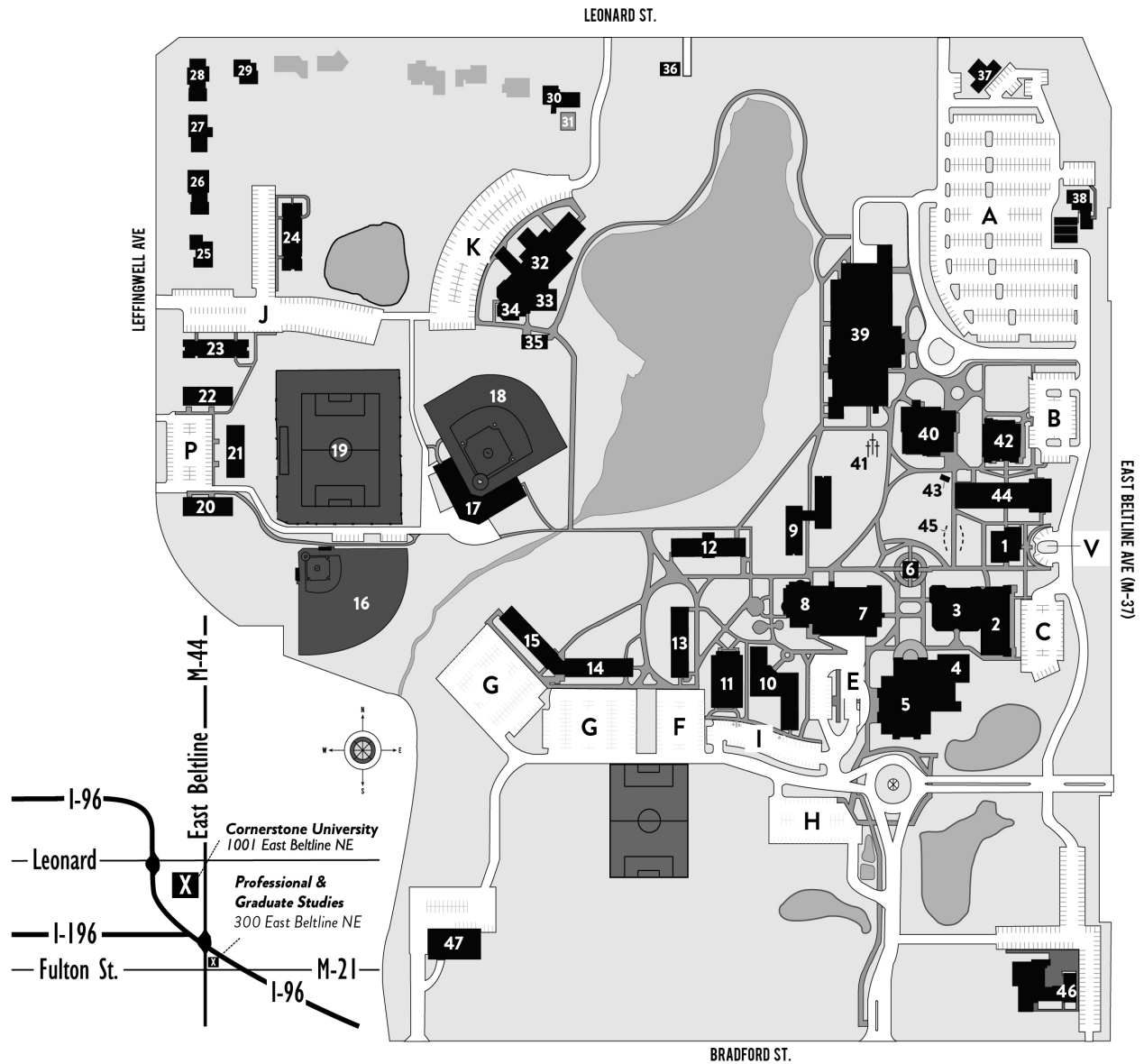




Grand Rapids, Michigan

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/Campus 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 Osdel 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. Gainey Conference Center | 17. Central Hall | 30. 2968 Leonard | 42. Administration Building |
| 8. Corum Student Union | 18. De Witt Baseball Field | 31. CU Community Garden | 43. Fall Sculpture |
| 9. Quincer Hall | 19. Soccer Field | 32. Wood Seminary Building | 44. Davenport 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 | | |

TABLE OF CONTENTS

2018-2019 Academic Calendar4

A Letter from the President5

About Cornerstone7

Student Development.....11

Campus Life13

Admissions19

Financial Information23

Academic Information31

Off-Campus Programs45

Degree Information.....49

Designing a Program59

Bible, Religion & Ministry Division63

Business Division.....73

Communication & Media Division91

Humanities Division.....103

Interdisciplinary Studies Division.....123

Kinesiology, Science, Engineering & Mathematics Division129

Music Division.....161

Social Science Division.....171

Teacher Education Division.....185

Index.....207



2018-2019 ACADEMIC CALENDAR



FALL 2018

Terra Firma Arrival	Aug. 31
Residence Halls Open/Returning Students Move In	Sept. 3-4
Labor Day (No Classes)	Sept. 3
Classes Begin	Sept. 5
Drop/Add	Sept. 5-11
Internship Handshake Deadline	Sept. 7
Homecoming & Family Weekend	Sept. 21-22
Fall Break	Oct. 8-9
Mid-Term	Oct. 10-12
Registration Begins	Oct. 15
Last Day to Withdraw without W/P or W/E	Nov. 6
Thanksgiving Break	Nov. 21-25
Classes Resume	Nov. 26
Last Day to Withdraw without W/E	Nov. 27
Final Day of Classes	Dec. 7
Final Exams	Dec. 10-13
Residence Halls Close	Dec. 13
Final Grades Due at Noon	Dec. 18

SPRING 2019

Residence Halls Open for J-Term	Jan. 6
J-Term	Jan. 7-18
Residence Halls Open for Spring Term	Jan. 20
Classes Begin	Jan. 21
Drop/Add	Jan. 21-25
Internship Handshake Deadline	Jan. 23
Spring Break	March 4-8
Classes Resume	March 11
Registration Begins	March 13
Mid-Term	March 18-22
Last Day for Withdrawal without W/P or W/E	March 29
Last Day for Withdrawal without W/E	April 18
Easter Break	April 19-22
Classes Resume (Tues.)	April 23
Final Day of Classes	May 3
Final Exams	May 6-9
Residence Halls Close/Move Out	May 9
Commencement	May 11
Spring Grades Due at Noon	May 14

SUMMER 2019

Two or three week courses	May 13-24
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WELCOME FROM THE PRESIDENT
JOSEPH M. STOWELL
CORNERSTONE UNIVERSITY

Dear student,

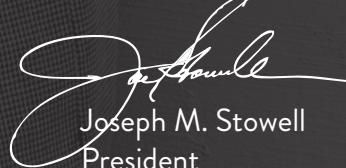
Welcome to one of life's most exciting adventures! There are few experiences as significant as college life. And there are few choices that are as determinative than the choice of what school you will attend to get that experience. During your college years you will make life-long friends and discover 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.



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, an evangelical Christian university, exists 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. As a multi-denominational school, Cornerstone University offers traditional undergraduate programs, as well as adult undergraduate and graduate programs through the Professional & Graduate Studies division (PGS), Grand Rapids Theological Seminary (GRTS), and the Asia Biblical Theological Seminary (ABTS). The school also produces Cornerstone University Radio.

Founded in 1941 as the Baptist Bible Institute, the school offered evening classes twice a week in the educational wing of Wealthy Street Baptist Church in Grand Rapids, Mich. Over the years, the school continued to flourish, eventually developing into a four-year Bible college and seminary.

Under the visionary leadership of Dr. W. Wilbert Welch, the school relocated to its current 132-acre campus in 1964. That same year, the college became a member of the American Association of Bible Colleges. In 1972, the school was approved by the State of Michigan as a degree-granting college of arts and sciences, and, five years later, the Higher Learning Commission granted accreditation in 1977.

In 1993, Grand Rapids School of Bible and Music was joined to the institution for the preservation of its rich heritage and academic records. Also that year, the school launched the Adult and Continuing Education (ACE) program (now known as Professional & Graduate Studies) to serve the adult populations of Michigan. The following year, the name of the institution changed from Grand Rapids Baptist College and Seminary to Cornerstone College and Grand Rapids Baptist Seminary.

In 1999, the institution was renamed Cornerstone University, and in 2003 the name of the seminary was changed to Grand Rapids Theological Seminary.

Today, the university continues to grow and provide a Christ-centered education under the direction of its 11th president, Dr. Joseph M. Stowell. Cornerstone University enrolls more than 3,000 students on an annual basis and holds memberships with the following organizations:

- Higher Learning Commission (since 1977)
- Association of Theological Schools (since 2002)
- National Association of Schools and Music (since 2001)
- Council on Social Work Education (since 2004)
- Council for Christian Colleges and Universities
- Council of Independent Colleges
- National Association of Independent Colleges and Universities
- Michigan Independent Colleges and Universities
- Michigan Department of Education

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*

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

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

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

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

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

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

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

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

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

Emilie Azkoul, M.B.A., *Director of Human Resources*

BOARD OF TRUSTEES

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

Dr. Carole Bos, Chair
Senior Partner, Bos & Glazier, P.L.C.
Grand Rapids, Mich.

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

Dr. Don Denyes, Vice Chair
Senior Pastor, South Church
Lansing, Mich.

Dr. Lee Zuidema, Secretary
Kentwood Family Dentistry
Kentwood, Mich.

Rev. Charles Alber, Emeritus
Middleville, Mich.

Doug Busch
Vice President & General Manager
Optical Solutions, Molex, LLC
Downers Grove, Ill.

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

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

Steven Hawks
Senior Vice President, Fifth Third Bank
Grand Rapids, Mich.

Dr. Lee June
Professor, Michigan State University Honors College
East Lansing, Mich.

Dr. Rick Koole
Senior Pastor, Life Pointe Church
Fallbrook, Calif.

Artie Lindsay
Teaching Pastor, Tabernacle Community Church.
Grand Rapids, Mich.

Drew Martin
Miller Energy Co.
Kalamazoo, Mich.

Joe McDonald
Partner, JoNa Capital Partners
Ada, Mich.

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

Kelly E. Miller
President/CEO Decker Construction Inc.
Grand Rapids, Mich.

David Pray
President/CEO, Miller Investment Company
Traverse City, Mich.

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

Dr. Joseph Stowell
President, Cornerstone University
Grand Rapids, Mich.

Dr. Kristy R. Taylor
Business Consultant/The Business Doctor
Holland, Mich.

Daniel R. Wielhouwer
President/CEO, Club & Community Corporation
Boca Raton, Fla.

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

Bos, Lawrence (1970-2016), Emeritus Professor of Business; B.A. (1970), Michigan State University; M.B.A. (1974), Michigan State 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), Emeritus 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), Emeritus Professor of Music; B.F.A. (1954); M.M. (1954), University of South Dakota; D.M.A. (1986), Michigan State University

Good, Gregory (1975 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

1. SPECIALIZED KNOWLEDGE

Cornerstone students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to their field of study.

2. APPLIED KNOWLEDGE AND COLLABORATIVE LEARNING

Cornerstone students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort.

3. INTELLECTUAL SKILLS

Cornerstone students will demonstrate their ability to integrate both traditional and non-traditional cognitive skills, including analytical inquiry, information literacy, quantitative fluency, and communicative fluency.

4. CIVIC & GLOBAL ENGAGEMENT

Cornerstone students will demonstrate intercultural competence in addressing civic, social, environmental and economic issues.

5. BIBLICAL WORLDVIEW INTEGRATION

Cornerstone students will be able to articulate a Christ-centered worldview and its personal, professional, and communal embodiment through Christian virtues.

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 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
- Counseling, Health, and Wellness Services
- 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

Mark Muha

Director of Community Life | Title IX Deputy Coordinator
Corum Student Union | 2nd Floor
(616) 222-1423 or mark.muha@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 2018-2019 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.

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 students. 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 one of the primary residence hall for freshmen. Pickitt offers newly renovated 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 ten 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 RENTAL APARTMENTS

Campus Rental Apartments are located on the edge of campus. They are leased on a year-to-year basis to Seminary students and Traditional Undergraduate students who are not eligible to live in the residence halls. Priority for leasing each year is determined by overall housing needs of the university. Available apartments are reserved on a first come, first serve basis. These leased apartments are managed by the Campus Services office. Call 616.222.1420 for more information.

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.

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 proactively, 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 Haiti.

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

Cornerstone's honors program is based around the unique blend of "great books" and creative thought, expressed through the Creativity and Innovation Honors Institute (CIHI). By using effective teaching strategies such as interdisciplinary problem solving, emerging documentation, context lectures, and problem-based learning, students will become lifelong learners, master adapters, and problem solvers who have developed empathetic and collaboration skills needed in today's marketplace.

MILLER LIBRARY

Miller Library strives to provide high-quality academic resources, community-focused service, and an environment that fosters intellectual, cultural 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 interlibrary loan.
- 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 and theological awareness, acceptance and appreciation of culture - our own culture and the cultures of others. It encourages members of the Cornerstone community to seek a glocal (local and global) perspective from a Christian worldview, while providing opportunities for interaction, education and service. The mission of MCO is to equip individuals to learn, love, live and lead together.

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. *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.*

- **Pep Band**

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*

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 1000) and successfully completed high school with a 2.5 high school GPA in a college preparatory program. Transfer students should have a 2.0 minimum college GPA 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 GPA 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 Student Development office (student.development@cornerstone.edu). 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 2018-2019

TUITION, PER SEMESTER

1 through 11 credit hours, per credit hour	\$942
12 through 18 credit hours, block rate	\$12,250
19 plus credit hours, per credit hour	\$680
(J-term credit hours are included as part of Spring load)	
Summer School, 2018; per credit hour (on-ground)	\$735
Summer School, 2018; per credit hour (on-line)	\$375
Audit, per credit hour	\$235
Dual Enrolled, per credit hour	\$191

ROOM & BOARD, PER SEMESTER

Room & Board	Meal Plan	Residence Hall Style	Apartment Style
	7 meals (seniors only)	\$3,930	\$4,130
	10 meals	\$4,205	\$4,405
	12 meals	\$4,390	\$4,590
	15 meals	\$4,650	\$4,850
	18 meals	\$4,905	\$5,105

Commuter student life fee (includes 25 meals per semester)	\$150
Supplemental commuter meal plan (25 meals per semester)	\$175

SUPPLEMENTAL FEES

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 course fee (Terra Firma)	\$275
Transcript fee	\$5
Vehicle registration fee, per semester	\$75

HOUSING DEPOSIT

Residence hall deposit	\$150
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CAMPUS RENTAL APARTMENTS LEASE

<i>(includes most utilities; 1-year lease required - for students who are married, are GRTS students, have children, or are 25 or older)</i>	
One-bedroom apartment, per month	\$530-580
Two-bedroom apartment, per month	\$595-650
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.

**Students who do not make payments as required may have meal plans or CU network access suspended. Further failure to pay may result in all classes being dropped.*

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 – If a student is assessed any tuition and required fee charges, the State of Michigan award is retained. If all charges are cancelled, the entire award 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 October 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 2018 = 2018-19 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 GPAs are monitored at the end of each semester. Entering freshmen have NO MINIMUM GPA requirement.

1-25 credits completed	1.60 GPA
26-57 credits completed	1.85 GPA.
58+ credits completed	2.00 GPA

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 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 is March 1.

Michigan Competitive Scholarship – The award is available to students attending either private or public Michigan colleges. A qualifying score must be achieved on the SAT 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 March 1. 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. Apply online through the Student Financial Services website by February 1st. 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 have completed at least 30 credits and 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 scholarship is provided to assist undergraduate students whose parents or grandparents are associated with the architectural, home building, masonry or landscape professions. Priority is given to employees of Belden Brick & Supply. Applicants must be high school students with a 3.0 GPA or undergraduate students with a 2.5 GPA. 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 GPA. 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 GPA is required. Selection will be made by the media faculty.

Brian L. Wright Scholarship – This scholarship was established to honor Pastor Brian Wright, a 1971 graduate of Grand Rapids School of Bible and Music and is awarded to a student who demonstrates strong academic promise, clear call to ministry, love for the Church and has demonstrated financial need. The student should be preparing for seminary and lifelong vocational ministry. Selection is made by the BRM faculty.

Bronkema Family Scholarship – This scholarship is granted to a full-time female student from a broken home or who is facing financial challenges. Applicant must maintain a 2.35 GPA. 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 GPA. Financial need will be considered. Application is made on the institutional scholarship application.

C.E. Pinckard Scholarship – This scholarship was established to provide financial assistance to an outstanding student who shows significant leadership in the spiritual life of Cornerstone. A minimum 3.0 GPA is required. The recipient is chosen by the Student Life Department.

Chancellor's Scholarship – Available to incoming students based on high school GPA and ACT scores. The maximum amount for first-time students is \$9,000. Maximum amount for transfer students is \$5,500. The scholarship is given each year the student maintains full time enrollment.

C. John Miller Business Leadership Scholarship – Assists returning students who have demonstrated exceptional potential for leadership in business. Applicant must be a business major, have at least 30 completed credits, and a minimum 3.0 GPA. Application is made on the institutional scholarship application.

Clair McCombs Aviation Scholarship – This scholarship was created to honor Col. McCombs and his work in missions aviation. Eligible recipients must have completed one year of coursework at School of Missionary Aviation Technology (SMAT) and maintain a 2.5 GPA. Application is made on the institutional scholarship application.

Cornerstone Need Grant – This 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 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 chosen by three science professors.

CU Empowered 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 GPA 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.

Dakota Gonzales Scholarship Fund – To recognize urban students with great potential. Eligible students must be a CU empowered scholarship recipient who requires financial assistance to attend Cornerstone University. Application is made on the institutional scholarship application.

Deanna Scholarship – Assists students who were raised by a single parent with economical challenge. Application is made on the institutional scholarship application.

Dean's Scholarship – Available to incoming students based on high school GPA and ACT scores. The maximum amount is \$7,000 for first-time students and \$4,500 for transfer students. The scholarship is given each year the student maintains full time enrollment.

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. Application is made on the institutional scholarship application.

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 GPA or higher and essay are required. Financial need is not a factor. Application is made on the institutional scholarship application.

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 with at least 26 completed credits 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 GPA. 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 GPA. Application is made on the institutional scholarship application.

Ethel M. Collins Children's Education Scholarship – This scholarship assists students with demonstrated financial need who are majoring in teacher education and preparing for a teaching profession ministering to children. Applicants must have at least 26 completed credits and a 2.0 GPA. Application is made on the institutional scholarship application.

The Frank H. Gordon Memorial Scholarship – This scholarship of \$1,500 is awarded by the music department faculty to an 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 GPA. 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 student with at least 58 completed credits who demonstrates the qualities necessary to become successful in the field of Physical Education or Exercise Science. Application is made on the institutional scholarship application.

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

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

Kent and Hazel Hager Endowment – The Kent and Hazel Hager Endowment Fund was established to financially assist students preparing for full-time Christian work who have completed at least 58 credits and maintain a minimum GPA of 3.0. Application is made on the institutional scholarship application.

Lawrence J. Bos Scholarship - This scholarship is awarded to a finance, economics or accounting major who participates in an extra-curricular or co-curricular activity. Student must have completed at least 60 credits and maintain a 3.0 GPA. Application is made on the institutional scholarship application.

Lukas Squires Memorial Scholarship - This scholarship was established to financially assist an undergraduate student with a desire to pursue youth ministry; preference given to those who have overcome a personal hardship. The recipient must maintain a 2.5 GPA. 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 GPA. 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. Priority given to those with a concentration in piano. 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.

Nepal Student Scholarship - Assists students from Nepal who demonstrate financial need, minimum 2.75 GPA and a desire to study in a student-focused learning community where Jesus Christ is central.

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 GPA. The \$1,000 award is given by the Chairman of the Department of Music. Application is made on the institutional scholarship application.

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 \$12,000 scholarship. Total institutional aid and Michigan Tuition Grant, or Competitive Scholarship for recipients of either award may not exceed total tuition. The award may not be used for off-campus programs such as CCCU programs.

Partners for Success Award - Available to incoming students based on high school GPA and ACT score. The maximum amount for first-time students is \$5,000. The maximum amount for transfer students is \$3,500. The scholarship is given each year the student maintains full time enrollment.

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.

Pat Irwin "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. Application is made on the institutional scholarship application.

Paul Gordon Family Endowed Scholarship - This scholarship was established to assist three students who demonstrate good citizenship, give evidence of strong Christian character, maintain a minimum 3.0 GPA and have demonstrated financial need. One student whose parents are in ministry, one student who is an ministry major, and one student who is a business major. Application is made on the institutional scholarship application.

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

Presidential Scholarship - Available to incoming first-time students based on high school GPA and ACT score. The maximum amount is \$11,000. The scholarship is given each year the student maintains full time enrollment.

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 have at least 26 completed credits 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.

Rev. Joseph Balbach Scholarship – Assists Bible or music majors who have a passion for others, demonstrate financial need, and have good academic standing. Application is made on the institutional scholarship application.

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.

The Ronald B. Mayers Religion Major Award – This \$1,000 scholarship is provided to a student on the basis of scholarship, 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. Awarded candidate is chosen by the faculty of the BRM division.

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 GPA. An essay may be required.

Samuel L. Westerman Scholarship – This scholarship is awarded to students who have earned at least 60 credit hours and at least a 3.0 GPA with financial need, and who have demonstrated active involvement in community and/or church related work. Application is made on the institutional scholarship application.

Stewart Music Endowment – This scholarship is awarded by vote of the voice and choral music faculty to the most promising entering freshman male vocalist.

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 Cornerstone University students with at least 60 completed credits 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 GPA. Candidate is chosen by the faculty of the Music division.

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.

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. 2.0 minimum GPA required.

Wendell K. Babcock/Grand Rapids School of Bible and Music Alumni Children's Scholarship – To be eligible, a student must be the child of a GRSBM alumnus with demonstrated financial need. 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 Center for Student Success at Cornerstone functions in a dual role as both an academic resource center and a disability accommodations center. In the first capacity, the Center for Student Success will provide tutoring services and academic support to the traditional undergraduate community on an “as needed” basis. In the second capacity, the Center for Student Success will be the contact point for all disability services on campus, including academic and otherwise. In addition to the Center for Student Success, the Writing Center provides writing tutors for the traditional undergraduate community.

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

DEPARTMENT AND LEVEL/COURSE NAME	CREDITS/FREQUENCY
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(See page 59 for codes)

CSS-097	Academic Accountability	1/1
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This course is a continuation of academic support for students admitted to the university conditionally and probationary students who have completed CSS-100. This flexible course is designed to provide accountability and resources for students as they transition to good academic standing. The course will feature a combination of self-directed projects, progress reports, and individual and group meetings. Credit earned in this course does not count toward graduation.

CSS-100	Learning Strategies	2/1
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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.

MAT-096	Pre-Algebra	2/1
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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: 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 GPA 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 CSS-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 GPA 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 (GPA) 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.

CENTER FOR STUDENT SUCCESS

The Center for Student Success team will empower you to develop an individualized four-year plan, provide academic counseling and support, and assist you in developing skills that will help you thrive as a student. A variety of resources are available to students through the Center for Student Success, including:

- **Academic advising and strengths-centered coaching** - The Center for Student Success team provides academic advising for all enrolled first-year students.
- **Peer tutoring** - Enrolled students may request a tutor at any time throughout the semester. Private, one-hour weekly sessions are held in the Center for Student Success.
- **Learning Strategies Course (CSS-100)** - Students enrolled in CSS-100 enhance their academic skills in this 2-credit hour course through participation in discussions on goal formation strategies and strengths, as well as best practices for engaging course work as a student.
- **Connections to campus resources and contacts** - Maximize the experience of your undergraduate years through campus networks.
- **Tailored academic support services** - The Center for Student Success team assists with testing strategies, establishment of an academic organizational system, time management, and the development of effective study skills.
- **Disability services for Traditional Undergraduate and adult students** - Cornerstone University offers both academic and housing accommodations. For additional information and application instructions, see the Student Disability Services section on page 41.

