |
| KIN-243 | Strategies for Teaching Physical Activities K-12 | 3 |
| KIN-251 | Motor Development and Learning | 3 |
| KIN-342 | Exercise Physiology (Prerequisites: BIO-241 & 242. Recommended: CHM-111) | 3 |
| KIN-344 | Adapted Physical Education K-12 | 2 |
| KIN-345 | Measurement and Evaluation | 3 |
| KIN-346 | Exercise Testing and Prescription | 3 |
| KIN-357 | P. E. in Preschools & Elementary Schools (Prerequisite: KIN-243) | 3 |
| KIN-359 | Physical Education in Secondary Schools (Prerequisite: KIN-243) | 3 |
| KIN-362 | First Aid, Injury Prevention and Treatment (Prerequisites: BIO-241 & 242 or permission of instructor) | 3 |
| KIN-401 | Capstone Seminar: Ethics in Teaching Physical Education | 2 |
| KIN-441 | Organization and Administration | 3 |
| KIN-461 | Skills and Performance Competencies | 1 |
| <i>(Students who declare a Physical Education minor will receive KIN-461 competency information from P.E. advisor)</i> | | |
| Total | | 39 |

PHYSICAL EDUCATION MINOR FOR 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 Kinesiology | 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 |
| KIN-359 | P.E. in Secondary Schools (Prerequisite: KIN-243) | 3 |
| KIN-362 | First Aid, Injury Prevention, and Treatment (Prerequisites: BIO-241 & 242 or permission of instructor) | 3 |
| KIN-401 | Capstone Seminar: Ethics in Teaching Physical Education (professor permission) | 2 |
| KIN-461 | Skill and Performance Competencies | 1 |
| <i>(Students who declare a Physical Education minor will receive KIN-461 competency information from P.E. advisor)</i> | | |
| Total | | 24 |

PSYCHOLOGY MINOR FOR SECONDARY TEACHERS

| Required Courses | Credit Hours |
|---|--------------|
| PSY-111 General Psychology | 3 |
| PSY-343 Psychology of Learning (Prerequisite: PSY-111) | 3 |
| PSY-353 Abnormal Psychology (Prerequisite: PSY-111) | 3 |
| PSY-355 Integrated Statistics/Research I | 3 |
| PSY-356 Integrated Statistics/Research II | 3 |
| One of the following: | 3 |
| PSY-322 Theories of Personality (Prerequisite: PSY-111) | |
| PSY-351 Social Psychology (Prerequisites: PSY-111 or SOC-111) | |
| Electives in Psychology | 3 |
| Total | 21 |

READING MINOR FOR ELEMENTARY TEACHERS (minor in Triple Minor Program, Option I)

| Required Courses | Credit Hours |
|--|--------------|
| EDU-321 Children's Literature (Prerequisite: ENG-223) | 3 |
| EDU-342 Developmental Reading & Language Arts Methods and Field Experience (Prerequisites: Admission to Teacher Ed Program, EDU-230) | 3 |
| EDU-346 Reading and Writing in the Content Area (K-8) (Prerequisites: EDU-342 or Concurrent with EDU-342) | 3 |
| EDU-441 Assessing Beginning Literacy (Prerequisites: EDU-342 & 445 or concurrent with EDU-445) | 3 |
| EDU-445 Assessing and Correcting Reading Problems (Prerequisite: EDU-342) | 4 |
| EDU-443 Severe Reading Problems and Field Experience (Prerequisites: EDU-445 or Concurrent with EDU-445) | 3 |
| LIN-225 Introduction to Linguistics | 3 |
| Total | 22 |

SOCIAL STUDIES GROUP MAJOR FOR ELEMENTARY (OPTION I) & SECONDARY TEACHERS

(requires a minor)

| 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 | 36 |

NOTE: July 2013 – Last available administration of Old Social Studies & History MTTC Test. Candidates in old program must take the new test if they have not completed program by last old MTTC date. October 2013 – New Social Studies & History MTTC test available

