



Cornerstone  
UNIVERSITY®

Grand Rapids, Mich.

# CAMPUS MAP 1001 E. BELTLINE AVE NE ■ GRAND RAPIDS MI 49525

## ACADEMIC BUILDINGS

1. Bolthouse Hall
2. CU Experimental Psychology Lab & Hesse Archaeology Lab
3. Daverman Hall
4. De Witt Center for Science & Technology
5. Faculty Office Building
6. Gordon Hall
7. Grand Rapids Theological Seminary  
3000 Leonard NE
  - Matthews Performing Arts Center
  - Pirsig-DeBruyn Chapel
  - Urban Church Leadership Center
8. Miller Library
9. Sanaa 139: Art/Play Studio
10. Verna Miller Center for Student Success
11. Warren Faber Hall
  - Bookstore
  - Campus Safety

## ADMINISTRATIVE BUILDINGS

12. Campus Services
13. Multi-Purpose Building
14. WCSG
15. Future home of WCSG
16. Welch Administration Building
17. Welcome Center/Ketcham

## STUDENT LIFE

18. Christ Chapel
19. Corum Student Union
20. Gaine Conference Center
21. Hansen Athletic Center/Mol Arena
22. Theatre Club House & Rentals
23. Theatre Greenrooms & Storage

### Athletic Fields

24. De Witt (Baseball) Field
25. Practice Soccer Field
26. Soccer Field
27. Softball Field

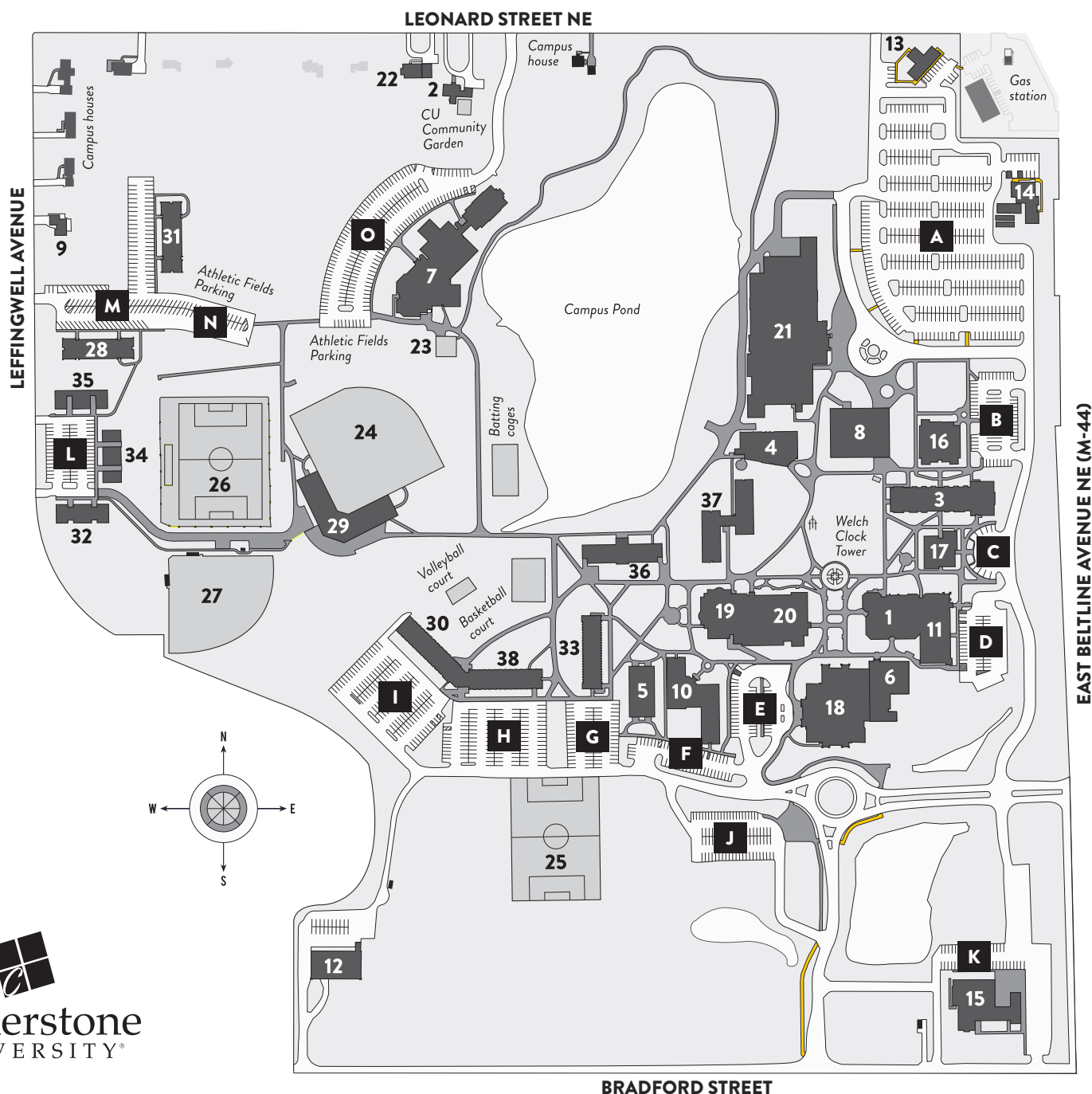
## RESIDENCE HALLS

28. Babcock Hall
29. Central Hall
30. Cook Hall
31. Crawford Hall
32. Fuller Hall
33. Keithley Hall
34. Knol Hall
35. Morris Hall
36. Pickitt Hall
37. Quincer Hall
38. Van Osdel Hall

## PARKING

- A. Hansen Athletic Center\*
- B. Welch Administration Building
- C. Welcome Center/Traditional Undergraduate Admissions
- D. Warren Faber Hall/Campus Bookstore\*
- E. Christ Chapel\*
- F. Faculty Parking
- G. Keithly Hall
- H. Van Osdel Hall
- I. Cook Hall
- J. Commuter Parking\*
- K. Future WCSG Parking
- L. Fuller, Knol & Morris Parking
- M. Babcock & Crawford Parking
- N. Athletics Fields Parking\*
- O. GRTS & Athletics Fields Parking\*

\*Indicates open parking.



# TABLE OF CONTENTS

2022-2023 Academic Calendar . . . . .	4
About Cornerstone . . . . .	5
Spiritual Formation & Christian Community . . . . .	11
Campus Life . . . . .	13
Admissions . . . . .	17
Financial Information . . . . .	21
Academic Information . . . . .	31
Off-Campus Programs . . . . .	47
Degree Information. . . . .	51
Designing a Program . . . . .	63
Bible, Religion & Ministry Division . . . . .	67
Business Division. . . . .	77
Communication, Media and Music Division . . . . .	95
Computer Science, Engineering and Mathematics Division. . . . .	113
Humanities Division. . . . .	127
Interdisciplinary Studies Division. . . . .	147
Nursing Division. . . . .	157
Science and Kinesiology Division. . . . .	163
Social Science Division. . . . .	187
Teacher Education Division. . . . .	199
Index. . . . .	221



# 2022-2023 ACADEMIC CALENDAR



## FALL 2022

New Student Orientation	August 26
Residence Halls Open/Returning Students Move In	August 30
Classes Begin	August 31
Drop/Add	August 31 - September 7
Internship Handshake Deadline	August 31
Labor Day (no classes)	September 5
Homecoming & Family Weekend	September 30-October 1
Fall Break	October 17-18
Mid-Term	October 19-21
Registration Begins	October 19
Last Day to Withdraw without W/P or W/E	November 1
Last Day to Withdraw without W/E	November 22
Thanksgiving Break	November 23-27
Final Day of Classes	December 9
Final Exams	December 12-15
Residence Halls Close	December 15
Final Grades Due at Noon	December 20

## SPRING 2023

Residence Halls Open for J-Term	January 2
J-Term	January 3-13
Residence Halls Open for Spring Term	January 15
Martin Luther King Day (classes will not meet)	January 16
Classes Begin	January 17
Drop/Add	January 17-23
Internship Handshake Deadline	January 17
Spring Break	March 6-10
Classes Resume	March 13
Mid-Term	March 13-17
Registration Begins	March 16
Last Day for Withdrawal without W/P or W/E	March 27
Easter Break	April 7-10
Classes Resume	April 11
Last Day for Withdrawal without W/E	April 17
Celebration of Scholarship Event (daytime classes cancelled)	April 20
Final Day of Classes	April 28
Final Exams	May 1-4
Residence Halls Close/Move Out	May 4
Commencement	May 6
Spring Grades Due at Noon	May 9
Summer term	May 8-August 25

# 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 12th president, Dr. Gerson Moreno-Riaño. Cornerstone University enrolls more than 3,000 students on an annual basis and holds memberships with the following organizations:

- Higher Learning Commission (since 1977)
- Accreditation Council for Business Schools and Programs (since 2019)
- Association of Theological Schools (since 2002)
- Council on Social Work Education (since 2004)
- Council for Christian Colleges and Universities
- Council of Independent Colleges
- Michigan Independent Colleges and Universities
- Michigan Department of Education

At Cornerstone University, we hold steadfast to uncompromising Christlike values as we provide lasting transformation in the lives of our students. We commit ourselves to the life-changing power of rigorous education rooted in Christ. We distinguish ourselves by providing learners of all ages and stages of life a comprehensive education that inspires their intellect, deepens their character and fosters a biblical vision of lives of purpose and integrity.

## 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

Gerson Moreno-Riaño, Ph.D, *President*

Emilie Azkoul, M.B.A., *Vice President for Human Resources and Administration*

Heidi Cece, B.A., *Vice President for Enrollment Management and Marketing*

Terrence King, M.A., *Vice President for Spiritual Formation and Community Life*

Jonathan Marko, Ph.D., *Dean of Undergraduate Education*

Scott Stewart, M.B.A., *Vice President and Chief Financial Officer*

Kevin Lavender, Jr., M.B.A., *Assistant Vice President for Diversity, Life Calling and Christian Community*

Robert Sack, M.B.A., *Vice President for Advancement*

Lisa Link, M.S., *Associate Vice President for Enrollment Management*

Alicia Wyant, B.S., *Executive Director of WCSG*

Aaron Sagraves, B.A., *Athletic Director*

Shafter Roble, M.A., *Campus Pastor*

# 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.*  
*Holland, MI*

Doug Busch  
*Vice President & General Manager*  
*Optical Solutions, Molex, LLC*  
*Bolingbrook, IL*

Lori Cook  
*Children & Family Services Manager, WOOD TV/WOTV*  
*Mears, MI*

Rev. Dr. Julián Guzmán  
*Director, Urban Church Leadership Center*  
*Wyoming, MI*

Steven Hawks  
*Retired, Fifth Third Bank*  
*Ada, MI*

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

Dr. Rick Koole  
*Senior Pastor, Life Pointe Church*  
*Temecula, CA*

Drew Martin  
*Miller Energy Co.*  
*Traverse City, MI*

Dr. Al Meredith  
*Retired Pastor, Wedgwood Baptist Church*  
*Fort Worth, TX*

Kelly E. Miller  
*President/CEO, Miller Investment Company*  
*Traverse City, MI*

David Pray  
*President/CEO Decker Construction Inc.*  
*Grand Rapids, MI*

Dr. Gerson Moreno-Riaño  
*President, Cornerstone University*  
*Rockford, MI*

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

Dr. Lee Zuidema  
*Family & Cosmetic Dentistry*  
*Caledonia, MI*

# 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 (1963-1996), 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 (1973-2004), Emerita 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

Bennet, Byard (2002-2016), Emeritus Professor of Historical and Philosophical Theology; B.A. (1985), M.Div. (1988), Duke University; Ph.D. (1997) St. Michael’s College, University of Toronto

Bos, Lawrence (1970-2016), Emeritus Professor of Business; B.A. (1970), Michigan State University; M.B.A. (1974), Michigan State University

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

Cole, Dwayne (1978-2005), 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), Emerita Professor of English ; B.A. (1977), Cornerstone University; M.A. (1984) Western Michigan University; Ph.D. (1991) Michigan State University.

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

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

Kennedy, David (1980-2014), Emeritus Professor of Old Testament; B.A. (1967), University of Texas at Austin; Th.M. (1971), Dallas Theological Seminary

Lawlor, John (1999-2014), Emeritus Professor of Old Testament; B.A. (1963), Cedarville College; M.Div. (1966), Th.M. (1969), Grace Theological Seminary; M.Phil. (1987), Ph.D. (1990), Drew University

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

Meadors, Gary (1995-2015), Emeritus Professor of New Testament; B.Th. (1973), Piedmont Baptist College; M.Div. (1976), M.Th. (1979), D.Th. (1983), Grace Theological Seminary

Riter, William (1985-2016), Emeritus Associate Professor of Business; B.S. (1964), Cedarville University; M.S. (1969), University of Illinois

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

Turner, David (2001-2018), Emeritus Professor of New Testament; B.A. (1971), Cedarville University; M.Div. (1974), Th.M. (1976), Th.D. (1982), Grace Theological Seminary; M.Phil. (2000), Ph.D. (2009), Hebrew Union College, Jewish Institute of Religion



# 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.



# SPIRITUAL FORMATION & CHRISTIAN COMMUNITY



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

## ABOUT SPIRITUAL FORMATION

Spiritual Formation and Christian Community 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 and his kingdom"*

- Our Global Opportunities program - providing students with intercultural and cross-cultural service opportunities in Grand Rapids and across the world
- Spiritually forming 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 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 questions/complaints regarding issues and incidents involving students*

**Terrence King**

Vice President for Spiritual Formation & Christian Community | Title IX Coordinator  
Corum Student Union | 2nd Floor  
616.222.1423 or [terrence.king@cornerstone.edu](mailto:terrence.king@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](mailto: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](mailto:brandan.bishop@cornerstone.edu)

**Kevin Hall**

Director of Residence Life | Title IX Deputy Coordinator  
Corum Student Union | 2nd Floor  
[kevin.hall@cornerstone.edu](mailto:kevin.hall@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 2022-23 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 grant permission to the university to use their likeness as captured in videos and photographs obtained during university-sponsored events and photo shoots. These photos and videos may be used in a variety of print and digital publications and advertisements for the university. The university holds sole distribution rights to such photos and/or videos and will only use them for publications promoting the university. These photos and/or videos will not be sold or distributed to outside parties at any time. The university reserves the right to crop, edit or treat all photos or videos at its discretion and may discontinue use without notice.

Every effort is made to represent Cornerstone University students and their stories with integrity and authenticity. 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.

For further information on this policy, please contact 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 Emajeane "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 120 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 55 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 pro-actively, enforce parking and traffic regulations as well as behavioral and conduct standards, and respond to emergencies and investigate incidents. The Department of Campus Safety also provides an array of other convenience services including special needs transportation, assistance with vehicle lockouts and battery boosts. For emergencies or general service requests, including general information inquiries, contact the Campus Safety Department by dialing '0' (Zero) from campus phones or 616.949.5300 from all other phones.

## CHAPEL

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

# COMMUNITY LIFE

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

## **Residence Life**

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

## **Commuter Life**

Eating lunch, hanging out in the Commuter Corner, and connecting with other students is made easier for non-residential students through our Commuter Life program. The Student Development staff and student leaders from CUSO (Cornerstone University Student Offices) 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 support, encouragement, and tools for the challenges of life. The Well provides Christ-centered counseling and recognizes the Bible as the foundation for healthy living. There is a minimal fee for counseling, however no students are denied services for financial reasons. The Well is located in the Center for Academic Success. Appointments can be made by phone (616.977.5477), email ([the.well@cornerstone.edu](mailto:the.well@cornerstone.edu)), or by coming in during office hours (9 a.m. – 4 p.m.). More information about The Well can be found at: [www.cornerstone.edu/university-offices/the-well](http://www.cornerstone.edu/university-offices/the-well).

# 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)

# 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 global (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 (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 perform formal concerts consisting of standard and contemporary masterworks. *Membership by audition only*

- **Credo (MUP-X51)**

This high-energy vocal ensemble specializes in sacred and secular a cappella music and contemporary singing with an uncompromising dedication to excellence. Eight gifted and highly motivated singers, selected by audition only, train in the art of jazz in a wide variety of settings: on campus, in area churches, high schools and more. *Membership by audition only.*

*Co-requisite: MUA course in appropriate performance area. Two semester (fall and spring) commitment.*

- **Small Instrument Ensemble (MUP-X51)**

An opportunity to study and play standard small ensemble repertoire. *Membership is by audition only.*

- **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](http://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](http://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**

**Email: [admissions@cornerstone.edu](mailto:admissions@cornerstone.edu)**  
**[cornerstone.edu/undergraduate-admissions](http://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 SAT score of 1000 (or corresponding ACT score of 19 or Classic Learning Test score of 64) 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 SAT, ACT or CLT scores sent directly from SAT, ACT, CLT 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:
  - College Board (SAT) | [www.collegeboard.com](http://www.collegeboard.com)
  - American College Testing Program (ACT) | [www.act.org](http://www.act.org)
  - Classic Learning Test (CLT) | [www.cltexam.com](http://www.cltexam.com)

Applicants are encouraged to take the test early. The SAT college code number, 1253, should be placed on your examination for the official reporting of the scores. The ACT college code number is 2002.

- Official college transcripts from all colleges previously attended, including dual-enroll college transcripts.

# 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** – 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 academic advisors in the Center for Student Success, 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.

**PROVISIONAL ADMISSION** – A limited number of students will be granted provisional acceptance to Cornerstone University. These students will be required to participate in the Pathway program and will obtain a two-year associate's degree. Additional program details can be found on page 151.

**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](mailto: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.

# NURSING PROGRAM ADMISSION

See page 159 for details.

# 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](mailto: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 2022-2023

### TUITION, PER SEMESTER

1 through 11 credit hours, per credit hour	\$995
12 through 18 credit hours, block rate	\$13,790
19 plus credit hours, per credit hour	\$760
(J-term credit hours are included as part of Spring load)	
Summer School, 2022; per credit hour (on-ground)	\$760
Summer School, 2022; per credit hour (on-line)	\$390
Audit, per credit hour	\$235
Dual Enrolled, per credit hour	\$191
Study Trip Tuition, per credit hour	\$220

### ROOM & BOARD, PER SEMESTER

Room & Board	Meal Plan	Residence Hall Style	Apartment Style
	7 meals (seniors only)	\$4,455	\$4,655
	10 meals	\$4,790	\$4,990
	12 meals	\$4,995	\$5,195
	15 meals	\$5,260	\$5,460
	18 meals	\$5,485	\$5,685

Commuter student life fee (includes 25 meals per semester)	\$170
Supplemental commuter meal plan (25 meals per semester)	\$205
Student Services Fee, per semester	\$150

### SUPPLEMENTAL FEES

Replacement I.D. card fee	\$10
Payment plan fee, per semester	\$55
Late payment fee, initial charge	\$100
Late payment fee (monthly, after initial charge if financial obligations not fulfilled)	\$25
NSF fee	\$15
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	\$300
One hour lessons	\$600
Recital fee	\$75
Kinesiology fee, per semester	varies
IDS-107 course fee	\$275
Transcript fee	\$5
Vehicle registration fee, per semester	\$85

### HOUSING DEPOSIT

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

### CAMPUS RENTAL APARTMENTS LEASE

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

One-bedroom apartment, per month	\$670
Two-bedroom apartment, per month	\$745
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/costs-and-aid](http://www.cornerstone.edu/costs-and-aid)

# 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 or before moving to campus, whichever is earlier.

**Payment Plan:** Students may choose to pay the balance due in four or five monthly installments. These payment plans must be paid in full before the end of the semester. There is a \$55 payment plan fee each semester. Students who do not pay as arranged may be excluded from using the payment plan in subsequent 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 prior balances must be paid in full before starting the next 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	75 percent
Third week	50 percent
After week three	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.

If a student wishes to appeal due to extenuating circumstances (e.g. severe medical issues, advising errors), they must send a written appeal to the Director of Student Financial Services.

# 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 choose to move 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, which ever 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. Contact the Student Financial Services office for details if student withdraws during j-term.

**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). Contact the Student Financial Services office for a copy of the full policy.

**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.studentaid.gov](http://www.studentaid.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 Self Service.

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 2022 = 2022-23 FAFSA). Aid received for the summer counts against total eligibility for the year. There is no institutional aid given for summer courses.

## ORDER OF FINANCIAL AID AND PAYMENT APPLICATION

Unless specifically designated otherwise, all financial aid and payments posted to the student account will be applied first to tuition, followed by all mandatory and course fees, followed by room & board and then to other charges. Financial aid will be applied first, followed by any payments made.

## 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.

**Eligible Courses** – A student is not eligible to receive federal financial aid for any courses that are not required for the degree program in which the student is enrolled.

**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.

1-57 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>
1-57	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 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 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 \$3,752 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 Iraq and Afghanistan Service Grant** – This program provides grants to students whose parent or guardian was a member of the U.S. armed forces and died as a result of military service performed in Iraq or Afghanistan after the events of 9/11, if you were under 24 years old or enrolled in college at least part-time at the time of your parent's or guardian's death. In addition, you must not be eligible for a Federal Pell Grant on the basis of your Expected Family Contribution but you must meet the remaining Federal Pell Grant eligibility requirements.

**Federal Children of Fallen Heroes Scholarship** – Under this scholarship, a Pell-eligible student whose parent or guardian died in the line of duty while performing as a public safety officer is eligible to receive a maximum Pell Grant for the award year for which the determination of eligibility is made. To qualify for this scholarship, a student must be Pell-eligible and have a Pell-eligible EFC and be less than 24 years of age or enrolled at an institution of higher education at the time of his or her parent's or guardian's death.

**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.

**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 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.



## 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. Students must complete a FAFSA annually to be eligible for any of the state programs.

**Michigan Competitive Scholarship** – This program provides renewable scholarships for undergraduate students attending eligible Michigan postsecondary institutions. Awards are based on both academic merit and financial need. The FAFSA must be submitted before March 1 each year.

**Michigan Tuition Grant** – Provides need-based renewable scholarships for undergraduate students attending eligible private or independent degree-granting non-profit institutions. A student cannot receive the Michigan Competitive Scholarship and the Michigan Tuition Grant at the same time. The FAFSA must be submitted before March 1 each year.

**Tuition Incentive Program (TIP)** – A program that encourages high school completion with the incentive of tuition assistance in college. Eligible students are those who have or have had Michigan Medicaid coverage for 24 months within a 36-consecutive month period as identified by the Michigan Department of Health and Human Services (MDHHS). Students must file a FAFSA.

**Fostering Futures Scholarship** – The Fostering Futures Scholarship provides awards designed to assist former foster care students with college expenses. Students must complete an annual application, due June 30.

**Children of Veterans Tuition Grant** – This program provides undergraduate tuition assistance to the children of qualified Michigan veterans who are deceased, totally and permanently disabled, or missing in action (MIA), due to a service-connected injury or illness. There is a one-time special application for this program.

## 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. 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 March 1st. Conditions for receiving an endowed or restricted fund institutional scholarship include attendance at Gratitude Day 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 Family 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.

**Carol Van Andel Health and Science Scholarship** – This scholarship was established to honor Carol Van Andel and her commitment to health science and Christian education in West Michigan. The scholarship will be awarded to three students pursuing a degree in health care, with a minimum GPA of 3.0 and in their third year of study.

**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 \$10,000. Maximum amount for transfer students is \$8,000. 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.

**Contractor's Engineering Scholarship** - This scholarship is established to recognize and honor the outstanding work of West Michigan contractors in constructing and servicing the Jack and Mary De Witt Center for Science and Technology. It is designed to assist engineering student(s) who may need financial aid in pursuing their engineering degree.

**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 Assistance** - Available to incoming students based on high school GPA and ACT scores. The maximum amount for first-time and transfer students is \$2,000. The scholarship is given each year the student maintains full-time enrollment.

**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.

**Covenant Christian High School Scholarship** - The generous family at Covenant Christian Schools in Walker, Michigan, strongly believe a Christian education has great value and wish to make such an education at Cornerstone University more readily accessible to their graduates.

**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.

**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.

**David and Karen Dickinson Engineering & Science Scholarship** - This scholarship was established to assist students in the KSEM division who have completed 58+ credits and maintain a minimum 3.0 GPA. Preference will be given to students pursuing a degree in engineering or mathematics. 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 \$8,500 for first-time students and \$6,000 for transfer students. The scholarship is given each year the student maintains full time enrollment.

**DeWitt Scholarship** - This 4-year scholarship was established for students from a portion of West Michigan. The scholarship aims to attract students who have been influencers for Christ in their High School, who have financial need and who have proven academic potential. Students must reside on campus for their first two years of enrollment.

**Dorothy L. Sayers Promising Young Writers Scholarship** - Encourages young undergraduate writers in their endeavor to develop the skills for writing connected careers. To be eligible, candidates must be an undergraduate English major or English writing major.

**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.

**Farm Bureau Scholarship** – The scholarship is established to recognize the critical need of tuition assistance for traditional undergraduate students who are involved in Enactus. The scholarship acknowledges the accomplishments and motivation demonstrated by Cornerstone Enactus students.

**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.

**Kingdom Scholars Program** – Intended to recognize your capacity for influence in the world, the Kingdom Scholars program is designed to foster an inclusive, Christ-honoring community that welcomes and celebrates diversity while empowering you to excel as a culturally intelligent leader. A limited number of scholarships are available each year to new and transfer students who demonstrate academic excellence, spiritual maturity and a commitment to cultural diversity. Students must have a minimum 3.0 GPA, be accepted to Cornerstone, and complete the application and file the FAFSA to be considered for this scholarship program.