CLASSIFICATION OF STUDENTS

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

Freshman: 1-25 semester hrs.
Sophomore: 26-57 semester hrs.

Junior: 58-89 semester hrs.
Senior: 90 + semester hrs.

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 taking an exam. 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 these examinations.

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 GPA 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.), 65 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) & Health Services (A.S.), 71 semester hours (See K.S.E.M. Division for specific requirements)
3. Bachelor of Arts: (B.A.), 120 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: Commercial 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.
6. Bachelor of Science in Engineering: (B.S.E.), 140 semester hours minimum. Engineering major - concentrations: Data Science, Design and Innovation, Environmental and Management. (See Kinesiology, Science, Engineering & Mathematics section.)
7. Bachelor of Social Work: (B.S.W.), 120 semester hours. Majors: Social Work
8. Master of Arts: (Education) (M.A.) See the Professional and Graduate Studies catalog for specific requirements.
9. Master of Arts: (Ministry Leadership) (M.A.) See the Graduate Programs catalog for specific requirements.
10. Master of Business Administration: (M.B.A.) See the Professional and Graduate Studies catalog for specific requirements.
11. 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 GPA 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.

DROP/ADD/WITHDRAW COURSE POLICY

Students are strongly encouraged to finalize their course schedule during the first five business days of each term. Students may drop or add courses without penalty or charges only during the first five (5) business days of each term. After the fifth business day, courses cannot be added and refunds for withdrawn courses will be calculated using the chart listed under the Financial Information section of the current catalog entitled, "Refunds: Withdrawal from Individual Courses."

Drop Courses (during Drop/Add Period):

- No record on transcript

Withdrawn Courses (after Drop/Add Period):

- After Drop/Add and before the end of 9th week: W - no effect on GPA
- After end of 9th week: W/P or W/E (W/P - no effect on GPA; W/E - treated as an F for GPA calculation)
- After end of 12th week: W/E - treated as an F for GPA 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 full 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. See "Withdrawal From Institution" on page 43 for more details.

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 SAT 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-100 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		

4. Students with non-U.S. high school diploma are exempt.

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	Good	3.00
B-		2.70
C+		2.30
C	Average	2.00
C-		1.70
D+		1.30
D	Below Average	1.00
D-		0.70
F	Failure	0.00
CR	Credit Received	
F/W	Failed to Withdraw	W (Withdrawn)
I	Incomplete	W/E (Withdrawn - Failing)
NC	No Credit	W/P (Withdrawn - Passing)

GRADE POINT AVERAGE (GPA)

The GPA 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 calculating GPA

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, Audio Production, Digital Media 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 GPA 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 60 semester hours of credit in residence (32 hours for associate degrees). The GPA 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 49-55 for specific degree requirements). Required for all majors unless otherwise specified. Where requirements for general education core differ from this listing, these core requirements are specified under individual majors. (Teacher education students see additional requirements in the Teacher Education Division section.)
2. Bachelor of Music degree requires 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 Arts, Bachelor of Science, and Bachelor of Social Work 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. Bachelor of Science in Engineering degree requires completion of a minimum of 140 credit hours prescribed in general education core and a major.
5. 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.
6. Master of Arts in Education. (See the Professional & Graduate Studies catalog for specific requirements.)
7. Master of Arts in Ministry Leadership. (See the Graduate Programs catalog for specific requirements.)
8. Master of Science in Management. (See the Professional & Graduate Studies catalog for specific requirements.)
9. A cumulative GPA 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 GPA: 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 GPA of 2.5 for the two minors other than the planned program minor and a minimum 2.0 GPA in each of the minors other than the planned program minor.
10. A grade of "C-" or better in ENG-212 Writing In Culture and COM-112 Communication In Culture.
11. 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.)
12. Chapel attendance requirements, as outlined in the Student Handbook.
13. A graduation application to the Registrar's Office no later than Nov. 1 for December, May and August graduates.

14. Completion of senior assessment testing. Social Science majors must attain the 30th percentile on Senior Assessment Exam to graduate.
15. Commencement participation will be limited to those who have completed their degree program or have no more than six credit hours to complete by 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 GPA 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.

INTERSHIPS

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.

Internship Policy reminders:

- Up to six (6) internship credit hours may be taken each semester.
- A maximum of twelve (12) internship credit hours may be applied toward the 120 hours required for graduation.
- No more than six (6) credit hours are allowed in any one internship experience unless additional hours are required in specific degree programs.
- One credit hour will be awarded for a minimum of 40 clock hours worked at the internship site. These hours must be completed within the first day and last day of the semester.
- Additional credits beyond the major requirements will be applied as general elective credit only and not applied to major GPA.
- Students taking two majors must complete an internship in each major.

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 completed 58 or more credits (junior status) or 30 credits for any two-year program.
3. Have a cumulative GPA of 2.0 or higher.

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
- 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 Pre-calculus, 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 Pre-calculus, 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 GPA 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 new student is assigned to a professional 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 after their freshman year. A schedule of registration and current course schedule is available on the CU Website. See Center for Student Success on page 33 for more details.

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 Center for Student Success 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 Center for Student Success 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 Center for Student Success 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 Center for Student Success 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. Applications for disability-related accommodations, as well as other helpful information, can be obtained online at: <https://www.cornerstone.edu/academics/student-disability-services/>, by calling (616) 222-1596, or by visiting the Center for Student Success in Miller Hall.

SUMMER ON-LINE ENROLLMENT POLICY

Students who choose to enroll in a summer on-line course are allowed to register for only two on-line courses 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 GPA 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. GPA 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 60 for BA/BS/BSE 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 Accreditation & Curriculum (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 that some benefits are paid directly to veterans, while others are paid to the school by the Department of Veterans Affairs. Veterans should plan to pay their bills in accordance with the CU payment schedule. Cornerstone will work with students to reduce the amount due if there are anticipated benefits that will be paid directly to the school.

The GPA 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



Cornerstone University's Off-Campus Study Programs provide students the opportunity to broaden and deepen their educational experience to further prepare them to impact the kingdom for Christ. Cornerstone's commitment to and policies for off-campus programs are driven by two guiding principles:

- 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.
- 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.

Interested students are encouraged to review the following information and consider the impact of an off-campus program on their overall educational program and make adjustments in their schedules and financial planning early on. Students should always confer with the Registrar's Office in determining course equivalencies prior to enrollment in the program, as well as discuss with their faculty advisor how the study-abroad courses will fit into their program of study at Cornerstone.

SHORT-TERM STUDY TRIPS

Each year, Cornerstone faculty members lead a variety of short-term study trips during Jterm or Summer term. This is a great way for students to complete a course within the core or in their program of study in a cross-cultural setting. In addition to receiving credit for the course offered, all international study trips fulfill the global studies requirement. Admission of auditing students is at the discretion of the trip leader but is not allowed to exceed the number of for-credit students. Past study trip locations have included South Africa, Ireland, Netherlands, Dubai, Ecuador, England, and many more. To review the policies and updated listing of short-term study trip options, visit www.cornerstone.edu/academics/study-abroad/.

SEMESTER PROGRAMS

Cornerstone University partners with many domestic and international programs to offer students a variety of semester-long opportunities to study off-campus. For Cornerstone University credit to be awarded, the program or experience must be approved in advanced by the International Programs Committee. The programs listed below have been approved by the International Programs Committee.

SEMESTER PARTNER PROGRAMS: DOMESTIC

AMERICAN STUDIES PROGRAM (ASP) | asp.bestsemester.com
AU SABLE INSTITUTE OF ENVIRONMENTAL STUDIES | www.ausable.org
CHICAGO SEMESTER (CSM) | www.chicagosemester.org
CONTEMPORARY MUSIC CENTER (CMC) | cmc.bestsemester.com
LOS ANGELES FILM STUDIES PROGRAM (LAF) | lafsc.bestsemester.com
NEW YORK CITY JOURNALISM SEMESTER | www.tkc.edu/nyc-semester

SEMESTER PARTNER PROGRAMS: INTERNATIONAL

AUSTRALIA STUDIES CENTRE (ASC) | asc.bestsemester.com

ECUADOR SEMESTER | livingandlearninginternational.com

EDE CHRISTIAN UNIVERSITY (THE NETHERLANDS) | che.nl/en

HANDONG GLOBAL UNIVERSITY (SOUTH KOREA)

INTERNATIONAL BUSINESS INSTITUTE (IBI) | ibi-program.org

JERUSALEM UNIVERSITY COLLEGE (JER) (AMERICAN INSTITUTE OF HOLY LAND STUDIES) | juc.edu

LATIN AMERICAN STUDIES PROGRAM (LAS) | lasp.bestsemester.com

LITHUANIA CHRISTIAN COLLEGE/INTERNATIONAL UNIVERSITY | www.lcc.lt/study-abroad-lithuania

MIDDLE EAST STUDIES PROGRAM (MEP) | mep.bestsemester.com

OXFORD SUMMER PROGRAMME (OSP) | osp.bestsemester.com

SCHOLAR'S SEMESTER IN OXFORD (SSO) | sso.bestsemester.com

SEMESTER IN NORTHERN IRELAND | bestsemester.com

ROTHBERG INTERNATIONAL SCHOOL (OF THE HEBREW UNIVERSITY OF JERUSALEM) (HUP) | overseas.huji.ac.il/

SEMESTER IN SPAIN (SIS) | semesterinspain.org

UGANDA STUDIES PROGRAM (USP) | www.ugandastudies.com

VERITAS CHRISTIAN STUDY ABROAD (BRAZIL, CZECH REPUBLIC, CHILE, COSTA RICA, ENGLAND, FRANCE, ITALY, PERU, SOUTH AFRICA, SOUTH KOREA, SPAIN) | www.veritasabroad.com

ELIGIBILITY REQUIREMENTS

All students looking to participate in an off-campus semester program must apply for approval. To be eligible to apply for an off-campus semester program, students must meet the following criteria:

- 2.5 GPA (or higher to meet program-specific minimum GPA)
- Good standing with Student Development
- Recommended by references
- 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.

APPLICATION DEADLINE AND SELECTION PROCESS

To study off-campus at one of Cornerstone's approved semester programs, students must complete two applications: one for the specific program to which they're applying and one for Cornerstone University. For details regarding program-specific applications, students should consult the program's website. The Cornerstone off-campus programs application is due the Friday before Cornerstone's Spring Break the year prior to study. For example, if a student is hoping to study off-campus during the 2019-2020 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 2019. 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.

All students approved for study abroad by the International Programs Committee will maintain their enrollment at Cornerstone University during the semester of study. The following factors are taken into consideration when approving students for off-campus study:

- GPA
- Year of study/credits earned
- Student Development conduct history
- Prior submission of CU off-campus semester application for consideration (student not approved previously; student already participated in off-campus semester program)
- Cost of program
- Proposed semester of study (preference given to fall and spring semester programs; full-time summer programs only considered after spots have been awarded for fall and spring)

FINANCIAL AID AND OFF-CAMPUS PROGRAM SCHOLARSHIPS

All students approved to study off-campus for a semester will be able to apply all federal and state aid or loans toward their off-campus study program. All institutional aid from Cornerstone University (e.g. academic scholarships, athletic scholarships, etc.) does not apply for that semester; however, when students submit their off-campus semester application, they are automatically considered for off-campus semester study scholarships offered through Cornerstone University.

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 award amounts: placement of study-abroad within Cornerstone academic program, prior participation in semester-abroad programs, cost of the program, financial need and overall GPA

The maximum award amount will be determined as follows:

- Equivalent to up to 100% of institutional financial aid, depending on available funds: All international programs approved by the International Programs Committee.
- Equivalent to up to 75% of institutional financial aid, depending on available funds: All domestic programs approved by the International Programs Committee.

OTHER STIPULATIONS AND POLICIES

- Students attending Cornerstone University under a tuition exchange program from another college cannot carry that benefit to an off-campus program.
- 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, August 1 for fall programs, and January 1 for spring programs.
- Employee remission may not be used to cover study-abroad programs.

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

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.

Requirement	Credit Hours
GENERAL EDUCATION CORE	
COM-112 Communication In Culture.....	3
EDU-212 Writing In Culture.....	3
EDU-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 page 193 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 ASSOCIATE OF SCIENCE DEGREE

Health Services

Credit Hours

GENERAL EDUCATION CORE

COM-112	Communication in Culture.....	3
ENG-212**	Writing In Culture	3
ENG-223	Intro to Literature	3
HIS-114	World Civilization II.....	3
HUM-311	Imagination in Culture	3
IDS-103	CU Foundations I.....	1
IDS-104	CU Foundations II	1
MAT-108	Intermediate Algebra	3
MAT-151/BUS-211	Statistics	3
PHI-211	Philosophy in Culture	3
PSY-111	Intro to Psychology.....	3
PSY-235	Lifespan Developmental Psychology	3
REL-104	Old Testament Literature.....	3
REL-204	New Testament Literature	3
SOC-111	Intro to Sociology	3
Total.....		41

NOTE: A qualified Pathophysiology must be taken prior to entry at Detroit Mercy. Students must meet both English and Math competency requirements. See Degree Information Section.

** All students must meet the university's competency requirements for writing before being placed into ENG-212. See page 35 for placement criteria.

CORE CURRICULUM FOR THE ASSOCIATE OF SCIENCE DEGREE

General Studies (requires permission of the Dean of Accreditation & Curriculum)

Credit Hours

GENERAL EDUCATION CORE

BIO-111	Introduction to Biological Sciences	4
COM-112	Communication in Culture.....	3
ENG-212**	Writing In Culture	3
HIS-114	World Civilization II.....	3
IDS-101	Creativity and Problem Solving	2
IDS-103	CU Foundations I.....	1
IDS-104	CU Foundations II	1
KIN-100	Total Fitness & Wellness.....	2
KIN-1XX	Activity Course	1
LIN-100	Language in Culture	3
MAT-110	College Mathematics	3
PHI-211	Philosophy in Culture	3
REL-104	Old Testament Literature.....	3
REL-204	New Testament Literature	3
Social Science Course (PSY-111, SOC-111, ECN-231, ECN-232, CMI-223, SSC-161, SSC-211 or SSC-262).....		3
Total.....		38

** All students must meet the university's competency requirements for writing before being placed into ENG-212. See page 35 for placement criteria.

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

(B.A.), 120 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 56.

Requirement	Credit Hours
COM-112	Communication in Culture3
ENG-212	Writing in Culture**3
HIS-114	World Civilization II3
HUM-311	Imagination in Culture3
IDS-101	Creativity, Innovation and Problem Solving2
IDS-103	CU Foundations I1
IDS-104	CU Foundations II1
KIN-100	Total Fitness and Wellness2
KIN-1XX	Activity Course*1
PHI-211	Philosophy in Culture3
REL-104	Old Testament Literature3
REL-204	New Testament Literature3
REL-352	Christian Beliefs and History3
SCI-311	Science in Culture3
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 40)	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 writing before being placed into ENG-212. See page 35 for placement criteria.

MATH COMPETENCY – Choose one of the following:

1. MAT-110 College Mathematics
2. MAT-121 College Algebra
3. MAT-122 Pre-calculus
4. MAT-131 Calculus I
5. MAT-132 Calculus II
6. Exemption by examination (see page 40 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 36 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, Commercial 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 40).....	0-3
English Competency***.....	0-6
Global Studies Requirement (see below).....	0-3
Foreign Language Requirement (see below)****.....	0-8
Total Core Requirements	37 (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 writing before being placed into ENG-212. See page 35 for placement criteria

**** Vocal performance majors (including Commercial 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 Pre-calculus
4. MAT-131 Calculus I
5. MAT-132 Calculus II
6. Exemption by examination (see page 40 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 36 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 56.

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
One Lab Science Course.....	4
Math Competency (see page 40).....	0-3
English Competency***.....	0-6
Global Studies Requirement (see below).....	0-3
Total Core Requirements	41 (minimum)

* Bible, Religion and Ministry majors see program requirements - REL-354 and/or REL-356 may be substituted.

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

*** All students must meet the university competencies in writing before being placed in ENG-212. See page 35 for competency requirements.

**** Except students required to take BIO-400, SCI-400, KIN-400 or EGR-485.

MATH COMPETENCY – Choose one of the following:

1. MAT-110 College Mathematics
2. MAT-121 College Algebra
3. MAT-122 Pre-calculus
4. MAT-131 Calculus I
5. MAT-132 Calculus II
6. Exemption by examination (see page 40 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, 108, 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.

CORE CURRICULUM FOR THE BACHELOR OF SCIENCE IN ENGINEERING

(B.S.E.), 140 semester hours. For a complete listing of major requirements in the Bachelor of Science in Engineering program, see pages 143-146.

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
Social Science Course (PSY-111, SOC-111, ECN-231, ECN-232, CMI-223, SSC-161, SSC-211 or SSC-262).....	3
Math Competency (see page 40).....	0-3
English Competency*.....	0-6
Global Studies Requirement (see below).....	0-3
Total Core Requirements	34 (minimum)

* All students must meet the university competencies in writing before being placed in ENG-212. See page 35 for competency requirements..

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

MATH COMPETENCY – 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, 108, 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.

MAJORS

ASSOCIATE OF ARTS

TEACHER EDUCATION

- Early Childhood
- TESOL

BACHELOR OF ARTS

COMMUNICATION & MEDIA

- Audio Production
- Communication: Communication Studies
- Communication: Broadcast Communication
- Communication: Strategic Communication
- Digital Media
- Film and Video Production
- Health Communication
- Language Arts Group (Elementary)

HUMANITIES

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

INTERDISCIPLINARY STUDIES

- 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: Marriage and Family Studies
- Psychology: Psychological Science & Practice

TEACHER EDUCATION

- Elementary Education
 - Integrated Science
 - Language Arts Group
 - Learning Disabilities
 - Social Studies Group
 - Spanish
- Secondary Education
 - Biology
 - 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

ASSOCIATE OF SCIENCE

HEALTH SERVICES

BACHELOR OF SCIENCE

BIBLE, RELIGION, & MINISTRY

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

KINESIOLOGY, SCIENCE & MATHEMATICS

- Environmental Biology
- Environmental Biology: Naturalist
- Environmental Biology: Water Resources
- Environmental Biology: Wildlife
- Exercise Science: Cardiac Rehabilitation
- Exercise Science: Pre-Occupational Therapy
- Exercise Science: Pre-Physical Therapy
- Mathematics
- Pre-Dental
- Pre-Medical
- Pre-Pharmacy
- Pre-Physician's Assistant
- Pre-Veterinary

BUSINESS

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

BACHELOR OF SCIENCE IN ENGINEERING

KINESIOLOGY, SCIENCE & MATHEMATICS

- Engineering: Data Science
- Engineering: Design and Innovation
- Engineering: Environmental
- Engineering: Management

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

- 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
- Language Arts Group (Elementary)

HUMANITIES

- Creative Writing
- English
- History
- Linguistics
- Philosophy
- Professional Writing
- Publishing
- 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

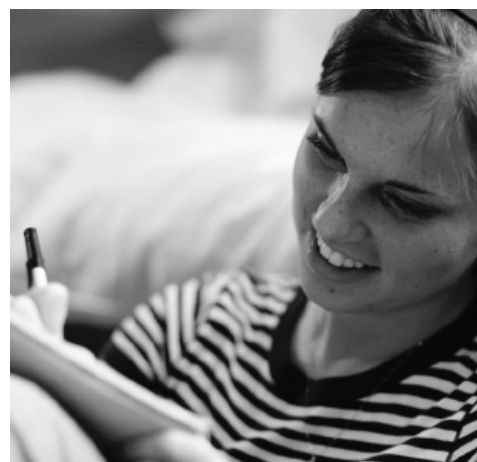
SOCIAL SCIENCES

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

TEACHER EDUCATION

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

DESIGNING A PROGRAM



HOW TO READ THE CATALOG

COURSE NUMBERS, LEVELS AND CREDITS

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
CSS	Center for Student Success	Interdisciplinary Studies
DAN	Dance	Communication & Media
ECN	Economics	Humanities
ECO	Ecology	Kinesiology, Science & Mathematics
EDU	Education	Teacher Education
EGR	Engineering	Kinesiology, Science & Mathematics
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

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 _____

Center for Student Success 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

☐ 60 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



Jim Dekker, 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 BRM 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 Ministry major prepares students to work with various age groups - from children to adults - in a variety of contexts, such as the local church, Christian camps, sports ministries, urban settings and other parachurch organizations. The Biblical Studies major provides preparation for 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 biblical knowledge, intercultural awareness and technical skills to serve the greater missions community through the critically useful tool of air transportation.

DEGREES

Bachelor of Science (B.S.)

MAJORS

Biblical Studies (B.S.)

Inter-Cultural Studies (B.S.)

Ministry (B.S.)

Missions Aviation (B.S.)

MINORS

Biblical Studies

Greek

Intercultural Studies

Ministry

FACULTY

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

Dekker, Jim, Professor of Ministry (Chair); B.Th., Tyndale College; M.A., Calvin Theological Seminary; 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, Associate 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

Roberts, Ryan N., Assistant Professor of Old Testament; B.S., Clarks 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 GPA of 2.5; 2) complete an application; 3) obtain references from a professor outside the BRM division and a spiritual mentor; 4) interview with a faculty member of the BRM; and 5) be approved by a vote of 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 Center for Student Success and the Center for Career and Life Calling.

BACHELOR OF SCIENCE MAJORS & MINORS

The aims of the Bible 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 54). Ministry and Intercultural Studies majors must also take a Biblical Studies 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.....	3
One of the following:.....		3
REL-330	Mosaic Literature	
REL-333	Wisdom Literature	
REL-334	Prophetic Literature	
REL-357	Old Testament History and Theology	

One of the following:	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 **33**

Choose one of the following concentrations for the Bible major:

Biblical Languages Concentration (does not require a minor)		Credit Hours
GRK-101	Greek I	4
GRK-102	Greek II	4
HEB-101	Hebrew I	4
HEB-102	Hebrew II	4
Total		16

Intercultural Studies Concentration (Not an option for Intercultural Studies double majors)		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 (Not an option for Ministry double majors)		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 (Not an option for Humanities double majors)		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 **45-48**

BIBLICAL STUDIES MINOR

Required Courses		Credit Hours
REL-103	Hermeneutics	3
REL-33X	Biblical Literature Course	3
REL-43X	Bible Analysis Course	3
Choose one of the following:		3
REL-104 *	Old Testament Literature	
REL-130 *	Old Testament Literature for BRM majors	
Choose one of the following:		3
REL-204 *	New Testament Literature	
REL-236 *	New Testament Literature for BRM majors	
Choose one of the following:		3
REL-352	Christian Beliefs and History	
REL-354	Theology I	
REL-356	Theology II	
Total		18

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

* Cornerstone Core Course

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.

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
One elective (200, 300 or 400 level) from Christian Ministries, Linguistics or Religion [i.e., CMI, LIN or REL]		3

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

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
Choose two of the following:		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 cultivates ones call to ministry through a robust curriculum that is biblically based, theoretical and practical. The ministry degree empowers students to become innovative leaders, to seek emotional and spiritual health for oneself and others; to understand and engage the emerging postmodern culture.