SPANISH MAJOR FOR ELEMENTARY & SECONDARY TEACHERS

(requires a minor for Secondary; Elementary Option II requires Comprehensive major with Spanish major or minor)

| Required Courses | Credit Hours |
|--|--------------|
| LIN-225 Introduction to Linguistics | 3 |
| LIN-371 Second Language Acquisition | 3 |
| SPA-313 Advanced Spanish Grammar and Composition I | 3 |
| SPA-323 Advanced Spanish Grammar and Composition II | 3 |
| SPA-334 Selected Topics in Spanish Language and Culture | 3 |
| SPA-413 Introduction to Hispanic World Literature and Culture I | 3 |
| SPA-423 Introduction to Hispanic World Literature and Culture II | 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 Generación del 98 |
| SIS-404 | El Siglo De Oro |
| SIS-405 | La Novela Española del Siglo de Oro: Novela Picaresca y Cervantes |
| SIS-406 | Romanticismo |
| SIS-407 | Teatro del Siglo XX |
| SIS-408 | La Historia de España en el Siglo XX |

Total **36**

** Permission for off-campus study required. See Global Studies Coordinator.

SPANISH MINOR FOR ELEMENTARY (OPTION II) & SECONDARY TEACHERS

| Required Courses | Credit Hours |
|--------------------|---|
| LIN-225 | Introduction to Linguistics..... 3 |
| LIN-371 | Second Language Acquisition..... 3 |
| SPA-313 | Advanced Spanish Grammar and Composition I..... 3 |
| SPA-323 | Advanced Spanish Grammar and Composition II..... 3 |
| SPA-334 | Selected Topics in Spanish Language and Culture..... 3 |
| SPA-413 | Introduction to Hispanic World Literature and Culture I..... 3 |
| SPA-423 | Introduction to Hispanic World Literature and Culture II..... 3 |
| SPA-465 | Methods of Teaching a Foreign Language..... 3 |
| Total | 24 |

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) MINOR FOR ELEMENTARY & SECONDARY TEACHERS (ELEMENTARY, SECONDARY OR K-12 ENDORSEMENT)

| 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 a Foreign Language..... 3 |
| LIN-489 | TESOL Practicum..... 6 |
| Total | 21 |

COURSE DESCRIPTIONS

DEPARTMENT AND LEVEL/COURSE NAME

CREDITS/FREQUENCY
(See page 61 for codes)

EDU-230 Principles and Philosophy of Education 3/1

This course is the foundational course for students choosing a career as a professional educator. This course presents an overview of the skills, knowledge base, philosophies, “best practices”, and values required of competent and caring classroom teachers. Students make educational decisions relating to knowledge acquisition, curricular goals, and instructional resources while applying their knowledge of students, learning theory, and content. Practically, students design lessons, research current educational topics and teach lessons based on those topics, write a philosophy of education paper, and create projects utilizing their knowledge of educational philosophy, theory, and technology. The course and related collateral school-based practicum (EDU 231) will provide the student with the basis for an informed decision about a career in teaching. This course includes the needs of multicultural issues. The belief that the Christian teacher brings glory to God by serving the needs of His image-bearers in the realm of education will be espoused. *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 Field Experience 3/2

Students will understand and define the various differences found in learners, 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. Students will complete a practicum in a local educational environment which will provide them with the opportunity to tutor and work with special education students.