**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.

**LE Cardinal Scholarship** – This scholarship is to be awarded to a qualified Communication major. Applicants must submit a one page essay concerning the Lord's work in their life and how that relates to their future dreams and goals.

**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 has 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.

**Men's Basketball Leadership Scholarship** – The scholarship was created primarily by alumni of Cornerstone University's men's basketball program who want to see the school, and specifically the men's basketball program, develop leaders who will have an impact long after their time at CU. The purpose is to reward perseverance while helping alleviate the financial stress associated with attending a private university.

**Men's Soccer Leadership Scholarship** – This scholarship was established primarily by alumni of Cornerstone's soccer program to give financial aid to a member of the soccer team who shows leadership potential.

**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.

**Michael and Sheryl Boes Family Scholarship** -This scholarship was established to give financial aid to children of missionaries or foreign nationals. The student must have a minimum GPA of 2.5.

**Minnesota Regional Scholarship** - This scholarship is provided to help a deserving student from the state of Minnesota on track to complete a degree from Cornerstone or a first year student. Recipient must maintain a 3.0 GPA in their major or from their high school and participate in some type of extra/co-curricular activity at Cornerstone or their high school.

**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. Application is made on the institutional scholarship application.

**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 \$6,500. The maximum amount for transfer students is \$4,000. 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.

**Peter Atwood Mathematics Scholarship** - This scholarship is a term endowment fund that provides an annual award to a student who demonstrates the qualities for mathematical work and/or teaching mathematics. It was established by Cornerstone University to honor Dr. Atwood for over 25 years of service at the university and his impact on the lives of students.

**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.

**The Potter's House Scholarship** - This scholarship awards undergraduate students at Cornerstone University who graduated from Potter's House.

**Presidential Scholarship** – Available to incoming first-time students based on high school GPA and ACT score. The maximum amount is \$12,000. 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.

**Request Foods Dependent Grant** - This grant is awarded to full-time students who are children of Request Foods employees. This is a four-year scholarship. 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.

**Roger & Susan Gilbert Medical and Science Scholarship** - This scholarship was established to assist students in the KSEM division who have completed 58+ credits and maintain a minimum 3.0 GPA. Preference will be given to students pursuing a degree in biology, chemistry, cardiac rehab, exercise science, pre-dental, pre-medical, pre-occupational therapy, pre-pharmacy or pre-physical therapy. Application is made on the institutional scholarship application.

**Ronald B. Mayers Pre-Seminary Ministry 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.

**TESOL Scholarship** - The TESOL scholarship is established to assist students pursuing a career or ministry in Teaching English to Speakers of Other Languages (TESOL). Recipient must be a junior or senior undergraduate student who has declared a TESOL minor. Application is made on the institutional scholarship application.

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

**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.

**Yezelalem Minsch Student Scholarship** - This scholarship is provided to help a student from Ethiopia who has been part of YZM's ministry. Student must maintain a 2.75 GPA.





# ACADEMIC INFORMATION



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

## ACADEMIC ASSISTANCE

The Center for Academic 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 Academic 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 Academic Success will be the contact point for all disability services on campus, including academic and otherwise. In addition to the Center for Academic 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  
(See page 64 for codes)

CREDITS/FREQUENCY

<b>IDS-097</b>	<b>Academic Accountability</b>	<b>1/1</b>
This course is a continuation of academic support for students admitted to the university conditionally and probationary students who have completed IDS-109. 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. This course may be counted for purposes of financial aid, sports eligibility and GPA, but does not count toward the total hours required by the institution for graduation.		
<b>IDS-102</b>	<b>Pathway Study Lab I</b>	<b>1/1</b>
A weekly study lab with a focus on time management, organizational planning, behavioral motivation, homework assistance, and supplemental lecture/assignment support for semester courses. IDS-102 provides additional tutoring and assistance for all enrolled semester courses.		
<b>IDS-105</b>	<b>Pathway Study Lab II</b>	<b>1/1</b>
A weekly study lab with a focus on critical reading, study habits, note-taking, long-term memory retention, homework assistance, and supplemental lecture/assignment support for semester courses. IDS-105 provides additional tutoring and assistance for all enrolled semester courses. Prerequisite: IDS-102		
<b>IDS-109</b>	<b>Learning Strategies</b>	<b>2/1</b>
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.		
<b>IDS-212</b>	<b>Pathway Study Lab III</b>	<b>1/1</b>
A weekly study lab with a focus on advanced writing proficiencies, public speaking, relevant technology software, homework assistance, and supplemental lecture/assignment support for semester courses. IDS-212 provides additional tutoring and assistance for all enrolled semester courses. Prerequisites: IDS-102, IDS-105		
<b>IDS-214</b>	<b>Pathway Study Lab IV</b>	<b>1/1</b>
A weekly study lab where students select 1-2 semester courses for additional academic assistance. The Associate Director of Academic Success works hands-on with students in the selected courses throughout the semester. IDS-214 provides additional tutoring and support for additional semester courses as requested. Prerequisites: IDS-102, IDS-105, IDS-212		
<b>MAT-096</b>	<b>Pre-Algebra</b>	<b>3/2</b>
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. This course may be counted for purposes of financial aid, sports eligibility and GPA, but does not count toward the total hours required by the institution for 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 GRIEVANCE

In any university, it is inevitable that disagreements will arise from time to time. If a student feels the need to resolve a concern or a dispute arises between a student and a faculty member, the student should seek to resolve the issue by taking the following steps.

1. The student should work directly with the faculty member by presenting the faculty member with a clear statement of his/her concern and the desired resolution.
2. If meeting with the faculty member does not bring resolution, or if the student is hesitant to meet with the faculty member, the student should bring the concern to the appropriate division chair.
3. The student, faculty member and division chair should meet together and work toward resolution.
4. If there is still no resolution to the student's concern, the student should contact the Dean of Assessment and Curriculum and present his/her concern in writing.\* The Dean will meet with the student, faculty member and the division chair to seek resolution and determine an appropriate response.
5. If the student concern is still not resolved, the student may submit a formal written complaint to the Senior Vice President of Traditional Undergraduate Academics.
6. The Senior Vice President of Traditional Undergraduate Academics will attempt to resolve the issue by gathering information from all parties involved and will render a final decision regarding the complaint.

**A formal complaint must contain the following:**

- a. A written, hard copy statement of intent to register a formal complaint.**
- b. Efforts taken to resolve complaint.**
- c. The specific complaint with the desired resolution.**
- d. Supporting materials, if applicable (e.g. email communications, doctor's notes, etc)**

\*Unresolved complaints with any aspect of the student experience pertaining to the co-curriculum (out of classroom activity) should be directed to the Vice President of Student Development. The Student Development office "Student Grievance and Complaint" policy and process are described in the Student Handbook.

The University's accreditation agency requires that a list of complaints and the University's efforts to resolve them, be provided during accreditation visits. However, individual identities will be kept confidential in the reporting procedure.

# 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 1.85 or better for freshmen and sophomores (0-57 credits) and 2.0 or better for juniors and seniors (58+ credits) will be placed on academic probation.

The Registrar's 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 or CSS-097. 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

Handshake is Cornerstone's online career platform and can be accessed at [cornerstone.joinhandshake.com](https://cornerstone.joinhandshake.com). Various career-related resources (resume development, interviewing, etc) and instructions on how to register for internships plus internship and professional employment opportunities are posted on Handshake.

# CENTER FOR ACADEMIC SUCCESS

The Center for Academic 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 Academic Success, including:

- **Academic advising and strengths-centered coaching** - The Center for Academic 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 Academic 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 Academic 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 43.

# 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.

## CREATIVITY AND INNOVATION HONORS INSTITUTE (CIHI)

The Creativity and Innovation Honors Institute combines classical liberal arts honors courses with a focus on creativity and innovation to uniquely develop a student's abilities as a design thinker, creative cultivator and wise citizen. Project-based learning experiences, intentional student cohorts, seminar-style discussions led by expert faculty and the opportunity to earn a second major in creativity and innovation prepare students to identify and use their talents to produce work that is new, useful and redemptive.

## 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.), 60 semester hours minimum
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.), 66 semester hours (See Nursing 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) (See the Communication, Media & 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. (See Computer Science, Engineering & Math Division)
7. Bachelor of Science in Nursing: (B.S.N.), 120 semester hours.
8. Bachelor of Social Work: (B.S.W.), 120 semester hours.
9. Master of Arts: (Education) (M.A.) See the Professional and Graduate Studies catalog for specific requirements.
10. Master of Arts: (Ministry Leadership) (M.A.) See the Graduate Programs catalog for specific requirements.
11. Master of Business Administration: (M.B.A.) 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.

# DOUBLE COUNTING POLICY

Starting with the 2020/21 TUG Academic Catalog, two courses (6-8 credits in total) can be double counted for purposes of completing a double major or any combination of major and minor.

There will be no further exceptions beyond the two course limitation. Using a replacement course for a third double counted course will not be allowed. Students are not allowed to double major in programs with more than six (6) credits of overlap.

Multiple counting of hours is allowed between the General Education Core and a major or minor.

## **Business Division Transition Plan Through 2023**

Current business students are exempt from the double counting policy until the 2023 catalog in order to accommodate this change. Current business students will be allowed to continue with their current major/minor combinations, including double counting, until they complete their degree.

Any business student who readmits and is assigned to the 2023 catalog, must abide by this new double counting policy.

All double-counting allowances will be processed using the current Academic Policy Exception on-line form.

# 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 45 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.

## FINALEXAMS

Examination times are determined by the day/time that the class is scheduled during the semester and exams will be given in the same classrooms used for class during the semester. If you are scheduled for four or more exams on one day, or if you have two or more exams scheduled for the same time, discuss this with the professors involved and arrange an acceptable exam time within exam week. If you have a class that does not seem to fit the schedule, discuss the situation with the professor, who will determine the exam time.

**Please do NOT make end-of-the-semester travel arrangements that conflict with your final exams.**

## 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.

# GRADE CHANGES

All grade changes must be made by the original instructor of the course taken with the approval of the Division Chair. A grade can only be changed within a calendar year of the date on which the grade was posted.

All appeals must be processed through the Academic Policy Exception Form initiated by the division chair to the appropriate dean/associate dean with the final decision determined by the executive vice president of TUG academics.

# 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		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 & Music** - This award is given 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. 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.

**Science & Kinesiology** – 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 Science Division award is given to the student who best exemplifies academic excellence, spiritual maturity, involvement in campus or community activities and the potential for meaningful impact in one's chosen profession.

**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 51-60 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. Associate of Arts and Associate of Science degrees require a minimum of 60 credit hours.
3. 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).
4. 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).
5. Bachelor of Science in Engineering degree requires completion of a minimum of 140 credit hours prescribed in general education core and a major.
6. Bachelor of Science in Nursing degree requires completion of a minimum of 120 credit hours prescribed in general education core and major.
7. Two courses (6-8 credits in total) can be double counted for purposes of completing a double major or any combination of major and minor. Current business students are exempt from the double counting policy until the 2022 catalog. 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.
8. 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.
9. A grade of "C-" or better in ENG-212 Writing In Culture and COM-112 Communication In Culture.
10. Transfer students are required residency for at least 32 hours. All students are required residency for at least 24 of the last 33 hours, and at least 12 hours of the major must be completed in residence. For elementary education students enrolled in the triple minor program, the two minors other than the planned program minor shall be equivalent to a major for the purpose of calculating residency requirements. (Students enrolled in the associate degree program require residency for at least 24 hours, residency for 24 of the last 33 hours and residency for at least 12 hours of the major.)
11. Chapel attendance requirements, as outlined in the Student Handbook.
12. A graduation application to the Registrar's Office no later than Nov. 1 for December, May and August graduates.
13. Completion of senior assessment testing. Social Science majors must attain the 30<sup>th</sup> percentile on Senior Assessment Exam to graduate.
14. Commencement participation will be limited to those who have completed their degree program or have no more than six credit hours to complete by the end of August of that same year.

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

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



4. Students taking credit at an institution other than Cornerstone University for completion of Cornerstone University degree requirements must have their final, official transcript from that institution on file in the Cornerstone University Registrar's Office by the following dates:

GRADUATION DATE

December  
May  
August

TRANSCRIPTS DUE THE FOLLOWING:

March 15  
Aug. 15  
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.

## GRADUATION REQUIREMENTS FOR TWO BACCALAUREATE DEGREES

### If the BA degree the student has chosen is 129 hrs:

Students may receive two Baccalaureate degrees from CU if they have fulfilled all requirements for both degrees and have earned a minimum of 147 semester hours. Overlap of courses between the two degrees is allowed.

### If the BA degree the student has chosen is 120 hrs:

Students may receive two Baccalaureate degrees from CU if they have fulfilled all requirements for both degrees and have earned a minimum of 138 semester hours. Overlap of courses between the two degrees is allowed.

## 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 ENROLLMENTS

**Definition** - Independent Enrollments (IEs) are courses where students are individually and independently registered in a regularly-offered, catalogued course within a semester that the course is not offered. An exception may be granted if there is an unresolved course scheduling conflict with another course and the student cannot take either of the classes in conflict during a future semester.

**Course Content** - The syllabus should be equivalent (not necessarily identical) to the regular offerings of the course including texts, assignments and grading criteria. *The faculty member is required to meet with the student no fewer than four times during the semester of the IE (virtually or in person).* IEs are not available for j-term courses.

**Process** - Each IE must be proposed by a faculty member using the online forms at the Registrar's office section of MyCU. A faculty member cannot do more than two courses of independent enrollments in one semester without approval from the division chair and SVP of TUG.

Division chairs will review each request for an IE and:

- Approve courses equivalent in content/resources/assignments/grading criteria to the regular offerings of the course.
- Approve courses absolutely necessary for the student to meet learning goals in an appropriate time frame.
- Deny requests deemed not necessary because of student convenience, student error or avoidance of a particular faculty member.

Once the request is approved, the online form is submitted to the Registrar's Office to complete the enrollment.

The payment to the faculty member for the IE is \$95/credit hour. This fee is passed along to the student unless there is a demonstrated responsibility on behalf of the institution. In these cases, a division chair can request a fee waiver via email from the Dean of Assessment and Curriculum.



# 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.

# INTERNSHIPS

One of the distinguishing characteristics of the Cornerstone collegiate experience is completion of at least one internship. Recognizing that the classroom can never fully duplicate real-life circumstances, Cornerstone University requires students in every major complete either an internship, or for those students enrolled in social work or teacher education, a practicum or student teaching, respectively. Students have completed local internships with organizations including Alpha Women's Center, Kentwood Community Church, Gerald R. Ford Museum, Mary Free Bed Rehabilitation Hospital, Kellogg, Our Daily Bread and WOOD-TV 8. Interns have also worked across the United States and around the world.

The internship policy states:

- 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. Students should log NO MORE than 40 hours within a seven day period throughout the internship experience.
- 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 in the resources section on Handshake ([cornerstone.joinhandshake.com](https://cornerstone.joinhandshake.com)) or contact [career@cornerstone.edu](mailto:career@cornerstone.edu).
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 PLACEMENT

Math placement is based upon SAT/ACT/CLT information provided at the time of enrollment. Students placed in math courses lower than what is required for their major must progressively move to the next level course until they successfully complete the math course required for their major. More information about placement policies may be found on MyCornerstone - Groups (Science & Kinesiology) - Resources - Math Placement. Information about which math course satisfies mathematics competency for a given degree program can be found in the "Degree Requirements" section of this catalog, in the student's "My Progress" tab of Student Self-Service, or on MyCornerstone - Groups (Science & Kinesiology) - Resources - Math Placement.

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. CLEP offers an examination in College Mathematics which can be used for credit in MAT-110, and an examination in College Algebra which can be used for credit in MAT-121.
2. 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.
3. 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.
4. 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.

# 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.
- Research assistance and service to all students, faculty, and staff.

Phone: 616.222.1458

Website: [library.cornerstone.edu](http://library.cornerstone.edu)

Email: [library.reference@cornerstone.edu](mailto:library.reference@cornerstone.edu)

# 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.

# PATHWAY

Pathway is a required two-year associate's degree for provisionally accepted students at Cornerstone University. Incoming students are classified as provisionally accepted based on a combination of high school transcripts, high school GPA and ACT/SAT test scores. Pathway consists of study labs, individualized learning and intensive scholastic counseling to sharpen academic readiness. Pathway is completed in two years while obtaining an associate's degree, with academic advising to obtain a bachelor's degree after an additional two years.

# PHYSICAL EDUCATION REQUIREMENT

Two hours of physical education will be required of all students in Bachelor degree programs. All students must take KIN-100 *Total Fitness and Wellness* (elementary education students also take KIN-147).

A maximum of two credits will be awarded for participation in two different varsity sports. These credits will be allowed as physical education electives only. Persons with military experience must take KIN-100 (*Total Fitness and Wellness*). 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.

# 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.

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 Academic 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 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 Student Success should be contacted immediately at 616.222.1596 or at [student.success@cornerstone.edu](mailto:student.success@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 Academic Success in Miller Hall, or online at [www.cornerstone.edu](http://www.cornerstone.edu).

Please note that the process for determining eligibility for accommodations can take 4-6 weeks, so students should complete an application and submit appropriate documentation well in advance of the semester in which accommodations are required to begin. In particular, if housing requests are being made (including emotional support animal requests), application should be made well in advance of the desired accommodation implementation. To be deemed appropriate documentation, testing and assessment of disability must typically 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 Academic 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.

## 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 Bachelor degrees and 32 for Associate degrees.

The Social Work Program may accept a maximum of 18 hours (the equivalent of a minor) for courses completed with a grade of C or better at a CSWE-accredited BSW program. Students wanting to transfer specific SW courses must provide copies of the syllabi as well as verification of the courses taken. Field practicum courses are not transferable and must be taken in residence. Grades received in courses for which transfer credit is granted will not be included in the computation of a student's grade point average. Students must also complete the Application for Admission to the Social Work Program.

Students pursuing the BSN degree must take all NUR courses at Cornerstone.

# 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 and active duty 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.

In order for a student to be eligible for financial aid or VA benefits, he/she must be enrolled as a degree-seeking student. Non-degree seeking students are not eligible for financial aid or VA benefits.

A student who applies to a degree program and is accepted to the PGS division will be considered a degree-seeking student.

Verification of enrollment for VA benefits is processed when the student has submitted the Application of Education Benefits form or the Request for Change of Program or Place of Training form to the student financial services office. Cohort dates must be determined prior to processing. Initial certification will be processed upon attendance confirmation.

It should be understood by veterans that under some benefits, such as chapters 30, 35, 1606 and 1607, the student will be reimbursed directly by the Department of Veterans Affairs. Veterans should plan to pay their bills in accordance with the payment schedule provided by the student financial services office.

We, Cornerstone University, will permit any covered veteran (a student who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits) to attend or participate in the course of education during the period beginning on the date on which the individual provides to us a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

We will not impose to a covered veteran any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities. We will not require that a covered individual borrow additional funds because of the individual's inability to meet his or her financial obligations to us due to the delayed disbursement funding from VA under chapter 31 or 33.

If the Department of Veterans Affairs is paying the school directly, the student financial services office must have all required paperwork. If the Department of Veterans Affairs is reimbursing the student, bills should be paid in accordance with the university payment schedule.

The grade-point average of veterans will be monitored at the end of each payment period. 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. This action may result in the 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.

Certification of each class will be recorded in the Department of Veterans Affairs system as the veteran progresses through the program.

Eligibility for VA benefits is determined solely by the Department of Veterans Affairs. Cornerstone University is responsible only to verify the student's enrollment.

For more veteran information, refer to [cornerstone.edu/veterans-benefits](http://cornerstone.edu/veterans-benefits).

## 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 contact the Center for Academic Success to obtain an official withdrawal form.

# WRITING CENTER

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 Writing Center supports a campus-wide commitment to student writers and writing-rich coursework.

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 Writing Center 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.

# 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/undergraduate/experience/off-campus-study-programs/short-term-trips](http://www.cornerstone.edu/undergraduate/experience/off-campus-study-programs/short-term-trips)

## 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) | [cccuglobaled.org/asp](http://cccuglobaled.org/asp)

AU SABLE INSTITUTE OF ENVIRONMENTAL STUDIES | [www.ausable.org](http://www.ausable.org)

CHICAGO SEMESTER (CSM) | [www.chicagosemester.org](http://www.chicagosemester.org)

CONTEMPORARY MUSIC CENTER (CMC) | [cmcnashville.com](http://cmcnashville.com)



## SEMESTER PARTNER PROGRAMS: INTERNATIONAL

ECUADOR SEMESTER | [livingandlearninginternational.com](http://livingandlearninginternational.com)

EDE CHRISTIAN UNIVERSITY (THE NETHERLANDS) | [che.nl/en](http://che.nl/en)

HANDONG GLOBAL UNIVERSITY (SOUTH KOREA) [www.handong.edu/eng/](http://www.handong.edu/eng/)

INTERNATIONAL BUSINESS INSTITUTE (IBI) | [ibi-program.org](http://ibi-program.org)

ITALY SEMESTER | [www.landli.org/locations/rome](http://www.landli.org/locations/rome)

JERUSALEM UNIVERSITY COLLEGE (JER) (AMERICAN INSTITUTE OF HOLY LAND STUDIES) | [juc.edu](http://juc.edu)

LATIN AMERICAN STUDIES PROGRAM (LAS) | [lasp.bestsemester.com](http://lasp.bestsemester.com)

LITHUANIA CHRISTIAN COLLEGE/INTERNATIONAL UNIVERSITY | [www.lcc.lt/study-abroad-lithuania](http://www.lcc.lt/study-abroad-lithuania)

MIDDLE EAST STUDIES PROGRAM (MEP) | [cccuglobaled.org/mesp](http://cccuglobaled.org/mesp)

OXFORD SUMMER PROGRAMME (OSP) | [cccuglobaled.org/scio](http://cccuglobaled.org/scio)

SCHOLAR'S SEMESTER IN OXFORD (SSO) | [sso.bestsemester.com](http://sso.bestsemester.com)

SEMESTER IN SPAIN (SIS) | [semesterinspain.org](http://semesterinspain.org)

VERITAS CHRISTIAN STUDY ABROAD (BRAZIL, CZECH REPUBLIC, CHILE, COSTA RICA, ENGLAND, FRANCE, ITALY, PERU, SOUTH AFRICA, SOUTH KOREA, SPAIN) | [www.veritasabroad.com](http://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 Spiritual Formation and Christian Community
- 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 2022-2023 academic year, s/he must submit the application to the Dean of Assessment and Curriculum no later than the Friday before Cornerstone's Spring Break in 2022. The application is available to current university students on MyCU or it can be accessed by contacting the Dean of Assessment and Curriculum.

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](http://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 classes to help shape a profoundly Christian vision for life in this world. Our Biblical studies courses offers a developmental sequence of courses that guides students through surveys of the Old Testament and New Testament and 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.

Our scientific knowledge courses combine 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.

Our human culture courses enable 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.

### **Core of the Core**

Embedded in the core curriculum, the "core of the core", is a set of four common courses totaling six credits, taken by all Cornerstone students, that will run alongside the traditional general education core courses (lab science, social science, history, philosophy, communication, etc) to give students specific courses in which to "make sense together" their educational journey. The four courses are:

- IDS-107 Academic Foundations (2 cr)
- IDS-108 Service Foundations (0 cr)
- IDS-207 Core of the Core Sophomore (2 cr)
- IDS-307 Core of the Core Junior (2 cr)

The philosophy of the core of the core is structured around the Big Concept - using the lens of a significant civic and/or global issue (campus-wide and changing each year), students will engage in problem/project learning and narrative self-reflection, integrating the knowledge, skills and attributes attained from the distributed core courses (the core) and from their major courses in a way that demonstrates understanding of their virtue, vocation, citizenship and transdisciplinary competencies.

1. **Transdisciplinary competencies** - SKAs (skills, knowledge, attitudes) adapted from NACE - *Cornerstone students will develop competencies that are transferable across disciplines.*
2. **Virtue Formation** - *Cornerstone students will engage in opportunities to demonstrate Christ-like virtue and growth through embodiment.*
3. **Vocation Formation** - *Cornerstone students will effectively communicate the contributions of a Christian liberal arts experience and self life narrative in seeking to achieve one's longer term goals.*
4. **Citizenship Formation (Civic and Global Engagement)** - *Cornerstone students will demonstrate intercultural competence in addressing civic, social, environmental and economics issues. Students will be able to articulate the causes and effects of contemporary cultural issues while reflecting biblical justice in his/her civic engagement.*

# 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
ENG-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-107	Academic Foundations . . . . . 2
IDS-108	Service Foundations. . . . . 0
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 209 for requirements). . . . . 21	
Total. . . . .	65

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

# CORE CURRICULUM FOR THE ASSOCIATE OF ARTS DEGREE

## General Studies

*This degree is available exclusively for students in the **Pathway Program**.*

GENERAL EDUCATION CORE		Credit Hours
COM-112	Communication in Culture.....	3
CSS-100	Learning Strategies.....	2
ENG-100	Introduction to English Writing.....	2
ENG-103	Introduction to Writing Lab.....	1
ENG-114	College Composition.....	3
ENG-105	College Composition Lab.....	1
ENG-212**	Writing In Culture.....	3
ENG-203	Writing in Culture Lab.....	1
HIS-114	Making of the Modern World.....	3
IDS-101	Creativity, Innovation and Problem Solving.....	2
IDS-107	Academic Foundations.....	2
IDS-108	Service Foundations.....	0
IDS-206	Elective Lab.....	1
KIN-100	Total Fitness & Wellness.....	2
LIN-100	Language in Culture.....	3
MAT-096	Pre-Algebra.....	2
MAT-107	Algebra.....	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
<b>Total.....</b>		<b>49</b>

*\*\* All students must meet the university's competency requirements for writing before being placed into ENG-212. See page 37 for placement criteria.*

**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

GENERAL EDUCATION CORE		Credit Hours
BIO-151	General Biology.....	4
COM-112	Communication in Culture.....	3
ENG-212	Writing in Culture**.....	3
ENG-223	Intro to Literature.....	3
HIS-114	Making of the Modern World.....	3
HUM-311	Imagination in Culture.....	3
IDS-107	Academic Foundations.....	2
IDS-108	Service Foundations.....	0
PHI-211	Philosophy in Culture.....	3
REL-104	Old Testament Literature.....	3
REL-204	New Testament Literature.....	3
<b>Total.....</b>		<b>30</b>

*\*\* All students must meet the university's competency requirements for writing before being placed into ENG-212. See page 37 for placement criteria.*

# CORE CURRICULUM FOR THE ASSOCIATE OF SCIENCE DEGREE

## General Studies

*This degree program is available to students who are eligible to access the **Tuition Incentive Program (TIP)**, or with permission of the Dean of Accreditation and Curriculum.*

GENERAL EDUCATION CORE		Credit Hours
COM-112	Communication in Culture.....	3
ENG-212 <sup>†</sup>	Writing In Culture .....	3
HIS-114	Making of the Modern World .....	3
IDS-101	Creativity, Innovation and Problem Solving.....	2
IDS-107	Academic Foundations .....	2
IDS-108	Service Foundations.....	0
IDS-207	Core of the Core Sophomore .....	2
KIN-100	Total Fitness & Wellness.....	2
LIN-100	Language in Culture .....	3
MAT-110 <sup>†</sup>	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
Lab Science Course .....		4
<b>Total.....</b>		<b>39</b>

<sup>†</sup>All students must meet the university's competency requirements for writing and math before being placed into ENG-212 and MAT-110.  
See pages 37 & 42 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 61.