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
Choose one of the following: CMI 2XX, CMI 3XX, CMI 4XX		3
IDS-101 *	Creativity, Innovation, and Problem Solving	2

* Cornerstone Core Course

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

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-481	Counseling Families in Ministry	3
Choose two of the following:		6
CMI-222	Poverty and Justice	
CMI-334	Spiritual Formation	
CMI-336	Integrated Leadership	
CMI-480	Current Issues/Critical Concerns	
Total		18

MISSIONS AVIATION MAJOR *(does not require a minor)*

This degree is the merging of biblical studies, intercultural studies and aviation technology. Students enrolled in this program are prepared to engage with mission organizations that employ missionary aviators. The freshmen, sophomore and senior years are spent at Cornerstone completing core requirements, a biblical studies major and several courses in intercultural studies.

The junior year is spent at the School of Missionary Aviation Technology (SMAT). 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 as evidence of prior learning in the amount of 60 credits (for aircraft maintenance certificate) or 45 credits (for flight certificate).

Required Courses		Credit Hours
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-43X	Bible Analysis Course	3
REL-462	Senior Seminar	3
Choose six of the following:		18
CMI-222	Poverty and Justice	
CMI-223	Cultural Anthropology	
CMI-243	Intro to Intercultural Studies	
CMI-311	Evangelism & Discipleship	
CMI-334	Spiritual Formation	
CMI-444	Contemporary Global Issues	
COM-311	Intercultural Communication	
PSY-448	Cross-Cultural Psychology	
Choose one of the following:		3
REL-330	Mosaic Literature	
REL-333	Wisdom Literature	
REL-334	Prophetic Literature	
REL-357	Old Testament History & Theology	
Choose one of the following:		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		48

* 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.

COURSE DESCRIPTIONS

DEPARTMENT AND LEVEL/COURSE NAME

CREDITS/FREQUENCY
(See page 59 for codes)

CHRISTIAN MINISTRIES

- CMI-151 Lifespan Development and Ministry 3/2**
A survey of physical, cognitive, emotional and moral development and current sociological issues related to adolescents and adults. Students will analyze lifespan development with the intent of developing ministries that meet the specific needs of those they will serve.
- 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 understanding poverty and justice 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 the history and practice of 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 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. 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 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 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.

RELIGION

REL-103 Biblical Hermeneutics

3/1

This course examines the basic issues in biblical hermeneutics, including the nature of historical-grammatical interpretation, genre analysis, historical and cultural background, literary analysis, and application. This course examines what it means for humans to have God's word inscripturated into language.

REL-104 Old Testament Literature

3/1

This course focuses on the content of the Old Testament and introduces methods for studying the Bible. Particular attention is paid to learning the various genres of the Old Testament and to the introduction of critical issues for biblical studies. Alongside the coverage of the biblical narrative, the students will study major historical and cultural developments in the ancient Near East that cast light on the Old Testament.

REL-130 Old Testament Literature for BRM Majors & Honors Students

3/2

This course focuses on the content of the Old Testament and introduces methods for studying the Bible. Particular attention is paid to learning the various genres of the Old Testament and to the introduction of critical issues for biblical studies. Alongside the coverage of the biblical narrative, the students will study major historical and cultural developments in the ancient Near East that cast light on the Old Testament. Critical thinking and research skills are introduced.

REL-204 New Testament Literature

3/1

New Testament Literature continues the purposes of Old Testament Literature and Biblical Hermeneutics: to integrate a Christian worldview with Bible study and scripture. In this course, the student will continue to learn how to read the Bible, while studying the inter-testamental period and the New Testament. *Prerequisite: REL-104.*

REL-212 World Religions

3/2

An introduction to world religions including their historical developments, beliefs, and practices. The course takes an empathetic approach to religion, understanding and appreciating religion as a response to the question of human existence. The religions studied include, but are not limited to, Judaism, Christianity, Islam, Hinduism, Buddhism, and East Asian religions. Special attention is given to the similarities and differences among world religions. *Prerequisite: Sophomore status.*

REL-236 New Testament Literature for BRM Majors & Honors Students

3/2

This course focuses on the content of the New Testament and continues developing methods for studying the Bible. Particular attention is paid to the various genres of the New Testament while introducing critical issues for biblical studies. Major historical and cultural developments in the Mediterranean area of the Hellenistic period are surveyed. Work will continue on critical thinking and research skills. *Pre-requisite: REL-104 or REL-130.*

REL-313 Religion in America

3/4

An overview of the history of American religion. Concentrates on Roman Catholicism, primary Protestant denominations, and indigenous cults via a social-historical approach that includes the analysis of major theological tenets and distinctives as well as ecclesiological structures.

REL-330 Pentateuchal Literature

3/2

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

REL-333 Wisdom Literature

3/4

An analysis of the form and content of the books of Proverbs, Job, Ecclesiastes, and of a number of Egyptian and Mesopotamian texts. The course explores wisdom's worldview and how wisdom literature deals with the issue of theodicy.

REL-334 Prophetic Literature

3/4

An analysis of the form and content of the Old Testament prophets. The course contextualizes Old Testament prophecy within its ancient Near Eastern background. Attention is paid to early prophetic traditions, the role of the monarchical prophets in the formation of Israel as a state, the emergence of the prophets in the eighth century BCE, and their continued function into the post-exilic period. Special attention is given to the role of social justice and the prophets.

REL-335 Pauline Literature

3/2

An analysis of the writings of Paul for the purposes of constructing a Pauline theology on such doctrines as man, redemption, incarnation, the church, and last things.

REL-336 General Epistolary Literature

3/4

A synthetic study of the General Epistles from Hebrews through Jude. Places particular emphasis on the ethical contributions of James and the basic motifs of the Johannine and Petrine epistles.

REL-338 Second Temple Judaism and the Dead Sea Scrolls

3/4

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

REL-339 Gospel Literature

3/2

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

REL-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. <i>Prerequisites: REL-104 and REL-204 (or REL-130 and REL-236) and PHI-211, Junior status.</i>		
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. <i>Prerequisites: REL-104 and REL-204 (or REL-130 and REL-236) and PHI-211, Junior status.</i>		
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. <i>Prerequisites: REL-104 and REL-204 (or REL-130 and REL-236), PHI-211, Junior status.</i>		
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. <i>Prerequisite: REL-236.</i>		
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. <i>Prerequisite: PHI 211.</i>		
REL-412	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-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-438	Romans	3/4
This course on Romans is built upon the hermeneutical and biblical literature courses. The seminar aims to develop the student's ability to grasp the textual content and application of this important book of the Bible. Emphasis is on the analytical and textual work of the student supplemented by the insight of the professor.		
REL-441	Apologetics	3/2
Prepares students to meet a variety of current challenges to the credibility of the Christian faith. The course introduces the major types of apologetic methods, considers several arguments against the truth of Christianity and provides resources to rebut those arguments. It also enables students to give positive reasons for why they believe the Christian story.		
REL-462	Senior Seminar Capstone	3/2
A capstone experience that helps students envision how they might contribute to fulfilling God's purpose in the world. Specific attention will be given to the topics of calling, career, decision making, and personal finance. Students will assemble a portfolio of a variety of materials to assist them in formulating next steps after graduation. <i>Prerequisite: Senior Status.</i>		

REL-470	Readings in Religion or Biblical Studies	1-3/1
Guided readings and reports in the student's areas of interest and need. <i>Prerequisite: Admission to the BRM division or permission of the instructor or division chair.</i>		
REL-480	Advanced Topics Seminar	3/6
Formal class dependent upon student demand and interest of the professor. May deal with particular issues of Christian theology, religious epistemology, modern religious thought, or the writings of a particular theologian or religious thinker. May deal with a particular biblical book or issues of interpretation and methodology. <i>Prerequisite: Admission to the BRM division or permission of the instructor or division chair.</i>		
REL/HIS-481	Ancient Studies Thesis Project I	2/6
<i>Prerequisite: Admission into BRM division.</i>		
REL/HIS-482	Ancient Studies Thesis Project II & Capstone Seminar	2/6
<i>Prerequisite: Admission into BRM division.</i>		
REL-490	Independent Studies	3-6/1
Consult with division chair concerning possible studies. <i>Prerequisite: Admission to the BRM division or permission of the instructor or division chair.</i>		

BUSINESS

DIVISION



Rachel Hammond
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
Business Economics
Business Finance
International Business
Business Management
Business Marketing
Non-Profit Administration
Sports Management

MINORS

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

FACULTY

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 (Chair); B.A., Cornerstone University; M.M., Aquinas College; D.B.A., A.B.D., Anderson University

Loiselle, Christopher, Assistant Professor of Accounting; B.B.A., Western Michigan University; M.B.A., Western Michigan 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 54).

Students Bound for Business Graduate School – Cornerstone University has established a special agreement for traditional undergraduate students who wish to earn their master’s degree through the CU Professional & Graduate Studies unit of the university. Students can earn their MBA degree within 1 year of graduating from their undergraduate program. Students should contact their undergraduate advisor or the PGS enrollment office at (800) 947-2382 for more information.

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
Four courses from the following:		12
ACC-322	Intermediate Accounting II	
ACC-327	Taxation	
ACC-331	Cost Accounting	
ACC-332	Accounting Information Systems	
ACC-421	Advanced Accounting	
ACC-423	Auditing	
Total		21

BUSINESS ADMINISTRATION MAJOR *(Bachelor of Science) (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
Two upper level electives in:		
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
One of the following:		3
ECN-231	Macroeconomics	
ECN-232	Microeconomics	
One of the following:		3
MGT-231	Principles of Management	
MKT-251	Principles of Marketing	
Two upper level electives in:		
Accounting, Business, 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
One of the following:		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

* prerequisite required

BUSINESS 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
You may choose from one of the following as part of 'two of the following:'	
CIS-211	Foundations of Information Systems
CIS-216	Introduction to Data Management
CIS-218	Introduction to Application Development
You may choose from one of the following as part of 'two of the following:'	
MAT-131	Calculus
MAT-233	Differential Equations
MAT-241	Applied Linear Algebra
Total	57

BUSINESS 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

BUSINESS 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	
You may choose from one of the following as part of 'four of the following:'	
CIS-211 Foundations of Information Systems	
CIS-216 Introduction to Data Management	
CIS-218 Introduction to Application Development	

Total.....60

BUSINESS FINANCE MINOR

Required Courses	Credit Hours
ECN-334 Money & Banking *	3
FIN-341 Principles of Finance *	3
FIN-342 Corporate Finance.....	3
FIN-371 Investments.....	3
Three of the following:.....	9
ECN-321 Managerial Economics	
ECN-335 International Economics	
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

* prerequisite required

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
Four of the following:.....	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)	

You may choose from one of the following as part of 'four of the following:'

CIS-211	Foundations of Information Systems
CIS-216	Introduction to Data Management
CIS-218	Introduction to Application Development

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

BUSINESS 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	
You may choose from one of the following as part of 'three of the following:'		
CIS-211	Foundations of Information Systems	
CIS-216	Introduction to Data Management	
CIS-218	Introduction to Application Development	
Total.....		57

BUSINESS 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*

BUSINESS 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

Three of the following:

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
COM-361	Advertising Practices

You may choose from one of the following as part of 'three of the following:'

CIS-211	Foundations of Information Systems
CIS-216	Introduction to Data Management
CIS-218	Introduction to Application Development

Total..... 57

BUSINESS 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
One of the following:		3
BUS-211	Business Statistics	
MAT-151	Statistics	
Two of the following:		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	
COM-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
One of the following:		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	
CIS-211	Foundations of Information Systems	
CIS-216	Introduction to Data Management	
CIS-218	Introduction to Application Development	
Total		57

Continued on next page

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

Two of the following:..... 6

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
MGT-380	Internship
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
MKT-251	Principles of Marketing.....	3
MKT-362	Sports Marketing & Sales.....	3

Three of the following:..... 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-335	Consumer Behavior
MGT-336	Project Management
MGT-337	Entrepreneurship
MKT-350	Marketing Management
MKT-353	Marketing Communications
MKT-358	Sales Management
MKT-452	Marketing Problems/Strategy

You may choose one of the following as part of 'three of the following:'

CIS-211	Foundations of Information Systems
CIS-216	Introduction to Data Management
CIS-218	Introduction to Application Development

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
One of the following:		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-335	Consumer Behavior	
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

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	3/2
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 39 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 or EGR-106</i>		
CIS-218	Introduction to Application Development	3/4
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 or EGR-106</i>		
CIS-280	Topics in Computer Information Systems	1-3/6
CIS-331	Web Development	3/4
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. <i>Prerequisite: CIS-216, CIS-218</i>		
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 39 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. <i>Prerequisite: Sophomore status</i>		
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.</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. <i>Prerequisites: Either ECN-231 or ECN-232.</i>		
ECN-336	Economic Development	3/4
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. <i>Prerequisites: ECN-231 or ECN-232 or permission of the instructor</i>		
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. <i>Prerequisite: Permission of internship instructor. See page 39 for internship requirements.</i>		
ECN-480	Advanced Topics	1-3/6
ECN-490	Independent Study in Economics	

FINANCE

FIN-341	Principles of Finance	3/2
Basic theoretical framework for decision-making in financial management and the role of the financial manager in capital budgeting, investing and financing activities. <i>Prerequisite: ACC-221, Prerequisite or Corequisite: ACC-222.</i>		
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. <i>Prerequisite: FIN-341.</i>		

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. <i>Prerequisite: FIN-341.</i>		
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. <i>Prerequisites: FIN-341, FIN-371.</i>		
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. <i>Prerequisite: FIN-341</i>		
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. <i>Prerequisite: FIN 341.</i>		
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. <i>Prerequisite: FIN 341.</i>		
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. <i>Prerequisite: Permission of internship instructor. See page 39 for internship requirements.</i>		

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	3/1
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	3/2
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 39 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. <i>Prerequisite: Senior status.</i>		
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. <i>Prerequisites: MGT-231, MGT-335.</i>		
MARKETING		
MKT-251	Principles of Marketing	3/1
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. <i>Prerequisites: MKT-251, Junior status.</i>		
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. <i>Prerequisites: MKT-251, BUS-211.</i>		
MKT-353	Marketing Communications (COM-262 Advertising Principles)	3/2
An integrated study of the strategy and methods of advertising campaigns, including print, radio, television, Internet, direct mail, public relations and viral marketing. This course provides "hands-on" practice working with real clients and businesses, emphasizing message elements, primary research, the creative process, copyrighting and pitching ideas in oral presentations. <i>Prerequisite: COM-112.</i>		
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. <i>Prerequisite: MKT-251.</i>		

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. <i>Prerequisite: MKT-251.</i>		
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. <i>Prerequisite: MKT-251.</i>		
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. <i>Prerequisite: MKT-251.</i>		
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. <i>Prerequisites: MGT-215 (concurrent) and MKT-251.</i>		
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. <i>Prerequisite: Permission of internship instructor. See page 39 for internship requirements.</i>		
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. <i>Prerequisites: MGT-231, MKT-251, Junior status.</i>		

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 and media theory in their specialized areas, evaluate and discern ethical practices and present mastery of skills with professional expertise.

Our students have access to high-end technical equipment through the Center for Academic Media Services (CAMS). Our classrooms include studio spaces, two music recording studios and fully equipped editing suites with major non-linear editing platforms. Experienced professors, with 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.

We have assembled a superb faculty to meet the needs of our growing programs. They bring a firm commitment to Christ, and strong academic credentials combined with decades of professional experience. They demonstrate their passion for developing communication and media professionals skilled in leadership, creativity and integrity.

DEGREES

Bachelor of Arts (B.A.)

MAJORS

Audio Production
Communication: Broadcast Communication
Communication: Strategic Communication
Communication Studies
Digital Media
Film and Video Production
Graphic Design
Health Communication
Language Arts Group (Elementary Education)

MINORS

Audio Production
Communication Studies
Digital Media
Film and Video Production
Graphic Design
Language Arts Group
(Elementary Education)

FACULTY

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

LaForce, Chad, Instructor of Digital Design; A.A.S., Kalamazoo Valley Community College; B.I.S., Ferris State University

Muir, Pete, Dean of Accreditation and Curriculum and Associate Professor of Communication and Media; B.Bus., Queensland University of Technology; M.A., Queensland University of Technology; Ph.D., Western Michigan University

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

Porter, Bradley M., Assistant Professor of Film Production; B.A., Cornerstone University; M.F.A., Chapman University

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 degree 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)*

Media Core Required Courses		Credit Hours
COM-400	Capstone Seminar	3
MDA-111	Introduction to Story	3
MDA-213	Introduction to Graphic Design	3
MDA-236	Introduction to Digital Photography	3
MDA-261	Audio Production I	3
MDA-271	Film and Video Production I	3
MDA-318	Writing for the Media	3
MDA-380	Internship	4
One of the following:		3
COM-212	Interpersonal Communication	
COM-321	Group Communication	
Audio Required Courses		
MDA-151	Music Fundamentals for Audio Production	3
MDA-161	Audio/Visual Technical Production	3
MDA-262	Live Sound Production	3
MDA-272	Deconstructing Popular Music Production	3
MDA-281 *	Audio Production II	3
MDA-363	Audio for Post Production	3
MDA-381	Mixing	3
MDA-383	Mastering	3
MDA-484	Music Producing	3
MDA-486	Capstone Audio Project	3
Total		.58

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

AUDIO PRODUCTION MINOR *(not an option for Digital Media majors)*

Required Courses		Credit Hours
MDA-161	Audio/Video Technical Production . . . . .	.3
MDA-261	Audio Production I . . . . .	.3
MDA-262	Live Sound Production . . . . .	.3
MDA-281	Audio Production II . . . . .	.3
MDA-363	Audio for Post Production . . . . .	.3
One of the following: . . . . .		.3
MDA-151	Music Fundamentals for Audio Production	
MDA-272	Deconstructing Popular Music Production	
Total . . . . .		.18

COMMUNICATION STUDIES MAJOR *(requires a minor)*

Required Courses		Credit Hours
COM-212	Interpersonal Communication . . . . .	.3
COM-311	Intercultural Communication . . . . .	.3
COM-312	Persuasion . . . . .	.3
COM-315	Communication Theory . . . . .	.3
COM-321	Group Communication . . . . .	.3
COM-322	Innovative Message Presentation . . . . .	.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
One of the following: . . . . .		.3
COM-433	Nonverbal Communication	
COM-435	The Aversive Side of Communication	
Total . . . . .		.33

COMMUNICATION MAJOR BROADCAST COMMUNICATION CONCENTRATION *(does not require a minor)*

Required Courses		Credit Hours
COM-201	Newswriting . . . . .	.3
COM-212	Interpersonal Communication . . . . .	.3
COM-241	Oral Interpretation . . . . .	.3
COM-311	Intercultural Communication . . . . .	.3
COM-315	Communication Theory . . . . .	.3
COM-321	Group Communication . . . . .	.3
COM-322	Innovative Message Presentation . . . . .	.3
COM-312	Persuasion . . . . .	.3
COM-339	Social Media . . . . .	.3
COM-354	Announcing and Reporting . . . . .	.3
COM-369	Communication Research Methods . . . . .	.3
COM-380	Internship . . . . .	.3
COM-400	Capstone Seminar <i>(exception for double majors - COM elective)</i> . . . . .	.3
MDA-318	Writing for the Media . . . . .	.3
MDA-271	Film and Video Production I . . . . .	.3
One of the following: . . . . .		.3
COM-433	Nonverbal Communication	
COM-435	The Aversive Side of Communication	
Six credits from the following:		6
BUS-236	ENACTUS	
COM-215	Public Relations	
COM-262	Advertising Principles	
COM-361	Advertising Practices	
COM-363	Media Relations	
COM-364	Special Events & Promotions	
MDA-236	Introduction to Digital Photography	
MDA-261	Audio Production	
MDA-282	Film and Video Production II	
MDA-319	Mass Media Literacy	
Total		54

COMMUNICATION MAJOR STRATEGIC COMMUNICATION CONCENTRATION *(does not require a minor)*

Required Courses		Credit Hours
COM-212	Interpersonal Communication	3
COM-215	Public Relations	3
COM-262	Advertising Principles	3
COM-311	Intercultural Communication	3
COM-312	Persuasion	3
COM-315	Communication Theory	3
COM-321	Group Communication	3
COM-322	Innovative Message Presentation	3
COM-339	Social Media	3
COM-364	Special Events & Promotions	3
COM-369	Communication Research Methods	3
COM-380	Internship	3
COM-400	Capstone Seminar <i>(exception for double majors - COM elective)</i>	3
One of the following:		3
COM-433	Nonverbal Communication	
COM-435	The Aversive Side of Communication	
Six credits from the following:		6
BUS-236	ENACTUS	
COM-319	Grant Writing	
COM-361	Advertising Practices	
COM-363	Media Relations	
MDA-213	Graphic Design I: Introduction to Graphic Design	
MDA-236	Introduction to Digital Photography	
MDA-261	Audio Production	
MDA-271	Film and Video Production I	
MDA-318	Writing for the Media	
MKT-251	Principles of Marketing	
Total		48

COMMUNICATION STUDIES 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	Innovative Message Presentation	3
Total		18

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

Media Core Required Courses		Credit Hours
COM-400	Capstone Seminar	3
MDA-111	Introduction to Story	3
MDA-213	Graphic Design I: Introduction to Graphic Design	3
MDA-236	Introduction to Digital Photography	3
MDA-261	Audio Production I	3
MDA-271	Film and Video Production I	3
MDA-318	Writing for the Media	3
MDA-380	Internship	4
Choose one of the following:		3
COM-212	Interpersonal Communication	
COM-321	Group Communication	
Digital Media Required Courses		
COM-339	Social Media	3
MDA-161	Audio/Video Technical Production	3
MDA-225	Graphic Design II: Graphic Design for Print and Media	3
MDA-262	Live Production	3
MDA-281	Audio Production II	3
MDA-282	Film and Video Production II	3
Upper Level Electives in Media		6
Total		52

DIGITAL MEDIA MINOR *(only for non-media majors)*

Required Courses		Credit Hours
MDA-111	Introduction to Story.....	3
MDA-213	Graphic Design I: Introduction to Graphic Design.....	3
MDA-236	Introduction to Digital Photography	3
MDA-261	Audio Production I.	3
MDA-271	Film and Video Production I.	3
MDA-318	Writing for the Media	3
Total		18

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

Media Core Required Courses		Credit Hours
COM-400	Capstone Seminar	3
MDA-111	Introduction to Story.....	3
MDA-213	Graphic Design I: Introduction to Graphic Design.....	3
MDA-236	Introduction to Digital Photography	3
MDA-261	Audio Production I.	3
MDA-271	Film and Video Production I.	3
MDA-318	Writing for the Media	3
MDA-380	Internship	4
Choose one of the following:		3
COM-212	Interpersonal Communication	
COM-321	Group Communication	
Film and Video Required Courses		
MDA-282	Film and Video Production II.....	3
MDA-321	Spirituality and Film History.....	3
MDA-341	Advanced Production I.....	3
MDA-342	Advanced Production II.....	3
MDA-365	Film and Video Production Labs.....	3
MDA-441	Advanced Production III.....	3
MDA-442	Advanced Production IV.....	3
Choose one of the following:		3
COM-322	Innovative Message Presentation	
COM-339	Social Media	
COM-354	Announcing and Reporting	
COM-262	Advertising Principles	
ECN-360	Entertainment Industries Economics	
ENG-316	Fiction Writing	
IDS-202	Creativity in the Conceptual Age	
MDA-225	Graphic Design II: Graphic Design for Print and Media	
MDA-250	Writing for Film	
MGT-337	Entrepreneurship	
Upper Level MDA course		
Total		52

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

FILM AND VIDEO PRODUCTION MINOR

Required Courses		Credit Hours
MDA-111	Introduction to Story	.3
MDA-236	Intro to Digital Photography	.3
MDA-261	Audio Production	.3
MDA-271	Film and Video Production I	.3
MDA-282	Film and Video Production II	.3
MDA-365	Film and Video Production Labs	.3
Total		.18