- EDU-234 Emerging Models in Special 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-235 Teacher Assistant Practicum for Early Childhood/TESOL AA 1/1**
 This course is designed for Early Childhood and TESOL Associate of Arts students to assist in a lower elementary classroom. Students enrolled in this course spend five hours a week in a classroom assisting the teacher with one-on-one and small group activities and preparing classroom materials as assigned. The hours are arranged by the student and the assigned classroom teacher. There is also a mandatory on-campus seminar requirement.
Registration Information
- This course is taken during the fall semester of the second year concurrently with EDU-381 Educational Psychology.
 - Prerequisites: EDU-230, EDU-231
 - Co-requisite: EDU-381
 - Applications must be submitted by the last Friday of September or February prior to the placement semester.
- EDU-262 Computers & Technology in Education 3/1**
 Prospective teachers will engage in the theory and practice of integrating targeted and educationally appropriate technology in the teaching and learning process. The course centers on creating an online extension of the physical classroom, where students can extend, share and reflect on their teaching and learning. This will be accomplished by creating interactive learning objects and using other free educational technology tools. Topics include: electronic publishing, content creation, screencasting, creating collaborative learning environments, digital citizenship and copyright. Additionally, students will learn how to create a professional, and positive digital footprint and become comfortable using technology in their teaching practice.
- EDU-264 Visual and Performing Arts for Elementary Teachers 3/1**
 Knowledge of base elements, concepts, and terms associated with visual and performing arts as well as developmentally appropriate and interdisciplinary instruction in the self-contained classroom (music, art, creative movement and theatre). An interdisciplinary/thematic approach to each method area addressing how to teach content through the arts will be emphasized. Required for all students in the Elementary Education program.
- MAT-312 Elementary Mathematics & Methods and Field Experience 4/1**
 The course integrates elementary and middle school mathematics education and basic geometry content, methods, and technology. Emphasis is on pedagogy, 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. Grade Level Content Expectations are also integrated through coursework. Students 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 will apply methods (such as diagnosis and instruction) through a tutoring experience with elementary aged children (1 credit of course). *Prerequisites: EDU-230, Math Core and Conditional Status in the Teacher Education Program*
- EDU-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 to develop the valuable themes, to entice children to read and to engage them in understanding and appreciating the literature and the illustrations. *Prerequisite: ENG-212*
- EDU-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. *Prerequisite: ENG-212*
- 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. *Prerequisite or corequisite: EDU-230*
- EDU-335 Theories and Methods of Learning Disability and Field Experience 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. This course includes a 16-hour practicum to be completed at various grade levels with students who have moderate/severe learning disabilities. Field Experience - Prospective teachers spend a minimum 10 hours in inclusive elementary, middle, or secondary classrooms. Emphasis is placed on observation and participation related to the application and content in EDU-335, including examining curricula content, effective teaching strategies, collaboration, accommodations, and modifications. *Prerequisites: EDU-233, EDU-234, Conditional Status in the Teacher Education Program*
- 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, & admission to Teacher Education Program Professional Status*

- EDU-342 Developmental Reading & Language Arts Methods and Field Experience 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 aiding in a language arts classroom. Students will participate outside of class time in a weekly hour practicum in an elementary classroom. *Prerequisites: Conditional Status in the Teacher Education Program, EDU-230*
- EDU-344 Content Area Literacy including Learners with Special Needs and Field Experience 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: Conditional Status in the 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*
- 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. *Prerequisite: EDU-230*
- EDU-363 Diverse Populations and Differentiated Instruction 2/1**
 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, Conditional Status in the 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. *Prerequisite: EDU-230*
- EDU-372 Assessing and Teaching the Young Child with Special Needs 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. *Prerequisites: EDU-230 and EDU-233*
- EDU-373 Infant Toddler Development, Methods & Practicum 3/4**
 The focus of this course is on the development of the typical and atypical whole child from birth to 2 ½ years covering physical, sensory and perceptual, cognitive, language, social and emotional development. Particular attention will be given to the importance of trust and relationship between caregiver and infant/toddler. Curriculum planning and instructional methods will prepare students to participate in a 5 hour per week, 14 week practicum in an infant and/or toddler classroom. *Prerequisites: EDU-230, EDU-233, EDU-333, EDU-372*
- 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: Professional Status in the Teacher Education Program, EDU-230; Co-requisite: EDU-382, EDU-363*