Requirement	Credit Hours
COM-112	Communication in Culture.....3
ENG-212	Writing in Culture**.....3
HIS-114	Making of the Modern World.....3
HUM-311	Imagination in Culture.....3
IDS-101	Creativity, Innovation and Problem Solving.....2
IDS-107	Academic Foundations.....2
IDS-108	Service Foundations.....0
IDS-207	Core of the Core Sophomore.....2
IDS-307	Core of the Core Junior.....2
KIN-100	Total Fitness and Wellness.....2
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
Lab Science Course.....	4
Math Competency (see page 42).....	3-9
English Competency**.....	3-6
Global Studies Requirement (see below).....	0-3
Foreign Language Requirement (see below).....	0-8
<b>Total Core Requirements</b> .....	<b>44 (minimum)</b>

\*\* All students must meet the university's competency requirements for writing before being placed into ENG-212. See page 37 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

**Math Placement Criteria** – Math placement is based upon SAT/ACT/CLT information provided at the time of enrollment. Students placed in math courses lower than what is required for their major must progressively move to the next level course until they successfully complete the math course required for their major. More information about placement policies may be found on the CU Portal – Undergrad Divisions – Science & Kinesiology – Math Placement. Information about which math course satisfies mathematics competency for a given degree program can be found in the “Degree Requirements” section of this catalog, in the student’s “Program Progress” tab of Student Self-Service, or on the Math Placement page of the CU Portal.

## 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 37 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) See Communication, Media and Music division for additional requirements.

Requirement	Credit Hours
COM-112	Communication in Culture.....3
ENG-212	Writing in Culture***.....3
HUM-311	Imagination in Culture.....3
IDS-101	Creativity, Innovation and Problem Solving.....2
IDS-107	Academic Foundations.....2
IDS-108	Service Foundations.....0
IDS-207	Core of the Core Sophomore.....2
IDS-307	Core of the Core Junior.....2
KIN-100	Total Fitness and Wellness.....2
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
Lab Science Course.....	4
Math Competency (see page 42).....	3-9
English Competency***.....	3-6
Global Studies Requirement (see below).....	0-3
<b>Total Core Requirements .....</b>	<b>38 (minimum)</b>

\*\*\*All students must meet the university's competency requirements for writing before being placed into ENG-212. See page 37 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

**Math Placement Criteria** – Math placement is based upon SAT/ACT/CLT information provided at the time of enrollment. Students placed in math courses lower than what is required for their major must progressively move to the next level course until they successfully complete the math course required for their major. More information about placement policies may be found on the CU Portal – Undergrad Divisions – Science & Kinesiology – Math Placement. Information about which math course satisfies mathematics competency for a given degree program can be found in the “Degree Requirements” section of this catalog, in the student’s “Program Progress” tab of Student Self-Service, or on the Math Placement page of the CU Portal.

**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 37 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

(B.S.), 120 semester hours. For a complete listing of majors in the Bachelor of Science program, see page 61.

Requirement	Credit Hours
COM-112 Communication in Culture.....	3
ENG-212 Writing in Culture***.....	3
HIS-114 Making of the Modern World.....	3
HUM-311 Imagination in Culture.....	3
IDS-101 Creativity, Innovation and Problem Solving.....	2
IDS-107 Academic Foundations.....	2
IDS-108 Service Foundations.....	0
IDS-207 Core of the Core Sophomore.....	2
IDS-307 Core of the Core Junior.....	2
KIN-100 Total Fitness and Wellness.....	2
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
One Lab Science Course.....	4
Math Competency (see page 42).....	3-9
English Competency***.....	3-6
Global Studies Requirement (see below).....	0-3
<b>Total Core Requirements .....</b>	<b>44 (minimum)</b>

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

\*\*\* All students must meet the university competencies in writing before being placed in ENG-212. See page 37 for competency requirements.

## 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

## Math Placement Criteria – Math placement is based upon SAT/ACT/CLT information provided at the time of enrollment..

Students placed in math courses lower than what is required for their major must progressively move to the next level course until they successfully complete the math course required for their major. More information about placement policies may be found on the CU Portal – Undergrad Divisions – Science & Kinesiology – Math Placement. Information about which math course satisfies mathematics competency for a given degree program can be found in the “Degree Requirements” section of this catalog, in the student’s “Program Progress” tab of Student Self-Service, or on the Math Placement page of the CU Portal.

## 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 37 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 117-119.

Requirement	Credit Hours
COM-112	Communication in Culture.....3
ENG-212	Writing in Culture*.....3
HIS-114	Making of the Modern World .....3
HUM-311	Imagination in Culture .....3
IDS-101	Creativity, Innovation and Problem Solving.....2
IDS-107	Academic Foundations.....2
IDS-108	Service Foundations.....0
IDS-207	Core of the Core Sophomore .....2
IDS-307	Core of the Core Junior .....2
KIN-100	Total Fitness and Wellness .....2
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 42).....3-9	
English Competency*.....3-6	
Global Studies Requirement (see below).....0-3	
<b>Total Core Requirements</b> .....	<b>40 (minimum)</b>

*\* All students must meet the university competencies in writing before being placed in ENG-212. See page 37 for competency requirements.*

**MATH COMPETENCY** – Math placement is based upon SAT/ACT/CLT information provided at the time of enrollment.. Students placed in math courses lower than what is required for their major must progressively move to the next level course until they successfully complete the math course required for their major. More information about placement policies may be found on the CU Portal – Undergrad Divisions – Science & Kinesiology– Math Placement. Information about which math course satisfies mathematics competency for a given degree program can be found in the “Degree Requirements” section of this catalog, in the student’s “Program Progress” tab of Student Self-Service, or on the Math Placement page of the CU Portal.

**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 37 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 NURSING

(BSN), 120 semester hours (major= 53 semester hours). For a complete list of major requirements, see page 158.

Requirement	Credit Hours
BIO-151 General Biology . . . . .	4
BIO-241 Anatomy & Physiology I . . . . .	4
BIO-242 Anatomy & Physiology II . . . . .	4
BIO-352 Microbiology . . . . .	4
BUS-211 Business Statistics . . . . .	3
CHM-110 General, Organic and Biological Chemistry . . . . .	3
COM-112 Communication in Culture . . . . .	3
ENG-212 Writing in Culture* . . . . .	3
HIS-114 Making of the Modern World . . . . .	3
HUM-311 Imagination in Culture . . . . .	3
IDS-107 Academic Foundations . . . . .	2
IDS-108 Service Foundations . . . . .	0
IDS-207 Core of the Core Sophomore . . . . .	2
IDS-307 Core of the Core Junior . . . . .	2
MAT-108 Intermediate Algebra** . . . . .	3
PHI-211 Philosophy in Culture . . . . .	3
PSY-111 General Psychology . . . . .	3
PSY-235 Lifespan Psychology . . . . .	3
REL-104 Old Testament Literature . . . . .	3
REL-204 New Testament Literature . . . . .	3
REL-352 Christian Beliefs and History . . . . .	3
SCI-345 Global Health & Epidemiology*** . . . . .	3
SOC-111 Intro to Sociology . . . . .	3
Math Competency (see page 42) . . . . .	0-3
<b>Total Core Requirements . . . . .</b>	<b>67 (minimum)</b>

\*All students must meet the university competencies in writing before being placed in ENG-212. See page 37 for competency requirements.

**\*\*Math Placement Criteria** – Math placement is based upon SAT/ACT/CLT information provided at the time of enrollment.. Students placed in math courses lower than what is required for their major must progressively move to the next level course until they successfully complete the math course required for their major. More information about placement policies may be found on the CU Portal – Undergrad Divisions – Science & Kinesiology – Math Placement. Information about which math course satisfies mathematics competency for a given degree program can be found in the “Degree Requirements” section of this catalog, in the student’s “Program Progress” tab of Student Self-Service, or on the Math Placement page of the CU Portal.

\*\*\*SCI-345 fulfills the global studies requirement for BSN students only

# MAJORS

## ASSOCIATE OF ARTS

TEACHER EDUCATION  
Early Childhood  
TESOL

## ASSOCIATE OF SCIENCE

NURSING  
Health Services

## BACHELOR OF ARTS

COMMUNICATION, MEDIA & MUSIC  
Audio Production  
Commercial Music  
Communication: Communication Studies  
Communication: Broadcast Communication  
Communication: Strategic Communication  
Digital Media  
Film and Video Production  
Graphic Design  
Music Production  
Music  
Music (Worship Arts)

COMPUTER SCIENCE, ENGINEERING & MATH  
Mathematics  
Mathematics (Secondary)

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

INTERDISCIPLINARY STUDIES  
General Studies  
Interdisciplinary Studies

SCIENCE & KINESIOLOGY  
Biology  
Biology (Secondary)  
Integrated Comprehensive Science (Secondary)  
Integrated Science (Secondary)

SOCIAL SCIENCE  
Psychology: Child and Adolescent Services  
Psychology: Counseling  
Psychology: Psychological Science & Practice

TEACHER EDUCATION  
Elementary Education  
Early Childhood Education (Birth-3rd Grade)  
Elementary Education (PK-6th Grade)  
Spanish  
Secondary Education  
Biology  
English  
Integrated Comprehensive Science  
Integrated Science  
Learning Disabilities  
Mathematics  
Music K-12  
Social Studies Group  
Spanish

## BACHELOR OF MUSIC

COMMUNICATION, MEDIA & MUSIC  
Music Education

## BACHELOR OF SCIENCE

BIBLE, RELIGION, & MINISTRY  
Biblical Studies  
Intercultural Studies  
Ministry  
Missions Aviation

BUSINESS  
Accounting  
Business Administration  
Business Economics  
Business Finance  
Business Management  
Business Marketing  
Computer Information Systems  
International Business  
Non-Profit Leadership  
Sport Management

COMPUTER SCIENCE, ENGINEERING & MATH  
Computer Science  
Mathematics

INTERDISCIPLINARY STUDIES  
General Studies  
Interdisciplinary Studies

SCIENCE & KINESIOLOGY  
Environmental Biology  
Environmental Biology: Sustainability  
Environmental Biology: Water Resources  
Environmental Biology: Wildlife  
Exercise Science  
Exercise Science: Cardiac Rehabilitation  
Exercise Science: Pre-Occupational Therapy  
Exercise Science: Pre-Physical Therapy  
Pre-Dental  
Pre-Medical  
Pre-Pharmacy  
Pre-Physician's Assistant  
Pre-Veterinary

## BACHELOR OF SCIENCE IN ENGINEERING

COMPUTER SCIENCE, ENGINEERING & MATH  
BSE: Concentration in Biomedical Product Design  
BSE: Concentration in Data Science  
BSE: Concentration in Design and Innovation  
BSE: Concentration in Environmental Engineering  
BSE: Concentration in Engineering Management

## BACHELOR OF SCIENCE IN NURSING

## 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 GPA of less than 2.8.

## **MINORS**

### **BIBLE**

- Biblical Studies
- Biblical Languages
- Intercultural Studies
- Ministry

### **BUSINESS**

- Accounting
- Business Administration
- Business Economics
- Business Finance
- Business Management
- Business Marketing
- Computer Information Systems
- Digital Marketing
- International Business
- Non-Profit Leadership
- Personal Financial Planning
- Sport Management

### **COMPUTER SCIENCE, ENGINEERING & MATH**

- Computer Science
- Mathematics
- Mathematics (Secondary)

### **COMMUNICATION, MEDIA & MUSIC**

- Audio Production
- Communication Studies
- Digital Media
- Film/Video Production
- Graphic Design
- Music
- Music: Worship Arts

### **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

### **SCIENCE & KINESIOLOGY**

- Biology
- Biology (Secondary)
- Chemistry
- Chemistry (Secondary)
- Coaching
- Environmental Sustainability
- General Science

### **SOCIAL SCIENCES**

- Family Studies
- Psychology
- Social Work

### **TEACHER EDUCATION**

- Elementary
  - Early Childhood (Non-Certified)
  - Spanish
  - Teaching English to Speakers of Other Languages (TESOL)
- Secondary
  - Biology
  - Chemistry
  - English
  - Mathematics
  - 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:

Prefix	Course Type	Division Listing Description
100 - Freshman	ACC	Accounting
200 - Sophomore	ARB	Arabic
300 - Junior	BIO	Biology
400 - Senior	BUS	Business
	CHM	Chemistry
	CIS	Computer Information Systems
	CMI	Christian Ministries
	COM	Communication Studies
	CSC	Computer Science
	CSS	Center for Student Success
	ECN	Economics
	ECO	Ecology
	EDU	Education
	EGR	Engineering
	ENG	English
	FAM	Family Studies
	FIN	Finance
	FRN	French
	GER	German
	GRK	Greek
	HEB	Hebrew
	HIS	History
	HUM	Humanities
	IDS	Interdisciplinary
	KIN	Kinesiology
	LIN	Linguistics
	MAT	Math
	MDA	Media
	MGT	Management
	MKT	Marketing
	MUA	Applied Music
	MUP	Music Performance
	MUS	Music
	OSA	Oxford Tutorial
	PHI	Philosophy
	PHY	Physics
	PSY	Psychology
	REL	Religion
	SCI	Science
	SOC	Sociology
	SPA	Spanish
	SSC	Social Science
	SWK	Social Work
		Business
		Humanities
		Science and Kinesiology
		Business
		Science and Kinesiology
		Business
		Bible, Religion & Ministry
		Communication, Media & Music
		Computer Science, Engineering & Mathematics
		Interdisciplinary Studies
		Humanities
		Science and Kinesiology
		Teacher Education
		Computer Science, Engineering & Mathematics
		Humanities
		Social Science
		Business
		Humanities
		Humanities
		Bible, Religion & Ministry
		Bible, Religion & Ministry
		Humanities
		Humanities
		Interdisciplinary Studies
		Science and Kinesiology
		Humanities
		Computer Science, Engineering & Mathematics
		Communication, Media & Music
		Business
		Business
		Communication, Media & Music
		Communication, Media & Music
		Communication, Media & Music
		Humanities
		Humanities
		Science and Kinesiology
		Social Science
		Bible, Religion & Ministry
		Science and Kinesiology
		Social Science
		Humanities
		Humanities
		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



Ryan Roberts, 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

## MAJORS

Biblical Studies  
Intercultural Studies  
Ministry  
Missions Aviation

## MINORS

Biblical Languages  
Biblical Studies  
Intercultural Studies  
Ministry

## FACULTY

**Hong, Eunice**, Assistant Professor of Intercultural Studies: B.A., Life Pacific College; M.A., Fuller Theological Seminary; Ph.D., Biola University

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

**Nguyen, Kim 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. (Chair)**, Associate 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

## CRITERIA FOR GRADUATION AS A DIVISION MAJOR

See the Academic Information section under Graduation Requirements.

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

## BACHELOR OF 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 58). Ministry majors must also take a Biblical Studies minor.

### BIBLICAL STUDIES MAJOR *(requires a minor)*

Required Courses		Credit Hours
REL-103	Biblical Hermeneutics . . . . .	3
REL-130	Old Testament Literature <i>(substitute for core class)</i> . . . . .	3
REL-212	World Religions . . . . .	3
REL-236	New Testament Literature <i>(substitute for core class)</i> . . . . .	3
REL-354	Theology I <i>(substitute for core class)</i> . . . . .	3
REL-356	Theology II . . . . .	3
REL-380	Internship . . . . .	3
REL-43X	Bible Analysis Course . . . . .	3
REL-462	Senior Seminar . . . . .	3
<i>One of the following:</i> . . . . .		3
REL-330	Mosaic Literature	
REL-333	Wisdom Literature	
REL-334	Prophetic Literature	
REL-344	Historical and Geographical Settings of the Bible	
REL-357	Old Testament History and Theology	
<i>One of the following:</i> . . . . .		3
REL-335	Pauline Literature	
REL-338	Second Temple Literature and the Dead Sea Scrolls	
REL-339	Gospel Literature	
REL-358	New Testament History and Theology	
<b>Total</b> . . . . .		<b>33</b>

### BIBLICAL STUDIES MINOR

Required Courses		Credit Hours
REL-103	Hermeneutics . . . . .	3
REL-43X	Bible Analysis Course . . . . .	3
<i>Choose one of the following:</i> . . . . .		3
REL-33X	Biblical Literature Course	
REL-344	Historical and Geographical Settings of the Bible	
<i>Choose one of the following:</i> . . . . .		3
REL-104 *	Old Testament Literature	
REL-130	Old Testament Literature for BRM majors <i>(substitute for core class)</i>	
<i>Choose one of the following:</i> . . . . .		3
REL-204 *	New Testament Literature	
REL-236	New Testament Literature for BRM majors <i>(substitute for core class)</i>	

*continued on next page*

Choose one of the following:	3
REL-352 * Christian Beliefs and History	
REL-354 Theology I ( <i>substitute for core class</i> )	
REL-356 Theology II	

**Total. . . . . 18**

## BIBLICAL LANGUAGES MINOR

Required Courses	Credit Hours
GRK-101 Greek I . . . . .	4
GRK-102 Greek II. . . . .	4
HEB-101 Hebrew I . . . . .	4
HEB-102 Hebrew II. . . . .	4
Choose three credits from the following: . . . . .	3
GRK-210 Readings in Biblical Greek	
GRK-336 Septuagint Studies	
GRK-4XX Greek 400 Level Course	
HEB-210 Readings in Biblical Hebrew	
HEB-4XX Hebrew 400 Level Course	

**Total. . . . . 19**

## INTERCULTURAL STUDIES MAJOR (*requires a minor*)

The intercultural studies major provides the cognizance and the skills needed for individuals to communicate, work and live cross-culturally with empathy, cultural humility and theological integrity.

Required Courses	Credit Hours
CMI-222 Poverty and Justice . . . . .	3
CMI-223 Cultural Anthropology. . . . .	3
CMI-243 Introduction to Intercultural Studies** . . . . .	3
CMI-336 Integrated Leadership . . . . .	3
CMI-379 Qualitative Research Methods . . . . .	3
CMI-381 Internship I. . . . .	3
CMI-444 Contemporary Global Issues . . . . .	3
CMI-479 Intercultural Studies Senior Capstone . . . . .	3
COM-311 Intercultural Communication . . . . .	3
REL-212 Religions of the World. . . . .	3

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

**Total. . . . . 33**

## INTERCULTURAL STUDIES MINOR

Required Courses	Credit Hours
CMI-222 Poverty and Justice . . . . .	3
CMI-223 Cultural Anthropology. . . . .	3
CMI-243 Introduction to Intercultural Studies** . . . . .	3
CMI-336 Integrated Leadership . . . . .	3
CMI-444 Contemporary Global Issues . . . . .	3
REL-212 Religions of the World. . . . .	3

**Total. . . . . 18**

\*Cornerstone Core Course

\*\*Fulfills global studies requirement



## MINISTRY MAJOR *(requires a Biblical Studies Minor)*

This degree is designed to equip students to serve in a wide variety of ministry settings. It will cultivate ones call to ministry; develop the four key skills necessary for any ministry; foster theological and biblical thinking to keep ministry focused on what is important; and encourage creativity and innovation to meet ministry's changing culture. All courses will take theological, biblical, and sociological reflection and guide it toward practical ministry projects.

Required Courses		Credit Hours
CMI-150	Introduction to Ministry	3
CMI-151	Lifespan Development	3
CMI-221	Learning, Liturgy, and Technology	3
CMI-334	Spiritual Formation	3
CMI-336	Integrated Leadership for Ministry	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
Choose two of the following:		6
CMI-222	Poverty and Justice	
CMI-383	Internship III: Specialization	
CMI-375	Church in Transition	
CMI-451	Soul Care for Ministry	
CMI-480	Current Issues/Critical Concerns	

### Required Biblical Studies Minor Courses

REL-103	Biblical Hermeneutics	3
REL-130	Old Testament Literature for BRM majors <i>(substitute for core class)</i>	3
REL-236	New Testament Literature for BRM majors <i>(substitute for core class)</i>	3
REL-33X	Biblical Literature Course	3
Take one of the following:		3
REL-354	Theology I <i>(substitute for core class)</i>	
REL-356	Theology II	
REL-43X	Biblical Analysis Course	3
<b>Total</b>		<b>48</b>

## MINISTRY MINOR

Required Courses		Credit Hours
CMI-150	Introduction to Ministry	3
CMI-151	Lifespan Development	3
CMI-221	Learning, Liturgy and Technology	3
CMI-334	Spiritual Formation	3
Choose two of the following:		6
CMI-222	Poverty and Justice	
CMI-336	Integrated Leadership	
CMI-375	Church in Transition	
CMI-451	Soul Care for Ministry	
<b>Total</b>		<b>18</b>

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

## MISSIONS AVIATION MAJOR *(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	World Religions . . . . .	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-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	
<b>Total.</b> . . . . .		<b>48</b>

# COURSE DESCRIPTIONS

DEPARTMENT AND LEVEL/COURSE NAME

CREDITS/FREQUENCY  
(See page 64 for codes)

## CHRISTIAN MINISTRIES

- CMI-150 Introduction to Ministry 3/2**  
Designed for those interested in any level of ministry. This course introduces the field of Practical Theology as it applies to the fundamental aspects of ministry. We will explore contemporary tensions, both personal and professional, that exist within the field of Ministry and the students will be exposed to a wide variety of ministry applications.
- 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 3/2**  
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**  
This course will introduce theories and issues related to intercultural studies, including cultural dimensions and worldview universals. Various strategies will also be studied to promote, develop and grow in intercultural competence.
- 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**  
This course will examine leadership as it relates to both Christian and secular organizations. The emphasis on leadership will include various leadership theories and other issues such as managing change, styles of leadership, creativity and teamwork for the purpose of integration in both the professional and personal life of the student.
- CMI-375 Church in Transition 3/4**  
Today's North American culture intersects with the Body of Christ (Church) in a variety of institutions. This course explores the theological convictions of what it means to be the Church (an identity in Christ) while expressing itself as an important entity in society. We will look at our recent history, current challenges, and potential models of ministry within our North American society. *Prerequisite: CMI-150.*
- CMI-379 Qualitative Research Methods 3/2**  
In this course, students will learn about and practice qualitative research methods including collecting, transcribing and analyzing data using qualitative analysis software. Students will be required to submit a qualitative research proposal that will be completed in a subsequent course (senior capstone). *Prerequisite: junior status*
- CMI-381 Internship I: Career Development 3/2**  
Designed to help the student discover their gifts, talents, calling, interest and abilities as they relate to ministry and parachurch settings. A minimum of 120 hours in supervised ministry is required. *Prerequisites: Junior status*
- CMI-382 Internship II: Teacher and the Teaching Task 3/2**  
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 120 hours in supervised ministry is required.
- 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 120 hours in supervised ministry is required. *Prerequisites: Junior status.*
- 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.

**CMI-444 Contemporary Global Issues 3/2**  
An investigation of global issues and how they are impacting our world both present and future. The course analyzes current topics such as globalization, the environment, global inequality and poverty.

**CMI-451 Soul Care for Ministry 3/4**  
Hurting people are drawn to ministry leaders for spiritual care and support. Such support requires the leader to have specific theological and professional perspectives to ensure a healthy response for all involved. Students in this course will be exposed to various models and discern their own Practical Theology of Soul Care. Students will become aware of the diverse challenges, research particular concerns they will face and create a personal and professional care resource to use within their future ministry. For those entering a formal church position, this syllabus holds objectives commonly found in Pastoral Care courses but equally recognizes these skills as necessary for those in non-pastoral roles in parachurch contexts.

**CMI-453 Homiletics 3/6**  
Homiletics is the composition and delivery of religious messages. Though historically a course called "Homiletics" was for senior pastors, it is clear from today's diverse ministry opportunities there is need to study and practice the skill of presenting various forms of Biblical and spiritual encouragement for those we serve. This course will look at various models for giving devotionals, homilies, teachings and sermons. Observing, creating, and practicing these will be a large part of this course and the student will come away with several scripts for their vocational ministry. This course is not limited to one gender or one context but serves a variety of people in a variety of ministry spaces.