GRAPHIC DESIGN MAJOR *(does not require a minor)*

Media Core Required Courses		Credit Hours
COM-400	Capstone Seminar	.3
MDA-111	Introduction to Story	.3
MDA-213	Graphic Design I: Introduction to Graphic Design	.3
MDA-236	Introduction to Digital Photography	.3
MDA-261	Audio Production I	.3
MDA-271	Film and Video Production I	.3
MDA-318	Writing for the Media	.3
MDA-380	Internship	.4
Choose one of the following:		.3
COM-212	Interpersonal Communication	
COM-321	Group Communication	
Graphic Design Required Courses		
MDA-112	Drawing I: Drawing for New Media	.3
MDA-212	Drawing II: Drawing for Creating Graphics	.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-327	User Interface Design	.3
MDA-426	Graphic Design IV: Comprehensive Concentrations of Design	.3
Choose one of the following:		.3
COM-322	Innovative Message Presentation	
COM-339	Social Media	
Total		.49

GRAPHIC DESIGN MINOR *(not an option for digital media majors)*

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-236	Introduction to Digital Photography	.3
MDA-326	Graphic Design III: Graphic Design for Web and Devices	.3
Total		.18

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-215	Public Relations	.3
COM-262	Advertising Principles	.3
COM-319	Grant Writing	.3
COM-315	Communication Theory	.3
COM-322	Innovative Message Presentation	.3
COM-339	Social Media	.3
COM-380	Internship	.3
COM-400	Capstone Seminar	.3
COM-432	Health Communication Campaigns	.3
MDA-318	Writing for the Electronic Media	.3
SOC-111	Introduction to Sociology	.3

Choose one of the following groups: 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

One of the following: 2-3

BIO-347 Nutrition
CHL/SOC-252 Social Determinants of Health
COM-201 Newswriting
COM-321 Group Communication
COM-361 Advertising Practices
COM-363 Media Relations
COM-364 Special Events and Promotions
SCI-242 Medical Terminology

Total **50-51**

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

Required Courses **Credit Hours**

COM-201 Newswriting 3
COM-212 Interpersonal Communication 3
COM-315 Communication Theory 3
EDU-321 Children's Literature 3
ENG-212 Writing in Culture 3
ENG-223 Introduction to Literature 3
ENG-226 Introduction to Creative Writing 3
MDA-319 Mass Media Literacy 3

Two of the following: 6

COM-241 Introduction to Oral Interpretation
COM-311 Intercultural Communication
COM-321 Group Communication

One of the following: 3

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
ENG-223 Introduction to Literature 3
ENG-226 Introduction to Creative Writing 3
EDU-321 Children's Literature 3
MDA-319 Mass Media Literacy 3

Choose one of the following: 3

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 **21**

COURSE DESCRIPTIONS

DEPARTMENT AND LEVEL/COURSE NAME

CREDITS/FREQUENCY
(See page 59 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. Requires grade of C- or higher.*
- COM-201 Newswriting 3/2**
Practice in information gathering, interviewing, developing news judgment and writing news, sports and feature stories for various platforms. Prepares students for many jobs that require credible journalistic writing, including print, broadcast, public relations and publishing.
- 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 3/6**
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-215 Public Relations 3/2**
A study of the major theories, concepts and principles of public relations. Covered topics include the functions of public relations, the impact of contextual influences and the major skills and activities associated with its practice. Students will develop skills in public relations planning, research, writing and campaigns. *Prerequisite: COM-112*
- COM-241 Introduction to Oral Interpretation 3/4**
Exposure to and experience with the art of bringing literature to life for an audience. The course will explore the methods of analyzing narrative prose, drama, and poetry for performance. An emphasis will be placed on learning techniques to effectively communicate the meaning and feeling in each selection. *Prerequisite: COM-112*
- COM-262 Advertising Principles (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, pitching ideas, and clear, effective and persuasive copywriting. *Prerequisite: COM-112*
- COM-311 Intercultural Communication 3/1**
An investigation into the many variables extant among people and groups with different cultural backgrounds, including the study of similarities and differences across cultures. *Prerequisite: COM-112, Junior status*
- COM-312 Persuasion 3/2**
A study of the major theories, principles and strategies associated with persuasion and social influence. The course examines how a variety of factors impact attitudes, beliefs and behaviors, with a focus on applying the understanding of those factors to the design of persuasive messages. *Prerequisite: COM-112*
- 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 3/6**
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 3/1**
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 Innovative Message Presentation 3/2**
Advanced training in the effective and appropriate design and oral presentation of ideas. While the course focuses on oral presentation, its emphasis on innovative message design extends to many communication contexts. *Prerequisite: COM-112, Junior status*
- COM-339 Social Media 3/2**
The course aims to provide students majoring in 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**
Advanced training in voice and on-camera performance for commercials, news and voice-over narration. Students report on sports, news, and feature story topics that specifically interest them. This course is designed to polish and prepare students going into broadcast communication. *Prerequisite: COM-112, MDA-271*
- COM-361 Advertising Practices 3/4**
An extension of the principles learned in COM-262 to give students a variety of experiential opportunities with the conceptual thinking, creative campaign planning, audience analysis, budgeting, writing commercials, pitching presentations and measurement methods involved in advertising. Through interplay with experts from various advertising agencies, students will learn first-hand what's involved in an advertising career, as well as how to integrate a working knowledge of advertising into a variety of communications or business career options. *Prerequisite: COM-262 or MKT-353.*
- COM-363 Media Relations 3/4**
A "hands-on" course on working effectively in public relations with the news media, developing relationships with journalists, and representing businesses and ministries effectively as a media spokesperson. Students will be given a variety of opportunities in planning and practicing on-mic and on-camera interviews, as well as experience with live press conferences. *Prerequisite: COM-215*
- 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 include meeting professional meeting planners, visiting venues and assisting with real events. *Prerequisite: COM-215*
- COM-369 Communication Research Methods 3/2**
Students learn qualitative and quantitative approaches in conducting and analyzing research in communication. Students gain "hands-on" research experience and analytical, scientific writing, and oral presentation skills. They become familiar with public opinion polling, survey techniques, focus groups, external research services and consultants, media and clipping analysis, and other research methods, including the ethical considerations in conducting research with human subjects. Course focuses are results-based decision making, measuring program effectiveness, measuring staff and counselor performance, and evaluation and reporting on results. This course will prepare students for graduate work as well as many job options in communication and business involving research, analysis, and documentation. *Prerequisites: COM-112, COM-315, Junior status*
- COM-380 Internship 1 - 6/1**
Practical work experience using communication theory and skills in an appropriate setting relevant to the student's area of emphasis. *Prerequisites: Institutional requirements; COM-112*
- COM-400 Capstone Seminar: Communication Studies 3/1**
Examines, from a Christian worldview, the ethical and vocational issues associated with the study of human symbolic interaction. The interactions between philosophy, theory and practice will be analyzed. *Prerequisite: Senior status*
- COM-432 Health Communication Campaigns 3/6**
This course focuses on the design, implementation, and evaluation of health communication campaigns. It applies theory and research in communication, behavior change, social marketing, public relations, and consumer behavior to the effective design of mediated health promotion and disease prevention messages. *Prerequisite: COM-214, CHL-111, Junior status*
- COM-433 Nonverbal Communication 3/2**
This course is taught as a seminar focusing on the cultural, social, psychological and practical variables relating to nonverbal communication. Students will become familiar with the classic and contemporary research and scholarship of nonverbal communication. In addition, students will understand the impact of nonverbal behavior in professional and personal contexts and will develop their own nonverbal competence through a variety of practical learning experiences. *Prerequisite: COM-112, Junior status*
- COM-435 The Aversive Side of Communication 3/2**
A study of the research and theories on various negative, destructive and harmful aspects of communication. Topics such as aggression, coercion, revenge and transgressions are discussed in a seminar format. *Prerequisite: COM-112, Junior status*
- COM-463 Secondary Language Arts Methods (ENG-463) 3/2**
Focuses on the content-specific pedagogy for teaching the language arts curriculum in public or private secondary schools. *Prerequisite: Admission to and good standing in the Teacher Education program*
- COM-490 Independent Study 3 - 6/1**
An independent project-related course. Students work closely with a professor in the choosing of a topic, its design, and in the developing of a plan for its completion. *Prerequisite: Approval of the division chair*

MEDIA

- MDA-111 Introduction to Story 3/2**
This course explores the means by which meaning and value are constructed in narratives through the critical analysis of stories told from a variety of mediums. Students will develop knowledge of story structure and its application to form and aesthetic choices made in the construction of media productions. An emphasis will be placed on understanding how an artist's "voice" is developed and communicated through storytelling.

- 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-151 Music Fundamentals for Audio Production 3/4**
 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 3/4**
 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-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 3/1**
 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 213*
- MDA-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.
- MDA-250 Writing for Film 3/6**
 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-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	3/2
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. <i>Prerequisite: MDA-261 or MUS-171</i>		
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	3/4
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. <i>Prerequisite: MDA-261 or MUS-171 for music majors</i>		
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. <i>Prerequisite: MDA-271</i>		
MDA-318	Writing for the Media	3/2
A “hands-on” class where students learn the basics of many genres of media 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. <i>Prerequisites: MDA-111 and ENG-212</i>		
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 in our personal lives and in society as a whole. <i>Prerequisite: COM-112</i>		
MDA-321	Spirituality and Film History	3/4
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-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. <i>Prerequisite: MDA 213</i>		
MDA-327	User Interface Design	3/2
This course teaches students the concepts, mechanics and methods for designing user interfaces for mobile devices, applications and web applications. Students will utilize sketching, illustration, concept iteration and contemporary design software to design user interface elements and UI layouts.		
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. <i>Prerequisite: MDA-282</i>		
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. <i>Prerequisite: MDA-261</i>		
MDA-365	Film and Video Production Labs	3/2
This course develops student’s applied knowledge and skills in the areas of preproduction, production and post-production. Topics will include the abilities required to become a well rounded video production professional such as scheduling, budgeting, project development, preparation for principal photography, advanced cinematography, camera operation, lighting, editing, post-production workflows and sound design. Emphasis will be placed on each student’s technical and professional proficiency in these topics. <i>Prerequisite: MDA-282</i>		

MDA-379	Cornerstone University Production Company	1/6
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. <i>Prerequisites: Invitation only, Junior status</i>		
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. <i>Prerequisite: Junior status</i>		
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. <i>Prerequisites: MDA-281</i>		
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. <i>Prerequisite: MDA-381</i>		
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 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 3-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, etc. <i>Prerequisite: MDA 225 and MDA 326</i>		
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. <i>Prerequisite: MDA-282</i>		
MDA-484	Music Producing	3/2
Expansion of the principles of Music Producing to extend the student's knowledge and experience in music production. <i>Prerequisite: MDA-383</i>		
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. <i>Prerequisite: MDA-383</i>		
MDA-490	Independent Study	3-6/6
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. <i>Prerequisite: Approval of the division chair</i>		

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

Creative Writing
History
Linguistics
Literature
Philosophy
Professional Writing
Publishing
Spanish

Education Majors

English Education (Secondary)
History Education (Secondary)
Language Arts Group Major
Social Studies (Elementary/Secondary)
Spanish (Elementary/Secondary)

MINORS

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

Education Minors

English Education (Secondary)
History Education (Secondary)
Language Arts Group (Elementary)
Spanish (Elementary/Secondary)
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., Western Michigan University

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

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

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

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

CREATIVE WRITING MAJOR *(requires a minor)*

Required Courses		Credit Hours
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
ENG-380	Internship	1
HUM-121	Humanities & Vocation I	1
HUM-221	Humanities & Vocation II	1
HUM-382	Humanities Seminar (2 semesters)	6
HUM-481	Humanities Capstone	1
HUM-482	Thesis	1
LIN-100	Language in Culture	3
Choose one of the following:		3
ENG-313	Feature Writing	
ENG-320	Advanced Writing Workshop (A different topic)	
ENG-380	Internship	
HUM-421	Creative Endeavors	
OSA-302	Oxford Tutorial in English	
Choose three upper level courses in a Humanities discipline (ENG, HIS, LIN, PHI, SPA):		9
Total		44

CREATIVE WRITING MINOR

Required Courses		Credit Hours
ENG-226	Introduction to Creative Writing	.3
ENG-316	Fiction Writing	.3
ENG-317	Creative Non-Fiction	.3
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

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
Upper level electives including two courses in European or non-Western History and one course in American History <i>(may count one HIS-223 course)</i>		15
Humanities Cross-Over Courses		
Choose one of the following:		.3
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
Upper level electives <i>(may count one HIS-223 course)</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 including two courses in European or non-Western History and one course in American History <i>(may count one HIS-223 course)</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 (<i>may count one HIS-223 course</i>)	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

LINGUISTICS MAJOR (*requires a minor*)

Required Courses	Credit Hours
ENG-319 Advanced Grammar	3
HUM-121 Humanities & Vocation I	1
HUM-221 Humanities & Vocation II	1
HUM-382 Humanities Seminar (2 semesters)	6
HUM-481 Humanities Capstone	1
HUM-482 Thesis	1
LIN-100 Language in Culture	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-380 Internship	1
LIN-461 Linguistic Analysis	3
Choose one of the following:	3
LIN-380 Internship	
LIN-480 Advanced Topics in Linguistics	
OSA-303 *Oxford Tutorial in Linguistics	
Choose three upper level courses in a Humanities discipline (ENG, HIS, PHI, SPA):	9
Total	44

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-461 Linguistic Analysis	3
Total	18

LITERATURE MAJOR (*requires a minor*)

Required Courses	Credit Hours
ENG-223 Introduction to Literature	3
ENG-324 Literary Modernisms: Anglo-American Writers	3
ENG-326 Contemporary Literature	3
ENG-334 American Renaissance in the 19 th Century	3
ENG-342 British Romantic & Victorian Literature	3
ENG-344 British Literature to 1700	3
ENG-380 Internship	1
HUM-121 Humanities and Vocation I	1
HUM-221 Humanities and Vocation II	1
HUM-382 Humanities Seminar (2 semesters)	6
HUM-481 Humanities Capstone	1
HUM-482 Thesis	1
LIN-100 Language in Culture	3
Choose one of the following:	3
ENG-328 Selected Authors & Era	
ENG-364 Writers & Styles	
OSA-302 *Oxford Tutorial in English	
Choose three upper level courses in a Humanities discipline (ENG, HIS, LIN, PHI, SPA):	9
Total	44

ENGLISH MINOR

Required Courses		Credit Hours
ENG-223	Introduction to Literature	3
ENG-319	Advanced Grammar	3
ENG-226	Introduction to Creative Writing	3
Choose one of the following:		3
ENG-324	Literary Modernisms: Anglo-American Writers	
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	
Choose one of the following:		3
ENG-328	Selected Authors & Eras	
ENG-364	Writers & Styles	
Total		18

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
Choose one of the following:		3
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
Choose one of the following:		3
EDU-323	Adolescent 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

PHILOSOPHY MAJOR *(requires a minor)*

Required Courses		Credit Hours
HUM-121	Humanities & Vocation I	1
HUM-221	Humanities & Vocation II	1
HUM-382	Humanities Seminar (2 semesters)	6
HUM-481	Humanities Capstone	1
HUM-482	Thesis	1
LIN-100	Language in Culture	3
PHI-213	Plato and Aristotle	3
PHI-215	Augustine and Aquinas	3
PHI-311	Modern Political Philosophy	3
PHI-353	Philosophical Ethics	3
PHI-380	Internship	1
PHI-411	Selected Thinkers	3
PHI-413	Globalization and Localization	3
Choose one of the following:		3
OSA-304	*Oxford Tutorial in Philosophy	
PHI-480	Advanced Topics in Philosophy	
REL-411	Philosophy of Religion	
Choose three upper level courses in a Humanities discipline (ENG, HIS, LIN, PHI, SPA):		9
Total		44
* Students may substitute an upper level course in their concentration with an Oxford tutorial course taken in Oxford [OSA-302, 303, 304].		

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

PROFESSIONAL WRITING MAJOR *(requires a minor)*

Required Courses		Credit Hours
ENG-227	Introduction to Professional Writing	3
ENG-313	Feature Writing	3
ENG-317	Creative Non-Fiction	3
ENG-320	Advanced Writing Workshop	3
ENG-329	Selected Topics in Professional Writing	3
ENG-380	Internship	3
HUM-121	Humanities & Vocation I	1
HUM-221	Humanities & Vocation II	1
HUM-382	Humanities Seminar (2 semesters)	6
HUM-481	Humanities Capstone	1
HUM-482	Thesis	1
LIN-100	Language in Culture	3
Choose one of the following:		3
COM-319	Grant Writing	
ENG-318	Introduction to Editing	
ENG-327	Introduction to Publishing	
ENG-329	Selected Topics in Professional Writing (a different topic)	
COM-201	Newswriting	
Choose three upper level courses in a Humanities discipline (ENG, HIS, LIN, PHI, SPA):		9
Total		43

PROFESSIONAL WRITING MINOR

Required Courses		Credit Hours
ENG-227	Introduction to Professional Writing	.3
ENG-313	Feature Writing	.3
ENG-317	Creative Non-Fiction	.3
ENG-329	Selected Topics in Professional Writing	.3
ENG-380	Internship	.3
Choose one of the following		3
COM-319	Grant Writing	
ENG-320	Advanced Writing Workshop	
ENG-327	Introduction to Publishing	
ENG-318	Introduction to Editing	
ENG-329	Selected Topics in Professional Writing (a different topic)	
COM-201	Newswriting	
Total		.18

PUBLISHING MAJOR *(requires a minor)*

Required Courses		Credit Hours
ENG-227	Introduction to Professional Writing	.3
ENG-318	Introduction to Editing	.3
ENG-319	Advanced Grammar	.3
ENG-327	Introduction to Publishing	.3
ENG-380	Internship	6
HUM-121	Humanities & Vocation I	1
HUM-221	Humanities & Vocation II	1
HUM-382	Humanities Seminar (2 semesters)	6
HUM-481	Humanities Capstone	1
HUM-482	Thesis	1
LIN-100	Language in Culture	.3
Choose one of the following:		3
ENG-313	Feature Writing	
ENG-329	Selected Topics in Professional Writing	
MDA-213	Intro to Graphic Design	
Choose three upper level courses in a Humanities discipline (ENG, HIS, LIN, PHI, SPA):		9
Total		.43

PUBLISHING MINOR

Required Courses		Credit Hours
ENG-227	Introduction to Professional Writing	.3
ENG-318	Introduction to Editing	.3
ENG-319	Advanced Grammar	.3
ENG-327	Introduction to Publishing	.3
ENG-380	Internship	.3
Choose one of the following:		3
ENG-313	Feature Writing	
ENG-329	Selected Topics in Professional Writing	
MDA-213	Intro to Graphic Design	
Total		.18

SPANISH MAJOR *(requires a minor)*

Required Courses	Credit Hours
Choose two of the following (3 credit courses)	6
SPA-222 Análisis literario [Literary Analysis]	
SPA-223 Español para las profesiones [Spanish for Professions]	
SPA-224 La gramática y la escritura creativa [Grammar & Creative Writing]	
Choose two of the following (1 credit courses).	2
SPA-221 Los acontecimientos [Current Events]	
SPA-225 Temas lingüísticos [Linguistics Themes]	
Choose four of the following:	12
SPA-312 La voz latinoamericana [Latin-American Voice]	
SPA-314 Evolución de la diversidad en España [Evolution of Diversity in Spain]	
SPA-315 Diversidad latioamericana [Latin American Diversity]	
SPA-317 Perspectivas culturales [Cultural Perspectives]	
SPA-318 Taller de escritores [Writing Workshop]	
SPA-334 Selected Topics in Spanish Language and Culture	
Immersion/Study Abroad	
SPA-316 Conversación en la ciudad [Conversation in the City]	3
Approved upper level study abroad course work taught in Spanish.	9
Humanities & Vocation Sequence	
HUM-121 Humanities & Vocation I	1
HUM-221 Humanities & Vocation II.	1
SPA-380 Internship	3
HUM-481 Humanities Capstone.	1
HUM-482 Thesis	1
Total	39

Note: There will be a maximum of 12 credits earned from approved study abroad program

SPANISH MAJOR *(Second Major Only)*

Required Courses	Credit Hours
Choose two of the following (3 credit courses)	6
SPA-222 Análisis literario [Literary Analysis]	
SPA-223 Español para las profesiones [Spanish for Professions]	
SPA-224 La gramática y la escritura creativa [Grammar & Creative Writing]	
Choose two of the following (1 credit courses).	2
SPA-221 Los acontecimientos [Current Events]	
SPA-225 Temas lingüísticos [Linguistics Themes]	
Choose four of the following:	12
SPA-312 La voz latinoamericana [Latin-American Voice]	
SPA-314 Evolución de la diversidad en España [Evolution of Diversity in Spain]	
SPA-315 Diversidad latioamericana [Latin American Diversity]	
SPA-317 Perspectivas culturales [Cultural Perspectives]	
SPA-318 Taller de escritores [Writing Workshop]	
SPA-334 Selected Topics in Spanish Language and Culture	
Immersion/Study Abroad (Select one of the following):	3
SPA-316 Conversación en la ciudad [Conversation in the City]	
Approved upper level study abroad course work taught in Spanish	
Humanities & Vocation Sequence	
HUM-121 Humanities & Vocation I	1
HUM-221 Humanities & Vocation II.	1
SPA-380 Internship	3
HUM-481 Humanities Capstone.	1
HUM-482 Thesis	1
Total	30

Note: There will be a maximum of 9 credits earned from approved study abroad program

SPANISH MINOR

Required Courses	Credit Hours
Choose two of the following (3 credit courses)	6
SPA-222 Análisis literario [Literary Analysis]	
SPA-223 Español para las profesiones [Spanish for Professions]	
SPA-224 La gramática y la escritura creativa [Grammar & Creative Writing]	
SPA-380 Internship <i>(with Spanish program advisor approval only)</i>	

Choose two of the following (1 credit courses):	2
SPA-221 Los acontecimientos [Current Events]	
SPA-225 Temas lingüísticos [Linguistics Themes]	
Choose three of the following:	9
SPA-312 La voz latinoamericana [Latin-American Voice]	
SPA-314 Evolución de la diversidad en España [Evolution of Diversity in Spain]	
SPA-315 Diversidad latioamericana [Latin American Diversity]	
SPA-317 Perspectivas culturales [Cultural Perspectives]	
SPA-318 Taller de escritores [Writing Workshop]	
SPA-334 Selected Topics in Spanish Language and Culture	
Immersion/Study Abroad (Select one of the following):	3
SPA-316 Conversación en la ciudad [Conversation in the City]	
Approved upper level study abroad course work taught in Spanish	
Total	20

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-465 Methods of Teaching a World Language	3
Choose five of the following (3 credit courses):	15
SPA-312 La voz latinoamericana [Latin-American Voice]	
SPA-314 Evolución de la diversidad en España [Evolution of Diversity in Spain]	
SPA-315 Diversidad latioamericana [Latin American Diversity]	
SPA-316 Conversación en la ciudad [Conversation in the City]	
SPA-317 Perspectivas culturales [Cultural Perspectives]	
SPA-318 Taller de escritores [Writing Workshop]	
SPA-334 Selected Topics in Spanish Language and Culture	
Semester in Spain (or other advisor approved Study Abroad program)	12
<i>(credits require prior approval of Spanish program advisor)</i>	
Total	36

SPANISH MINOR FOR ELEMENTARY & SECONDARY TEACHERS

Required Courses	Credit Hours
LIN-225 Introduction to Linguistics	3
LIN-371 Second Language Acquisition	3
SPA-465 Methods of Teaching a World Language	3
Choose five of the following (3 credit courses):	15
SPA-312 La voz latinoamericana [Latin-American Voice]	
SPA-314 Evolución de la diversidad en España [Evolution of Diversity in Spain]	
SPA-315 Diversidad latioamericana [Latin American Diversity]	
SPA-316 Conversación en la ciudad [Conversation in the City]	
SPA-317 Perspectivas culturales [Cultural Perspectives]	
SPA-318 Taller de escritores [Writing Workshop]	
SPA-334 Selected Topics in Spanish Language and Culture	
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 World Language	3
LIN-489 TESOL Practicum	3
Total	18

Cornerstone University has established a special agreement for traditional undergraduate students who wish to earn their master's degree through the CU Professional & Graduate Studies unit of the university. Students can earn their Master of Arts degree in TESOL within 1 year of graduating from their undergraduate program. Students should contact their undergraduate advisor or the PGS enrollment office at (800) 947-2382 for more information.