- EDU-382 Teacher Assistant Practicum 2/1**
 This course is designed for elementary and secondary teacher education students to assist a certified K-12 classroom teacher who is teaching in a subject area relating to the Teacher Education student's academic minor. Students enrolled in this course spend the majority of their time in the actual classroom; however, mandatory on-campus seminars are required. EDU 382 students are expected to engage during the instructional portions of their practicum and fulfill a time requirement that adheres to the following minimums: 7 hours per week divided between at least 3 days per week. These hours are to be arranged by the EDU 382 student and the assigned classroom teacher.
- Students enrolled in this course will have the opportunity to observe, apply, and evaluate educational principles as well as participate in the daily routines of an actual classroom along with some of the duties of the teacher. This experience is not limited to but includes the following: evaluating classroom routines, assisting individual and small groups of students in obtaining learning objectives, designing and teaching lessons to a class of students, performing clerical duties, creating an instructional bulletin board. The most important experience for the EDU 382 student is to engage in full-class teaching.
- Students are responsible for securing their own transportation to fulfill this practicum experience.
- Registration Information**
- Prerequisites: Professional status in the Teacher Education Program, EDU-230.
 - Co-requisite: This course is to be taken concurrently with EDU-381 and EDU-363 (if EDU-363 is not taken prior to these courses).
 - Note: This course is to be taken 1 or 2 semesters prior to student teaching.
 - Applications must be submitted by the last Friday of September or February prior to the placement semester.
 - Passing scores in reading, math and writing on the Professional Readiness Exam (PRE)
- EDU-430 Capstone Seminar: Directed Teaching 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. *Prerequisites: Professional status in the teacher education program, EDU-230. Taken with Directed Teaching Internship, 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. *Prerequisite: 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 and PSY-441. *Prerequisite: EDU-233, EDU-234, EDU-335, EDU-338, Professional Status 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. *Co-requisite: EDU-432, PSY-441. Prerequisites: EDU-230, EDU-234, EDU-335, EDU-338, Professional Status in the Teacher Education program, and all methods, EDU courses and core classes must be completed prior to the practicum term.*
- 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 and Field Experience 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, Professional Status in the Teacher Education program, EDU-230.*
- EDU-450 Elementary Science Methods 3/1**
 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. Lab fee applied. *Prerequisite: Professional Status in the Teacher Education program, EDU-230, SCI-201, SCI-311.*

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| 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. <i>Prerequisite: SCI-465. Applications must be submitted by the first Friday of November or March prior to placement.</i> | | |
| EDU-460 | Elementary Social Studies Methods | 3/1 |
| 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. <i>Prerequisites: Professional Status in the Teacher Education program, EDU-230 and completion of two core social studies classes.</i> | | |
| 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. <i>Prerequisites: Professional Status in the Teacher Education program, EDU-230.</i> | | |
| 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-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. <i>Prerequisite: approval of the director of Teacher Education, EDU-230.</i> | | |
| 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. <i>Prerequisites: Professional Status in the Teacher Education program and permission of the instructor and the director of teacher education, EDU-230.</i> | | |
| EDU-481 | Early Childhood Practicum | 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. <i>Prerequisites: EDU-230. All ECE courses completed. Application must be completed by the end of mid-term week prior to placement semester.</i> | | |
| EDU-482 | Elementary Directed Teaching Internship | 12/1 |
| EDU-483 | Elementary Directed Teaching Internship/Cross-Cultural | 12/6 |
| EDU-484 | Secondary Directed Teaching Internship | 12/1 |
| EDU-485 | Secondary Directed Teaching Internship/Cross-Cultural | 12/6 |
| EDU-486 | K-12 Directed Teaching Internship | 12/1 |
| EDU-487 | K-12 Directed Teaching Internship/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. <i>Prerequisite: admission to the professional teaching semester and all course work completed. K-12 practicums require experience at both the elementary and secondary levels.</i> | | |
| EDU-483, 485, 487 | Directed Teaching Internship/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. <i>Prerequisite: Admission to the professional teaching semester and permission of the supervisor of practicum experiences.</i> | | |

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| EDU-488 | Advanced Internship in Teacher Education | 2-6/1 |
| <p>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. <i>Prerequisites: permission of the director of teacher education.</i></p> | | |
| EDU-489 | TESOL Practicum | 6/6 |
| <p>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 submitted by the last Friday of September or February prior to the placement semester.</p> | | |
| EDU-490 | Independent Study | 1-3/6 |
| <p>With faculty supervision, the student researches and reports on a topic or an area of interest. <i>Prerequisite: Approval of the director of Teacher Education.</i></p> | | |
| EDU-491 | K-12 Music Directed Teaching Internship | 9/1 |

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