**CMI-470 Readings in Christian Ministries 1 - 3/6**  
Guided readings and reports in the student's area of interest and need.

**CMI-479 Intercultural Studies Senior Capstone 3/2**  
This course serves as the capstone to the Intercultural Studies major. Students will reflect on their journey toward cultural humility by revisiting their IDI assessment and by completing an intercultural studies qualitative research project that demonstrates proficiency in intercultural studies. *Prerequisite: CMI-379 and senior status*

**CMI-480 Current Issues/Critical Concerns 3/6**  
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-490 Independent Study 3 - 6/1**  
Consult with division chair and instructor in Christian ministries concerning possible studies.

## GREEK

**GRK-101 Greek Grammar I 4/4**  
An introduction to Greek grammar of Koine Greek.

**GRK-102 Greek Grammar II 4/4**  
A continuation of GRK 101, completing the basic grammar and beginning the reading of simple selections of ancient Greek. *Prerequisite: GRK-101.*

**GRK-210 Readings in Biblical Greek 3/6**  
This course expands on the first-year foundation of GRK-101 and 102. Elements include a review of grammar and reading selections of the Greek New Testament. *Prerequisite: GRK-102*

**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.

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

**GRK-471 Advanced Greek Reading 1-3/6**

**GRK-480 Advanced Topics Seminar: Greek 3/6**  
Formal class dependent upon student demand and interest of the professor. May deal with a particular biblical book or issues of interpretation and methodology.

**GRK-490 Independent Studies in Greek 1-3/6**  
Consult with division chair and instructor in Greek concerning possible studies.

## HEBREW

**HEB-101 Hebrew I 4/4**  
The fundamentals of biblical Hebrew with special attention to orthography, morphology, vocabulary, and the translation of simple texts.

**HEB-102 Hebrew II 4/4**  
A continuation of Hebrew I with emphasis given to grammar and expansion of vocabulary by means of translation of simple passages from the Old Testament. *Prerequisite: HEB-101.*

**HEB-210 Readings in Biblical Hebrew 3/6**  
This course expands on the first-year foundation of Hebrew 101 and 102. Elements include a review of grammar and reading selections of the Hebrew Bible. *Prerequisite: HEB-102*

<b>HEB-470</b>	<b>Readings in Hebrew</b>	<b>1-3/6</b>
Guided readings and reports in the student's area of interest and need.		
<b>HEB-480</b>	<b>Advanced Topics Seminar: Hebrew</b>	<b>3/6</b>
Formal class dependent upon student demand and interest of the professor. May deal with a particular biblical book or issues of interpretation and methodology.		
<b>HEB-490</b>	<b>Independent Studies in Hebrew</b>	<b>1-3/6</b>
Consult with division chair and instructor in Hebrew concerning possible studies.		

## RELIGION

<b>REL-103</b>	<b>Biblical Hermeneutics</b>	<b>3/2</b>
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.		
<b>REL-104</b>	<b>Old Testament Literature</b>	<b>3/1</b>
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.		
<b>REL-130</b>	<b>Old Testament Literature for BRM Majors &amp; Honors Students</b>	<b>3/2</b>
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.		
<b>REL-204</b>	<b>New Testament Literature</b>	<b>3/1</b>
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. <i>Prerequisite: REL-104.</i>		
<b>REL-212</b>	<b>World Religions</b>	<b>3/2</b>
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. <i>Prerequisite: Sophomore status.</i>		
<b>REL-236</b>	<b>New Testament Literature for BRM Majors &amp; Honors Students</b>	<b>3/2</b>
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. <i>Pre-requisite: REL-104 or REL-130.</i>		
<b>REL-313</b>	<b>Religion in America</b>	<b>3/4</b>
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.		
<b>REL-330</b>	<b>Pentateuchal Literature</b>	<b>3/4</b>
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.		
<b>REL-333</b>	<b>Wisdom Literature</b>	<b>3/4</b>
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.		
<b>REL-334</b>	<b>Prophetic Literature</b>	<b>3/6</b>
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.		
<b>REL-335</b>	<b>Pauline Literature</b>	<b>3/4</b>
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.		
<b>REL-336</b>	<b>General Epistolary Literature</b>	<b>3/6</b>
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 3/6**  
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 3/4**  
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-344 Historical and Geographical Settings of the Bible 3/6**  
A study tour in Israel that combines travel with lectures and relevant readings. Site visits throughout the country will focus on historical geography, archaeology, and the relationship between the land and the biblical stories attested in the Old and New Testaments. The trip also will provide context to understand the modern Israeli-Palestinian conflict.
- REL-352 Christian Beliefs and History 3/1**  
A study of the major doctrines of Christianity. Consideration is given both to the biblical bases and the historical contexts out of which these beliefs were fashioned. The course also traces key developments in the history of Christianity that help explain the diversity of beliefs and practices among various Christian traditions. *Prerequisites: REL-104 and REL-204 (or REL-130 and REL-236) and PHI-211 or IDS-241, Junior status.*
- REL-354 Theology I 3/2**  
A biblical, historical, and systematic treatment of four theological topics: the doctrine of revelation, theology proper, anthropology and Christology. The relevance of these topics to the student's personal life, the corporate life of the Church, and the cultural milieu is emphasized. *Prerequisites: REL-104 and REL-204 (or REL-130 and REL-236) and PHI-211 or IDS-241, Junior status.*
- REL-356 Theology II 3/2**  
A biblical, historical, and systematic treatment of the remaining theological topics: pneumatology, soteriology, ecclesiology, and eschatology. Like REL-354, the course emphasizes both orthodoxy and orthopraxy. *Prerequisites: REL-104 and REL-204 (or REL-130 and REL-236), PHI-211 or IDS-241, Junior status.*
- REL-357 Old Testament History and Theology 3/4**  
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 3/4**  
The inter-testamental period is considered in its historical development as a bridge to the New Testament era. The New Testament is set in its historical, political, cultural, social, economic and religious environments. Considers the major biblical theological themes that emerge from the New Testament in their historical development and presentation. *Prerequisite: REL-236.*
- REL-380 Internship 1-6/1**  
Practical field experience in a ministry context designed to help the student develop ministry skills and to clarify the student's sense of vocation.
- REL-411 Philosophy of Religion 3/4**  
An analysis of the major philosophical problems of religion in the twenty-first century. Emphasis is placed on the problem of religious knowledge in relation to faith and reason, traditional arguments for the existence of God, and contemporary difficulties of religious language and verification. *Prerequisite: PHI 211.*
- REL-412 History & Religions of the Ancient Near East 3/6**  
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 3/6**  
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 3/6**  
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.

<b>REL-438</b>	<b>Romans</b>	<b>3/4</b>
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.		
<b>REL-441</b>	<b>Apologetics</b>	<b>3/2</b>
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.		
<b>REL-462</b>	<b>Senior Seminar Capstone</b>	<b>3/2</b>
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>		
<b>REL-470</b>	<b>Readings in Religion or Biblical Studies</b>	<b>1-3/1</b>
Guided readings and reports in the student's areas of interest and need.		
<b>REL-480</b>	<b>Advanced Topics Seminar</b>	<b>3/6</b>
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.		
<b>REL/HIS-481</b>	<b>Ancient Studies Thesis Project I</b>	<b>2/6</b>
<b>REL/HIS-482</b>	<b>Ancient Studies Thesis Project II &amp; Capstone Seminar</b>	<b>2/6</b>
<b>REL-490</b>	<b>Independent Studies</b>	<b>3-6/1</b>
Consult with division chair concerning possible studies.		



# BUSINESS

## DIVISION



Alexandria Baldrige, A.B.D.  
*Division Chair*

The Business Division equips life-long learners to flourish in vocational roles through a Christ-centered, relational learning environment.

## 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 Leadership  
Sport Management

## MINORS

Accounting  
Business Administration  
Computer Information Systems  
Business Economics  
Business Finance  
International Business  
Business Management  
Business Marketing  
Digital Marketing  
Non-Profit Leadership  
Personal Financial Planning  
Sport Management

## FACULTY

**Baldridge, Alexandria R.**, Assistant Professor of Business (Chair); B.B.A., Northwood University; M.B.A., Northwood University; A.B.D., Northcentral University

**Degner, Jeffrey L.**, Assistant Professor of Economics; B.A., Western Michigan University; M.A., Western Michigan University; Ph.D. candidate, University of Angers, France

**Huckaby, Scott A.**, Assistant Professor of Business; B.S., Baptist Bible College of Pennsylvania; M.S., Virginia Commonwealth University

**Jones, Bill**, Assistant Professor of Accounting; B.S., University of Maryland; M.B.A., Cornerstone University

**Winowiecki, Ron**, Assistant Professor of Finance; B.A., Hope College; M.B.A., Western Michigan 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 58).

**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-111	Introduction to Business . . . . .	1
BUS-211	Business Statistics . . . . .	3
BUS-218	Data Analysis & Visualization . . . . .	2
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
<b>Total</b> . . . . .		<b>60</b>

## 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	
<b>Total</b>		<b>21</b>

## BUSINESS ADMINISTRATION MAJOR (Bachelor of Science) (requires a minor)

Required Courses		Credit Hours
ACC-221	Accounting I	3
ACC-222	Accounting II	3
BUS-111	Introduction to Business	1
BUS-211	Business Statistics	3
BUS-218	Data Analysis & Visualization	2
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, Management or Marketing		6
<b>Total</b>		<b>42</b>

## 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, Management or Marketing		6
<b>Total</b>		<b>18</b>

## 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-111	Introduction to Business	1
BUS-211	Business Statistics	3
BUS-218	Data Analysis & Visualization	2
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	Capstone Seminar: Strategic Management	3
MKT-251	Principles of Marketing	3
CIS-211	Foundations of Information Systems	3
CSC-131	Computer Science I	3
CSC-216	Database Theory	3
CSC-325	Web Development with Database	3
CSC-332	Systems Analysis and Design	3
CSC-353	Client/Server Networking	3
CIS-380	Internship	3
<b>Total</b>		<b>57</b>

## COMPUTER INFORMATION SYSTEMS MINOR

Required Courses		Credit Hours
MGT-336	Project Management *	3
CIS-211	Foundations of Information Systems	3
CSC-131	Computer Science I	3
CSC-216	Database Theory	3
CSC-332	Systems Analysis & Design	3
CSC-353	Client/Server Networking	3
One of the following:		3
CIS-280	Topics in Computer Information Systems	
CSC-325	Web Development with Database	
CIS-380	Internship	
CIS-470	Directed Readings	
CIS-480	Advanced CIS Topics	
CIS-490	Independent Study	
<b>Total</b>		<b>21</b>

\* 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-111	Introduction to Business	1
BUS-211	Business Statistics	3
BUS-218	Data Analysis & Visualization	2
BUS-241	Personal Finance	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

*continued on next page*

<i>Two of the following:</i> .....		6
AECN-465	Econometrics (Aquinas)	
AECN-476	Public Sector Economics (Aquinas)	
BUS-215	International Business Experience	
ECN-340	Family Economics	
ECN-342	Economics of Sport	
ECN-344	Health Care Economics	
ECN-470	Directed Readings in Economics	
ECN-480	Advanced Topics in Economics	
ECN-490	Independent Study in Economics	
<b><i>You may choose from one of the following as part of 'two of the following:'</i></b>		
CIS-211	Foundations of Information Systems	
CSC-216	Database Theory	
CSC-131	Computer Science I	
<b><i>You may choose from one of the following as part of 'two of the following:'</i></b>		
MAT-131	Calculus I	
MAT-233	Differential Equations	
MAT-241	Applied Linear Algebra	
<b>Total</b> .....		<b>57</b>

## **BUSINESS ECONOMICS MINOR**

<b>Required Courses</b>		<b>Credit Hours</b>
ECN-231	Macroeconomics .....	3
ECN-232	Microeconomics .....	3
ECN-321	Managerial Economics .....	3
ECN-334	Money and Banking .....	3
ECN-335	International Economics .....	3
<i>Two of the following:</i> .....		6
AECN-465	Econometrics (Aquinas)	
AECN-476	Public Sector Economics (Aquinas)	
ECN-336	Economic Development	
ECN-340	Family Economics	
ECN-342	Economics of Sport	
ECN-344	Health Care Economics	
ECN-380	Internship in Economics	
ECN-470	Directed Readings in Economics	
ECN-480	Advanced Topics in Economics	
<b>Total</b> .....		<b>21</b>

## **BUSINESS FINANCE MAJOR** (*Bachelor of Science*) (*does not require a minor*)

<b>Required Courses</b>		<b>Credit Hours</b>
ACC-221	Accounting I .....	3
ACC-222	Accounting II .....	3
ACC-327	Taxation .....	3
BUS-111	Introduction to Business .....	1
BUS-211	Business Statistics .....	3
BUS-218	Data Analysis & Visualization .....	2
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

*continued on next page*

<i>Four of the following:</i> .....		12
BUS-241	Personal Finance	
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	
FIN-382	Foundations in Personal Financial Planning	
MGT-337	Entrepreneurship	
MGT-341	Fund Development	
MKT-353	Marketing Communications	
<b><i>You may choose from one of the following as part of 'four of the following:'</i></b>		
CIS-211	Foundations of Information Systems	
CSC-216	Database Theory	
CSC-131	Computer Science I	

**Total**.....60

### **BUSINESS FINANCE MINOR**

<b>Required Courses</b>		<b>Credit Hours</b>
ECN-334	Money & Banking* .....	3
FIN-341	Principles of Finance* .....	3
FIN-342	Corporate Finance .....	3
FIN-371	Investments .....	3
<i>Three of the following:</i> .....		9
BUS-241	Personal Finance	
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	
<b>Total</b> .....		21

*\* prerequisite required*

### **PERSONAL FINANCIAL PLANNING MINOR**

<b>Required Courses</b>		<b>Credit Hours</b>
ACC-327	Taxation* .....	3
FIN-371	Investments* .....	3
FIN-374	Insurance and Risk Management* .....	3
FIN-382	Foundations in Personal Financial Planning* .....	3
FIN-384	Employee Benefits and Retirement Planning .....	3
FIN-386	Estate Planning .....	3
FIN-388	Financial Planning Capstone .....	3
<b>Total</b> .....		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-111	Introduction to Business . . . . .	1
BUS-211	Business Statistics . . . . .	3
BUS-215	International Business Experience . . . . .	3
BUS-218	Data Analysis & Visualization . . . . .	2
BUS-317	International Business . . . . .	3
BUS-361	Business Law . . . . .	3
BUS-380	Internship . . . . .	3
ECN-231	Macroeconomics . . . . .	3
ECN-232	Microeconomics . . . . .	3
ECN-335	International Economics . . . . .	3
ECN-336	Economic Development . . . . .	3
FIN-341	Principles of Finance . . . . .	3
MGT-231	Principles of Management . . . . .	3
MKT-251	Principles of Marketing . . . . .	3
MKT-359	International Marketing . . . . .	3
MGT-432	Capstone Seminar: Strategic Management . . . . .	3
<i>Two of the following:</i> . . . . .		6
BUS-380	Internship (additional)	
BUS-470	Directed Readings	
CMI-223	Cultural Anthropology	
CMI-444	Contemporary Global Issues	
COM-311	Intercultural Communication	
MGT-339	International Management	
<b>Total . . . . .</b>		<b>57</b>

## INTERNATIONAL BUSINESS MINOR

Required Courses		Credit Hours
BUS-215	International Business Experience . . . . .	3
BUS-317	International Business* . . . . .	3
COM-311	Intercultural Communication . . . . .	3
ECN-335	International Economics* . . . . .	3
ECN-336	Economic Development . . . . .	3
MGT-339	International Management* . . . . .	3
MKT-359	International Marketing* . . . . .	3
<b>Total . . . . .</b>		<b>21</b>

\*Prerequisite required

## 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-111	Introduction to Business . . . . .	1
BUS-211	Business Statistics . . . . .	3
BUS-218	Data Analysis & Visualization . . . . .	2
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-238	Principles of Leadership . . . . .	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	

*continued on next page*

<i>Six credits from the following:</i>	6
BUS-236	Enactus (up to 3 credits)
COM-326	Organizational Communication
ECN-321	Managerial Economics
MGT-215	Introduction to Sport Management
MGT-221	Introduction to Non-Profit Leadership
MGT-337	Entrepreneurship
MGT-338	Advanced Leadership Studies
MGT-339	International Management
MGT-361	Sport Media Relations & Event Management
MGT-434	Organizational Development & Change
<b>Total</b>	<b>57</b>

<b>BUSINESS MANAGEMENT MINOR</b>	<b>Credit Hours</b>
MGT-231	Principles of Management . . . . .3
MGT-333	Operations Management . . . . .3
MGT-335	Organizational Behavior . . . . .3
MGT-336	Project Management . . . . .3
<i>One of the following:</i>	3
MGT-330	Human Resources Management for Non-Profits
MGT-332	Human Resources Management
<i>Six credits from the following:</i>	6
BUS-236	Enactus (up to 3 credits)
COM-326	Organizational Communication
ECN-321	Managerial Economics
MGT-215	Introduction to Sport Management
MGT-221	Introduction to Non-Profit Leadership
MGT-238	Principles of Leadership
MGT-337	Entrepreneurship
MGT-338	Advanced Leadership Studies
MGT-339	International Management
MGT-361	Sport Media Relations & Event Management
MGT-434	Organizational Development & Change
<b>Total</b>	<b>21</b>

## **BUSINESS MARKETING MAJOR** (*Bachelor of Science*) (*does not require a minor*)

<b>Required Courses</b>	<b>Credit Hours</b>
ACC-221	Accounting I . . . . .3
ACC-222	Accounting II . . . . .3
BUS-111	Introduction to Business . . . . .1
BUS-211	Business Statistics . . . . .3
BUS-218	Data Analysis & Visualization . . . . .2
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 Ethics and Strategies . . . . .3

*continued on next page*



Three of the following: .....	9
COM-339 Social Media	
MDA-213 Graphic Design	
MGT-336 Project Management	
MGT-337 Entrepreneurship	
MGT-361 Sport Media Relations & Event Management*	
MKT-342 Digital Marketing	
MKT-357 Consumer Behavior	
MKT-358 Sales Management	
MKT-359 International Marketing	
MKT-362 Sport Marketing and Sales*	
<b>You may choose from one of the following as part of 'three of the following:'</b>	
CIS-211 Foundations of Information Systems	
CSC-216 Database Theory	
CSC-131 Computer Science I	

**Total..... 57**

*\*prerequisite required*

## 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 Ethics and Strategies .....	3
One of the following: .....	3
BUS-211 Business Statistics	
MAT-151 Statistics	
Two of the following: .....	6
COM-339 Social Media	
MDA-213 Graphic Design	
MGT-336 Project Management	
MGT-337 Entrepreneurship	
MGT-361 Sport Media Relations & Event Management*	
MKT-342 Digital Marketing	
MKT-353 Marketing Communications	
MKT-357 Consumer Behavior	
MKT-358 Sales Management	
MKT-359 International Marketing	
MKT-362 Sport Marketing and Sales*	

**Total..... 21**

*\*prerequisite required*

## DIGITAL MARKETING MINOR

Required Courses	Credit Hours
MKT-251 Principles of Marketing.....	3
BUS-211 Business Statistics.....	3
MKT-342 Digital Marketing .....	3
MKT-352 Marketing Research.....	3
MKT-353 Marketing Communications.....	3
COM-339 Social Media .....	3
<b>Total.....</b>	<b>18</b>

## NON-PROFIT LEADERSHIP MAJOR *(Bachelor of Science) (does not require a minor)*

Required Courses		Credit Hours
ACC-221	Accounting I	3
ACC-222	Accounting II	3
BUS-111	Introduction to Business	1
BUS-211	Business Statistics	3
BUS-218	Data Analysis & Visualization	2
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 Leadership	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-222	Poverty and Justice	
CMI-243	Intro to Intercultural Studies	
ECN-336	Economic Development	
ENG-310	Grant Writing	
MGT-333	Operations Management	
MGT-335	Organizational Behavior	
MGT-338	Advanced Leadership Studies	
MKT-350	Marketing Management	
SOC-352	Intercultural Communication	
SWK-111	Introduction to Social Work	
CIS-211	Foundations of Information Systems	
CSC-216	Database Theory	
CSC-131	Computer Science I	
COM-364	Special Events and Promotions	
<b>Total</b>		<b>57</b>

## NON-PROFIT LEADERSHIP MINOR

MGT-221	Introduction to Non-Profit Leadership	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-222	Poverty and Justice	
CMI-243	Intro to Intercultural Studies	
COM-364	Special Events and Promotions	
ECN-336	Economic Development	
ENG-310	Grant Writing	
MGT-238	Principles of Leadership	
MGT-333	Operations Management	
MGT-335	Organizational Behavior	
MGT-336	Project Management	
MGT-338	Advanced Leadership Studies	
MGT-380	Internship	
MKT-350	Marketing Management	
SOC-352	Intercultural Communication	
SWK-111	Introduction to Social Work	
<b>Total</b>		<b>21</b>

## SPORT 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-111	Introduction to Business .....	1
BUS-211	Business Statistics .....	3
BUS-218	Data Analysis & Visualization .....	2
BUS-361	Business Law .....	3
ECN-231	Macroeconomics .....	3
ECN-232	Microeconomics .....	3
FIN-341	Principles of Finance .....	3
MGT-215	Introduction to Sport Management .....	3
MGT-231	Principles of Management .....	3
MGT-361	Sport 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	Sport Marketing & Sales .....	3
<i>Three of the following:</i> .....		9
MGT-221	Introduction to Non-Profit Leadership	
MGT-238	Principles of Leadership	
MGT-321	Legal and Ethical Issues in Sport	
MGT-322	Sport Facility Management and Design	
*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 Ethics and Strategies	
<b><i>You may choose one of the following as part of 'three of the following:'</i></b>		
CIS-211	Foundations of Information Systems	
CSC-216	Database Theory	
CSC-131	Computer Science I	

**Total..... 57**

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

## SPORT MANAGEMENT MINOR

Required Courses		Credit Hours
MGT-215	Introduction to Sport Management .....	3
MGT-231	Principles of Management .....	3
MGT-361	Sport Media Relations & Event Management .....	3
MGT-364	Sport in Society .....	3
MKT-251	Principles of Marketing .....	3
MKT-362	Sport Marketing & Sales .....	3
<i>One of the following:</i> .....		3
MGT-221	Introduction to Non-Profit Leadership	
MGT-238	Principles of Leadership	
MGT-321	Legal and Ethical Issues in Sport	
MGT-322	Sport Facility Management and Design	
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 Ethics and Strategies	
<b>Total..... 21</b>		

## DEPARTMENT AND LEVEL/COURSE NAME

## ACCOUNTING

An introduction to the fundamental principles of financial accounting. Accounting cycle, asset valuation, short-term liabilities, payroll, income determination, and financial reporting are emphasized.

A continuation of ACC-221 and managerial accounting topics. Long-term liabilities, owner's equity, cash flow and interpretation of financial statements. Cost accounting and managerial accounting and analysis will be introduced.  
*Prerequisite:* ACC-221.

The practice and theory of accounting as applied to assets and liabilities. Emphasis on developing analytical abilities and applying accounting principles to a wide variety of business situations. *Prerequisite:* ACC-222.

The practice and theory of accounting as applied to stockholders' equity, leases, pensions, revenue recognition, tax allocation, and financial reporting and analysis. *Prerequisite:* ACC-321.

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

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

Students will learn to apply their knowledge about accounting transactions to various accounting information systems. Topics will include the sources of accounting data, entry, processing, storage and output. Students will be able to identify various internal controls throughout the flow. The need for and control of changes in accounting systems will be analyzed.

*Prerequisite:* ACC-222.

This course will be aimed at practical work experience in a business setting. Students will have opportunities to apply classroom knowledge to business world situations in accounting. Prerequisite: Permission of internship instructor. See page 41 for internship requirements.

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

Functions of financial audits and auditors' reports, audit evidence and techniques, internal control review and evaluation, application to selected financial statement topics, applications of statistics, audit of EDP systems, auditors' ethical and legal responsibilities. *Prerequisites:* ACC-321, BUS-211 or MAT-151.

This course is designed for both freshman and transfer students entering the Business program. Students will be introduced to the various majors, faculty and co-curricular opportunities in the Business division, along with foundational skills for future business classes. Topics of discussion will include research, APA citation, vocation and calling, professionalism and communication skills.

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

This course is a study of the effective communication skills as applied to business organizations, including written, oral and mediated communication. An experiential learning approach will be used to apply course knowledge to creating the communication required to start a new business or non-profit.