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 World Language . . . . .	.3
LIN-489	TESOL Practicum	6
Total . . . . .		.21

Cornerstone University has established a special agreement for traditional undergraduate students who wish to earn their master's degree through the CU Professional & Graduate Studies unit of the university. Students can earn their Master of Arts degree in TESOL within 1 year of graduating from their undergraduate program. Students should contact their undergraduate advisor or the PGS enrollment office at (800) 947-2382 for more information.

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
COM-201	Newswriting . . . . .	.3
MDA-319	Mass Media Literacy . . . . .	.3
ENG-212	Writing in Culture . . . . .	.3
<i>Choose two of the following:</i>		6
COM-241	Introduction to Oral Interpretation	
COM-311	Intercultural Communication	
COM-321	Group Communication	
<i>Choose one of the following:</i> . . . . .		.3
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-226	Introduction to Creative Writing . . . . .	.3
EDU-321	Children's Literature . . . . .	.3
MDA-319	Mass Media Literacy . . . . .	.3
<i>Choose one of the following:</i> . . . . .		.3
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 . . . . .		.21

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

ENG-316	Fiction Writing	3/2
A workshop in the writing of short stories and novel fragments, with the intent of producing publishable work. <i>Prerequisite:</i> 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. <i>Prerequisite:</i> ENG-226.		
ENG-318	Introduction to Editing	3/4
Provides principles and practice in the art of preparing manuscripts and articles for publication. <i>Prerequisite:</i> ENG-212, C- or higher.		
ENG-319	Advanced Grammar	3/2
This course will explore the descriptive and prescriptive grammar of English, which will be analyzed according to traditional, structural, and transformational methods. <i>Prerequisite:</i> ENG-212.		
ENG-320	Advanced Writing Workshop	3/1
An advanced writing workshop that will cover the forms and techniques of creative writing. <i>Prerequisite:</i> ENG-212.		
ENG-324	Literary Modernisms: Anglo-American Writers	3/3
An in-depth look at the emerging voices between (and just before and just after) the two World Wars, with special attention paid to the philosophical and spiritual crises of the era. <i>Prerequisites:</i> ENG-212 & ENG-223.		
ENG-326	Contemporary Literature	3/2
A survey of Anglo-American (and some broader world) authors whose works are recent or current, and who are in discourse with contemporary themes, especially relating to post-modernism. Attention will also be given to the various strands of literary theory that have helped to shape the contemporary context. <i>Prerequisites:</i> ENG-212 & ENG-223.		
ENG-327	Introduction to Publishing	3/4
This course introduces students to the process of book publishing and the people who make it happen: authors (content developers, whether individuals or groups); agents and agencies (the link between authors and publishers); publishers (editorial, marketing, and sales); retailers (brick and mortar and online booksellers); readers (both customers and consumers). <i>Students will come away with an overview of publishing. Prerequisite:</i> ENG-212, C- or higher.		
ENG-328	Selected Authors and Eras	3/1
This rotating course will provide an opportunity for students to study deeply the works of a single important author (such as Austen or Faulkner) or a school or authors who helped define an era (such as Romanticism or Restoration Satire). The course can be repeated for credit. <i>Prerequisites:</i> ENG-212 & ENG-223.		
ENG-329	Selected Topics in Professional Writing	3/4
A rotating topics course that focuses on particular topics in professional writing, including technical writing and writing for digital communication.. <i>Prerequisites:</i> ENG-227.		
ENG-334	American Renaissance in the Nineteenth Century	3/3
A survey of the 'coming of age' of the American literary voice, beginning with the Concord movement of Emerson, Thoreau, Hawthorne and Melville, and following through with such disparate pre- and post war voices as Dickinson, Whitman and Twain. <i>Prerequisites:</i> ENG-212 & ENG-223.		
ENG-342	British Romantic and Victorian Literature	3/3
A survey of major Romantic and Victorian writers from historical, ideological and aesthetic viewpoints. <i>Prerequisites:</i> ENG-212 & ENG-223.		
ENG-344	British Literature to 1700	3/3
A survey of important formative works, both in terms of language and of imaginative vision, from Beowulf up to The Fairie Queen. <i>Prerequisites:</i> ENG-212 & ENG-223.		
ENG-347	Religious Authors	3/6
Will focus on a variety of religious authors from both British and American perspectives. Students may expect semesters on C.S. Lewis, J.R.R. Tolkien, John Milton, John Donne and other contemporary authors, or a combination of several authors, giving a perspective of the development of religious writing. <i>Prerequisites:</i> ENG-212 & ENG-223.		
ENG-353/LIN-353	Linguistic History of the English Language	3/4
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. <i>Prerequisites:</i> ENG-212.		
ENG-361/HIS-361	Holocaust Literature	3/6
This course will examine the Holocaust as an historical event and examine the literature that it has produced and continues to produce. <i>Prerequisites:</i> ENG-212 & ENG-223 or permission of the instructor.		
ENG-364	Writers and Styles	3/4
A reading course for writers, focused on analyzing the styles and techniques of well-regarded writers in various genres. <i>Prerequisites:</i> ENG-212.		
ENG-380	Internship	1-6/1
Academic credit and evaluation for practical work learning experience in the field of English developed in cooperation with an internship coordinator and a sponsoring organization. <i>Prerequisites:</i> junior status, a GPA of 2.00 or higher and nine completed credit hours in the major or minor where the internship is required.		

- ENG-463/COM-463 Secondary English Methods 3/2**
Focuses on the content-specific pedagogy for teaching the language arts curriculum in public or private secondary schools. *Prerequisite: Admission to and good standing in the Teacher Education program, ENG-212 & ENG-223.*
- ENG-470 Directed Readings 1-3/6**
Guided readings and reports in areas of interests and need. The student may complete an in-depth study of specific areas that include literature and creative writing. *Prerequisites: ENG-212 & ENG-223 and approval of the division chair.*
- ENG-480 Advanced Topics 3/6**
Seminars, groups or independent studies and research on topics in English, creative writing, or literature. *Prerequisites: ENG-212 & ENG-223.*
- ENG-490 Independent Study 1-3/6**
With faculty supervision, the student researches and/or writes on a specific area of interest in English, literature, or creative writing. *Prerequisites: ENG-212 & ENG-224 plus nine hours on the 300/400 level, permission of the instructor, and approval of the division chair.*

FRENCH

- FRN-101 Elementary French I 4/6**
A proficiency-oriented elementary level French course in which the four basic skills in language learning are taught: speaking, reading, writing and listening.
- FRN-102 Elementary French II 4/6**
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 3/6**
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 3/6**
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 4/6**
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 4/6**
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 3/6**
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 3/6**
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-102 World Civilization II Lab 1/6**
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	3/2
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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 3/1

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 3/4

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-223 History Matters 3/2

An examination of a contemporary issue in the light of history. The specific topic of the class varies but is typically concerned with the connections between religion, culture and politics. The class models how knowledge of the past can give the perspective necessary for developing a mature Christian response to matters of current concern. In so doing, the class will also invite students to reflect more broadly on how thinking historically helps cultivate key Christian virtues such as hospitality, humility and wisdom; and to grasp how historical skills of investigation, analysis and communication can be applied to a range of vocations. *Prerequisite: HIS-114.*

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
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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-328	Themes in History	3/2
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A thematic study of an aspect of American, European or global history. The class may explore political, economic, intellectual, cultural, social, or religious history in a regional, national, or trans-national perspective. Possibilities include history of American business history of Evangelism; British-American foreign relations in the twentieth century; history of consumerism; Christianity, War, and Peace in the Twentieth Century. (Can be repeated for credit). *Prerequisite: HIS-114.*

HIS-341 **Medieval History** **3/6**

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: HJS-113.*

HIS-342 **Renaissance and Reformation** **3/6**

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** **3/6**

Early Modern Europe
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 3/6

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 3/6**
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) 3/6**
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 1-6/6**
Individualized opportunities with historical societies, museums, libraries, investigative journalism, and others.
- HIS-451 Historiography I (SSC-451) 2/2**
The first of two sequential capstone courses which address the making of history. This will examine philosophy of history, select historians and schools of interpretation, a Christian worldview of history, and pertinent professional issues. It will focus on the development of professional research methods, skills and practices. It will entail initial topic development and primary and secondary research for a major original research project. *Prerequisite: 21 hours of history.*
- HIS-452 Capstone Seminar: Historiography II (SSC-452) 1/2**
The second of two sequential capstone courses which address the making of history. This will build upon the first course, employing knowledge, skills and preliminary work from that experience to complete a major research project based upon intensive primary and secondary research. This will culminate with the proper writing and presentation of such research. *Prerequisite: HIS/SSC-451.*
NOTE: HIS-451 and HIS-452 must be taken in sequence during consecutive semesters.
- HIS-461 Early Church History 3/6**
This course will investigate the foundations of the Church beginning with Greco-Roman and Judaic backgrounds through the 7th Ecumenical Council. Particular attention will be given to the theological developments, heresies and schisms and the most significant personages in this period. Persecution and the rise of monasticism will also be studied in detail.
- HIS-470 Readings in History I 3/6**
With faculty supervision, students read in a specific period or area that complements their major concentration. *Prerequisite: Approval of the division chair.*
- HIS-480 Advanced Topics 3/6**
Course possibilities include Great American Presidents, Presidential Assassinations, Russian History, America's Wars, British history, Civil War and Reconstruction, the Holocaust, and others.
- HIS-490 Independent Studies 1-3/1**
With faculty supervision, the student researches and/or writes on a specific period or area of his or her interest. *Prerequisite: Approval of the division chair.*

HUMANITIES

- HUM-121 Humanities & Vocation I 1/2**
This course is designed for majors in the Humanities. Students will prepare for their post-graduation careers. We also will examine specific work environments (e.g., corporations, universities, and nonprofits); the value of attending graduate or professional school; and the role that internships, undergraduate research, and networking play in career development.
- HUM-221 Humanities & Vocation II 1/2**
This course is designed for majors in the Humanities. Students will prepare for their post-graduation careers. We also will examine specific work environments (e.g., corporations, universities, and nonprofits); the value of attending graduate or professional school; and the role that internships, undergraduate research, and networking play in career development. *Prerequisites: HUM-121.*
- HUM-311 Imagination in Culture 3/1**
This course is an examination of the forms and structures of various literary, visual, and musical texts. Students will develop a charitable hermeneutic enabling them to discover and understand the worldviews embodied in various cultural artifacts and leading them to responsible cultural and civic engagement. *Prerequisite: PHI-211.*
- HUM-382 Humanities Seminar 3/2**
A seminar that is centered on themes that cross disciplinary boundaries in the Humanities. May be taken for up to 12 credits.
- HUM-421 Creative Endeavors 3/4**
Maximize the creative impulse. Engage soul-level tools that keep creativity fresh: journaling, filling the "well," and other exercises in Julia Cameron's *The Artist's Way*. Creative Endeavors frees, equips, and develops creativity regardless from which field the creativity arises. *Prerequisite: ENG-212 & ENG-223 or permission from instructor.*

1/2

A culminating integration of theory and practice with a two-fold aim: First, we will discuss the nuanced relationship of language and ideas from the various perspectives represented within the Humanities strands, using representative texts from each. Second, we will weave in the notion of Vocation in both a general sense (through a common reading), and in the specific sense of discussions about graduate school and career preparation. *Prerequisite: Senior Status.*

 $\frac{1}{2}$

A final, individual project that provides an in-depth exploration of a topic related to course strand. Students work closely with a thesis advisor and are required to submit a comprehensive written thesis as well as make an oral presentation of the research results in front of an academic panel. *Prerequisite: Senior Status.*

LATIN

4/6

An introduction to Latin grammar of classical times and Roman History as the cultural context of the Latin language. The class will teach morphology, syntax, and vocabulary, so that students will be able to translate prose literature.

4/6

This class is a continuation of Latin 101 with more work on grammar and vocabulary and Roman history. Students will be able to translate longer prose passages and basic poetry. Readings from selected passages of classical authors will begin. *Prerequisite: LAT-101 or equivalent.*

3/6

The course studies passages from selected authors, such as Cicero, Livy, and Ovid. It reviews grammar and gives students the opportunity to focus on translation skills. Students will become familiar with the diversity of writing styles, philosophical interests, rhetorical techniques, and literary excellence of Classical Latin. *Prerequisite: LAT-102 or equivalent.*

3/6

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

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.

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.*

3/4

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.*

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.*

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 multicultural educational situations. *Prerequisite:* LIN-225.

1-6/6

Academic credit and evaluation for practical work-learning experience in the field of linguistics developed in cooperation with an internship coordinator and a sponsoring organization. *Prerequisites: junior status, a GPA of 2.00 or higher and nine completed credit hours in the major or minor where the internship is required.*

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.

3/6

LIN 225 Selected Linguists
An in-depth analysis of one or more important linguists. The course can be repeated for credit. *Prerequisite:* LIN-225.

3/6

Analysis and problem solving in phonology, morphology, and syntax using data from many languages. Emphasis is both practical (learning how to describe grammar and sound system of a language) and theoretical (understanding languages' behavior). *Prerequisite:* LIN-225.

1-3/6

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.

3/6

Seminars, groups, or independent studies and research on topics in linguistics. *Prerequisite: LIN-225.*

3-6/6

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.

1-3/6

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

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.

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.

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.

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

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.

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.

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.*

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.*

3/4

A study of the development of important ethical theories from Greek sources to postmodern concerns. *Prerequisite: PHI-211.*

3/2

An in-depth analysis of one or more important philosophical thinkers. The course can be repeated for credit. *Prerequisite:* PHI-211.

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.*

1-3/6

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.*

SPA-225	Temas lingüísticos (Linguistic Themes)	1/2
Students will deepen their understanding of the Spanish language through the study of various topics in theoretical and applied linguistics, including phonetics, phonology, morphology, syntax, sociolinguistics or second language acquisition. <i>Prerequisite: SPA-102 or any 200 or 300 level SPA course.</i>		
SPA-312	La voz latinoamericana (Latin-American Voice)	3/4
This course will submerge the student in the creation of the nation and identity in Latin-American from the beginning of the Colony up to end of it. Native and Spaniard texts will be analyzed in Spanish. <i>Prerequisite: SPA-202 or two 200 level or one 300 level SPA course.</i>		
SPA-314	Evolución de la diversidad en España (The Evolution of Diversity in Spain)	3/4
This course will explore examples of Spanish literature from medieval times up to the XIX century. The course will cover linguistic change, including an exploration of attitudes and perceptions that may still be present today. <i>Prerequisite: SPA-202 or two 200 level or one 300 level SPA course.</i>		
SPA-315	Diversidad latinoamericana (Latin American Diversity)	3/4
Spanish speaking Latin America is comprised of 20 countries. In this class, students will embark on a journey to see commonalities, differences and uniqueness of many of these countries by interviewing native speakers on campus and in the surrounding cities as well as readings from Latin American texts (short stories, poems, essays, etc) from the XIX, XX and XXI centuries. <i>Prerequisite: SPA-202 or two 200 level or one 300 level SPA course.</i>		
SPA-316	Conversación en la ciudad (Conversation in the city)	3/6
The course will allow students to connect with Latin American/Latino families in the city. Students will interview them on a series of topics ranging from religious beliefs, cultural practices and personal history. Students will also visit church with them, go to the supermarket, leisure activities, etc. Conversations will be conducted in Spanish. <i>Prerequisite: SPA-202 or two 200 level or one 300 level SPA course.</i>		
SPA-317	Perspectivas culturales (Cultural Perspectives)	3/6
This online course - either in Spanish or English - will help students gain cultural understanding of the Latino communities here in the city. Students will embark on a journey to see commonalities, difference and uniqueness of many Latin American peoples. <i>Prerequisite: SPA-202 or two 200 level or one 300 level SPA course.</i>		
SPA-318	Taller de escritores (Writing Workshop)	3/4
Students will develop written communication skills for a variety of purposes by analyzing different articles, excerpts from books, newspapers in order to identify patterns, format, context of idiomatic expressions, specific usage of grammatical structures and contemporary use of vocabulary. These will serve as examples to strengthen their writing as well as develop their editing skills. <i>Prerequisite: SPA-202 or two 200 level or one 300 level SPA course.</i>		
SPA-334	Selected Topics in Spanish Language and Culture	3/4
Rotating course that will provide students an in-depth study of interesting and relevant topics ranging from Spanish Linguistics to Hispanic culture, literature and history. This course may be repeated for credit. <i>Prerequisite: SPA-202 or two 200 level or one 300 level SPA course.</i>		
SPA-380	Spanish Internship	1-6/6
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 GPA and nine completed hours in the major or minor.</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	1-3/6
Guided faculty supervision in student areas of interest (Literature or language). <i>Prerequisites: approval of the division chair.</i>		
SPA-490	Independent Study	1-3/6
With faculty supervision, the student researches and/or writes on a specific area of interest. <i>Prerequisite: permission of the instructor and institutional requirements.</i>		

INTERDISCIPLINARY STUDIES

DIVISION



Pete Muir, Ph.D.
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 minors in Social Justice and Creativity and Innovation. 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 Creativity and Innovation Honors Institute.

DEGREES

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

MAJORS

General Studies
Interdisciplinary Studies

MINOR

Social Justice
Creativity and Innovation

FACULTY

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

CORE CURRICULUM FOR THE ASSOCIATE OF SCIENCE DEGREE

General Studies *(requires permission of the Dean of Accreditation & Curriculum)*

Credit Hours

GENERAL EDUCATION CORE

BIO-111	Introduction to Biological Sciences	4
COM-112	Communication in Culture	3
ENG-212**	Writing In Culture	3
HIS-114	World Civilization II	3
IDS-101	Creativity and Problem Solving	2
IDS-103	CU Foundations I	1
IDS-104	CU Foundations II	1
KIN-100	Total Fitness & Wellness	2
KIN-1XX	Activity Course	1
LIN-100	Language in Culture	3
MAT-110	College Mathematics	3
PHI-211	Philosophy in Culture	3
REL-104	Old Testament Literature	3
REL-204	New Testament Literature	3
Social Science Course (PSY-111, SOC-111, ECN-231, ECN-232, CMI-223, SSC-161, SSC-211 or SSC-262)		3
Elective Courses		22
Total		60

** All students must meet the university's competency requirements for writing before being placed into ENG-212. See page 35 for placement criteria.

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 GPA 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 (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/IDS 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

CREATIVITY AND INNOVATION HONORS INSTITUTE

GOAL

Building lives that matter by preparing students with competencies needed to engage in an ever-changing world.

APPROACH

We believe *learning is a process that leads to change, which occurs as a result of experiences*¹. By using effective teaching strategies such as interdisciplinary problem solving, emerging documentation, context lectures, and problem-based learning, students will become lifelong learners, master adapters, and problem solvers who have developed empathetic and collaboration skills needed in today's marketplace. The Honors Institute uses the cohort model, allowing students to get to know each other better so that they may challenge and support each other's learning more effectively.

Great Books

Founded in a life of virtue, students become life-long learners, fully engaged citizens and cultivate a heart that pursues the Good, the True and the Beautiful.

Interdisciplinary

A good education teaches students to examine a subject from a variety of perspectives so that they become well-rounded people who have the ability to think well in any situation or discipline.

Creativity and Innovation

Students will discover their vital role as creative cultivators who bear the image of God through talent development, practicing creative habits and using innovative processes.

CREATIVITY AND INNOVATION HONORS MAJOR (2ND MAJOR ONLY)

The Creativity and Innovation Honors Institute will award students, who complete the program, a major in Creativity and Innovation Studies. Students seeking entrance into the program will need a GPA of 3.5 or higher and an ACT score of at least 25 or SAT score of at least 1100 to be able to apply.

COURSES		CREDITS
IDS-103	CU Foundations I	1
IDS-104	CU Foundations II	1
REL 130	Old Testament Lit.	3
REL 236	New Testament Lit.	3
IDS 140	CIHI Honors I	4
IDS 141	CIHI Honors II	4
IDS 240	CIHI Honors III	4
IDS 241	CIHI Honors IV	4
IDS 340	CIHI Honors V	1
IDS 202	Creativity in the Conceptual Age	4
IDS 205	Strategies for Innov. Thought and Design	3
IDS 312	Science of Human Innovation	3
IDS 450	Creative Emergence	3
Global Studies Requirement		-
TOTAL		38

Students dropping out of the program will have the following equivalents:

Courses Completed

Honors I-II
Honors I-III
Honors I-IV

Equivalent

ENG-212/IDS-101
ENG-212/IDS-101/KIN-100
ENG-212/IDS-101/KIN-100/COM-112/PHI-211

¹Ambrose, Susan. How Learning Works

COURSE DESCRIPTIONS

DEPARTMENT/LEVEL AND COURSE NAME

CREDITS/FREQUENCY
(See page 59 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 core course provides a 2-semester curricular/co-curricular experience where CU students are introduced to the “4 C’s” of Christ, Character, Community and Culture that form a foundation for their college experience. The course includes service experience, short lectures, academic readings, discussions and assignments focusing on college transition, Christian worldview and civic and global engagement.
- IDS-104 CU Foundations II 1/1**
This core course provides a 2-semester curricular/co-curricular experience where CU students are introduced to the “4 C’s” of Christ, Character, Community and Culture that form a foundation for their college experience. The course includes service experience, short lectures, academic readings, discussions and assignments focusing on college transition, Christian worldview and civic and global engagement.
- IDS-140 CIHI Honors I 4/2**
Readings from Antiquity provides foundational understanding of mythical and philosophical themes at the root of Western civilization. In conjunction with the readings, students will examine related topics, current events and ethical issues using interdisciplinary problem solving approaches, context lectures, emerging documentation, and problem-based learning.
- IDS-141 CIHI Honors II 4/2**
Readings from Late Antiquity to Early Medieval follows the full transformation and integration of Christian civilization—good, bad, and ugly, with particular interest on the life of the mind and the imagination for the believer. In conjunction with the readings, students will examine related topics, current events and ethical issues using interdisciplinary problem solving approaches, context lectures, and problem-based learning. *Prerequisite: IDS-140*
- 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.
- 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 effectiveness in real world situations. Emphasis will be placed on how innovative thought can be applied to their specific major and personal endeavors.
- IDS-240 CIHI Honors III 4/2**
Readings from Renaissance to Enlightenment will show the fusion of humanistic ideas and trajectories in science, politics, philosophy, and theology. Students will examine related topics, current events and ethical issues using interdisciplinary problem solving approaches, context lectures, and problem-based learning. *Prerequisite: IDS-141*
- IDS-241 CIHI Honors IV 4/2**
Readings from Modernity show the displacement of theistic visions by thorough-going revisions of human knowing and acting. Students will examine related topics, current events and ethical issues using interdisciplinary problem solving approaches, gamification, emerging documentation and problem-based learning. *Prerequisite: IDS-240*
- 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. *Prerequisite: IDS-202*
- IDS-340 CIHI Honors V 1/2**
A seminar of the great books covering the 20th and 21st century from writers such as Churchill, Carsen, and Derrida. *Prerequisite: IDS-241*
- 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. *Prerequisites: IDS-202, IDS-205 and Junior status*

KINESIOLOGY, SCIENCE, ENGINEERING & MATHEMATICS DIVISION



Ned Keller, Ph.D.
Division Chair

The Kinesiology, Science, Engineering 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 KSEM 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, engineering, exercise science and for teacher education, majors in integrated science, mathematics and physical education. Pre-medical, pre-veterinary, pre-dental, pre-physician's assistant 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

Associate of Science (A.S.)
Bachelor of Arts (B.A.)
Bachelor of Science (B.S.)
Bachelor of Science in
Engineering (B.S.E.)

MAJORS

Biology (B.A.)
Biology (Secondary; B.A.)
Engineering (B.S.E.)
Data Science
Design and Innovation
Environmental
Management
Environmental Biology (B.S.)
Naturalist
Water Resources
Wildlife Biology
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-Physician's Assistant (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

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

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

Devereaux, Stephen M., Assistant Professor of Mathematics; B.S., Cedarville University; M.A., Western Michigan University; Ph.D., Western Michigan University

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

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

Greene, Michael K., Assistant Professor of Engineering; B.S., Auburn University; M.S., Naval Postgraduate School

Hoffman, Robert K., Assistant Professor of Mathematics; B.S., Western Michigan University; M.A., Western Michigan University

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

Sackett, James R., Assistant Professor of Kinesiology; B.A., Adrian College; M.S., Ball State University; Ph.D., University at Buffalo

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., Associate 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.

ASSOCIATE OF SCIENCE

HEALTH SERVICES

Required Courses

General Education Core

		Credit Hours
COM-112	Communication in Culture	3
ENG-212	Writing in Culture	3
ENG-223	Intro to Literature	3
HIS-114	World Civilization II	3
HUM-311	Imagination in Culture	3
IDS-103	CU Foundations	1
IDS-104	CU Foundations	1
MAT-108	Intermediate Algebra	3
MAT-151/BUS-211	Statistics	3
PHI-211	Philosophy in Culture	3
PSY-111	Intro to Psychology	3
PSY-235	Lifespan Development Psychology	3
REL-104	Old Testament Literature	3
REL-204	New Testament Literature	3
SOC-111	Intro to Sociology	3

Science Courses

BIO-151	General Biology	4
BIO-241	Anatomy & Physiology I	4
BIO-242	Anatomy & Physiology II	4
BIO-347	Intro to Nutrition	3
BIO-352	Microbiology	4
CHM-111	Principles of General Chemistry	4
CHM-112	Principles of Organic and Biochemistry	4
SCI-345	Epidemiology for Nursing	3

Total **71**

NOTE: A qualified Pathophysiology must be taken prior to entry at Detroit Mercy. Students must meet both English and Math competency requirements. See Degree Information Section.

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.....	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.....	4
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*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.....	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.....	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	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	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	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.

Required Courses		Credit Hours
MAT-131	Calculus I	5
MAT-132	Calculus II	5
MAT-233	Differential Equations	3
MAT-234	Multivariate Calculus	3
MAT-241	Applied Linear Algebra	3
MAT-244	Methods of Mathematical Research	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-401	Capstone Seminar for Mathematics	3
Total		40

MATHEMATICS MINOR

Required Courses		Credit Hours
MAT-131	Calculus I	5
MAT-132	Calculus II	5
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>		6
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		28

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	5
MAT-132	Calculus II	5
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		37

MATHEMATICS MINOR FOR ELEMENTARY TEACHERS

Required Courses		Credit Hours
MAT-131	Calculus I	5
MAT-151	Statistics	3
MAT-243	Discrete Mathematics	3
MAT-312	Elementary Mathematics & Methods and Field Experience	4
Choose three of the following:		9-11
MAT-110	College Math	
MAT-121	College Algebra	
MAT-122	Pre-calculus	
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		24-26

MATHEMATICS MINOR FOR SECONDARY TEACHERS

Required Courses		Credit Hours
MAT-131	Calculus I	5
MAT-132	Calculus II	5
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
One of the following:		3
MAT-233	Differential Equations	
MAT-234	Multivariate Calculus	
Total		28

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.

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-241	Anatomy and Physiology I	4
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-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		40

*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.

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
Choose one of the following:		3
KIN-231	Principles of Coaching	
KIN-243	Strategies for Teaching Physical Education K-12	
KIN-342	Exercise Physiology	
KIN-344	Adapted Physical Education	
KIN-345	Measurement and Evaluation	
KIN-441	Organization and Administration	
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 meet the core activity program course requirements in physical education. (Grades 6-12 endorsed).

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-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
Total		28

*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
One of the following:		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
One of the following:		3
BIO-347	Intro to Nutrition	
PSY-362	Sport & Exercise Psychology	
KIN-370	Coaching Practicum	1
Total		21

ENVIRONMENTAL BIOLOGY MAJOR *(no minor required)*

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-225	Botany	4
BIO-233	Zoology	4
BIO-400	Capstone Seminar: Bioethics & Argument Theory	3
ECO-241	Environmental Science	4
ECO-341	Ecology	4
ECO-342	Field Biology	4
ECO-442	Advanced Field Studies	4
SCI-262	Geology	4
SCI-361	Evolution & Origins	3
SCI-380	Internship	3
SCI-495	Senior Research Project	1
SCI-496	Senior Research Seminar	1
Total		.43
Environmental Biology Specific Courses		
BIO-351	Genetics	4
Upper Level Elective in BIO or ECO		4
Upper Level AuSable Electives		12
One of the following:		4
BIO-331	Ornithology	
BIO-431	Vertebrate Zoology	
Total		.24
Program Total		.67
Required Cognates*		
CHM-111	Principles of General Chemistry	4
CHM-212	Principles of Organic and Biochemistry	4
MAT-121	College Algebra	3
MAT-151	Statistics	3
*A cognate is a course which supports the success of completing a major program		
Total Hours including Required Cognates		81

ENVIRONMENTAL BIOLOGY - NATURALIST MAJOR *(no minor required)*

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-225	Botany	4
BIO-233	Zoology	4
BIO-400	Capstone Seminar: Bioethics & Argument Theory	3
ECO-241	Environmental Science	4
ECO-341	Ecology	4
ECO-342	Field Biology	4
ECO-442	Advanced Field Studies	4
SCI-262	Geology	4
SCI-361	Evolution & Origins	3
SCI-380	Internship	3
SCI-495	Senior Research Project	1
SCI-496	Senior Research Seminar	1
Total		.43
Environmental Naturalist Specific Courses		
COM-212	Interpersonal Communication	3
COM-322	Advanced Public Speaking	3
ECO-355	Watersheds in Global Development	4
ECO-361	Field Biology in Spring	4
ECO-482	Restoration Ecology	4
SCI-400	Integrated Science Capstone	2
SCI-465	Secondary Science Methods	3
One of the following:		4
BIO-331	Ornithology	
BIO-431	Vertebrate Zoology	
Total		.27
Program Total		.70

Required Cognates*

CHM-111	Principles of General Chemistry	4
CHM-212	Principles of Organic and Biochemistry	4
MAT-121	College Algebra	3
MAT-151	Statistics	3

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

Total Hours including Required Cognates **84**

ENVIRONMENTAL BIOLOGY - WATER RESOURCES MAJOR *(no minor required)*

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-225	Botany	4
BIO-233	Zoology	4
BIO-400	Capstone Seminar: Bioethics & Argument Theory	3
ECO-241	Environmental Science	4
ECO-341	Ecology	4
ECO-342	Field Biology	4
ECO-442	Advanced Field Studies	4
SCI-262	Geology	4
SCI-361	Evolution & Origins	3
SCI-380	Internship	3
SCI-495	Senior Research Project	1
SCI-496	Senior Research Seminar	1

Total **43**

Water Resources Specific Courses

BIO-351	Genetics	4
BIO-352	Microbiology	4
BIO-431	Vertebrate Zoology	4
ECO-302	Lake Ecology and Management	4
ECO-322	Aquatic Biology	4
ECO-331	Environmental Chemistry	4

Total **24**

Program Total **67**

Required Cognates*

CHM-111	Principles of General Chemistry	4
CHM-212	Principles of Organic and Biochemistry	4
MAT-121	College Algebra	3
MAT-151	Statistics	3

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

Total Hours including Required Cognates **81**

ENVIRONMENTAL BIOLOGY - WILDLIFE BIOLOGY MAJOR *(no minor required)*

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-225	Botany	4
BIO-233	Zoology	4
BIO-400	Capstone Seminar: Bioethics & Argument Theory	3
ECO-241	Environmental Science	4
ECO-341	Ecology	4
ECO-342	Field Biology	4
ECO-442	Advanced Field Studies	4
SCI-262	Geology	4
SCI-361	Evolution & Origins	3
SCI-380	Internship	3
SCI-495	Senior Research Project	1
SCI-496	Senior Research Seminar	1

Total **43**

Continued on Next Page

Wildlife Biology Specific Courses

BIO-331	Ornithology	4
BIO-351	Genetics	4
BIO-431	Vertebrate Zoology	4
ECO-301	Land Resources	4
ECO-311	Field Botany	4
ECO-345	Wildlife Ecology	4

Total **24**

Program Total **.67**

Required Cognates*

CHM-111	Principles of General Chemistry	4
CHM-212	Principles of Organic and Biochemistry	4
MAT-121	College Algebra	3
MAT-151	Statistics	3

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

Total Hours including Required Cognate **81**

Elective courses not required in major to meet potential Wildlife Certification requirements

COM-322	Advanced Public Speaking	3
ECO-310	Environmental Law & Policy	4
MAT-131	Calculus I	5
MAT-132	Calculus II	5

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 (<i>Prerequisite: BIO-241</i>)	4

One of the following: 3-5

MAT-110	College Math
MAT-121	College Algebra
MAT-122	Pre-calculus
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 (<i>Prerequisite: BIO-241/242 & KIN-346</i>)	3
KIN-345	Measurement and Evaluation (<i>Prerequisite: Math core requirement</i>)	3
KIN-346	Exercise Testing & Prescriptions (<i>Prerequisite: BIO-241/242</i>)	3
KIN-362	First Aid and Injury Prevention	3
KIN-380*	Internship (<i>ExSCI, PT, and OT Majors ONLY. Cardiac Rehab majors take KIN-380 in their own concentration - see below</i>)	6
KIN-400	Professional Capstone Seminar (<i>Prerequisite: MAT-151</i>)	2
MAT-151	Statistics	3

Total **51-53**

*Cardiac Rehabilitation - see below

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	12
PSY-239	Adult Psychology	3
SCI-242	Medical Terminology	2
SCI-346	Pharmacology	3

Total **28**

*500 documented clinical hours in one experience required to take ACSM certification exam

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
One of the following:		3-5
MAT-121	College Algebra	
MAT-122	Pre-calculus	
MAT-131	Calculus I	
One of the following options:		4-8
CHM-111	Principles of General Chemistry	
CHM-121/122	General Chemistry I & II	
Total		18-24

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 *(does not require a minor)*

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

Required Courses		Credit Hours
MAT-131	Calculus I	5
MAT-132	Calculus II	5
MAT-233	Differential Equations	3
MAT-234	Multivariate Calculus	3
MAT-241	Applied Linear Algebra	3
MAT-244	Methods of Mathematical Research	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-401	Capstone Seminar for Mathematics	3
MAT-480	Advanced Topics in Mathematical Sciences	3
PHY-221	Physics for Scientists and Engineers I	5
Total		48

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
<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>		3-5
MAT-121	College Algebra	
MAT-122	Pre-calculus	
MAT-131	Calculus I	

Total..... **32-34**

Total Program Hours..... **77-81**

*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	

Continued on Next Page

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
<i>One of the following:</i>		3-5
MAT-121	College Algebra	
MAT-122	Pre-calculus	
MAT-131	Calculus I	

Total **38-40**

Total Program Hours **83-87**

*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 I	5
MAT-151	Statistics	3
PHY-211	Physics I	4
PHY-212	Physics II	4

Total **34**

Total Program Hours **80-81**

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

PRE-PHYSICIAN'S ASSISTANT 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-241	Anatomy & Physiology I	4
BIO-242	Anatomy & Physiology II	4
BIO-351	Genetics	4
BIO-352	Microbiology	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		31

Pre-Professional		Credit Hours
Choose one of the following:		2-4
BIO-347	Intro to Nutrition	
BIO-353	Pathophysiology	
BIO-451	Molecular Cell Biology	
KIN-341	Anatomical Kinesiology	
KIN-342	Exercise Physiology	
KIN-346	Exercise Testing & Prescription	
SCI-242	Medical Terminology	
SCI-346	Pharmacology	
SCI-423	Neuroscience	
Total		33-35

Required Cognate* (satisfies minor requirement)

Required Courses		Credit Hours
CHM-121	General Chemistry I	4
CHM-122	General Chemistry II	4
CHM-212	Principles of Organic & Biochemistry	4
MAT-151	Statistics	3
PSY-111	General Psychology	3
PSY-235	Lifespan Development Psychology	3
One of the following:		3-4
MAT-121	College Algebra	
MAT-122	Pre-calculus	
Choose one of the following groups:		4-5
Group One:		
CHM-230	Organic Chemistry I Lab	
CHM-231	Organic Chemistry I	
Group Two:		
PHY-211	Physics I	
Total		28-30

Total Program Hours **61-65**

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

NOTE: Students pursuing the PA pre-professional major should be aware that graduate PA programs vary greatly in the prerequisite courses required to enter those programs. Electives should be chosen to satisfy the entry requirements for the school of interest to the student. Note that in addition to the curricular requirements, most PA graduate programs require from 500 to 1000 verified hours of health care or helping care experience.

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-361	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-151	Statistics	3
PHY-211	Physics I	4
PHY-212	Physics II	4
<i>One of the following:</i>		3-5
MAT-121	College Algebra	
MAT-122	Pre-calculus	
MAT-131	Calculus I	
Total		32-34
Total Program Hours		78-81

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

BACHELOR OF SCIENCE IN ENGINEERING MAJORS

DATA SCIENCE ENGINEERING MAJOR *(does not require a minor)*

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

Engineering Core Courses		Credit Hours
CHM-111	Chemistry I (CU)	4
EGR-214	Circuit Analysis I (CU)	4
EGR-220	Measurement & Data Analysis (CU)	1
EGR-226	Introduction to Digital Systems (CU)	4
EGR-380	Internship (min. 2 experiences) (CU)	6
EGR-485	Capstone Project & Ethics (CU)	1
EGR-486	Capstone Project II (CU)	2
GEGR-106	Introduction to Engineering Design I (GVSU)	3
GEGR-107	Introduction to Engineering Design II (GVSU)	3
GEGR-209	Mechanics and Machines (GVSU)	4
GEGR-250	Materials Science and Engineering (GVSU)	4
GEGR-309	Machine Design I (GVSU)	4
GEGR-345	Dynamic Systems Modeling & Control (GVSU)	4
MAT-131	Calculus I (CU)	5
MAT-132	Calculus II (CU)	5
MAT-234	Multivariate Calculus (CU)	3
MAT-235	Differential Equations & Linear Algebra for Engineers (CU)	3
MAT-251	Probability and Statistics (CU)	3
PHY-221	Physics for Science & Engineering I (CU)	5
PHY-222	Physics for Science & Engineering II (CU)	5
<i>Choose one of the following:</i>		4
GEGR-360	Thermodynamics (GVSU)	
GEGR-362	Thermal & Fluid Systems (GVSU)	
Total		77

Continued on Next Page

Data Science Major

CIS-216	Introduction to Data Management (CU)	3
CIS-218	Introduction to Application Dev (CU)	3
CIS-335	Data Mining (GVSU)	3
EGR-336	Project Management (CU)	3
GEGR-367	Manufacturing Processes (GVSU)	4
GEGR-440	Production Models (GVSU)	3
GSTA-216	Intermediate Applied Statistics (GVSU)	3
GSTA-321	Applied Regression (GVSU)	3
GSTA-426	Multivariate Data Analysis (GVSU)	3
Total		28
Program Total		105

DESIGN & INNOVATION ENGINEERING MAJOR *(does not require a minor)*

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

Engineering Core Courses		Credit Hours
CHM-111	Chemistry I (CU)	4
EGR-214	Circuit Analysis I (CU)	4
EGR-220	Measurement & Data Analysis (CU)	1
EGR-226	Introduction to Digital Systems (CU)	4
EGR-380	Internship (min. 2 experiences) (CU)	6
EGR-485	Capstone Project & Ethics (CU)	1
EGR-486	Capstone Project II (CU)	2
GEGR-106	Introduction to Engineering Design I (GVSU)	3
GEGR-107	Introduction to Engineering Design II (GVSU)	3
GEGR-209	Mechanics and Machines (GVSU)	4
GEGR-250	Materials Science and Engineering (GVSU)	4
GEGR-309	Machine Design I (GVSU)	4
GEGR-345	Dynamic Systems Modeling & Control (GVSU)	4
MAT-131	Calculus I (CU)	5
MAT-132	Calculus II (CU)	5
MAT-234	Multivariate Calculus (CU)	3
MAT-235	Differential Equations & Linear Algebra for Engineers (CU)	3
MAT-251	Probability and Statistics (CU)	3
PHY-221	Physics for Science & Engineering I (CU)	5
PHY-222	Physics for Science & Engineering II (CU)	5
Choose one of the following:		4
GEGR-360 Thermodynamics (GVSU)		
GEGR-362 Thermal & Fluid Systems (GVSU)		
Total		77

Design & Innovation Engineering Major

EGR-336	Project Management (CU)	3
GEGR-301	Analytical Tools for Product Design (GVSU)	4
GEGR-367	Manufacturing Processes (GVSU)	4
IDS-101	Creativity, Innovation and Problem Solving (CU)	2
IDS-202	Creativity in the Conceptual Age (CU)	4
IDS-205	Strategies for Innovative Thought & Design I (CU)	3
IDS-312	Science of Human Innovation (CU)	3
IDS-313	Strategies for Innovative Thought & Design II (CU)	3
IDS-413	Strategies for Innovative Thought & Design III (CU)	3
MDA-112	Design Drawing I (CU)	3
Total		32
Program Total		109

ENGINEERING MANAGEMENT MAJOR *(does not require a minor)*

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

Engineering Core Courses		Credit Hours
CHM-111	Chemistry I (CU)	4
EGR-214	Circuit Analysis I (CU)	4
EGR-220	Measurement & Data Analysis (CU)	1
EGR-226	Introduction to Digital Systems (CU)	4
EGR-380	Internship (min. 2 experiences) (CU)	6
EGR-485	Capstone Project & Ethics (CU)	1

EGR-486	Capstone Project II (CU)	2
GEGR-106	Introduction to Engineering Design I (GVSU)	3
GEGR-107	Introduction to Engineering Design II (GVSU)	3
GEGR-209	Mechanics and Machines (GVSU)	4
GEGR-250	Materials Science and EGR (GVSU)	4
GEGR-309	Machine Design I (GVSU)	4
GEGR-345	Dynamic Systems Modeling & Control (GVSU)	4
MAT-131	Calculus I (CU)	5
MAT-132	Calculus II (CU)	5
MAT-234	Multivariate Calculus (CU)	3
MAT-235	Differential Equations & Linear Algebra for Engineers (CU)	3
MAT-251	Probability and Statistics (CU)	3
PHY-221	Physics for Science & Engineering I (CU)	5
PHY-222	Physics for Science & Engineering II (CU)	5
Choose one of the following:		4
GEGR-360 Thermodynamics (GVSU)		
GEGR-362 Thermal & Fluid Systems (GVSU)		
Total		77
Management Major		
ACC-221	Accounting I (CU)	3
ACC-222	Accounting II (CU)	3
ECN-232	Microeconomics (CU)	3
EGR-336	Project Management (CU)	3
GEGR-367	Manufacturing Processes (GVSU)	4
GEGR-440	Production Models (GVSU)	3
MGT-231	Principles of Management (CU)	3
Choose two of the following:		6
FIN-341 Principles of Finance (CU)		
MGT-333 Operations Management (CU)		
MGT-335 Organizational Behavior (CU)		
MGT-337 Entrepreneurship (CU)		
MKT-251 Principles of Marketing (CU)		
Total		28
Program Total		105

ENVIRONMENTAL ENGINEERING MAJOR *(does not require a minor)*

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

Engineering Core Courses		Credit Hours
CHM-111	Chemistry I (CU)	4
EGR-214	Circuit Analysis I (CU)	4
EGR-220	Measurement & Data Analysis (CU)	1
EGR-226	Introduction to Digital Systems (CU)	4
GEGR-106	Introduction to Engineering Design I (GVSU)	3
GEGR-107	Introduction to Engineering Design II (GVSU)	3
GEGR-209	Mechanics and Machines (GVSU)	4
GEGR-250	Materials Science and Engineering (GVSU)	4
GEGR-309	Machine Design I (GVSU)	4
GEGR-345	Dynamic Systems Modeling & Control (GVSU)	4
EGR-380	Internship (min. 2 experiences) (CU)	6
EGR-485	Capstone Project & Ethics (CU)	1
EGR-486	Capstone Project II (CU)	2
MAT-131	Calculus I (CU)	5
MAT-132	Calculus II (CU)	5
MAT-234	Multivariate Calculus (CU)	3
MAT-235	Differential Equations & Linear Algebra for Engineers (CU)	3
MAT-251	Probability and Statistics (CU)	3
PHY-221	Physics for Science & Engineering I (CU)	5
PHY-222	Physics for Science & Engineering II (CU)	5
Choose one of the following:		4
GEGR-360 Thermodynamics (GVSU)		
GEGR-362 Thermal & Fluid Systems (GVSU)		
Total		77

Continued on Next Page

Environmental Engineering Major

BIO-151	General Biology (CU)	4
ECO-241	Environmental Science (CU)	4
ECO-341	Ecology(CU)	4
ECO-342	Field Biology (CU)	4
EGR-336	Project Management (CU)	3
EGR-437	Environmental Engineering (CU)	4
Choose one of the following:		4
GEGR-365 Fluid Mechanics (GVSU)		
GEGR-463 Alternative Energy Systems (GVSU)		
Total		27
Program Total		104

COURSE DESCRIPTIONS

DEPARTMENT/ LEVEL AND COURSE NAME

CREDITS/FREQUENCY
(See page 59 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.** *Prerequisites: BIO-111 or BIO-151 or advanced high school biology course.*

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.** *Prerequisite: BIO-241, C or higher*

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.