<b>BUS-215</b>	<b>International Business Experience</b>	<b>3/2</b>
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>		
<b>BUS-218</b>	<b>Data Analysis &amp; Visualization</b>	<b>2/1</b>
Students will be introduced to various tools and techniques used for collecting, cleaning, transforming, storing, analyzing and visualizing useful information in large data sets. Students successfully completing this course will have skills to tackle "big data" analytics challenges posed by most industry sectors. <i>Prerequisite: BUS-211</i>		
<b>BUS-236</b>	<b>ENACTUS</b>	<b>0-2/1</b>
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.		
<b>BUS-241</b>	<b>Personal Finance</b>	<b>3/1</b>
A study of the principles and practices of personal stewardship through the lens of a Christian worldview. Students apply learning by synthesizing their own personal financial plan. Topics include budgeting, taxes, banking, credit, investments, retirement, estate planning, education funding, contentment and generosity.		
<b>BUS-280</b>	<b>Topics in Business</b>	<b>1-3/6</b>
<b>BUS-317</b>	<b>International Business</b>	<b>3/2</b>
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>		
<b>BUS-337</b>	<b>Quantitative Methods and Quality Control</b>	<b>3/6</b>
Inspection techniques and statistical quality control as it applies to production processes and purchasing function. <i>Prerequisite: BUS-211.</i>		
<b>BUS-361</b>	<b>Business Law</b>	<b>3/1</b>
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.		
<b>BUS-380</b>	<b>Internship</b>	<b>1-6/1</b>
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 41 for internship requirements.</i>		
<b>BUS-470</b>	<b>Directed Readings</b>	<b>1-3/6</b>
<b>BUS-480</b>	<b>Advanced Topics</b>	<b>1-3/6</b>
<b>BUS-490</b>	<b>Independent Study</b>	<b>1-3/6</b>

**COMPUTER INFORMATION SYSTEMS (For CSC course descriptions, see the Computer Science, Engineering and Mathematics Division on page 113 )**

<b>CIS-211</b>	<b>Foundations of Information Systems</b>	<b>3/2</b>
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.		
<b>CIS-380</b>	<b>Internship</b>	<b>1-6/1</b>
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 41 for internship requirements.</i>		
<b>CIS-470</b>	<b>Directed Readings</b>	<b>1-3/6</b>
<b>CIS-480</b>	<b>Advanced Topics in Computing</b>	<b>1-3/6</b>
<b>CIS-490</b>	<b>Independent Study in Computing</b>	<b>1-3/6</b>

**Cornerstone University**

## 3/2

3/2

3/4

3/4

3/4

3/4

3/4

3/4

3/4

1-6/1

1-3/6

**Aquinas College**

## 3/4

90 | CORNERSTONE UNIVERSITY

**AECN-476      Public Sector Economics      3/4**  
 The purpose of this course is to use economics to study the supply and demand for public goods. The course will deal with both positive and normative statements surrounding the provision of public goods. The course will also explore public choice theory, government motivation and behavior, the financing of goods and services through government expenditures and current tensions facing democratic societies, concluding with the concept of democratic failure. *Prerequisites: ECN-231 or ECN-232*

## **BUSINESS FINANCE**

**FIN-341      Principles of Finance      3/1**  
 Basic theoretical framework for decision-making in financial management and the role of the financial manager in capital budgeting, investing and financing activities. *Prerequisite: ACC-221, Prerequisite or Corequisite: ACC-222.*

**FIN-342      Corporate Finance      3/2**  
 This course will focus on business application of the principles of finance. Business case studies will be used to relate financial theory to business practice. Current financial topics will be analyzed. *Prerequisite: FIN-341.*

**FIN-371      Investments      3/2**  
 This course will focus on the allocation of capital in the capital markets. Topics include the operation and regulation of investment markets, investment asset classes, portfolio management, analysis of risk and return and investment trading. *Prerequisite: FIN-341.*

**FIN-372      Securities Brokerage      3/4**  
 This course will focus on the securities industry and the brokerage business. Topics include financial ethics, the regulatory environment, client relations, investment planning, security analysis and transaction procedures. *Prerequisites: FIN-341, FIN-371.*

**FIN-373      Real Estate Management & Investment      3/4**  
 This course will focus on the basic principles of real estate management and investment. Topics include real estate markets, characteristics of real estate, appraising methods, government regulation, licensing and ethical considerations. *Prerequisite: FIN-341*

**FIN-374      Insurance and Risk Management      3/4**  
 This course will focus on the basic principles of insurance and risk management. Topics include personal and business insurance vehicles, business exposure, types of coverage and minimizing risk. *Prerequisite: ACC-222*

**FIN-376      Management of Financial Institutions      3/4**  
 This course will focus on the financial management of retail banks, commercial banks and other financial intermediaries. Topics include risk management, asset composition, capital adequacy, liquidity and the regulatory environment. *Prerequisite: FIN 341.*

**FIN-380      Internship      1-6/1**  
 This course will be aimed at practical work experience in a business setting. Students will have opportunities to apply classroom knowledge to business world situations in finance. *Prerequisite: Permission of internship instructor. See page 41 for internship requirements.*

**FIN-382      Foundations in Personal Financial Planning      3/4**  
 This course will cover special topics in finance which allow students more advanced study in specific areas of personal financial planning. Topics include client communication, behavioral finance theory, financial statement preparation and analysis, risk management and insurance, time value of money, education funding, investments, retirement, estate planning, economics and ethics. This course is beneficial to all students who wish to advance their personal financial planning skills. *Prerequisite: ACC-222; Prerequisite or corequisite: FIN-341*

**FIN-384      Employee Benefits and Retirement Planning      3/4**  
 This course focuses on retirement planning, especially considering the extent of benefits offered by employers and the government. Major topics include retirement goals and needs analysis, Social Security, Medicare/Medicaid, types of retirement plans, regulatory rules and taxes, distribution strategies, key factors affecting plan offering by employers including nonqualified executive benefit plans and other topics. *Prerequisite: FIN-382*

**FIN-386      Estate Planning      3/4**  
 This class covers the estate planning process, wealth and the wealth transfer process, including the basic documents needed for an estate plan, property ownership and the probate process. Topics include planning and activities for property titling and transfer, gift and estate tax, trusts, wills and power of attorney, advanced directives, business transfers and postmortem affairs. *Prerequisite: FIN-382*

**FIN-388      Financial Planning Capstone      3/4**  
 In this course, a student will demonstrate his or her ability to integrate and apply knowledge of financial planning topics through the completion of case studies and experiential opportunities. Such opportunities will include the development of a financial plan and the presentation of his or her planning recommendations. The course requires students to perform all functions of the financial planning process and apply the CFP Board's Practice Standards including the development and delivery of a comprehensive financial plan. *Prerequisites: ACC-327, FIN-371, FIN-374, FIN-382, FIN-384, FIN-386*



## BUSINESS MANAGEMENT

<b>MGT-215</b>	<b>Introduction to Sport Management</b>	<b>3/2</b>
An overview of the diverse field of Sport Management. This course includes an in-depth examination of various careers, training and necessary courses of study. Additionally, management skills along with related speaking and writing competencies are emphasized.		
<b>MGT-221</b>	<b>Introduction to Non-Profit Leadership</b>	<b>3/2</b>
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.		
<b>MGT-231</b>	<b>Principles of Management</b>	<b>3/1</b>
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.		
<b>MGT-238</b>	<b>Principles of Leadership</b>	<b>3/2</b>
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.		
<b>MGT-270</b>	<b>Readings In Leadership</b>	<b>1/6</b>
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.		
<b>MGT-321</b>	<b>Legal and Ethical Issues in Sport</b>	<b>3/4</b>
This course is an overview of the laws that significantly impact the world of sport in the United States. Additionally, there will be much discussion on the ethical side of sport in our world and society. Students will also discuss the integration of faith into sport as we search for ways to redeem sport for Kingdom purposes. <i>Prerequisite: MGT-215</i>		
<b>MGT-322</b>	<b>Sport Facility Management and Design</b>	<b>3/4</b>
This course is a comprehensive overview of facility design and management in the sport industry. The course will include planning and designing facilities that include all levels of sport from professional to recreational venues. Focus will also be placed on managing these facilities with emphasis on maintenance, supervision, scheduling, renovation and innovation. Management functions specific to sport will be explored. The course will be designed to focus on practical, hands-on experiential learning. This will include visits to a variety of sport facilities for knowledge and evaluation purposes. A sport management practicum will also be incorporated into the course. <i>Prerequisite: MGT-215</i>		
<b>MGT-330</b>	<b>Human Resources Management for Non-Profits</b>	<b>3/4</b>
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 or MGT-231</i>		
<b>MGT-331</b>	<b>Project Management Institute</b>	<b>3</b>
This course involves participation in an intensive regional semester-long intercollegiate competition facilitated by PMI (the Project Management Institute). Undergraduate and graduate students are tasked with ideating, planning and partially executing a fully developed project plan to achieve a specified objective. Products of the project include real-life solutions to complex problems and involve multiple stakeholder meetings, in-depth research and creative problem-solving. This course fulfills competencies of and is equivalent to MGT-336 (Project Management) and can be repeated in multiple years for additional credit. Potential students are selected and invited by faculty to participate. <i>Prerequisite: MGT-231</i>		
<b>MGT-332</b>	<b>Human Resources Management</b>	<b>3/2</b>
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>		
<b>MGT-333</b>	<b>Operations Management</b>	<b>3/2</b>
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 and BUS-211 or MAT-151.</i>		
<b>MGT-335</b>	<b>Organizational Behavior</b>	<b>3/2</b>
Presents integrative theory of organization behavior and human motivation as influenced by leadership, the organization itself, and social environment. <i>Prerequisite: MGT-231.</i>		
<b>MGT-336</b>	<b>Project Management</b>	<b>3/2</b>
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>		
<b>MGT-337</b>	<b>Entrepreneurship</b>	<b>3/2</b>
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.		



- 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. *Prerequisite: MGT-238.*
- MGT-339                    International Management                    3/4**  
A focus on management challenges associated with developing strategies and managing the operations of enterprises whose activities stretch across national boundaries. International firms will be examined with special emphasis on the management of resources and production. *Prerequisite: MGT-231.*
- MGT-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. *Prerequisite: MGT-221.*
- 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. *Prerequisite: MGT-221.*
- MGT-361                    Sport Media Relations & Event Management                    3/1**  
Creating the goals and philosophy of events, event planning and scripting, entertainment programming, security, traffic and first-aid services, managing relations with the media, connecting with the community and philanthropic alignment. Practical field experience would be included. *Prerequisite or corequisite: MGT-215.*
- MGT-364                    Sport in Society                    3/4**  
Interaction between social institutions and sports. Inquiry into how various behavior, psychological and social variables interact in the culture of sport, trends and patterns of change in the culture of sport. Practical field experience would be included. *Prerequisite or corequisite: MGT-215.*
- MGT-380                    Internship                    1-6/1**  
This course will be aimed at practical work experience in a business setting. Students will have opportunities to apply classroom knowledge to business world situations in management or sports management. *Prerequisite: Permission of internship instructor. See page 41 for internship requirements.*
- MGT-432                    Capstone Seminar: Strategic Management                    3/1**  
This course is the senior level capping course designed to integrate the knowledge and techniques studied in other courses such as accounting, economics, finance, management, marketing, and quantitative methods. It is also designed to provide experience in formulating organizational strategies and policies for meeting specified organizational strategic and operational goals. The case and business game approach is used. *Prerequisite: Senior status.*
- MGT-434                    Organizational Theory, Development and Change                    3/6**  
This course focuses on organizational theory with a special emphasis on the organizational development cycle and change management techniques. *Prerequisites: MGT-231, MGT-335.*

## **BUSINESS 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-342                    Digital Marketing                    3/4**  
This course will give students both theoretical knowledge of the internet as a marketplace and practical experience with the digital marketing function. Students will run ad budget management simulations, learn about analytics and develop digital marketing strategies. By the end of the course, students will be able to contribute to a company's online presence and improve its digital marketing strategies, while critically examining the digital marketing landscape through a Christian worldview. Course topics will include web analytics, SEO, SEM, online advertising, email marketing and other digital marketing core competencies.
- MKT-350                    Marketing Management                    3/2**  
A systematic assessment of the roles, responsibilities and tools of the marketing manager and how these are used to develop marketing plans and strategies. Application to current situations will be emphasized. *Prerequisites: MKT-251, Junior status.*
- MKT-352                    Marketing Research                    3/2**  
An analysis of research methodology, including both quantitative and qualitative traditions of inquiry and the skills needed to conduct market research and resolve marketing related problems. Emphasis will be placed on the mechanics of basic market research. *Prerequisites: MKT-251, BUS-211.*
- MKT-353                    Marketing Communications                    3/2**  
An integrated study of the strategy and methods of advertising campaigns, including print, radio, television, Internet, direct mail, public relations and viral marketing. This course provides "hands-on" practice working with real clients and businesses, emphasizing message elements, primary research, the creative process, copyrighting and pitching ideas in oral presentations. *Prerequisite: MKT-251 or COM-215*

<b>MKT-357</b>	<b>Consumer Behavior</b>	<b>3/4</b>
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>		
<b>MKT-358</b>	<b>Sales Management</b>	<b>3/4</b>
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>		
<b>MKT-359</b>	<b>International Marketing</b>	<b>3/4</b>
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>		
<b>MKT-362</b>	<b>Sport Marketing and Sales</b>	<b>3/4</b>
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>		
<b>MKT-380</b>	<b>Internship</b>	<b>1-6/1</b>
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 41 for internship requirements.</i>		
<b>MKT-452</b>	<b>Marketing Ethics and Strategies</b>	<b>3/2</b>
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 & MUSIC DIVISION



Jeremy Osborn, Ph.D.  
*Division Chair*

The Communication, Media & Music Division exists to instruct, equip and mentor students to influence their culture in strategic and creative ways as skilled professionals and agents of reconciliation.

Our Communication programs prepare students to effectively design and deliver messages in a variety of contexts and using a variety of media. These skills equip them for a wide range of positions in corporations, non-profit organizations, churches and media organizations.

Our Media programs develop students with skills, knowledge and attitudes to create and express stories and artifacts of excellence and influence. When students graduate from one of our media programs, they will be equipped to face an ever-changing media landscape with technical intelligence, strategic intelligence and emotional intelligence.

Our Music programs 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.

## DEGREES

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

## MAJORS

Audio Production  
Commercial Music (B.A.)  
Communication: Broadcast Communication  
Communication: Strategic Communication  
Communication Studies  
Digital Media  
Film and Video Production  
Graphic Design  
Music (B.A.)  
Music Production (B.A.)  
Music: Worship Arts (B.A.)  
Music Education (B.Mus.)

## MINORS

Audio Production  
Communication Studies  
Digital Media  
Film and Video Production  
Graphic Design  
Music  
Music: Worship Arts

## 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

**Lee, Sodam**, Assistant Professor of Graphic Design; B.A., Gachun University; M.F.A., Iowa State University

**Lewis, Cameron**, Assistant Professor of Film Production; B.A. Cornerstone University; M.F.A., National University

**Longjohn, Owen**, Assistant Professor of Audio and Music Production (Audio-Visual Technical Coordinator); B.A. Cornerstone University; M.M., Berklee College of Music

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

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

## MUSIC PROGRAM INFORMATION & REQUIREMENTS

The Music Program at Cornerstone includes the following majors:

Commercial Music (B.A.)  
Music (B.A.)  
Music: Worship Arts (B.A.)  
Music Education (B.Mus.)

The information below applies to those four majors only and not the other degree programs within Communication, Media and Music

### 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 faculty 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 SCHOLARSHIPS

Prospective students who wish to be considered for a music 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 portion of the Cornerstone University website, or by calling the music office 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 Handbook** – The 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 handbook for complete details.

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

**REQUIREMENTS FOR GRADUATION AS A MUSIC MAJOR**

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

**BACHELOR OF ARTS MAJORS & MINORS**

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

Media Core Required Courses		Credit Hours
MDA-111	Introduction to Story .....	3
MDA-213	Introduction to Graphic Design.....	3
MDA-261*	Audio Production I .....	3
MDA-271	Film and Video Production I.....	3
MDA-318	Writing for Media .....	3
MDA-380	Internship .....	4
MDA-400	Capstone Seminar .....	3
One of the following: .....		3
COM-212	Interpersonal Communication	
COM-321	Group Communication	
Audio Required Courses		
MDA-161	Audio/Visual Technical Production .....	3
MDA-262	Live Audio Production .....	3
MDA-281 *	Audio Production II.....	3
MDA-361	Audio for Media Production .....	3
MDA-363	Audio for Post Production.....	3
MDA-366	Advanced Live Audio Production .....	3
MDA-367	Advanced Studio Techniques .....	3
MDA-486	Capstone Audio Project.....	3
<b>Total</b> .....		<b>49</b>

\* 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 Audio Production . . . . .	3
MDA-281*	Audio Production II . . . . .	3
Choose two of the following: . . . . .		6
MDA-361	Audio for Media Production	
MDA-363	Audio for Post Production	
MDA-366	Advanced Live Audio Production	
MDA-367	Advanced Studio Techniques	
<b>Total . . . . .</b>		<b>18</b>

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

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

Required Courses		Credit Hours
MDA-281	Audio Production II. . . . .	3
MKT-251	Principles of Marketing. . . . .	3
MUA-XXX	Applied Major. . . . .	8
MUA-XXX	Applied Minor. . . . .	2
MUP-X71	Worship Ensemble . . . . .	4
MUP-X01, X11, X21	Large Ensemble (Chancel Singers, Chorale, Symphonic Winds) . . . . .	8
MUS-099	Performance Lab (8 semesters). . . . .	0
MUS-110	Music Fundamentals. . . . .	3
MUS-124, 224	Ear Training I, II . . . . .	2
MUS-126, 226	Music Theory & Analysis I, II . . . . .	6
MUS-171	Introduction to Music Technology . . . . .	3
MUS-227	Popular Music. . . . .	3
MUS-251	Basic Conducting and Rehearsal Techniques . . . . .	2
MUS-315	Songwriting . . . . .	2
MUS-327	Jazz Fundamentals. . . . .	2
MUS-340	Junior Recital . . . . .	0
MUS-380	Internship . . . . .	3
MUS-440	Senior Recital. . . . .	0
MUS-441	Capstone Seminar: Senior Recital Project . . . . .	1
MUS-XXX	Music Electives. . . . .	3
<b>Total Hours . . . . .</b>		<b>58</b>

**COMMUNICATION STUDIES MAJOR** *(requires a minor)*

Required Courses		Credit Hours
COM-112	Communication in Culture . . . . .	3
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-326	Organizational Communication. . . . .	3
COM-339	Social Media. . . . .	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	
<b>Total . . . . .</b>		<b>36</b>

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

<b>Required Courses</b>		<b>Credit Hours</b>
COM-112	Communication in Culture . . . . .	.3
COM-201	Newswriting . . . . .	.3
COM-212	Interpersonal Communication . . . . .	.3
COM-244	Voice and On-Camera Performance . . . . .	.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-326	Organizational Communication . . . . .	.3
COM-339	Social Media . . . . .	.3
COM-354	Announcing and Reporting . . . . .	.3
COM-380	Internship . . . . .	.3
COM-400	Capstone Seminar <i>(exception for double majors - COM elective)</i> . . . . .	.3
MDA-318	Writing for Media . . . . .	.3
MDA-271	Film and Video Production I . . . . .	.3
<i>One of the following:</i> . . . . .		.3
COM-433	Nonverbal Communication	
COM-435	The Aversive Side of Communication	
<i>Six credits from the following:</i> . . . . .		6
BUS-236	ENACTUS	
COM-215	Public Relations	
COM-364	Special Events & Promotions	
MDA-236	Introduction to Digital Photography	
MDA-261	Audio Production	
MDA-282	Film and Video Production II	
MKT-342	Digital Marketing	
MKT-353	Marketing Communications	
<b>Total</b> . . . . .		<b>.57</b>

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

<b>Required Courses</b>		<b>Credit Hours</b>
COM-112	Communication in Culture . . . . .	.3
COM-212	Interpersonal Communication . . . . .	.3
COM-215	Public Relations . . . . .	.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-326	Organizational Communication . . . . .	.3
COM-339	Social Media . . . . .	.3
COM-364	Special Events & Promotions . . . . .	.3
COM-380	Internship . . . . .	.3
COM-400	Capstone Seminar <i>(exception for double majors - COM elective)</i> . . . . .	.3
MKT-353	Marketing Communications . . . . .	.3
<i>One of the following:</i> . . . . .		.3
COM-433	Nonverbal Communication	
COM-435	The Aversive Side of Communication	
<i>Six credits from the following:</i> . . . . .		6
BUS-236	ENACTUS	
ENG-310	Grant Writing	
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 Media	
MKT-251	Principles of Marketing	
MKT-342	Digital Marketing	
<b>Total</b> . . . . .		<b>.51</b>

## 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

Choose one of the following: 3

COM-312	Persuasion
COM-322	Innovative Message Presentation
COM-326	Organizational Communication
COM-339	Social Media
COM-433	Nonverbal Communication
COM-435	The Aversive Side of Communication

**Total** 18

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

### Media Core 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 Media	3
MDA-380	Internship	4
MDA-400	Capstone Seminar	3

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 Audio Production	3
MDA-281*	Audio Production II	3
MDA-282	Film and Video Production II	3
Upper Level Electives in Media		6

**Total** 52

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

## 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 Media	3

**Total** 18

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

### Media Core 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 Media	3
MDA-380	Internship	4
MDA-400	Capstone Seminar	3

Choose one of the following: 3

COM-212	Interpersonal Communication
COM-321	Group Communication

continued on next page



**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
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
MKT-342	Digital Marketing
MKT-353	Marketing Communications
	Upper Level MDA course

**Total** .....52

\* Must achieve a grade of C- or greater 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 I. ....	.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

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

**GRAPHIC DESIGN MAJOR (does not require a minor)****Media Core 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 Media. ....	.3
MDA-380	Internship. ....	4
MDA-400	Capstone Seminar. ....	.3

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

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

**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
<b>Total . . . . .</b>		<b>18</b>

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

Required Courses		Credit Hours
MUA-XXX	Applied Major. . . . .	6
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-110	Music Fundamentals. . . . .	3
MUS-124, 224, 228	Ear Training I, II, III. . . . .	3
MUS-126, 226, 229	Music Theory & Analysis I, II, III . . . . .	9
MUS-171	Introduction to Music Technology . . . . .	3
MUS-221, 222	Music History, Literature and Form I, II. . . . .	6
MUS-251	Basic Conducting and Rehearsal Techniques . . . . .	2
MUS-327	Jazz Fundamentals. . . . .	2
MUS-380	Internship . . . . .	3
MUS-440	Senior Recital . . . . .	0
MUS-441	Capstone Seminar: Senior Recital Project . . . . .	1
<b>Music Hours. . . . .</b>		<b>48</b>

**MUSIC MINOR**

Required Courses		Credit Hours
MUA-XXX	Applied Minor (4 semesters) . . . . .	4
MUP-X01, X11 or X21	Large Ensemble (Chancel Singers, Chorale, Symphonic Winds) . . . . .	4
MUS-110	Music Fundamentals. . . . .	3
MUS-124	Ear Training I . . . . .	1
MUS-126	Music Theory & Analysis I. . . . .	3
MUA/MUP/MUS-XXX	Music Electives . . . . .	3
<b>Total. . . . .</b>		<b>18</b>

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

Communication and Media Required Courses		Credit Hours
MDA-111	Introduction to Story. . . . .	3
MDA-161	Audio/Visual Technical Production. . . . .	3
MDA-261	Audio Production I. . . . .	3
MDA-262	Live Audio Production. . . . .	3
MDA-281	Audio Production II . . . . .	3
MDA-367	Advanced Studio Techniques. . . . .	3
MDA-380	Internship . . . . .	4
MDA-400	Capstone Seminar . . . . .	3
MDA-486	Capstone Audio Project . . . . .	3
Choose one of the following: . . . . .		3
COM-321	Group Communication	
COM-212	Interpersonal Communication	
Music Required Courses		
MUS-110	Music Fundamentals . . . . .	3
MUS-124	Ear Training I . . . . .	1
MUS-126	Music Theory & Analysis I. . . . .	3
MUS-171	Introduction to Music Technology . . . . .	3
MUS-227	Popular Music . . . . .	3
MUS-315	Songwriting. . . . .	2
Three credits from the following: . . . . .		3
MUA-XXX	Applied Lessons	
MUP-X71	Worship Ensemble	
MUS-143	Class Piano I	
MUS-144	Class Piano II	
MUS-161	Vocal Fundamentals	
MUS-165	Guitar Fundamentals	
<b>Total. . . . .</b>		<b>49</b>

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

Required Courses		Credit Hours
CMI-334	Spiritual Formation . . . . .	3
MDA-262	Live Audio Production . . . . .	3
MUA-XXX	Applied Major (8 semesters). . . . .	8
MUP-X01, X11, X21	Large Ensemble (Chancel Singers, Chorale or Symphonic Winds) . . . . .	4
MUP-X71	Worship Ensemble . . . . .	6
MUS-099	Performance Lab (8 semesters). . . . .	0
MUS-110	Music Fundamentals. . . . .	3
MUS-124, 224	Ear Training I, II . . . . .	2
MUS-126, 226	Music Theory & Analysis I, II . . . . .	6
MUS-171	Introduction to Music Technology . . . . .	3
MUS-227	Popular Music . . . . .	3
MUS-251	Basic Conducting and Rehearsal Techniques . . . . .	2
MUS-315	Songwriting . . . . .	2
MUS-327	Jazz Fundamentals. . . . .	2
MUS-334	Music & Worship . . . . .	3
MUS-336	Cross-Cultural Worship . . . . .	3
MUS-337	Worship Music, Methods & Materials . . . . .	3
MUS-380	Internship . . . . .	3
MUS-440	Senior Recital . . . . .	0
MUS-441	Capstone Seminar: Senior Recital Project . . . . .	1
<b>Total</b> . . . . .		<b>60</b>

## MUSIC: WORSHIP ARTS MINOR

Required Courses		Credit Hours
MUA-XXX	Applied Minor . . . . .	2
MUP-X71	Worship Ensemble . . . . .	4
MUS-110	Music Fundamentals. . . . .	3
MUS-124	Ear Training I . . . . .	1
MUS-126	Music Theory & Analysis I . . . . .	3
MUS-334	Music and Worship . . . . .	3
Choose one of the following: . . . . .		3
MUS-336	Cross-Cultural Worship	
MUS-337	Worship Music, Methods and Materials	
<b>Total</b> . . . . .		<b>19</b>

# BACHELOR OF MUSIC MAJOR

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.