4/2

4/2

3/4

3/2

4/4

4/2

4/2

4/2

4/2

4/2

2/2

3/2

3/2

2/2

2/4

147 | BUILD A LIFE THAT MATTERS

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.*

COMPUTER INFORMATION SYSTEMS

Grand Valley State University

GCIS-335 Data Mining 3/2
Data mining is the application of computational techniques to the discovery of useful information in large data sets. This course will provide a hands-on study of computational methods for such knowledge discovery. Topics include clustering, classification techniques, and selected data mining software. Course offered winter semester. *Prerequisites: CIS-218 and MAT-251.*

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: EGR-106 or BIO-225 and 233, and MAT-151.*

ECO-342 Field Biology 4/4
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: EGR-106 or 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 Northern Ireland, Yellowstone National Park or the Florida peninsula. Students spend most of the time on location experiencing the ecology of the area. **Lab fee applied.**

ENGINEERING

Cornerstone University

EGR-214 Circuit Analysis I 4/6
The first of a two-course sequence in linear circuit analysis. Topics include Ohm's Law, Kirchhoff's Laws, node voltage and mesh current analysis, Thevenin's and Norton's Theorems, superposition, basic operation of diodes, transistors, operational amplifiers and transformers, capacitance, inductance, and time-domain analysis of first order circuits. **Lab fee applied.** *Prerequisite: PHY-222*

EGR-220 Measurement and Data Analysis 1/6
Measurement and data analysis lab that complements MAT-234. This course uses hands-on engineering tests and experiments to build understanding of applied statistical analysis. The use of various measurement and data-acquisition tools and data analysis techniques are introduced. Technical writing in the form of lab reports is introduced and emphasized. *Prerequisites: MAT-131 and ENG-212. Co-requisite: MAT-251.*

EGR-226 Introduction to Digital Systems 4/6
A first course in the analysis and design of digital systems. Provides an introduction to digital systems and microcontroller programming, Boolean algebra, combinational and sequential logic, microprocessor architecture, C programming for microcontrollers. Laboratory. **Lab fee applied.** *Prerequisites: Grade of C or better in GEGR-107.*

EGR-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. *Prerequisite: GEGR-107 and MGT-231*

EGR-380 Internship 1-6/6
This course provides an opportunity to work in a supervised engineering setting. The experience must include opportunities to apply the theories and concepts learned in the discipline of engineering. *Prerequisite: GEGR-107*

EGR-437 Environmental Engineering 4/4
An analysis of the impact of human development (industrial, commercial and residential) on air, land, and water resources. Special emphasis is placed on environmental engineering practices related to environmental laws and regulations. Additional topics include the development of environmental engineering plans and designs. **Lab fee applied.** *Prerequisites: ECO-241 and GEGR-360 or equivalent.*

EGR-485 Senior Engineering Capstone Project I 1/6
An independent investigation of theoretical or experimental design problems in engineering. The nature and scope of the project are determined by the student in consultation with the instructor and depend upon the facilities available. Normally this project is carried out during the entire senior year, with one-hour of credit during the first semester and two hours of credit during the second semester. A written technical report is required. All seniors meet together each week to discuss their projects with each other and their supervisor. Laboratory. **Lab fee applied.** *Prerequisite: EGR-336.*

EGR-486 Senior Engineering Capstone Project II 2/6
Continuation of student's work in EGR-485. Both an oral report and a final written technical report are required. *Prerequisites: EGR-485.*

Grand Valley State University

GEGR-106 Intro to Engineering Design I 3/1
A first course in the principles and practice of multi-disciplinary engineering analysis, design, construction, and evaluation. Topics include graphical communication, solid modeling, computer-aided manufacturing, computer programming fundamentals, structured programming, and principles of digital and analog electronics. Professional skills such as teamwork, problem solving, and communication (oral and written) are emphasized. *Corequisite: MAT-131.*

GEGR-107 Intro to Engineering Design II 3/1
A second course in the principles and practice of multi-disciplinary engineering analysis, design, construction, and evaluation. Topics include graphical communication, solid modeling, computer aided manufacturing, computer programming fundamentals, structured programming, and principles of digital and analog electronics. Professional skills such as teamwork, problem solving, and communication (oral and written) are emphasized. *Prerequisites: GEGR-106 and MAT-131.*

GEGR-209 Mechanics and Machines 4/1
Forces and moment, equilibrium, Free Body Diagrams. Introduction of machine elements: gears, belts, chains, shafts. Stress/strain: normal and shear stresses due to bending and torsion. Design and analysis of welds, fasteners: bolts and rivets in engineering structures. Principles of mechanical design: synthesis and selection methods of basic off-the-shelf machine components. *Prerequisites: MAT-132 and PHY-221. Declared as an engineering major.*

GEGR-250 Material Science and Engineering 4/1
The internal structure, composition, and processing of metals, polymers, and ceramics are related to their properties, end use, performance, and application in engineering. Materials selection exercises are included. *Prerequisites: CHM-111 and PHY-222.*

GEGR-301 Analytical Tools for Product Design 4/2
Analytic methods in product design are integrated into a coherent design process that includes: gathering customer requirements, establishing specifications, generating alternative concepts, estimating feasibility, concept selection, embodiment design, design refinement, prototyping, and project planning. *Prerequisite: GEGR-250.*

GEGR-309 Machine Design I 4/2
Topics include shear and bending stresses in beams, beam deflections, statically indeterminate beams, planar combined loading, triaxial stress and strain transformations, static failure theories, fatigue failure theories, surface failures, belt and chain drives, clutches and brakes, finite element analysis for planar loading, and introduction to strain gauges and rosettes. *Prerequisite: GEGR-209.*

GEGR-345 Dynamics Systems & Modeling 4/2
An introduction to mathematical modeling of mechanical, thermal, fluid, and electrical systems. Topics include equation formulation, Laplace transform methods, transfer functions, system response and stability, Fourier methods, frequency response, feedback control, control actions, block diagrams, state variable formulation, and computer simulation. Emphasis on mechanical systems. *Prerequisites: EGR-214 and MAT-235.*

GEGR-360 Thermodynamics 4/1
Basic concepts of thermodynamics and an introduction to heat transfer. Properties of pure substances, equation of state, work, heat, first and second laws of thermodynamics, closed systems and control volume analysis, irreversibility and availability, refrigeration and power cycles, thermodynamic relations, introduction to conduction, convection, radiation, heat transfer, and heat exchange design. *Prerequisites: PHY-222 and MAT-235.*

GEGR-362 Thermal & Fluid Systems 4/2 (Summer)
Thermal system engineering is primarily a study of energy: its forms, transformations, the transfer of it, and efficiency related to its transfer and use. This course includes the thermodynamic, fluid mechanics, and heat transfer principles required to understand the design of thermal systems found in product designs and manufacturing. *Prerequisites: PHY-222 and MAT-235.*

GEGR-365 Fluid Mechanics 4/2
Topics include fluid statics, control volume analysis, continuity, momentum, energy, Bernoulli equation, dimensional analysis and similitude, laminar and turbulent flows, boundary layers, differential analysis, external flow, lift and drag, internal flow, pump selection, introduction to turbo-machinery, and open channel flow. *Prerequisite: GEGR-360.*

GEGR-367 Manufacturing Processes 4/1
The fundamentals of manufacturing processes and the machinery of production. The forming of metals, plastics, ceramics, and composites with an emphasis on the economics of engineering designs and designs that can be practically manufactured. Computer aided manufacturing and quality control processes. *Prerequisite: GEGR-250.*

3/2

An introduction to analytic and simulation models, as well as their application to current production strategies, particularly lean manufacturing. Emphasis on workstations, inventories, flow lines, Kanban and CONWIP, and cellular manufacturing. Computer-based solution techniques, case studies, and case problems are employed.

4/2

Introduction to the current issues of energy for sustainability. Principles of alternative and renewable energy sources including solar thermal, solar photovoltaic, wind, hydropower, biomass, geothermal, hydrogen, and nuclear energy. Fundamentals of combustion of hydrocarbon fuels and alternative fuels such as biofuels. Fuel cells and electrochemical energy storage units.

Prerequisite: GEGR-360.

KINESIOLOGY

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.

1/6

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.

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.

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.**

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.

 $\frac{1}{2}$

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)**

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.

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 meregue, cumbia, salsa and raggaeton steps.

1/6

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.**

1/2

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. **Course fee applied.**

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.**

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 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-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 Disc (Frisbee) Golf 2/1
 An introduction for the beginner to disc golf, encompassing basic equipment (drivers, mid-range, and putter discs) as well as techniques, rules for different versions of the game, and game etiquette. This course is an opportunity to learn new skills or enhance existing disc golf skills right on Cornerstone's excellent disc golf course. **Course fee applied.**

Varsity Sports 1
 A maximum of two credits will be awarded for participation in two different varsity sports. Students must register for credit at the beginning of the semester their sport is in season. These credits will count as elective credit only, and do not apply toward core physical education requirements or the Physical Education major or minor. Sports included are:

KIN-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 pertaining to the psychological, sociological, and philosophical factors that have affected these topics. Vocational opportunities related to the field of Kinesiology will be explored as well as preparation for these vocations. This course includes learning techniques such as tests, informational interviews, readings and presentations.

KIN/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.

- 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.*
- 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. *Prerequisites: KIN-243 and KIN-251.*
- 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. *Prerequisites: KIN-243 and KIN-251.*
- KIN-361 ECG (Electrocardiography) 2/4**
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). *Prerequisite: BIO-242.*
- 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.** *Prerequisite: BIO-241 and 242, or permission of instructor.*
- 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. *Prerequisites: BIO-241/242, KIN-342 and KIN-346.*

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. *Cardiac Rehabilitation major must take 12 credits of internship.</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. 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 review all completed assignments. <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. <i>Prerequisite: Qualifying score on mathematics placement test; this course does not count toward graduation.</i>		
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. <i>Prerequisite: Qualifying score on math placement test; this course does not fulfill the core mathematics requirement.</i>		
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. <i>Prerequisite: Qualifying score on mathematics placement test; this course does not fulfill the core mathematics requirement.</i>		
MAT-110	College Mathematics	3/1
College Mathematics is intended for students majoring in liberal arts or other fields that do not have a specific mathematics requirement. Its purpose is to give students a broad exposure to a variety of applications of mathematics in the real world and to understand related spiritual foundations. Topics include reasoning, voting methods, apportionment, mathematics of finance, logic, shapes and patterns in geometry, networks and directed graphs, and statistics. Computational skill, spatial reasoning, calculator usage, and logical analysis abilities are developed. This course satisfies the core requirement in mathematics. <i>Prerequisite: Qualifying score on math placement test. *Warning: Math, Science, Engineering & Exercise Science Majors check with your advisor for the correct math course.</i>		

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. <i>Prerequisite: Qualifying score on math placement test.</i>		
MAT-122	Pre-calculus	4/2
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. <i>Prerequisite: Qualifying score on math placement test.</i>		
MAT-131	Calculus I	5/2
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-84 recommended) is a required tool for this course. This course satisfies the core requirement in mathematics. <i>Prerequisite: Qualifying score on math placement test.</i>		
MAT-132	Calculus II	5/2
Applications of differentiation and integration from MAT-131 will include techniques of integrating functions, series approximations to these functions, and vector functions in motion and space. Computer software and/or a graphing calculator (TI-84 recommended) is a required tool for this course. This course satisfies the core requirement in Mathematics. <i>Prerequisite: MAT-131.</i>		
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). <i>Prerequisite: Core competency in math.</i>		
MAT-233	Differential Equations	3/2
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. Maple software required. <i>Prerequisite: MAT-132.</i>		
MAT-234	Multivariate Calculus	3/2
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. Maple software and graphing calculator (TI-89/92/200 preferred) are required tools for this course. <i>Prerequisite: MAT-132.</i>		
MAT-235	Differential Equations and Linear Algebra for Engineers	3/2
Introduction to the theory of differential equations by methods of algebra, series or computer approximations. Methods of solution include Laplace transform techniques of linear equations as well as some special types of nonlinear equations. Includes applications in engineering, physical, biological, and social sciences. <i>Prerequisite: MAT-234.</i>		
MAT-241	Applied Linear Algebra	3/2
The algebra of matrices, determinants, vectors, inverting matrices, diagonalizing matrices, eigenvalues and their applications. Maple software and graphing calculator (TI-89/92/200) required 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 graphing calculator (TI-89/92/200 preferred) is a required tool. <i>Prerequisite: MAT-121 or MAT-131.</i>		
MAT-244	Methods of Mathematical Research	3/2
Students in this course will be introduced to the typesetting language of L ^A T _E X, solving mathematical problems with Maple, understanding mathematical articles, locating and researching mathematical topics, and preparing mathematical presentations. Maple software required. <i>Prerequisite: MAT-245 and ENG-212.</i>		
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. <i>Prerequisite: ENG-212</i>		
MAT-251	Probability and Statistics	3/2
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. <i>Prerequisites: MAT-131 and MAT-132.</i>		
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. <i>Prerequisites: Math competency, EDU-230, acceptance into Teacher Education Program.</i>		

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 1-6/1
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: The History of Mathematical Science 3/4
For Math Ed. Majors: 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-401 Capstone Seminar for Mathematics 3/2
Students will research and present an important topic in mathematics using both library research and personal preparation. *Prerequisite: 15 hours of 300-level or above math courses.*

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.** Mastering Physics software required. *Prerequisite: MAT-121.*

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.** Mastering Physics software required. *Prerequisite: PHY-211.*

PHY-221 Physics for Scientists and Engineers I 5/2
An introductory survey of the basic concepts of mechanics, heat, sound and wave motion. Appropriate for students in the mathematical sciences and engineering. Lecture and Lab. **Lab fee applied.** Mastering Physics software required. *Corequisite: MAT-131.*

PHY-222 Physics for Scientists and Engineers II 5/2
An introductory survey of the electricity, magnetism, light and modern physics. Appropriate for students in the mathematical sciences and engineering. Lecture and Lab. **Lab fee applied.** Mastering Physics software required. *Prerequisite: PHY-221.*

SCIENCE

- SCI-201 Integrated Science for Elementary Teachers 3/2**
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.**
- 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-345 Epidemiology for Nursing 3/2**
This course explores the complex determinants of health and is designed to help students use their understanding of these determinants to develop strategies to improve the health of communities and populations. The course introduces students to the history, philosophy and ethics of epidemiology, and emphasizes the application of epidemiology (description, association and causality) to community health policy and practice. The student will analyze how policies and programs impact health outcomes within the current urban and global health care settings. *Corequisite: BIO-352.*
- 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. <i>Prerequisite: BIO-151, BIO-241, or PSY-441, or permission of instructor.</i>		
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. Lab fee applied.		

AU SABLE INSTITUTE COURSES

The following courses are offered through the Au Sable Institute of Environmental Studies. See the Off-Campus Programs section on page 45 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	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-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. *Prerequisite: One year of introductory science.*
- ECO-322 Aquatic Biology 4**
Ecology, identification, systematics, culture and care of aquatic plants and animals, and adaptations to freshwater environments. Aquatic life is studied in lakes, ponds, bogs, marshes, streams, and in the laboratory. The course assesses human impact on aquatic species and ecosystems, presents procedures for the stewardship of aquatic habitats, and introduces aquatic restoration ecology. *Prerequisites: One year of general biology or one semester each of general zoology and general botany.*
- ECO-332 Environmental Chemistry 4**
Principles and analysis of chemical movement and distribution both natural and human-induced in natural environments. Sampling and analytical methods are included for water, soil, and air. Work is conducted both on site in natural habitats and the laboratory. *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-361 Field Biology 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-367 Conservation & Development in 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-368 Forest Biology 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**
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-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-499 Directed Independent Research** **4**
Participation in an ongoing research project of the Institute. *Prerequisite: A research proposal including goals and objectives, methods, protocols for evaluation; to be signed by the professor and program director.*

STATISTICS

Grand Valley State University

- GSTA-216 Intermediate Applied Statistics (GVSU)** **3/1**
Project-oriented introduction to major statistical techniques using a statistical package such as SAS or SPSS. Hypothesis testing, {t-test}, multivariate regression, analysis of variance, analysis of co-variance, chi-square tests, non-parametric statistics. Offered every semester. *Prerequisite: MAT-251.*
- GSTA-321 Applied Regression (GVSU)** **3/2**
Multivariate regression analysis with emphasis on application using a statistical software package. Topics include method of least squares, residual analysis, collinearity, data transformation, polynomial regression, general linear model, selecting a best regression model, and logistic regression. *Prerequisite: GSTA-216.*
- GSTA-426 Multivariate Data Analysis (GVSU)** **3/2**
Multivariate analysis with emphasis on application using a statistical package such as SAS or SPSS. Topics include principle components analysis, factor analysis, discriminant analysis, logistic regression, cluster analysis, multivariate analysis of variance, and canonical correlation analysis. *Prerequisite: GSTA-216.*

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

Ikegwuonu, Desmond, Assistant Professor of Music, Director of Worship Arts; B.Mus., Houston Baptist University; M.M., University of Houston, Moores School of Music; D.M.A., Southwestern Baptist Theological Seminary

Stockdale, Michael, Associate Professor of Music (Chair), Director of Commercial Music; A.R.C.M., Dip.R.C.M., Royal College of Music, London, England

Sudduth, Shawn, Assistant Professor of Music, Director of Music Education; B.Mus., Western Michigan University; M.A., University of the Cumberland

Walters, Kent, 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 or secondary 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 division chair.

- 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 the Class Piano instructor.
 - A four-part hymn, chosen from list provided by the Class Piano instructor.
 - 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 *(does not require a minor)*

Required Courses		Credit Hours
MUA-XXX	Applied Major.	8
MUP-X01, X11, X21	Large Ensemble (Chancel Singers, Chorale, Symphonic Winds)	8
MUP-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
Choose 6 credits from the following:		6
COM-241	Introduction to Oral Interpretation	
COM-322	Innovative Message Presentation	
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	
MDA-236	Intro to Digital Photography	
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	
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 53).

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-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 53).

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 53).

Required Courses		Credit Hours
MUA-XXX	Applied Major	8
MUP-X01, X11, X21	Large Ensemble (Chancel Singers, Chorale, Symphonic Winds)	7
MUP- 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 59 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. *Membership by audition only.*

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. *Membership by audition only.*

MUP-X41 Contemporary Ensembles 0-1/1
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. Red Letter Edition and Gold Standard are *membership by audition only*. The university's touring group "Red Letter Edition" performs throughout the community. Two semester (fall and spring) commitment for Red Letter Edition. *Corequisite: MUA course in appropriate performance area.*

MUP-X51 Small Ensembles 0-1/1
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, 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. *Corequisite: MUA course in appropriate performance area.*

MUP-X71 Worship Ensemble 0-1/1
A small ensemble comprised of drums, bass, keyboard, guitars and vocalists. Through this ensemble, students will prepare and minister music for congregational singing. Students will not only develop related musical skills, but also ministry skills such as calls to worship, scripture reading and public prayer. Primarily serving in the university chapels, the group may also perform off campus. Membership by audition only. *Prerequisite: 2nd semester freshman*

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. *Corequisite: MUS-117.*

MUS-114 Aural Perception II 1/2
A continuation of Aural Perception I. The student's skills are expanded to include the ability to notate and identify basic chord progressions and cadences utilizing triads in all inversions. Sight-singing and dictation skills are further developed. *Prerequisites: MUS-113 and MUS-117; Corequisite: MUS-118.*

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. <i>Prerequisites: MUS-213 and 217.</i>		
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. <i>Prerequisites: MUS-171, 213 and 217, or permission of instructor.</i>		
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. <i>Prerequisites: MUS-213 and 217.</i>		
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. <i>Prerequisite: Junior Status.</i>		
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. <i>Prerequisite: MUS-334.</i>		
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. <i>Prerequisite: Junior status</i>		
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. <i>Prerequisite: MUS-251.</i>		

- 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 Director of Music Education 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, Gordon Learning Theory and ETM 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, community health, and social work. As such, they are better prepared to influence effectively the cultures of the world for Christ.

The community health major teaches students the knowledge and skills needed to empower communities and groups to improve their health.

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: Marriage and Family Studies

Psychology: Psychological Science & Practice

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., 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

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
Choose two of the following:		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

GLOBAL HEALTH

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

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

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
<i>Choose two of the following:.....</i>		<i>6</i>
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
<i>One of the following:.....</i>		<i>3</i>
FAM-346	Child Welfare	
SWK-441	Gerontology	
<i>One of the following:.....</i>		<i>3</i>
PSY-237	Child Psychology	
PSY-238	Adolescent Psychology	
PSY-239	Adult Psychology	
<i>One of the following:.....</i>		<i>3</i>
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-222	History and Systems of 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-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
Choose one of the following:		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	
SWK-444	Substance Abuse	
Choose two of the following:		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-222	History and Systems of 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-441	Physiological Psychology.	3
Choose two of the following:		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 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-222 History and Systems of 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-441 Physiological Psychology	3
SOC-111 Introduction to Sociology	3
SOC-432 Sociology of the Family	3
Choose two of the following:	6
PSY-237 Child Psychology	
PSY-238 Adolescent Psychology	
PSY-239 Adult Psychology	
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 MAJOR PSYCHOLOGICAL SCIENCE & PRACTICE CONCENTRATION *(does not require a minor)*

Required Courses		Credit Hours
PSY-111	General Psychology	3
PSY-222	History and Systems of 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-441	Physiological Psychology	3
Choose two of the following:		6
PSY-237	Child Psychology	
PSY-238	Adolescent Psychology	
PSY-239	Adult Psychology	
*Choose three of the following:		9
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

**Students can take courses in other disciplines provided they have received prior approval from their academic advisor*

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:

1. **Demonstrate** mastery of core competencies necessary for competent entry-level generalist social work practice. These competencies include:
 - ethical and professional behavior
 - understanding and engaging with diversity and difference in practice
 - advancing human rights and social justice
 - engaging in practice informed research
 - engaging in policy practice
 - engaging with individuals, families, groups, organizations and communities
 - assessing individuals, families, groups, organizations and communities
 - intervening with individuals, families, groups, organizations and communities
 - evaluating practice with individuals, families, groups, organizations and communities
2. **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 GPA 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 52).

GENERAL EDUCATION CORE EXCEPTIONS

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

*Fulfills lab science

**Fulfills social science

Continued on Next Page

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.

Additionally, students must

1. Be formally admitted into the Social Work Program
2. Have and maintain a minimum of a 3.00 GPA in all professional coursework (This includes all social work classes and any electives relative to the Child Welfare Certificate)
3. Successfully complete with a minimum final grade of B, SWK 346 - Child Welfare
4. Successfully complete one of the following elective courses with a minimum final grade of B:

FAM 451	Marriage and Family Counseling
PSY 237	Child Psychology
PSY 238	Adolescent Psychology
PSY 353	Abnormal Psychology
PSY 443	Creative Therapies I: Play and Story
PSY 444	Creative Therapies II: Art and Music
SOC 432	The Family
SWK 344	Substance Abuse (SOC-344)
SWK 480	Advanced Topic - Domestic Violence

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 59 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-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-222 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. *Prerequisite: PSY-111.*
- 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. Course fee: \$60.00.*
- 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 motives 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 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: Senior status. Course fee: \$50.00.*
- 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. *Prerequisite: PSY-111.*
- 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. *Prerequisites: PSY-111, Junior or Senior status.*
- 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. *Prerequisite: PSY-111 or PSY-232 OR instructor approval. Course fee: \$60.00.*
- 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. *Prerequisite: PSY-111, PSY-232 or instructor approval. Course fee: \$60.00.*
- 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. *Prerequisite: SOC-111.*

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. *Prerequisite: CHL-111 and CHL-121.*

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. *Prerequisites: PSY-111 or SOC-111*

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. *Prerequisite: PSY-111 or SOC-111.*

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. *Prerequisite: SOC-111.*

SOC-352 Inter-Cultural Communication (COM-311) 3/6
A study of the programs of oral and written communication in world areas where cultural or linguistic boundaries must be crossed. *Prerequisite: SOC-111.*

SOC-353 Social Psychology 3/2
An examination of how individual behavior is shaped by the situation in which the behavior is emitted. This course addresses the impact of one's physical and social environment upon behavior. Behavior is broadly defined and includes cognitive processing, attitudes, decision-making, and prosocial and deviant actions. *Prerequisite: PSY-111 or SOC-111.*

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). *Prerequisite: CHL-111 and CHL-121.*

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. *Prerequisites: SOC-111 and SOC-243 or SOC/CHL-252.*

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. *Prerequisite: SOC-111.*

SOC-441 Gerontology (SWK-441) 3/4
An interdisciplinary approach to the study of aging. This course provides a comprehensive view of the physiological, social, and psychological dimensions of the aging process. *Prerequisite: SOC-111 or PSY-111.*

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. *Prerequisites: PSY-111, SOC-111, SWK-111, BIO-151 or BIO-241 or BIO-242.*
- SWK-222 Human Behavior in the Social Environment II 3/2**
The study of theories and knowledge of human behavior and bio-psycho-social-spiritual development from middle to late adulthood. Application of social systems theory in the analysis of the interactions between human behavior and social environmental structures. Attention is given to the role of culture, ethnicity, social class, race, gender and sexual orientation in human development and behavior. *Prerequisite: SWK-221. Course Fee: \$25.*
- 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. *Prerequisites: SWK-111, SOC-243, SSC-211, ECN-231. Course fee: \$60.00.*
- 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. *Corequisite: SWK-221, Prerequisites: SWK-111, Admission to the SWK Program, Junior status.*
- SWK-332 Social Work Practice II: Groups 3/2**
This course builds on the first practice course emphasizing social work practice with individuals and families and provides greater focus on the application of generalist practice knowledge, values, and skills in service delivery to groups. Students review the origins of group work as a social work intervention method; stages of group development; and the group dynamics likely present during those stages. Additionally, students study and practice techniques for the implementation and facilitation of various types of groups at varying stages. This also includes discussion of knowledge and skills related to effective group work with diverse client populations. *Prerequisites: SWK-331, admission to the SWK Program.*
- SWK-333 Social Work Practice III: Communities & Organizations 3/2**
Indirect practice and intervention skills essential for the generalist social worker: community organization and development, social planning, social action and social administration. Focuses on the interplay between the individual and the macro environment and viewed from the perspective of the direct service provider seeking resources for vulnerable or oppressed client populations. *Prerequisites: SWK-332, admission to the SWK Program.*
- SWK-344 Substance Abuse (SOC-344) 3/2**
The impact of substances including alcohol, marijuana, and cocaine upon individuals, families, and communities is studied. The causes, scope, policy issues, and methods of preventing chemical dependence are investigated. Places emphasis upon developing assessment and treatment skills. *Prerequisites: PSY-111 or SOC-111*
- 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, and SOC-243 or SOC-252.*
- 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 or PSY-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. Course fee: \$5.00.*
- 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: SWK-450, 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. *Prerequisite: SWK-451, 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. Course fee: \$25.00.
- 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

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

Rich, Kristin, Assistant Professor of Education, Director of Field Experiences, B.A., Crown College; M.A., Hollins 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 GPA, 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 Center for Student Success and the Center for Career and Life Calling.