## 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 57).

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-110	Music Fundamentals. . . . .	3
MUS-124, 224, 228	Ear Training I, II, III. . . . .	3
MUS-126, 226, 229	Music Theory & Analysis I, II, III . . . . .	9
MUS-171	Introduction to Music Technology . . . . .	3
MUS-221, 222	Music History, Literature and Form I, II. . . . .	6
MUS-227	Popular Music. . . . .	3
MUS-251	Basic Conducting and Rehearsal Techniques . . . . .	2
MUS-314	Orchestration and Arranging . . . . .	3
MUS-326	Survey of Global Music. . . . .	2
MUS-327	Jazz Fundamentals. . . . .	2
MUS-440	Senior Recital. . . . .	0
MUS-441	Capstone Seminar: Senior Recital Project . . . . .	1
MUS-450	Secondary Music Methods. . . . .	3
MUS-457	Elementary Music Methods . . . . .	3
MUS-XXX	Music Electives. . . . .	2

*continued on next page*

Choose one of the following: .....	3
MUS-352      Advanced Choral Conducting	
MUS-353      Advanced Instrumental Conducting	
Choose six credits from the following: .....	6
MUS-165      Guitar Fundamentals	
MUS-161      Vocal Fundamentals	
MUS-253      Diction I	
MUS-255      Diction II	
MUS-291      Brass Methods	
MUS-292      Woodwind Methods	
MUS-293      Percussion Methods	
MUS-294      String Methods	
<b>Total</b> .....	<b>70-71</b>
<b>Professional Education and Other Required Courses</b>	
EDU-220      Foundations of Education & Clinical Experience .....	4
EDU-233      Foundations for Teaching the Exceptional Learner & Clinical Experience. ....	3
EDU-344      Content Area Literacy & Clinical Experience. ....	3
EDU-364      Equitable and Inclusive Education. ....	3
EDU-365      Equitable and Inclusive Education Clinical Experience. ....	1
EDU-381      The Learner and Learning .....	3
EDU-386      Classroom Management & Teacher Assistant Practicum .....	3
EDU-430      Student Teaching Capstone Seminar .....	3
EDU-491      K-12 Music Directed Teaching Internship .....	9
PSY-111      General Psychology .....	3
<b>Total</b> .....	<b>35</b>

## COURSE DESCRIPTIONS

DEPARTMENT AND LEVEL/COURSE NAME

CREDITS/FREQUENCY  
(See page 64 for codes)

### COMMUNICATION STUDIES

<b>COM-112</b>	<b>Communication In Culture</b>	<b>3/1</b>
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. <i>Prerequisite or corequisite for all COM and some MDA courses. Requires grade of C- or higher.</i>		
<b>COM-201</b>	<b>Newswriting</b>	<b>3/4</b>
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.		
<b>COM-212</b>	<b>Interpersonal Communication</b>	<b>3/1</b>
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.		
<b>COM-215</b>	<b>Public Relations</b>	<b>3/4</b>
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.		
<b>COM-244</b>	<b>Voice and On-Camera Performance</b>	<b>3/4</b>
This course prepares students for a career in broadcasting, sportscasting, motivational speaking, audio book production, acting for film and teaching by developing vocal skills, poise and confidence. Individual coaching is provided to improve articulation, tone, pronunciation and breath support, combined with professional instruction in on-camera performance teleprompter reading, interviewing and hosting programs.		
<b>COM-311</b>	<b>Intercultural Communication (SOC-352 Intercultural Communication)</b>	<b>3/1</b>
An investigation into the many variables extant among people and groups with different cultural backgrounds, including the study of similarities and differences across cultures. <i>Prerequisite: Junior status</i>		
<b>COM-312</b>	<b>Persuasion</b>	<b>3/2</b>
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.		

3/2

*Prerequisite: Junior Status*

3/1

**COM-322**      **Innovative Message Presentation**      **3/2**

**3/2**

**3/2**

**3/4**

**3/4**

3/6

**1 - 6/1**

**3/2**

**3/2**

**3/2**

**3/2**

**3 - 6/1**

105 | CORNERSTONE UNIVERSITY

## 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-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 3/4**  
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 Audio 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. *Prerequisite: MDA-261 or MUS-171*

## MDA-271 Film and Video Production I 3/2

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

## MDA-281 Audio Production II 3/2

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

## MDA-282 Film and Video Production II 3/2

Students apply the principles and skills of camera, lighting, sound, directing, producing, editing, etc. for a variety of non-fiction production environments and purposes. Students will work on both group and individual productions to benefit the community and communicate with their publics. *Prerequisite: MDA-271.*

## MDA-318 Writing for 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. *Prerequisite: ENG-212 or IDS-140 & IDS-141*

## 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.

*Prerequisite: MDA-213 and MDA-225*

**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. *Prerequisites: MDA-213 and MDA-225*

## MDA-341/342      Advanced Production I and II      3/2

These topic classes allow students to explore their selected genre through readings, viewings and practical assessment items. Topics include music videos, corporate videos, experimental film, multi-cam, documentary and fictional dramatic productions. The mid-semester productions assessment will be a generalist film project where students demonstrate proficiency in all the roles. Depending on the scope, the final assessment film will be group oriented with students demonstrating excellence in more specialist roles. *Prerequisite: MDA-282.*

## MDA-361 Audio for Media Production 3/4

This course explores the role of audio outside of music and film production. Students will undertake production pods which will examine audio production in relationship to radio, theatre, streaming/podcasting and new media technologies such as video games, audio books and social media applications. *Prerequisite: MDA-261.*

## MDA-363 Audio for Post Production 3/4

Examination of the fundamentals of sound for motion pictures covering the evolution of sound technology through to advanced surround sound editing and foley construction. *Prerequisite:* MDA-261.

## 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. *Prerequisite: MDA-282.*

- MDA-366      Advanced Live Audio Production      3/4**  
This course serves as an extension of theories and techniques introduced in MDA-262, developing student's abilities to plan, troubleshoot and execute in a live sound production environment. Topics include system design, acoustic considerations of an environment, mixing and mic techniques. *Prerequisite: MDA-262.*
- MDA-367      Advanced Studio Techniques      3/4**  
This course covers advanced topics in audio mixing, mastering and studio music production. Students will explore technical and artistic approaches to the post mixing process, advanced Pro Tools functions, listening capabilities and audio engineering. Topics will include applying signal processing to enhance audio material, noise reduction techniques, manual gain riding, quality control, disc/electronic delivery preparation, enhancing the stereo field of a master and cutting edge filtering and fading techniques all as they relate to studio music production. *Prerequisite: MDA-281.*
- 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. *Prerequisites: Invitation only, Junior status*
- MDA-380      Internship      1 – 6/1**  
Practical work experience using audio, film or video skills in an appropriate setting relevant to the student's area of emphasis. *Prerequisite: Junior status*
- MDA-400      Capstone Seminar in Media Studies      3/2**  
This course is the senior capstone for students majoring in Audio Production, Digital Media, Film and Video Production and Graphic Design. The course addresses the intersection of Christian worldview and media theory and practice as well as ethical issues related to media production. Attention is also given to key issues related to the transition from university to professional work, including self-employment, portfolio development and collaboration in media-related fields. Students engage in the process of vocational self-evaluation and collaborative project management, producing a capstone project and portfolio reflecting the knowledge, values and skills developed through their coursework. *Prerequisite: Senior status*
- 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. *Prerequisite: MDA 225 and MDA 326.*
- MDA-441/442      Advanced Production III and IV      3/2**  
These topic classes allow students to explore their selected genre through readings, viewings and practical assessment items. Topics include music videos, corporate videos, experimental film, multi-cam, documentary and fictional dramatic productions. The mid-semester productions assessment will be a generalist film project where students demonstrate proficiency in all the roles. Depending on the scope, the final assessment film will be group oriented with students demonstrating excellence in more specialist roles. *Prerequisite: MDA-282.*
- MDA-486      Capstone Audio Project      3/2**  
Complement to the recording project requirements of the CCM program. Students will complete tasks as a studio producer from song arrangement and selection through to mastering and packaging. *Prerequisite: MDA-367.*
- 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. *Prerequisite: Approval of the division chair.*

## MUSIC

- MUA-XXX      Applied Lessons      1-2/1**  
Foundational to the development of skills in a performance area, weekly one half-hour or hour private lessons are available to all students on many orchestral instruments, piano, organ, guitar, percussion, and voice.
- MUP-X01      University Chorale      0-1/1**  
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      0-1/1**  
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      0-1/1**  
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 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.*



<b>MUP-X41</b>	<b>Contemporary Ensembles</b>	<b>0-1/1</b>
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 <i>membership by audition only</i> . 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.		
<b>MUP-X51</b>	<b>Small Ensembles</b>	<b>0-1/1</b>
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.		
<b>MUP-X71</b>	<b>Worship Ensemble</b>	<b>0-1/1</b>
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		
<b>MUS-099</b>	<b>Performance Lab</b>	<b>0/1</b>
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.		
<b>MUS-110</b>	<b>Music Fundamentals</b>	<b>3/2</b>
An introduction to the elements of music for the development of the student as a musician. Components include the study of staves, clefs, key signatures, notation, meter and rhythm, major and minor scales, and an introduction to analyzing formal structure of music from various time periods. Skill development for sight-singing basic tonal melodies using solfege and aurally identify scales, intervals, triads, and simple harmonic progressions, and notating melodies and rhythms are also included.		
<b>MUS-124</b>	<b>Ear Training I</b>	<b>1/2</b>
Parallels the course work in Music Theory and Analysis I to match the student's aural skills with their theoretical skills including the ability to notate and identify chord progressions and cadences utilizing triads in all inversions. Sight-singing and dictation skills are developed. Prerequisite: MUS-110; Corequisite: MUS-126.		
<b>MUS-126</b>	<b>Music Theory &amp; Analysis I</b>	<b>3/2</b>
Components include music notation writing skills, melody, rhythm, and diatonic tonal harmony in four voices, voice leading, harmonic progression, species counterpoint, identifying 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. Harmonic study includes primary and secondary triads in root position and inversions, non-harmonic tones and seventh chords. Prerequisite: MUS-110; Corequisite: MUS-124.		
<b>MUS-143</b>	<b>Class Piano I</b>	<b>1/2</b>
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.		
<b>MUS-144</b>	<b>Class Piano II</b>	<b>1/2</b>
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.		
<b>MUS-161</b>	<b>Vocal Fundamentals</b>	<b>1/4</b>
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.		
<b>MUS-165</b>	<b>Guitar Fundamentals</b>	<b>1/4</b>
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.		
<b>MUS-171</b>	<b>Introduction To Music Technology</b>	<b>3/2</b>
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).		
<b>MUS-221</b>	<b>Music History, Literature and Form I</b>	<b>3/2</b>
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.		
<b>MUS-222</b>	<b>Music History, Literature and Form II</b>	<b>3/2</b>
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.		

<b>MUS-224</b>	<b>Ear Training II</b>	<b>1/2</b>
A continuation of Ear Training I. The aural identification of seventh-chords, non-chord tones, more complex rhythmic patterns, and an intense concentration on sight-singing and melodic and harmonic dictation. <i>Prerequisites: MUS-124 and 126; Corequisite: MUS-226.</i>		
<b>MUS-226</b>	<b>Music Theory &amp; Analysis II</b>	<b>3/2</b>
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, four-part writing, modulation, Introduction to eighteenth- century counterpoint, as well as the fundamental components of musical form. <i>Prerequisites: MUS 124 and MUS 126; Corequisite: MUS-224.</i>		
<b>MUS-227</b>	<b>Popular Music</b>	<b>3/4</b>
A study of popular music in America from the early twentieth century to the modern era, including Jazz, Rock, "Pop", Gospel, and Contemporary Christian music and representative composers and works. Emphasis is placed on historical and cultural context, aesthetic attitudes, musical philosophies, trends in theory and composition, and developments in form and style.		
<b>MUS-228</b>	<b>Ear Training III</b>	<b>1/2</b>
A continuation of Ear Training II. The aural identification of secondary dominants, modes, chromatic harmonies (Neapolitans and augmented sixth chords) in both melodic and harmonic contexts. Sight- singing melodies using chromaticism and complex rhythmic patterns. <i>Prerequisites: MUS-224 and 226; Corequisite: MUS-229.</i>		
<b>MUS-229</b>	<b>Music Theory &amp; Analysis III</b>	<b>3/2</b>
A continuation of Music Theory II. Secondary dominants, modulations, chromatic harmonies (including Neapolitan and augmented sixth chords), counterpoint, and binary and ternary formal structures, fugues are introduced and examined. Larger forms, including theme and variations, sonata, and rondo, are introduced and examined. Compositional techniques and analysis of late Romantic and twentieth- century techniques, including non-Western scales and harmonic structures, modes and form after the common-practice era. <i>Prerequisites: MUS-224 and 226; Corequisite: MUS-228.</i>		
<b>MUS-251</b>	<b>Basic Conducting and Rehearsal Techniques</b>	<b>2/2</b>
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. <i>Prerequisites: MUS-114 and 118.</i>		
<b>MUS-253</b>	<b>Diction I</b>	<b>2/4</b>
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.		
<b>MUS-255</b>	<b>Diction II</b>	<b>2/4</b>
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.		
<b>MUS-280</b>	<b>Topics in Music</b>	<b>1/3</b>
An investigation of a musical topic chosen by the instructor in conjunction with student demand.		
<b>MUS-291</b>	<b>Brass Methods</b>	<b>1/4</b>
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.		
<b>MUS-292</b>	<b>Woodwinds Methods</b>	<b>1/4</b>
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.		
<b>MUS-293</b>	<b>Percussion Methods</b>	<b>1/4</b>
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.		
<b>MUS-294</b>	<b>String Methods</b>	<b>1/4</b>
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.		
<b>MUS-314</b>	<b>Orchestration and Arranging</b>	<b>3/4</b>
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>		

<b>MUS-315</b>	<b>Songwriting</b>	<b>2/4</b>
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>		
<b>MUS-326</b>	<b>Survey of Global Music</b>	<b>2/4</b>
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>		
<b>MUS-327</b>	<b>Jazz Fundamentals</b>	<b>2/4</b>
A study of jazz fundamentals, including chords, form, scales, jazz nomenclature, chord voicing, principles of arrangement, chord and scale relationships, blues and jazz compositions. Basic keyboard skill will be emphasized as well as listening to standard jazz recordings. <i>Prerequisites: MUS-213 and MUS-217</i>		
<b>MUS-334</b>	<b>Music And Worship</b>	<b>3/4</b>
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.		
<b>MUS-336</b>	<b>Cross-Cultural Worship</b>	<b>3/4</b>
A practice in Ethnodoxology by examining the worship music of the following cultures: African, Asian, Hispanic, Caribbean and Western cultures. <i>Prerequisite: MUS-334</i>		
<b>MUS-337</b>	<b>Worship Music, Methods and Materials</b>	<b>3/4</b>
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>		
<b>MUS-340</b>	<b>Junior Recital</b>	<b>0/1</b>
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>		
<b>MUS-352</b>	<b>Advanced Conducting: Choral</b>	<b>3/4</b>
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>		
<b>MUS-353</b>	<b>Advanced Conducting: Instrumental</b>	<b>3/4</b>
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. <i>Prerequisite: MUS-251.</i>		
<b>MUS-380</b>	<b>Internship</b>	<b>3/1</b>
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. <i>Prerequisite: Junior Status.</i>		
<b>MUS-440</b>	<b>Senior Recital</b>	<b>0/1</b>
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. <i>Prerequisite: Senior status; Corequisite: MUS-441.</i>		
<b>MUS-441</b>	<b>Capstone Seminar: Senior Recital Project</b>	<b>1/1</b>
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. <i>Prerequisite: Senior status; Corequisite: MUS-440.</i>		
<b>MUS-442</b>	<b>Special Recital</b>	<b>0/2</b>
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. <i>Prerequisites: Junior status, Permission of applied teacher and division chair.</i>		

3/4

3/4

3/4

1-3/6

## 1-3/6

1-3/6

# COMPUTER SCIENCE, ENGINEERING & MATHEMATICS

## DIVISION



Ned Keller, Ph.D..  
*Division Chair*

The Computer Science, Engineering and Mathematics Division seeks to cultivate exemplary technical professionals who strive to excel in their vocations and in life through skill, character and conduct. Students electing one of these programs will explore the beauty and order of creation as revealed through symbolic representation and logical implications. As they learn logical and rational thought processes through their studies, they will learn to solve problems and optimize scenarios, becoming better stewards of God's creation. They will ask questions and discover answers as they explore the physical and virtual world through analytics, systems and machines. They will learn to apply knowledge about God's orderly creation, providing functional support for the work of others in various disciplines. Students who major or minor in CEM Division fields will be equipped to expand the development of their personal faith and to influence their culture for Christ as skilled professionals in technical, analytical, consulting, teaching and researching vocations.

## DEGREES

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

## MAJORS

Computer Science (B.S.)  
Engineering (B.S.E.)  
    Biomedical Product Design  
    Data Science  
    Design and Innovation  
    Engineering Management  
    Environmental Engineering  
Mathematics (B.A. & B.S.)  
Mathematics (Secondary; B.A.)

## MINORS

Computer Science  
Mathematics  
Mathematics (Elementary &  
Secondary)

## FACULTY

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

**Ensink, Robert A.**, Assistant Professor of Engineering; B.S., Michigan State University; M.S., University of Michigan

**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

## CRITERIA FOR GRADUATION AS A DIVISION MAJOR

See in the Academic Information section under Graduation Requirements.

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

## BACHELOR OF ARTS MAJORS & MINORS

### 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	4
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-402	Mathematical Science Seminar I	3
<b>Total</b>		<b>44</b>

### 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	4
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	
<b>Total</b>		<b>29</b>

## 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	4
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
<b>Total</b>		<b>38</b>

## 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	4
MAT-400	Capstone Seminar: The History of Mathematical Sciences	3
<i>One of the following:</i>		3
MAT-233	Differential Equations	
MAT-234	Multivariate Calculus	
<b>Total</b>		<b>29</b>

# BACHELOR OF SCIENCE MAJORS & MINORS

## COMPUTER SCIENCE 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
CSC-131	Computer Science I	3
CSC-132	Computer Science II	3
CSC-133	Introduction to Operating Systems	3
CSC-216	Database Theory	3
CSC-231	Data Structures & Algorithms	3
CSC-325	Web Development with Database	3
CSC-326	Mobile Application Development	3
CSC-332	Systems Analysis & Design	3
CSC-333	Computer Organization & Architecture	3
CSC-353	Client/Server Networking	3
CSC-380	Internship	3
CSC-452	Capstone: Software Development Operations	4
EGR-220	Measurement & Data Analysis	1
EGR-226	Introduction to Digital Systems	3
EGR-336	Project Management	3
MAT-131	Calculus I	5
MAT-132	Calculus II	5
MAT-243	Discrete Mathematics	3
MAT-251	Probability and Statistics	3
<b>Total</b>		<b>60</b>

## COMPUTER SCIENCE MINOR

Required Courses		Credit Hours
CSC-131	Computer Science I .....	3
CSC-132	Computer Science II .....	3
CSC-133	Introduction to Operating Systems .....	3
CSC-216	Database Theory .....	3
CSC-231	Data Structures & Algorithms .....	3
CSC-325	Web Development with Database .....	3
MAT-243	Discrete Mathematics .....	3
One of the following: .....		3
CSC-353	Client/Server Networking	
CSC-326	Mobile Application Development	
CSC-332	Systems Analysis and Design	
CSC-333	Computer Organization & Architecture	
<b>Total</b> .....		<b>24</b>

## 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 .....	4
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-402	Mathematical Science Seminar I .....	3
MAT-403	Mathematical Science Seminar II .....	3
PHY-221	Physics for Scientists and Engineers I .....	5
<b>Total</b> .....		<b>52</b>



# BACHELOR OF SCIENCE IN ENGINEERING MAJOR (BSE)

## ADDITIONAL ACADEMIC POLICIES

The purpose of monitoring academic status is to notify the student of his/her academic standing and provide additional support and guidance that will enable the student to improve his/her academic performance and successfully complete the BSE degree.

General Education Core requirements for the Bachelor of Science in Engineering degree are listed in the Degree Information section.\*\* Upon completion of the Engineering Foundation Courses asterisked below, the Engineering program requires a secondary admission application. **Admission is required prior to taking upper division courses (300 and 400 level courses).**

### Applicants must meet at least the following:

1. Combined GPA of 2.7 or above in the Engineering Foundation Course sequence (*asterisked below*).
2. Completion of each course in the Engineering Foundation Course sequence with a grade of C (2.0) or above. Foundation courses (*asterisked below*) may only be taken twice.
3. Completion of ENG-212 Writing in Culture\* with a C (2.0) or above.

Engineering Core Courses		Credit Hours
CHM-111	Principles of General Chemistry* (CU)	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
GEGR-100	Introduction to Engineering* (GVSU)	1
GEGR-111	Introduction to Engineering Graphics* (GVSU)	1
GEGR-112	Introduction to Programming* (GVSU)	2
GEGR-113	Introduction to CAD/CAM* (GVSU)	1
GEGR-185	First-Year Engineering Design* (GVSU)	2
GEGR-309	Machine Design I* (GVSU)	3
GEGR-310	Machine Design Lab (GVSU)*	1
EGR-209	Mechanics and Machines* (CU)	4
EGR-214	Circuit Analysis I* (CU)	3
EGR-215	Circuits Lab (CU)*	1
EGR-220	Measurement & Data Analysis* (CU)	1
EGR-226	Introduction to Digital Systems* (CU)	3
EGR-227	Micro Controller Programming and Applications Lab (CU)*	1
EGR-250	Materials Science and Engineering* (CU)	3
EGR-251	Materials Lab (CU)*	1
EGR-380	Internship (min. 2 experiences) (CU)	6
EGR-485	Capstone Project & Ethics (CU)	1
EGR-486	Capstone Project II (CU)	2
Choose one of the following:		3-4
GEGR-345	Dynamic System Modeling and Control (GVSU)	
GEGR-312	Dynamics (GVSU)	
Choose one of the following:		4
EGR-362	Thermal and Fluid Systems (CU) <i>Required for Biomedical Product Design</i>	
EGR-360	Thermodynamics (CU)	
<b>Total</b>		<b>78</b>

## **BACHELOR OF SCIENCE IN ENGINEERING with a Biomedical Product Design Concentration** *(does not require a minor)*

*In addition to the General Education\*\* and Engineering Core requirements, a student must also complete the following courses for the Biomedical Product Design concentration:*

**\*\*IDS-101 is NOT required for Design and innovation and Biomedical Engineering concentrations. These concentrations obtain comparable content in IDS-205 (Thought & Design I).**

### **Biomedical Product Design Courses**

BIO-241	Anatomy and Physiology I (CU)	4
CHM-212	Principles of Organic and Biochemistry (CU)	4
GEGR-301	Analytical Tools for Product Design (GVSU)	4
GEGR-367	Manufacturing Processes (GVSU)	3
GEGR-368	Manufacturing Process Lab (GVSU)	1
GEGR-403	Medical Device Design (GVSU)	3
GEGR-435	Mathematical Modeling of Physiologic Systems (GVSU)	3
GEGR-453	Biomedical Materials (GVSU)	3
IDS-205	Strategies for Innovative Thought & Design I	3
IDS-313	Strategies for Innovative Thought & Design II	3
IDS-413	Strategies for Innovative Thought & Design III	3
<b>Total</b>		<b>34</b>
<b>Program Total</b>		<b>112</b>

## **BACHELOR OF SCIENCE IN ENGINEERING with a Data Science Concentration** *(does not require a minor)*

*In addition to the General Education and Engineering Core requirements, a student must also complete the following courses for the Data Science concentration:*

### **Data Science Courses**

CSC-131	Computer Science I (CU)	3
CSC-216	Database Theory (CU)	3
GCIS-335	Data Mining (GVSU)	3
EGR-336	Project Management (CU)	3
GEGR-367	Manufacturing Processes (GVSU)	3
GEGR-368	Manufacturing Process Lab (GVSU)	1
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
<b>Total</b>		<b>28</b>
<b>Program Total</b>		<b>106</b>

## **BACHELOR OF SCIENCE IN ENGINEERING with a Design and Innovation Concentration** *(does not require a minor)*

*In addition to the General Education\*\* and Engineering Core requirements, a student must also complete the following courses for the Design and Innovation concentration:*

**\*\*IDS-101 is NOT required for Design and innovation and Biomedical Engineering concentrations. These concentrations obtain comparable content in IDS-205 (Thought & Design I).**

### **Design and Innovation Courses**

GEGR-301	Analytical Tools for Product Design (GVSU)	4
EGR-336	Project Management (CU)	3
GEGR-367	Manufacturing Processes (GVSU)	3
GEGR-368	Manufacturing Process Lab (GVSU)	1
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
<b>Total</b>		<b>27</b>
<b>Program Total</b>		<b>105</b>

## **BACHELOR OF SCIENCE IN ENGINEERING with an Engineering Management Concentration**

*(does not require a minor)*

*In addition to the General Education and Engineering Core requirements, a student must also complete the following courses for the Engineering Management concentration:*

### **Engineering Management Courses**

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)	3
GEGR-368	Manufacturing Process Lab (GVSU)	1
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)	
MGT-339	International Management (CU)	
MKT-251	Principles of Marketing (CU)	
<b>Total</b>		<b>28</b>
<b>Program Total</b>		<b>106</b>

## **BACHELOR OF SCIENCE IN ENGINEERING with an Environmental Engineering Concentration** *(does not require a minor)*

*In addition to the General Education and Engineering Core requirements, a student must also complete the following courses for the Environmental Engineering concentration:*

### **Environmental Engineering Courses**

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)	
<b>Total</b>		<b>27</b>
<b>Program Total</b>		<b>105</b>

## COURSE DESCRIPTIONS

DEPARTMENT/LEVEL AND COURSE NAME

CREDITS/FREQUENCY  
(See page 64 for codes)

## 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.

## COMPUTER SCIENCE

**CSC-131**                      **Computer Science I**

**3/2**

By introducing core principles, theories, and processes of the Computer Science discipline, this course prepares students for advanced computer science coursework. Includes a strong emphasis on introductory programming skills including variables, control structures, and modularity. Includes multiple small illustrative programming projects as well as one larger comprehensive project. A representative object-oriented programming language environment is utilized.

## CSC-132 Computer Science II

3/2

This course moves students into an intermediate programming level through the introduction of advanced Computer Science topics. Fundamentals of object-oriented programming will be explored including exception and error handling, troubleshooting, recursion, introductory data structures including multidimensional arrays, templates (polymorphism/inheritance), and data persistence (file input/output). By the end of the course, students will have a solid understanding of an object-oriented programming environment, familiarity with major issues programmers routinely encounter, and preparation for more advanced Computer Science courses. *Prerequisite: "C" or higher in CSC-131*

**CSC-133**                      **Intro to Operating Systems**

**3/2**

An introduction to fundamental operating systems design, implementation, and usage. Includes O/S topics related to main memory management, virtual memory, I/O and device drivers, file systems, secondary storage management, process management, and critical sections and deadlocks. Also includes knowledge of, differences between, and experience utilizing various O/S environments and utilities including Windows, Mac, Linux, etc.

## CSC-216 Database Theory

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.

## CSC-231 Data Structures &amp; Algorithms

**3/2**

Students will explore fundamental algorithms and data structures in computer science and learn to implement them using object-oriented programming languages. Linked lists, stacks, queues, trees, heaps, and hash tables are examples of available data structures that will be reviewed. Real-world problems will be used as means for implementing data structures and algorithms for efficient and elegant approaches for solving problems. Revisioning software will be used to track changes as an introduction to DevOps skills. *Prerequisites:* "C" or higher in CSC-132

## CSC-280 Special Topics in Computing

1-3/6

**CSC-325                      Web Development with Database**

3/4

Introduction to full-stack development for dynamic web applications. This course introduces front-end and back-end web development tools, with links to a database management system. Commonly used languages and scripting are used on both the browser and server side of the system. *Prerequisites:* "C" or higher in CSC-216 and CSC-131

**CSC-326**                      **Mobile Application Development**

3/4

Learn technology related to design, development, and deployment of mobile applications. Topics include device-specific capabilities and emulator environments, industry standards, operating systems, and an integrated mobile application development environment. *Prerequisites:* "C" or higher in CSC-132

**CSC-332**                      **Systems Analysis & Design**

**3/4**

Solve business problems through analysis of information systems requirements. Learn the concepts, skills, methodologies, techniques, tools, and perspectives essential for systems analysts. Both structured and object-oriented approaches are utilized, requiring students to walk through the steps of system analysis and design to propose architecture (data, programs, environment) for a real-life business problem. Ethical implications of systems analysis and design are incorporated.

**Prerequisites:** "C" or higher in CSC-131 and CSC 216

**CSC-333                  Computer Organization & Architecture**

3/4

This course explores hardware architecture, including CPU, memory, registers, arithmetic/control unit and input/output components. Topics include different types of computer architectures and their functions, as well as low-level machine language used with these components. This course provides an overview of techniques offered by modern processors with an understanding of their relative benefits. *Prerequisites: "C" or higher in the following: CSC-133, CSC-132*

<b>CSC-353</b>	<b>Client/Server Networking</b>	<b>3/4</b>
This course introduces basic communication technologies along with their capabilities and limitations. Client/server network setup and administration are the main focus, including security issues, business continuity, and the role of infrastructure in regulatory compliance. <i>Prerequisite: CSC-133.</i>		
<b>CSC-380</b>	<b>Internship</b>	<b>1-6/6</b>
This course is aimed at practical work experience in a supervised setting. Students must fulfill project-based requirements involving application of Computer Science theory and practice. <i>Prerequisite: Permission of internship instructor. See page 41 for internship requirements.</i>		
<b>CSC-452</b>	<b>Capstone: Software Development Operations</b>	<b>4/2</b>
Students apply the integrative knowledge learned throughout the program in an applied project. Students participate in the identification of a problem (ideally selected and partially deconstructed in prior course Systems Analysis & Design), then work in teams to outline a solution, implement the solution, and test the result. Best practices for efficient delivery of this work are discussed and utilized ("DevOps"). Work includes ethical implications/considerations and application architecture selection and is documented in both written and oral presentation form. <i>Prerequisites: "C" or higher in CSC-332, CSC-333, CSC-231, CSC-325.</i>		
<b>CSC-470</b>	<b>Directed Readings in Computing</b>	<b>1-3/6</b>
<b>CSC-480</b>	<b>Advanced Topics in Computing</b>	<b>1-3/6</b>
<b>CSC-490</b>	<b>Independent Study in Computing</b>	<b>1-3/6</b>

## ENGINEERING

### Cornerstone University

<b>EGR-209</b>	<b>Mechanics and Machines</b>	<b>4/2</b>
Lecture only. Forces and momentum, 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. <i>Prerequisites: MAT-132 and PHY-221.</i>		
<b>EGR-214</b>	<b>Circuit Analysis I</b>	<b>3/2</b>
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. <i>Prerequisite: PHY-222</i>		
<b>EGR-215</b>	<b>Circuits Lab</b>	<b>1</b>
Laboratory activities associated with linear circuit analysis. Including the use of power supplies, multimeters, function generators, oscilloscopes, and electronic circuit CAD/CAM software packages. <i>Prerequisite: PHY 222. Corequisite: EGR 214. Lab fee applied</i>		
<b>EGR-220</b>	<b>Measurement and Data Analysis</b>	<b>1/2</b>
Measurement and data analysis lab that complements MAT-251. 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. <b>Lab Fee Applied.</b> <i>Prerequisites: MAT-131 and ENG-212. Co-requisite: MAT-251.</i>		
<b>EGR-226</b>	<b>Introduction to Digital Systems</b>	<b>3/2</b>
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. <i>Prerequisites: GEGR-185 or CSC-231</i>		
<b>EGR-227</b>	<b>Micro Controller Programming and Application Lab</b>	<b>1</b>
Laboratory activities associated with using microcontroller along with various inputs/outputs (I/O) peripherals, display devices, sensors and motors. Use of software programming language and software integrated development packages (IDE). Offered every semester. <i>Prerequisites: GEGR 185 and declared as an engineering major. Corequisite: EGR 226. Lab fee applied</i>		
<b>EGR-250</b>	<b>Material Science and Engineering</b>	<b>3/2</b>
This course will provide an introduction to the field of materials engineering. The semester will begin with an investigation of the contributions of atomic and crystalline structures on the physical properties of materials. A thorough review of metals, polymers, ceramics and composites will then be conducted. Key concepts will be explored and highlighted through a series of weekly lab exercises. The successful completion of this course shall provide engineers with the necessary understanding of materials to select the most appropriate material for specific design applications. The final area of study shall assess the economic and environmental impacts of material selection in a complex world. <i>Prerequisites: CHM-111 and PHY-222.</i>		
<b>EGR-251</b>	<b>Materials Lab</b>	<b>1</b>
The laboratory sessions will acquaint students with modern experimental techniques and devices used in: (i) the characterization of the microstructures and properties of engineering materials, and (ii) laboratory simulation of industrial manufacturing processes. Application of the scientific method and technical report writing will be emphasized. <i>Prerequisites: CHM-111 and PHY 222, and declared as an engineering major. Corequisite: EGR 250. Lab fee applied</i>		

<b>EGR-280</b>	<b>Special Topics in Engineering</b>	<b>1-3/6</b>
<b>EGR-336</b>	<b>Project Management</b>	<b>3/2</b>
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: GEGR-100 or MGT-231 or CSC-133</i>		
<b>EGR-360</b>	<b>Thermodynamics</b>	<b>4/2</b>
Lecture only. 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. <i>Prerequisites: PHY-222 and MAT-235.</i>		
<b>EGR-362</b>	<b>Thermodynamics and Fluid Systems</b>	<b>4/2</b>
Thermal system engineering is primarily a study of energy: its forms, transformations, the transfer of it, and efficiencies 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. <i>Prerequisites: A grade of C or better in PHY-222 and MAT 235.</i>		
<b>EGR-380</b>	<b>Internship</b>	<b>1-6/6</b>
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. <i>Prerequisites: GEGR-100 and Junior or Senior status</i>		
<b>EGR-437</b>	<b>Environmental Engineering</b>	<b>4/4</b>
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. <b>Lab fee applied.</b> <i>Prerequisites: ECO-241 and EGR-360 or EGR-362.</i>		
<b>EGR-480</b>	<b>Advanced Topics in Engineering</b>	<b>1-3/6</b>
<b>EGR-485</b>	<b>Senior Engineering Capstone Project I</b>	<b>1/6</b>
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. <i>Prerequisite: Senior Status.</i> <b>Lab fee applied.</b>		
<b>EGR-486</b>	<b>Senior Engineering Capstone Project II</b>	<b>2/6</b>
Continuation of student's work in EGR-485. Both an oral report and a final written technical report are required. <i>Prerequisites: EGR-485. and Senior Status.</i> <b>Lab fee applied</b>		
<b><u>Grand Valley State University</u></b>		
<b>GEGR-100</b>	<b>Introduction to Engineering</b>	<b>1/1</b>
An introduction to the different engineering fields and the industries that these fields support. Study techniques for students to be successful in the engineering program will be presented. Students will have the opportunity to work in groups, identify problems, brainstorm ideas, prototype solutions, and communicate their results. (lecture only)		
<b>GEGR-111</b>	<b>Introduction to Engineering Graphics</b>	<b>1/1</b>
This course introduces students to the principles of drafting used by engineers through a hands-on learning environment. Topics of instruction include drawing interpretation, visualization (including pictorials and orthographic drawings), geometric construction, sectioning, working drawings, and mechanical drawings (including but not limited to sectioning and working drawings). (lab only)		
<b>GEGR-112</b>	<b>Introduction to Programming</b>	<b>2/1</b>
This course provides an introduction to structured and modular programming for use in engineering applications. Numerous programming assignments develop the practical skills necessary to ensure students are capable of writing, testing, debugging, and validating programs. (lecture and lab) <i>Prerequisite: MAT-122 or higher.</i>		
<b>GEGR-113</b>	<b>Introduction to CAD/CAM</b>	<b>1/1</b>
This course is to introduce computer-aided design (CAD) and computer-aided manufacturing (CAM) theory and applications. The course topics include CAD/CAM systems, geometric modeling, tool path generation, integration of CAD/CAM with the production machine, NC machining, and additive manufacturing. (lecture and discussion)		
<b>GEGR-185</b>	<b>First-Year Engineering Design</b>	<b>2/1</b>
A cornerstone course in the principles and practice of multi-disciplinary engineering analysis and design. Students will work as part of a team to design and construct a working physical prototype of an electro-mechanical system. Students will learn to communicate their design ideas effectively. <i>Prerequisite: Grade of C or higher in GEGR-100 and GEGR-112.</i> <i>Corequisite: GEGR-111, GEGR-113.</i>		
<b>GEGR-301</b>	<b>Analytical Tools for Product Design</b>	<b>4/2</b>
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. <i>Prerequisite: GEGR-250.</i>		



- GEGR-309 Machine Design I 3/2**  
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-310 Machine Design Lab 1**  
Introduction to finite element analysis for planar loading, strain gauges and rosettes, and experimental determination of state of stress in a body. Offered every semester. *Prerequisites: Grade of C or better in EGR 209 and declared engineering major. Corequisite: GEGR 309.*
- GEGR-312 Dynamics 3/1**  
Study of motion and the relationship between force, mass, and acceleration for particles and rigid bodies. Work-energy and impulse-momentum concepts. *Prerequisites: A grade of C or better in EGR 209 and declared as an engineering major.*
- GEGR-345 Dynamic System Modeling & Control 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-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 3/1**  
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.*
- GEGR-368 Manufacturing Process Lab 1**  
The laboratory experiments and exercises will involve careful investigation of the effects of the interactions between design, processing conditions, and materials on the quality and performance of fabricated products. Application of the scientific method in investigations, the principles of design of experiments (DOE), and statistics are reinforced. *Prerequisites: A grade of C or better in EGR 250 and admitted to engineering major. Corequisite: GEGR 367.*
- GEGR-403 Medical Device Design 3/2**  
Students will learn to design equipment, products and processes for the medical device industry. The course will cover topics such as standards and regulations, determining and documenting device requirements, hazard and risk analysis, liability, verification and validation testing and manufacturing quality systems. *Prerequisite: GEGR-345.*
- GEGR-435 Mathematical Modeling of Physiologic Systems 3/2**  
This course provides an introduction to mathematical modeling, numerical methods, model simulations and regression analysis, as applied to biomedical systems at the cellular, tissue and organ levels. *Prerequisites: MAT-234.*
- GEGR-440 Production Models 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.
- GEGR-453 Biomedical Materials 3/2**  
Study of the characteristics of materials used in medicine and dentistry and their interactions with living tissues. Topics may include biocompatibility, host responses, degradation of biomaterials in biological environments and their applications in artificial organs, implants, soft and hard tissue replacements, dentistry, drug delivery systems, medical equipment, etc. *Prerequisites: EGR-250.*
- GEGR-463 Alternative Energy Systems 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.*

## MATHEMATICS

- MAT-096 Pre-Algebra 3/2**  
An individualized review of applied arithmetic and pre-algebra. Patterns leading to operations with fractions, decimals, percents and proportions. Review of multiplication facts 0-15. This course does not count toward a major or a minor in mathematics. *This course does not fulfill the core mathematics requirement. This course has a no-calculator policy.*

<b>MAT-107</b>	<b>Algebra</b>	<b>3/2</b>
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 SAT or CU Math Placement Exam or MAT-096 This course does not fulfill the core mathematics requirement.</i>		
<b>MAT-108</b>	<b>Intermediate Algebra</b>	<b>3/2</b>
This class examines the structure of mathematical expressions, equations and functions, along with their connection to practical applications. Topics include the evaluation and manipulation of expressions, equations and functions, as well as the structure and applications of linear, quadratic, rational and exponential functions. <i>Prerequisite: Qualifying score on SAT or CU Math Placement Exam or MAT-107. This course does not fulfill the core mathematics requirement, except for students majoring in nursing.</i>		
<b>MAT-109</b>	<b>Math for Elementary Teachers</b>	<b>4/1</b>
This course is intended for teacher candidates. Its purpose is to give candidates broad exposure to a variety of applications of mathematics in the real world as well as enhance their basic math skills to help prepare them for teaching math in the classroom. Topics include problem solving, fraction/decimals/percents, numeration systems, equations, geometry, functions, finance, probability, and statistics. This course satisfies the core requirement in Mathematics for elementary students..		
<b>MAT-110</b>	<b>College Mathematics</b>	<b>3/1</b>
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, probability 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 SAT or CU Math Placement Exam or MAT-107 or MAT-096, C or higher. *Warning: Math, Science, Engineering &amp; Exercise Science Majors check with your advisor for the correct math course.</i>		
<b>MAT-121</b>	<b>College Algebra</b>	<b>3/1</b>
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 recommended). This course satisfies the core requirement in mathematics. <i>Prerequisite: Qualifying score on SAT or CU Math Placement Exam or MAT-108</i>		
<b>MAT-122</b>	<b>Pre-calculus</b>	<b>4/2</b>
This course serves as a collection of topics relevant to calculus based courses. Focus will be given on exponential and logarithmic functions in addition to properties, graphs and applications of the sine, cosine and tangent functions, along with their reciprocals and inverse functions. Connections are made with right and oblique triangles, polar coordinates and equations concerning polar coordinates and conic sections. This course satisfies the core requirement in mathematics. <i>Prerequisite: Qualifying score on SAT or CU Math Placement Exam or MAT-121.</i>		
<b>MAT-131</b>	<b>Calculus I</b>	<b>5/2</b>
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 SAT or CU Math Placement Exam or MAT-122</i>		
<b>MAT-132</b>	<b>Calculus II</b>	<b>5/2</b>
Applications of differentiation and integration will include techniques of integration, transcendental functions, infinite series and sequences, parametric equations, polar forms and vectors. Graphing calculator (TI-84 recommended) required. This course satisfies the core requirement in Mathematics. <i>Prerequisite: MAT-131.</i>		
<b>MAT-151</b>	<b>Statistics</b>	<b>3/1</b>
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>		
<b>MAT-209</b>	<b>Teaching Math I (PK-3) &amp; Clinical Experience</b>	<b>4/1</b>
This course is designed to merge mathematical content knowledge and pedagogical knowledge to design mathematical pedagogical knowledge that focuses on the whole learner with specific attention to PK-3 students' needs (cognitive, physical, behavioral, social, and emotional). Teacher candidates will be introduced to reflective thinking to understand how their own biases, content knowledge, and past experiences will impact their instruction. Topics include counting and cardinality; operations (addition, subtraction, and foundational ideas for multiplication); initial place value and regrouping concepts; measurement and data (time, money, relative positions, lengths in metric and standard); and geometry (naming shapes, shape composition, shapes in the real world, composition/decompositions of shapes, 2D and 3D shapes). This course will expose teacher candidates to various curricular resources, assessment tools, and instructional technology to promote active engagement and give direction to instruction. Clinical experience in an appropriate early education setting provides teacher candidates an opportunity to apply their developing mathematical instructional knowledge and skills. <i>Prerequisite: Conditional Status and MAT 109</i>		
<b>MAT-233</b>	<b>Differential Equations</b>	<b>3/2</b>
The study of equations involving derivatives by methods of analytic algebra or numeric solutions. Priority is given to first-order differential equations and their applications as well as linear higher-order equations and Laplace transformations. Maple software required. <i>Prerequisite: MAT-132.</i>		



<b>MAT-234</b>	<b>Multivariate Calculus</b>	<b>3/2</b>
This course explores differentiation and integration of functions of several variables, limits, differentials, optimization, volumes and surface area. Students will also study change of variables and methods of multivariate integration. Maple software required. <i>Prerequisite: MAT-132.</i>		
<b>MAT-235</b>	<b>Differential Equations and Linear Algebra for Engineers</b>	<b>3/2</b>
Introduction to the theory of first and higher order differential equations by analytical and numerical methods as well as computer-based approaches. This course also introduces concepts in linear algebra such as systems of equations, determinants, vector spaces and eigenvectors. Maple software required. <i>Prerequisite: MAT-234.</i>		
<b>MAT-241</b>	<b>Applied Linear Algebra</b>	<b>3/2</b>
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.		
<b>MAT-243</b>	<b>Discrete Mathematics</b>	<b>3/2</b>
A basic study of fundamental principles of discrete mathematics. Topics include combinatorics, probability and algorithms. <i>Prerequisite: MAT-121 or MAT-131.</i>		
<b>MAT-244</b>	<b>Methods of Mathematical Research</b>	<b>3/4</b>
Students in this course will be introduced to the typesetting language of L <sup>A</sup> T <sub>E</sub> 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>		
<b>MAT-245</b>	<b>Mathematical Proofs</b>	<b>4/2</b>
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>		
<b>MAT-251</b>	<b>Probability and Statistics</b>	<b>3/2</b>
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>		
<b>MAT-280</b>	<b>Special Topics in Mathematics</b>	<b>1-3/6</b>
<b>MAT-312</b>	<b>Teaching Math II (3-6) &amp; Clinical Experience</b>	<b>4/1</b>
This course is designed to merge mathematical content knowledge and pedagogical knowledge to design mathematical pedagogical knowledge that focuses on the whole learner with specific attention to the 3rd through 6th grade students' needs (cognitive, physical, behavioral, social, and emotional). Teacher candidates will be introduced to reflective thinking to understand how their own biases, content knowledge, and past experiences will impact their instruction. Topics include place value (multi-digit operations, base 10, and other bases); multiplication and division (factors, multiples, area model, distributive property, commutative property, order of operations, and inverse operations); fractions (unit fractions, equivalent fractions, relationship to perimeter, volume, angle measure, shapes, and attributes); and arithmetic patterns (setting up for algebraic thinking). This course will also expose students to various curricular resources, assessment tools, and instructional technology to promote age-appropriate active engagement and give direction to instruction. Clinical experience in an appropriate upper elementary setting provides teacher candidates an opportunity to apply their developing mathematical instructional knowledge and skills. <i>Prerequisite: Professional Status and MAT 209</i>		
<b>MAT-333</b>	<b>Real Analysis</b>	<b>3/4</b>
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. <i>Prerequisites: MAT-132, 241, 233, or 234, and MAT-245.</i>		
<b>MAT-341</b>	<b>Modern Algebra</b>	<b>3/4</b>
A first course in group theory with a focus on binary operations, isomorphisms, cyclic groups, permutations, abelian groups, orbits of equivalence relations, cosets, normal subgroups, homomorphisms and related theorems, factor groups, group actions and Sylow's Theorems. <i>Prerequisites: MAT-241 and MAT-245.</i>		
<b>MAT-380</b>	<b>Internship in Mathematical Sciences</b>	<b>1-6/1</b>
An individualized assignment arranged with an agency, business or other organization to provide guided practical experience in a mathematical sciences related career/ministry activity. <i>Prerequisites: Junior standing and approval by division chair.</i>		
<b>MAT-400</b>	<b>Capstone Seminar: The History of Mathematical Science</b>	<b>3/4</b>
For Math Ed. Majors, this course studies the history of mathematical ideas, notation and processes from ancient Egypt and Mesopotamia through the modern era. Students will study individual mathematicians as well as cultural and abstract ideas. Attention will be given to geometrical concepts, including constructions and geometrical proofs. <i>Prerequisites: MAT-241 and MAT-245, or permission.</i>		
<b>MAT-401</b>	<b>Capstone Seminar for Mathematics</b>	<b>3/4</b>
Students will research and present an important topic in mathematics using both library research and personal preparation. <i>Prerequisite: 15 hours of 300-level or above math courses.</i>		

**MAT-402 Mathematical Science Seminar I 3/1**  
 Exploration of selected advanced 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. *Prerequisite: Permission of instructor*

**MAT-403 Mathematical Science Seminar II 3/1**  
 Exploration of selected advanced 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. *Prerequisite: MAT-402*

**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 and Field Experience 3+lab/4**  
 Prospective teachers implement a secondary mathematics curriculum that models NCTM and State of Michigan standards. They will examine educational philosophy and history, learning theory and curriculum development. They will also plan, implement and evaluate unit and lesson plans in developmental math, algebra, geometry, probability and statistics and pre-calculus. Exploration with use manipulatives, computers, multimedia technologies, activity projects and construction tools. Computer and TI-84 graphing calculator required. *Prerequisites: MAT-132, MAT-151 or MAT-251*

**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.*

## 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.*

# 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 & Civic Studies  
Linguistics  
Literature  
Philosophy  
Professional Writing  
Publishing  
Spanish

### Education Majors

English Education (Secondary)  
Social Studies (Secondary)  
Spanish (Secondary)

## MINORS

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

### Education Minors/Endorsements

English Education (Secondary)  
Spanish (7th-12th grade minor)  
Spanish (PK-6th endorsement)  
TESOL (PK-12 endorsement)

## 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.**, Professor of English; B.A., Grand Rapids Baptist College; M.A., Wheaton College Graduate School; M.F.A., Northwest Institute of Literary Arts

**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

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

**Stevens, Jason**, Associate 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
<b>Total.....</b>		<b>44</b>

## 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 .....	
<b>Total</b> .....		<b>18</b>

## HISTORY & CIVIC STUDIES MAJOR (requires a minor)

Required Courses		Credit Hours
HIS-103	Introduction to History & Civic Studies (SSC-103) .....	1
HIS-113	World History to 1500 .....	3
HIS-114	Making of the Modern World.....	3
HIS-211	Michigan History.....	3
HIS-221	United States History I .....	3
HIS-222	United States History II .....	3
HIS-329	Public History .....	3
HIS-442	Local History & Civic Studies Research Project.....	3
HUM-221	Humanities & Vocation II.....	1
HUM-380	Internship .....	3
HUM-382	Humanities Seminar .....	3
PHI-311	Modern Political Philosophy.....	3
PHI-413	Globalization and Localization .....	3
SSC-211	American Government .....	3
SSC-312	World Affairs .....	3
One HIS elective (200 level or higher) .....		3
<b>Total</b> .....		<b>44</b>

## HISTORY MINOR

Required Courses		Credit Hours
HIS-103	Introduction to History & Civic Studies.....	1
HIS-113	World History to 1500 .....	3
HIS-114	Making of the Modern World.....	3
HIS-221	United States History I .....	3
HIS-222	United States History II .....	3
Upper level electives (may count one HIS-223 course) .....		6
<b>Total</b> .....		<b>19</b>

## 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
<b>Total</b> .....		<b>44</b>

## 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
<b>Total</b>		<b>18</b>

## 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 <sup>th</sup> 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
<b>Total</b>		<b>44</b>

## 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 <sup>th</sup> 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	
<b>Total</b>		<b>18</b>

## 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 <sup>th</sup> 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	
<b>Total</b>		<b>27</b>

## ENGLISH MINOR FOR SECONDARY TEACHERS

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

## 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
<i>Choose one of the following:</i> . . . . .		3
OSA-304	*Oxford Tutorial in Philosophy	
PHI-480	Advanced Topics in Philosophy	
REL-411	Philosophy of Religion	
<i>Choose three upper level courses in a Humanities discipline (ENG, HIS, LIN, PHI, SPA):</i> . . . . .		9
<b>Total</b> . . . . .		<b>44</b>

\* 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
<b>Total</b> . . . . .		<b>18</b>

## 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
ENG-310	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
<b>Total</b>		<b>43</b>

## 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
ENG-310	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	
<b>Total</b>		<b>18</b>

## 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
<b>Total</b>		<b>43</b>



## 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	
<b>Total</b> .....		<b>18</b>

## 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	
<b>Immersion/Study Abroad</b>		
SPA-316	Conversación en la ciudad [Conversation in the City] .....	3
Approved upper level study abroad course work taught in Spanish. ....		9
<b>Humanities &amp; Vocation Sequence</b>		
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
<b>Total</b> .....		<b>39</b>

*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 latinoamericana [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	
<b>Humanities &amp; Vocation Sequence</b>	
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
<b>Total . . . . .</b>	<b>30</b>

*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 (with Spanish program advisor approval only)	
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 latinoamericana [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	
<b>Total . . . . .</b>	<b>20</b>

## SPANISH MAJOR FOR SECONDARY TEACHERS *(requires a minor)*

Required Courses		Credit Hours
LIN-225	Introduction to Linguistics	.3
LIN-371	Second Language Acquisition	.3
SPA-465	World Language Teaching Methodology	.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 latinoamericana [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>		
<b>Total</b>		<b>.36</b>

## SPANISH MINOR FOR SECONDARY TEACHERS/PK-6 ENDORSEMENT

Required Courses		Credit Hours
LIN-225	Introduction to Linguistics	.3
LIN-371	Second Language Acquisition	.3
SPA-465	World Language Teaching Methodology	.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 latinoamericana [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	
<b>Total</b>		<b>24</b>

## 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	TESOL Methodology	.3
LIN-489	TESOL Practicum	.3
<b>Total</b>		<b>.18</b>

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 (PK-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	TESOL Methodology	.3
EDU-489	TESOL Practicum	6
<b>Total</b>		<b>.21</b>

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.