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, available in the Teacher Education Handbook and on the CU Portal.

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 GPA 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.

STUDENT TEACHING

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). Cut-off dates for applications are the second Wednesday in October for the following fall semester and the second Wednesday 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 GPA 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 Professional Readiness Exam and subject area test (see pages 187-188 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.

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 on the Portal. 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 Director of Field Experiences to begin the process of locating, and solidifying 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 to 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. Please find additional information (e.g. electronic study guides) on the Portal under Undergrad Divisions, then to Teacher Education and MTTC Testing Information.

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 GPA requirements:

- 2.7 Overall/Cumulative

**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.*

Teacher Education policy:

- 2.7 Major(s)
- 2.3 minor(s)
 - Triple minors: 2 content areas of the 3 minors must equal 2.7

Once a student has been admitted into the Teacher Education program, these minimum GPAs must be maintained throughout the student's academic career. GPAs will be checked at the end of each semester.

The following procedure will result if a student's overall and/or major GPA 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 GPA
2. The student must submit a written plan of improvement which includes specific actions/strategies to be implemented in order to raise his/her GPA
 - 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 GPA
 - 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 GPA will be reviewed.
 - a. If the minimum GPA 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 GPA 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 GPA 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 GPA 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
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
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	CU Foundations I.....	1
IDS-104	CU 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	Educational 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</i>		
<i>[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

(Includes double counted core courses.)

PLUS – Students who desire to select a specialty area, choose one of the following majors or minors:

- Early Childhood (major or 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	Educational 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</i>		
<i>[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
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
English
Health (*Calvin College*)**
History
Mathematics
Physical Education
Psychology
Spanish
Teaching English to Speakers of Other Languages (TESOL)

***PE majors are recommended to select a Health minor offered at Calvin College*

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	Educational Technology.....	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
Students must be granted Professional Status in the program before taking the following courses		
[see "Admission to the Teacher Education Program" for requirements].		
EDU-381	Educational Psychology.....	3
EDU-382	Teacher Assistant Practicum* (<i>Prerequisite or corequisite: EDU-381</i>).....	2
EDU-430	Capstone Seminar: Directed Teaching (To be taken concurrently with Directed Teaching Internship).....	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 World 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.

(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 50.

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 World 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
One of the following:		4
CHM-212	Principles of Organic & Biochemistry	
CHM-472	Biochemistry	
Total.		22

EARLY CHILDHOOD EDUCATION MAJOR (OPTION II) *(does not require a minor)*

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-441	Assessing and Teaching Early Literacy	3
EDU-481	Early Childhood Practicum*	6
Total.		30

* Application should be made by the end of mid-term week prior to semester the Field Experience is taken.

EARLY CHILDHOOD EDUCATION MINOR

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-461	Field Experience: Early Childhood*	3
Total.		24

*Application should be made by the end of mid-term week prior to semester the Field Experience is taken.

This minor is for students who are not pursuing a degree in Teacher Education, including certification. Therefore, students with an Early Childhood minor are not required to take the professional education courses and must select core courses that align with their program major.

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, 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-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	3
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 - may count one HIS-223 course)</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 <i>(may count one HIS-223 course)</i>		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

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
COM-201	Newsriting	3
MDA-319	Mass Media Literacy	3
ENG-212	Writing in Culture	3
Two of the following:		6
COM-241	Introduction to Oral Interpretation	
COM-311	Intercultural Communication	
COM-321	Group Communication	
One of the following:		3
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-226	Introduction to Creative Writing	3
EDU-321	Children's Literature	3
MDA-319	Mass Media Literacy	3
Choose one of the following:		3
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		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 recommended to select a Reading 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-335	Theories and Methods of Learning Disability and Field Experience (Prerequisites: EDU-233 and EDU-234)	4
EDU-338	Assessment and Diagnosis for Learning Disabilities (Prerequisites: EDU-233, EDU-234, EDU-335)	4
EDU-346	Reading and Writing in the Content Area (K-8)	3
EDU-363	Diverse Populations & Differentiated Instruction (Prerequisites: EDU-230 & EDU-381 and admission to the Teacher Ed. Program)	2
EDU-381	Educational Psychology (Prerequisites: EDU-230 and admission to the Teacher Education Program)	3
EDU-432	Current Issues in Learning Disabilities Ed.	3
(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)		
EDU-434	Practicum in Learning Disabilities	6
(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.)		
PSY-441	Physiological Psychology (Corequisite: EDU-432 and 434)	3
EDU-443	Severe Reading Problems & Field Experience (El. Prerequisite: EDU-342 & Corequisite: EDU-445; Secondary Prerequisite: EDU-344)	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>	5
MAT-132	Calculus II <i>(Prerequisite: MAT-131)</i>	5
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	3
MAT-341	Modern Algebra <i>(Prerequisites: MAT-241 & MAT-245)</i>	3
MAT-400	Capstone Seminar: The History of Mathematical Science <i>(Prerequisites: MAT-241 & MAT-245)</i>	3
Total		37

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>	5
MAT-151	Statistics	3
MAT-243	Discrete Mathematics <i>(Prerequisite: MAT-121 or MAT-131)</i>	3
MAT-312	Elementary Mathematics & Methods and Field Experience	4
Choose three of the following courses:		9-11
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	Pre-calculus <i>(Prerequisite: qualifying scores on math placement test)</i>	
MAT-132	Calculus II <i>(Prerequisite: MAT-131)</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: The History of Mathematical Science	
Overall Total		24-26

MATHEMATICS MINOR FOR SECONDARY TEACHERS

Required Courses		Credits
MAT-131	Calculus I <i>(Prerequisite: Qualifying scores on math placement test)</i>	5
MAT-132	Calculus II <i>(Prerequisite: MAT-131 and qualifying scores on math placement test)</i>	5
MAT-151	Statistics	3
MAT-241	Applied Linear Algebra	3
MAT-243	Discrete Mathematics <i>(Prerequisite: MAT-121 or MAT-131)</i>	3
MAT-245	Mathematics Proofs <i>(Prerequisite: MAT-241 or MAT-243)</i>	3
MAT-400	Capstone Seminar: The History of Mathematical Sciences	3
One of the following:		3
MAT-233	Differential Equations <i>(Prerequisite: MAT-132)</i>	
MAT-234	Multivariate Calculus <i>(Prerequisite: MAT-132)</i>	
Total		28

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 192 (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-241	Anatomy and Physiology I.....	4
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 <i>(Prerequisites: BIO-241 & 242. Recommended: CHM-111)</i>	3
KIN-344	Adapted Physical Education K-12.....	2
KIN-345	Measurement and Evaluation.....	3
KIN-357	P. E. 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 <i>(Prerequisites: BIO-241 & 242 or permission of instructor)</i>	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.....		40

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-241	Anatomy and Physiology I.....	4
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
<i>(Students who declare a Physical Education minor will receive KIN-461 competency information from P.E. advisor)</i>		
Total.....		28

PSYCHOLOGY MINOR FOR SECONDARY TEACHERS

Required Courses		Credit Hours
PSY-111	General Psychology.....	3
PSY-343	Psychology of Learning <i>(Prerequisite: PSY-111)</i>	3
PSY-353	Abnormal Psychology <i>(Prerequisite: PSY-111)</i>	3
PSY-355	Integrated Statistics/Research I.....	3
PSY-356	Integrated Statistics/Research II.....	3
<i>One of the following:</i>		3
PSY-322	Theories of Personality <i>(Prerequisite: PSY-111)</i>	
PSY-351	Social Psychology <i>(Prerequisites: PSY-111 or SOC-111)</i>	
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 <i>(Prerequisite: ENG-223)</i>	3
EDU-342	Developmental Reading & Language Arts Methods and Field Experience <i>(Prerequisites: Admission to Teacher Ed Program, EDU-230)</i>	3
EDU-346	Reading and Writing in the Content Area (K-8) <i>(Prerequisites: EDU-342 or Concurrent with EDU-342)</i>	3
EDU-441	Assessing and Teaching Early Literacy <i>(Prerequisites: EDU-342 & 445 or concurrent with EDU-445)</i>	3
EDU-445	Assessing and Correcting Reading Problems <i>(Prerequisite: EDU-342)</i>	4
EDU-443	Severe Reading Problems and Field Experience <i>(Prerequisites: EDU-445 or Concurrent with EDU-445)</i>	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

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-465	Methods of Teaching a World Language	3
Choose five of the following (3 credit courses):		15
SPA-312	La voz latinoamericana [Latin-American Voice]	
SPA-314	Evolución de la diversidad en España [Evolution of Diversity in Spain]	
SPA-315	Diversidad latioamericana [Latin American Diversity]	
SPA-316	Conversación en la ciudad [Conversation in the City]	
SPA-317	Perspectivas culturales [Cultural Perspectives]	
SPA-318	Taller de escritores [Writing Workshop]	
SPA-334	Selected Topics in Spanish Language and Culture	
Semester in Spain (or other advisor approved Study Abroad program)		12
(credits require prior approval of Spanish program advisor)		
Total		36

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-465	Methods of Teaching a World Language	3
Choose five of the following (3 credit courses):		15
SPA-312	La voz latinoamericana [Latin-American Voice]	
SPA-314	Evolución de la diversidad en España [Evolution of Diversity in Spain]	
SPA-315	Diversidad latioamericana [Latin American Diversity]	
SPA-316	Conversación en la ciudad [Conversation in the City]	
SPA-317	Perspectivas culturales [Cultural Perspectives]	
SPA-318	Taller de escritores [Writing Workshop]	
SPA-334	Selected Topics in Spanish Language and Culture	
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 World Language	3
LIN-489	TESOL Practicum	6
Total		21

Cornerstone University has established a special agreement for traditional undergraduate students who wish to earn their master's degree through the CU Professional & Graduate Studies unit of the university. Students can earn their Master of Arts degree in TESOL within 1 year of graduating from their undergraduate program. Students should contact their undergraduate advisor or the PGS enrollment office at (800) 947-2382 for more information.

COURSE DESCRIPTIONS

DEPARTMENT AND LEVEL/COURSE NAME

CREDITS/FREQUENCY
(See page 59 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-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. *Prerequisites: EDU-230, EDU-231, Co-requisite: EDU-381.*

Registration Information

- This course is taken during the fall semester of the second year concurrently with EDU-381 Educational Psychology.
- Applications must be completed by the date designated by the Teacher Education office one semester prior to placement.

EDU-262 Educational Technology

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, & Professional Status in the Teacher Education Program.*
- 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: Professional Status in the Teacher Education Program, 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 6 week, 2 hours per 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-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. *Prerequisites: Professional status in the Teacher Education Program, EDU-230. Co-requisite: This course is to be taken concurrently with EDU-381*
- Registration Information**
- This course is to be taken 1 or 2 semesters prior to student teaching.
 - Applications must be completed by the date designated by the Teacher Education office one semester prior to placement.
- EDU-430 Capstone Seminar: Directed Teaching Internship 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 and Teaching Early 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. <i>Prerequisites: EDU-342, Professional Status in the Teacher Education program, EDU-230.</i>		
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. <i>Prerequisite: Professional Status in the Teacher Education program, EDU-230, SCI-201, SCI-311.</i>		
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. Application must be completed by the date designated by the Teacher Education office one semester 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-461	Early Childhood Practicum (Early Childhood minor and AA students)	3/1
Placement in a 100 hour off-campus approved early childhood program under the guidance of the cooperating teacher and the university supervisor. Involvement in the total program (church/community events related to the placement is a component). Open to students who have been approved by the Early Childhood Field Experience office. <i>Prerequisites: EDU-230. All ECE courses completed. Application must be completed by the date designated by the Teacher Education office.</i>		
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. <i>Application must be completed by the date designated by the Teacher Education office one semester prior to placement.</i>		
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. <i>Application must be completed by the date designated by the Teacher Education office one semester prior to placement.</i>		
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
Placement in a 200 hour off-campus approved inclusive early childhood program under the guidance of the cooperating teacher and the university supervisor. Involvement in the total program (church/community events related to the placement is a component). Open to students who have been approved by the Early Childhood Field Experience office. <i>Prerequisites: EDU-230. All ECE courses completed. Application must be completed by the date designated by the Teacher Education office.</i>		
EDU-482	Elementary Directed Teaching Internship	12/1
Application must be submitted by the date designated by the Teacher Education Office one year prior to placement.		
EDU-483	Elementary Directed Teaching Internship/Cross-Cultural	12/6
Application must be submitted by the date designated by the Teacher Education Office one year prior to placement.		
EDU-484	Secondary Directed Teaching Internship	12/1
EDU-485	Secondary Directed Teaching Internship/Cross-Cultural	12/6
Application must be submitted by the date designated by the Teacher Education Office one year prior to placement.		
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. Application must be submitted by the date designated by the Teacher Education Office one year prior to placement. *Prerequisite: admission to the professional teaching semester and all course work completed. K-12 practicums require experience at both the elementary and secondary levels.*

EDU-483, 485, 487 Directed Teaching 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. *Prerequisite: Admission to the professional teaching semester and permission of the supervisor of practicum experiences.*

EDU-488 Advanced Internship in Teacher Education 2-6/1

This enrichment-level supervised clinical practicum allows for a variety of experiences on and off campus, in another country or in a culturally diverse setting. The student and instructor will develop an agreement that will specify the duration, setting and learning objectives prior to granting the student permission to enroll in EDU 488. The expected outcomes and assessment criteria will also be included in the agreement. *Prerequisites: permission of the director of teacher education.*

EDU-489 TESOL Practicum 6/6

Students will teach in a multilingual setting under the supervision of an experienced TESOL teacher. They will implement lesson plans which they have developed, using 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 date designated by the Teacher Education Office one semester prior to placement.*

EDU-490 Independent Study 1-3/6

With faculty supervision, the student researches and reports on a topic or an area of interest. *Prerequisite: Approval of the director of Teacher Education.*

EDU-491 K-12 Music Directed Teaching Internship 9/1

Application must be submitted by the date designated by the Teacher Education Office one year prior to placement.

INDEX



Academic Assistance.....	31
Academic Calendar	4
Academic Integrity	31
Academic Information.....	31
Academic Probation, Suspension, and Dismissal.....	32
ACC Course Descriptions	84
Accounting Major	74, 75
Admissions Policies	19-21
ARB Course Descriptions	113
Attendance Policy	33
Audio Production Major/Minor	92-93
Audit Policy	33
AuSable Institute	157
Bible, Religion & Ministry Division.....	63
Biblical Studies Major/Minor	64-65
BIO Course Descriptions.....	146
Biology Major/Minor.....	131
Biology Major/Minor for Secondary Teachers	131, 193
Board of Trustees	9
BUS Course Descriptions	84
Business Administration Major/Minor	75
Business Economics Major/Minor	76
Business Finance Major/Minor	77
Business Management Major/Minor	79
Business Marketing Major/Minor	80
Business Division	73
Campus Housing.....	13
Campus Life.....	13
Campus Map	2
Campus Safety	14
Center for Career and Life Calling	33
Center for Student Success	33
Chapel	14
Chemistry Minor	135, 194
CHL Course Descriptions	179
CHM Course Descriptions.....	147
CIS Course Descriptions	85
Classification of Students.....	34
CMI Course Descriptions.....	68
Coaching Minor.....	135
COM Course Descriptions.....	98
Communication & Media Division.....	91
Communication Studies Major/Minor	93-94

Community Health Major/Minor	172-173
Community Life.....	15
Comprehensive Major Program (Teacher Education).....	191
Computer Information Systems Major/Minor	76
Consortium Programs	20
Cornerstone Confession	8
Counseling Services-The Well	15
Course Descriptions and Frequencies	60
Creative Writing Major/Minor.....	104-105
Creativity and Innovation Honors Institute	126
Creativity and Innovation Minor	124
Credit by Exam	34
Dean's List	34
Degrees Offered	34
Designing a Program.....	59
Digital Media Major/Minor.....	94-95
Directed Reading	34
Discipleship Opportunities	15
Drop/Add/Withdraw Course Policy	35
Dual Enrollment Program	20
Early Childhood Education.....	193-194
ECN Course Descriptions	86
ECO Course Descriptions	148, 157
EDU Course Descriptions	201
EGR Course Descriptions	148
Elementary Education Planned Program	190
Elementary Education Programs.....	190
Emeritus Faculty.....	10
ENG Course Descriptions	113
Engineering Majors.....	143-146
English Minor.....	107
English Competency	35
English Major/Minor for Secondary Teachers.....	107, 194-195
Enrollment Status.....	35
Environmental Biology Majors.....	136-138
Exercise Science Majors	138-139
FAM Course Descriptions	179
Family Studies Minor	173
Federal Financial Aid Programs	26
Film and Video Production Major/Minor	95-96
FIN Course Descriptions	86
Financial Information.....	23
FRN Course Descriptions	115
General Education Requirements	50-55, 190
General Education Requirements for Teacher Education	190
General Science Minor.....	139
General Studies Major	125
GER Course Descriptions	115
Global Opportunities	15
Global Studies Requirement.....	36
Grades and Honor Points	36
Graduation Awards.....	36
Graduation Honors.....	37
Graduation Requirements.....	37
Graduation Worksheet	60
Graphic Design Major/Minor.....	96
Greek Minor	65
GRK Course Descriptions	69

Health Communication Major.....	96
Health Services	15
Health Services (A.S.)	130
HEB Course Descriptions	69
HIS Course Descriptions	115
History Major/Minor	105
History for Secondary Teachers	105, 106, 195
History of Cornerstone University.....	7
Home-Educated Students.....	21
Honors Program	16
HUM Course Descriptions.....	117
Humanities Division	103
IDS Course Descriptions	127
Incomplete Grade.....	38
Institutional Grant and Scholarship Programs	27
Intercultural Studies Major/Minor	66
Interdisciplinary Studies Major.....	125
Interdisciplinary Studies Division	123
Independent Study.....	38
Integrated Comprehensive Science for Secondary Teachers	132, 196
Integrated Science Major for Secondary Teachers	132, 195
Integrated Science Group Major/Minor for Elementary Teachers	132, 196
International Business Major/Minor.....	78-79
International Students.....	21
Internships	39
Jterm Enrollment Policy	39
KIN Course Descriptions.....	150
Kinesiology, Science, Engineering & Mathematics Division.....	129
Language Arts Group Major/Minor for Elementary.....	97, 112, 197
Language Requirement.....	39
LAT Course Descriptions	118
Learning Disabilities for K-12 Certification	197
Library Services (Miller Library)	16
LIN Course Descriptions	118
Linguistics Major/Minor.....	106
Literature Major.....	106
Majors	56
MAT Course Descriptions	153
Mathematics Major/Minor.....	133, 139
Mathematics Core Competency	39
Mathematics Minor for Elementary.....	134, 198
Mathematics Major/Minor for Secondary	133, 134, 198
MDA Course Descriptions.....	99
MGT Course Descriptions.....	87
Ministry Major/Minor	66-67
Minors	57
Missions Aviation Major.....	67
MKT Course Descriptions	88
MTTC Tests.....	187
Multicultural Organization	16
MUA/MUP/MUS Course Descriptions.....	166
Music Education Major	165
Music Division	161
Music Major/Minor	163-164
Musical Activities	16
Music: Worship Arts Major	163
Non-Degree Admission.....	21
Non-Discriminatory Policy	12

Non-Profit Administration Major/Minor	81-82
Off-Campus Programs	45
Orientation for New Students	40
OSA Course Descriptions	119
Payment of Bills	24
Performance Major	164
Performance Major (Commercial Music)	165
PHI Course Descriptions	119
Philosophy Major/Minor	108
PHY Course Descriptions	155
Physical Education Minor	135
Physical Education Major/Minor for Secondary Teachers	134, 135, 199
Physical Education Requirement	40
Post-Baccalaureate Students (Teacher Education)	186
Pre-Dental Major	140
Pre-Medical Major	140
Pre-Pharmacy Major	141
Pre-Physician's Assistant Major	142
Pre-Veterinary Major	142
President's Cabinet	9
Prior Learning Credit	40
Professional Writing Major/Minor	108-109
PSY Course Descriptions	180
Psychology Majors/Minor	174-176
Publishing Major/Minor	109
Reading Minor for Elementary Teachers	199
Readmission	21
Recommendation for Certification	189
Refunds	24
Registration Procedure	40
REL Course Descriptions	70
Re-Take Policy	40
SCI Course Descriptions	156
Secondary Education Programs	192
SOC Course Descriptions	182
Social Justice Minor	125
Social Science Division	171
Social Studies Group Major for Elem. and Sec. Teachers	112, 200
Social Work Major/Minor	177-178
Sociology Minor	179
SPA Course Descriptions	120
Spanish Major/Minor	110-111
Spanish Major/Minor for Elementary & Secondary Teachers	111, 200
Sports Management Major/Minor	82-83
Student Development	11
SSC Course Descriptions	120
Student Disability Services (SDS)	40
Student Teaching	186
SWK Course Descriptions	183
Summer Online Enrollment Policy	41
Table of Contents	3
Teacher Education Division	185
Teacher Education General Education Core	190
Teaching English as a Second Language (TESOL) Minor	111, 112, 200
Terra Firma	41
Transcripts	41
Transfer Admission	21
Transfer Credit	42

Transfer of Majors and Minors	42
University Community Commitment	17
Veterans	42
Withdrawal from Institution	43
Writing Across the Curriculum (WAC).....	43