(requires a minor)

### Credit Hours

## COURSE DESCRIPTIONS

CREDITS/FREQUENCY  
(See page 64 for codes)

## 4/6

4/6

3/6

3/6

2/2

3/1

3/1

3/2

3/2

136 | CORNERSTONE UNIVERSITY

<b>ENG-227</b>	<b>Introduction to Professional Writing</b>	<b>3/2</b>
Introduction to the study and practice of professional writing, including rhetorical techniques, document design, editing, technical writing, business writing, and public writing. Students will gain practice in researching, planning, drafting, designing, and evaluating communications for a variety of rhetorical situations with an emphasis on writing in the workplace. <i>Prerequisite: ENG-212, C- or higher.</i>		
<b>ENG-310</b>	<b>Grant Writing</b>	<b>3/6</b>
This course orients students to the essential elements of the grant writing process and provides practical experience in writing grant proposals. <i>Prerequisite: ENG-212</i>		
<b>ENG-313</b>	<b>Feature Writing</b>	<b>3/4</b>
Study of the types, principles, and methods of feature writing with emphasis on preparing and submitting articles for publication. <i>Prerequisite: ENG-212, C- or higher.</i>		
<b>ENG-315</b>	<b>Poetry Writing</b>	<b>3/3</b>
An advanced workshop in poetry writing, with the intent of producing publishable work. <i>Prerequisite: ENG-226.</i>		
<b>ENG-316</b>	<b>Fiction Writing</b>	<b>3/3</b>
A workshop in the writing of short stories and novel fragments, with the intent of producing publishable work. <i>Prerequisite: ENG-226.</i>		
<b>ENG-317</b>	<b>Creative Non-Fiction</b>	<b>3/3</b>
Practice in the writing of prose that explores the boundaries between fiction, journalism, and personal essay. <i>Prerequisite: ENG-226.</i>		
<b>ENG-318</b>	<b>Introduction to Editing</b>	<b>3/4</b>
Provides principles and practice in the art of preparing manuscripts and articles for publication. <i>Prerequisite: ENG-212, C- or higher.</i>		
<b>ENG-319</b>	<b>Advanced Grammar</b>	<b>3/2</b>
This course will explore the descriptive and prescriptive grammar of English, which will be analyzed according to traditional, structural, and transformational methods. <i>Prerequisite: ENG-212.</i>		
<b>ENG-320</b>	<b>Advanced Writing Workshop</b>	<b>3/2</b>
An advanced writing workshop that will cover the forms and techniques of creative writing. <i>Prerequisite: ENG-212.</i>		
<b>ENG-324</b>	<b>Literary Modernisms: Anglo-American Writers</b>	<b>3/3</b>
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: ENG-212 &amp; ENG-223.</i>		
<b>ENG-326</b>	<b>Contemporary Literature</b>	<b>3/2</b>
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: ENG-212 &amp; ENG-223.</i>		
<b>ENG-327</b>	<b>Introduction to Publishing</b>	<b>3/4</b>
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: ENG-212, C- or higher.</i>		
<b>ENG-328</b>	<b>Selected Authors and Eras</b>	<b>3/2</b>
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: ENG-212 &amp; ENG-223.</i>		
<b>ENG-329</b>	<b>Selected Topics in Professional Writing</b>	<b>3/4</b>
A rotating topics course that focuses on particular topics in professional writing, including technical writing and writing for digital communication.. <i>Prerequisites: ENG-227.</i>		
<b>ENG-334</b>	<b>American Renaissance in the Nineteenth Century</b>	<b>3/3</b>
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: ENG-212 &amp; ENG-223.</i>		
<b>ENG-342</b>	<b>British Romantic and Victorian Literature</b>	<b>3/3</b>
A survey of major Romantic and Victorian writers from historical, ideological and aesthetic viewpoints. <i>Prerequisites: ENG-212 &amp; ENG-223.</i>		
<b>ENG-344</b>	<b>British Literature to 1700</b>	<b>3/3</b>
A survey of important formative works, both in terms of language and of imaginative vision, from Beowulf up to The Fairie Queen. <i>Prerequisites: ENG-212 &amp; ENG-223.</i>		
<b>ENG-347</b>	<b>Religious Authors</b>	<b>3/6</b>
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: ENG-212 &amp; ENG-223.</i>		

- 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. *Prerequisites: 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. *Prerequisites: ENG-212 & ENG-223 or permission of the instructor.*
- ENG-364 Writers and Styles 3/4**  
A reading course for writers, focused on analyzing the styles and techniques of well-regarded writers in various genres. *Prerequisites: 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. *Prerequisites: junior status, a GPA of 2.00 or higher and nine completed credit hours in the major or minor where the internship is required.*
- ENG-463/COM-463 Secondary Language Arts Methods and Field Experience 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-103 Introduction to History and Civic Studies**

1/2

Students will be introduced to the study of history, analysis of primary and secondary sources, historical interpretation and historical writing. Students will prepare for their post-graduation careers and examine specific work environments.

**HIS-113                      World History to 1500**

3/2

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      Making of the Modern World: 1500 to Present**

3/1

This class explains how the world in which we live came to be. It introduces the key historical ideas, events, and processes that have shaped modern society, culture, politics, economics, ideology, identity, and religion. The class focuses particularly on global history since 1500. Students will be invited to consider how knowledge of the past can contribute to formulating responses to contemporary global and civic issues.

**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**

**3/6**

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**

**3/6**

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

3/6

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-329 Public History 3/6**  
This class explores the way in which history is presented, interpreted, and contested outside of traditional academic contexts. Topics covered include museums and archives, the heritage and tourist industry, media and entertainment, and consideration of how historians can contribute to government, business, and civil society. The class will also invite discussion of who owns and shapes popular historical understanding and memory.
- 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: HIS-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**  
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 3/6**  
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-442 Local History & Civic Studies Research Project 3/2**  
This class requires students to devise, research and present an investigation into an historical or civic topic using primary source material. In keeping with the need to access archives students will typically focus on an element of local history or civic studies, although it is also possible to propose a project using national or international archives.
- HIS-451 Historiography 3/6**  
This class will examine the history and philosophy of history, historical schools of interpretation, and selected seminal historians. Attention will be given to exploring whether there is a distinct Christian philosophy of history and historical research. Issues relating to advanced study and the historical profession will also be considered. The class should be taken by students considering graduate studies in history.
- HIS-452 History & Civic Studies Capstone (SSC-452) 2/2**  
This class gives students the opportunity to produce a piece of integrative research that demonstrates the principles, concepts, and skills learned in the history and civic studies major. Students will select a topic that demonstrates the ways in which historical and civic studies can contribute to public discourse, inform policy debates, encourage ethical citizenship, and advance the common good. Students will also be encouraged to reflect on how their studies have informed their professional and Christian vocation.
- 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 7<sup>th</sup> 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.*





**LIN-353/ENG-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. *Prerequisites: ENG-212.*

**LIN-371      Second Language Acquisition      3/4**  
 The objective of this course will be to examine the process of learning a second language. This course will survey current SLA theory and learning models. Linguistic, cognitive, affective, cultural, and social factors influencing the acquisition of another language will be explored. *Prerequisite: LIN-225.*

**LIN-372      Sociolinguistics      3/4**  
 The objective of this course will be to look at language in its social and cultural contexts. This course presents the basic sociocultural variables (such as gender, age, and social status) and shows their relation to language use and language learning. Areas covered in this course will include bilingualism, dialectology, language variation and style with their relation to multi-cultural educational situations. *Prerequisite: LIN-225.*

**LIN-380      Internship      1-6/6**  
 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.*

**LIN-460      Selected Linguists      3/6**  
 An in-depth analysis of one or more important linguists. The course can be repeated for credit. *Prerequisite: LIN-225.*

**LIN-461      Linguistic Analysis      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.*

**LIN-465      Methods of Teaching a World Language and Field Experience      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 teaching materials. Special focus on the use of technology will be discussed.

**LIN-470      Directed Readings      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.*

**LIN-480      Advanced Topics      3/6**  
 Seminars, groups, or independent studies and research on topics in linguistics. *Prerequisite: LIN-225.*

**LIN/EDU-489      TESOL Practicum      3-6/6**  
 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.*

**LIN-490      Independent Study      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

**OSA-302      Oxford Tutorial in English      3/6**  
 This tutorial consists of an initial planning session with an Oxford tutor followed by a minimum of four hours of tutorials with essays on English literature or writing.

**OSA-303      Oxford Tutorial in Linguistics      3/6**  
 This tutorial consists of an initial planning session with an Oxford tutor followed by a minimum of four hours of tutorials with essays on Linguistics topics.

**OSA-304      Oxford Tutorial in Philosophy      3/6**  
 This tutorial consists of an initial planning session with an Oxford tutor followed by a minimum of four hours of tutorials with essays on Philosophical topics.

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

## PHILOSOPHY

**PHI-211      Philosophy in Culture      3/1**  
 This course is designed to introduce and develop the notion of worldview from a Christian philosophical perspective. The course will pay special attention to the hermeneutical issues surrounding worldview and the important role philosophy has played in western culture.

## PHI-213 Plato and Aristotle 3/4

A historical and critical study of the thought of Plato and Aristotle with special emphasis placed on the reading of primary texts.  
*Prerequisite: PHI-211.*

## PHI-215 Augustine and Aquinas 3/4

A historical and critical study of the synthesis of Christian and Greek thought in the work of Augustine and Aquinas with special emphasis placed on the reading of primary texts. *Prerequisite: PHI-211.*

## PHI-311 Modern Political Philosophy 3/4

A study of the rise and critique of the modern political conceptions of the nation-state, social contract, classical liberalism and post-nationalism. The course will concentrate on major political thinkers such as Hobbes, Kant, Hegel. *Prerequisite: PHI-211.*

## PHI-353 Philosophical Ethics 3/4

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

<b>PHI-380</b>	<b>Internship</b>	<b>1-6/6</b>
----------------	-------------------	--------------

Academic credit and evaluation for practical work-learning experience in the field of philosophy 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.*

## PHI-411 Selected Thinkers 3/3

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

## PHI-413 Globalization and Localization 3/4

A study of the issues and concerns surrounding the expansion of economic and political boundaries and alternative visions stressing the local. *Prerequisite: PHI-211.*

<b>PHI-470</b>	<b>Directed Readings</b>	<b>1-3/6</b>
----------------	--------------------------	--------------

Guided readings and reports in areas of interest and need. The student may complete an in-depth study of specific areas of philosophy. *Prerequisites: PHI-211 and approval of the Division Chair.*

## PHI-480 Advanced Topics 3/6

Formal class dependent upon student demand and interest of the professor. May deal with particular philosophers or philosophical problems. *Prerequisite: PHI-211.*

<b>PHI-490</b>	<b>Independent Study</b>	<b>1-3/6</b>
----------------	--------------------------	--------------

With faculty supervision, the student researches and/or writes on a specific area of interest in philosophy. *Prerequisites: PHI-211, plus nine hours on the 300/400 level, permission of instructor, and approval of the Division Chair.*

## SOCIAL SCIENCE

## SSC-161 World Geography 3/4

An analysis and comparison of disparate peoples and cultures to give students an appreciation of the diversity of the world in such areas as physical makeup and resources, cultural evolution, economic development and political and cultural ties.

## SSC-211 American Government 3/4

An introductory study of the political structure, process and function of the American national, state and local (including urban) governments.

## SSC-262 Geography of North America 3/4

A study of the physical landscape and cultural development of North America using a regional approach involving the study of land use, spatial analysis, resources, economy, urban systems and problems confronting each area.

## SSC-312 World Affairs 3/4

A study of contemporary political problems within the international community involving the interplay of economics, religion, race, ideology and culture.

## SSC-421 Applied Anthropology 3/6

A study of the application of anthropological principles to current mission situations. Independent research by each student in one of the following regions: Africa, Asia, Europe, Latin America or North America.

## SSC-452 Social Studies Interdisciplinary Research Project (HIS-452) 2/2

This class gives students the opportunity to produce a piece of integrative research that demonstrates the principles, concepts, and skills learned in each of the four core disciplines (history, geography, political science, and economics) of the social studies group major. Students will select a topic that demonstrates the ways in which the social studies disciplines can contribute to civic discourse, inform public policy debates, encourage ethical citizenship, and advance the common good.

## SSC-464 Secondary Social Studies Methods and Field Experience 3/2

The focus of this course is the teaching of social studies in the public or Christian secondary school. Students will explore the various philosophies regarding the purpose and teaching of social studies, the planning of social studies units, the teaching and evaluation strategies appropriate to and exclusive of secondary social studies, and finally the issues surrounding the social studies discipline, including but not exclusively gender, race, and exceptionality.

## SPANISH

<b>SPA-101</b>	<b>Elementary Spanish</b>	<b>4/2</b>
An elementary-level Spanish course in which the four basic skills in language are taught: reading, writing, listening, and speaking.		
<b>SPA-102</b>	<b>Elementary Spanish II</b>	<b>4/2</b>
An elementary-level Spanish course that builds on SPA 101. More sophisticated grammar concepts are presented in a communicative setting. <i>Prerequisite: SPA-101 or equivalent.</i>		
<b>SPA-221</b>	<b>Los acontecimientos (Current events)</b>	<b>1/2</b>
In this workshop course, students will expand vocabulary and understanding of the current situation in Spanish speaking countries (including the US) through the news - both written as well as radio and TV shows. <i>Prerequisite: SPA-102 or any 200 or 300 level SPA course.</i>		
<b>SPA-222</b>	<b>Análisis literario (Literary Analysis)</b>	<b>3/3</b>
Students will expand literary vocabulary in order to appreciate literature in Spanish as well as English. Through poems, short stories and short movies, students will learn to analyze in Spanish different narratives. <i>Prerequisite: SPA-102 or any 200 or 300 level SPA course.</i>		
<b>SPA-223</b>	<b>Español para las profesiones (Spanish for Professions)</b>	<b>3/4</b>
Students will expand relevant vocational vocabulary and understanding the expectations of the Latino communities in particular professional settings. <i>Prerequisite: SPA-102 or any 200 or 300 level SPA course.</i>		
<b>SPA-224</b>	<b>La gramática y la escritura creativa (Grammar and Creative Writing)</b>	<b>3/4</b>
Students will review grammatical points through short stories and will expand vocabulary in order to appreciate and write literature in Spanish. <i>Prerequisite: SPA-102 or any 200 or 300 level SPA course.</i>		
<b>SPA-225</b>	<b>Temas lingüísticos (Linguistic Themes)</b>	<b>1/2</b>
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>		
<b>SPA-312</b>	<b>La voz latinoamericana (Latin-American Voice)</b>	<b>3/4</b>
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>		
<b>SPA-314</b>	<b>Evolución de la diversidad en España (The Evolution of Diversity in Spain)</b>	<b>3/4</b>
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>		
<b>SPA-315</b>	<b>Diversidad latinoamericana (Latin American Diversity)</b>	<b>3/4</b>
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>		
<b>SPA-316</b>	<b>Conversación en la ciudad (Conversation in the city)</b>	<b>3/6</b>
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>		
<b>SPA-317</b>	<b>Perspectivas culturales (Cultural Perspectives)</b>	<b>3/6</b>
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>		
<b>SPA-318</b>	<b>Taller de escritores (Writing Workshop)</b>	<b>3/4</b>
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>		
<b>SPA-334</b>	<b>Selected Topics in Spanish Language and Culture</b>	<b>3/4</b>
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>		
<b>SPA-380</b>	<b>Spanish Internship</b>	<b>1-6/6</b>
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-465**                      **Methods of Teaching a World Language and Field Experience**                      **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 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). *Prerequisites: approval of the division chair.*
- SPA-490**                      **Independent Study**                      **1-3/6**  
With faculty supervision, the student researches and/or writes on a specific area of interest. *Prerequisite: permission of the instructor and institutional requirements.*



# INTERDISCIPLINARY STUDIES

## DIVISION

---



Ryan Roberts, Ph.D.  
*Division Chair*

The Interdisciplinary Studies (IDS) division exists to serve programs and courses that are interdisciplinary in their nature. It offers A.A., A.S., 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, the Pathway program and the Creativity and Innovation Honors Institute.

## DEGREES

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

## MAJORS

General Studies  
Interdisciplinary Studies

## MINOR

Social Justice  
Creativity and Innovation

## PROGRAMS

Creativity and Innovation Honors Institute (CIHI)  
Pathway

## FACULTY

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

**Petersen, Julia A.**, Assistant Professor of Creativity; B.S., Biola University; M.A., Trinity Evangelical Divinity School; M.F.A., John Brown University

**Roberts, Ryan N. (Chair)**, Associate 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

## ASSOCIATE OF SCIENCE DEGREE

### General Studies

*This degree program is available to students who are eligible to access the **Tuition Incentive Program (TIP)**, or with permission of the Dean of Accreditation and Curriculum.*

Required Courses		Credit Hours
COM-112	Communication in Culture . . . . .	3
ENG-212**	Writing In Culture . . . . .	3
HIS-114	Making of the Modern World . . . . .	3
IDS-101	Creativity and Problem Solving . . . . .	2
IDS-107	Academic Foundations . . . . .	2
IDS-108	Service Foundations . . . . .	0
IDS-207	Core of the Core Sophomore . . . . .	2
KIN-100	Total Fitness & Wellness. . . . .	2
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
Lab Science Course . . . . .		4
Elective Courses . . . . .		21
<b>Total. . . . .</b>		<b>60</b>

## ASSOCIATE OF ARTS DEGREE

### General Studies

*This degree is available exclusively for students in the **Pathway Program**.*

Required Courses		Credit Hours
COM-112	Communication in Culture. . . . .	3
CSS-100	Learning Strategies. . . . .	2
ENG-100	Introduction to English Writing . . . . .	2
ENG-114	College Composition . . . . .	3
ENG-212**	Writing In Culture . . . . .	3
HIS-114	Making of the Modern World . . . . .	3
IDS-101	Creativity and Problem Solving . . . . .	2
IDS-102	Pathway Study Lab I. . . . .	1
IDS-105	Pathway Study Lab II . . . . .	1
IDS-107	Academic Foundations . . . . .	2
IDS-108	Service Foundations. . . . .	0
IDS-212	Pathway Study Lab III. . . . .	1
IDS-214	Pathway Study Lab IV . . . . .	1
KIN-100	Total Fitness & Wellness. . . . .	2
LIN-100	Language in Culture . . . . .	3
MAT-096	Pre-Algebra ( <i>credits do not count toward graduation</i> ) . . . . .	2
MAT-107	Algebra . . . . .	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 . . . . .		12
<b>Total. . . . .</b>		<b>60 minimum</b>

*\*\* All students must meet the university's competency requirements for writing before being placed into ENG-212. See page 37 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
<b>Total . . . . .</b>		<b>18</b>

\*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	
<b>Total. . . . .</b>		<b>18</b>

*\*Has one or more prerequisites*

# PATHWAY

---

## **Eligibility**

Pathway admission, Pathway courses, study labs and program services are only available to provisionally accepted students or accepted opt-in students..

## **Program Details**

Pathway is a required two-year associate degree program for provisionally accepted students at Cornerstone University. Incoming students are classified as provisionally accepted based on a combination of high school transcripts, high school GPA, and ACT/SAT test scores. Pathway consists of study labs, individualized learning, and intensive scholastic counseling to sharpen academic readiness. Pathway is completed in two years while obtaining an associate's degree, with academic advising to obtain a bachelor's degree after an additional two years. Notable Pathway components are as follows:

### **Faculty/Staff Collaboration**

The framework of Pathway builds a faculty and staff dynamic that is truly unique to Pathway. The Associate Director of Academic Success is able to work closely with faculty to promote individual student success while preserving rigorous academic coursework.

### **Pathway Study Labs**

Each semester, a 1-credit study lab is included in semester courses. The Associate Director of Academic Success instructs these study labs to assist students in all of their semester courses. Examples of study lab components include reviewing coursework, individual tutoring for courses, homework assistance and faculty support.

### **Academic Mentorship**

Bi-weekly individual meetings, study labs and extracurricular Pathway activities allows the Associate Director of Academic Success to mentor and counsel students to foster academic success.

### **Additional Services**

Additional Pathway services include a 2-day fall Pathway orientation, utilization of a student cohort model, developmental Pathway evaluations, emergency academic success interventions and all free services offered by the Center for Academic Success.

After completing Pathway, students are:

1. Academically prepared for advanced university reading, writing, rhetoric and study habits.
2. Acclimated to campus, university resources and have established rapport with faculty and staff.
3. Aware of their unique collegiate learning preferences and how to minimize counterproductive behaviors.
4. Prepared and advised on obtaining a bachelor's degree, taking an additional two years after Pathway.

## PATHWAY ELECTIVE OPTIONS

<b>Bible, Religion, Ministry</b>	<b>Business</b>	<b>Teacher Education</b>
REL-103 - Biblical Hermeneutics CMI-151 - Lifespan Development CMI-221 - Learning, Liturgy & Tech CMI-243 - Intro to Intercultural Studies	MGT-231 - Principles of Management ACC-221 - Accounting I ACC-222 - Accounting II MKT-251 - Principles of Marketing BUS-213 - Business Communication	EDU-220 - Foundations of Education EDU-233 - Exceptional Learner
<b>Media</b>	<b>Communication</b>	<b>Humanities</b>
MDA-111 - Intro to Story MDA-261 - Audio Production I MDA-271 - Film & Video Production I MDA-213 - Graphic Design I MDA-236 - Intro to Digital Photography	COM-212 - Interpersonal Communication COM-215 - Public Relations COM-311 - Intercultural Communication COM-321 - Group Communication	HIS-221 - U.S. History I HIS-222 - U.S. History II HIS-113 - World History to 1500 ENG-226 - Intro to Creative Writing ENG-223 - Intro to Literature LIN-225 - Intro to Linguistics SPA-22X - Spanish Elective
<b>Kinesiology, Science, Math</b>	<b>Social Science</b>	<b>Music</b>
BIO-111 - Intro to Biological Science BIO-151 - General Biology BIO-241 - Anatomy & Physiology I BIO-242 - Anatomy & Physiology II MAT-121 - College Algebra KIN-211 - Hist & Princ of Kinesiology	PSY-237 - Child Psychology PSY-238 - Adolescent Psychology PSY-239 - Adult Psychology PSY-211 - Intro to Relationships SWK-111 - Intro to Social Work	MUS-124 - Ear Training I MUS-126 - Music Theory I MUS-224 - Ear Training II MUS-226 - Music Theory II MUA-1XX - Applied Lesson MUS-171 - Intro to Music Technology

# 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*<sup>1</sup>. 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 is open to incoming freshman and transfer students with a GPA of 3.5 or above. Students seeking admission into the program must be accepted to Cornerstone and complete the CIHI application online. The Creativity and Innovation Honors Institute will award students, who complete the program, with a major in Creativity and Innovation Studies.

The Institute is dedicated to preparing students to serve as highly qualified individuals in their field. Therefore, it is vital that students in the Honors Program establish high academic standards throughout their academic career.

Once a student has been admitted into the Honors Institute, a minimum GPA of 3.5 in their CIHI core courses must be maintained throughout the student's academic career. GPAs will be reviewed at the end of each semester to determine if a student is in good standing, on probation, or if they will be removed from the Institute.

COURSES		CREDITS
IDS-107	Academic Foundations	2
IDS-108	Service Foundations	0
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

<sup>1</sup>Ambrose, Susan. How Learning Works

# COURSE DESCRIPTIONS

DEPARTMENT/LEVEL AND COURSE NAME

CREDITS/FREQUENCY  
(See page 64 for codes)

## INTERDISCIPLINARY STUDIES

<b>IDS-097</b>	<b>Academic Accountability</b>	<b>1/1</b>
This course is a continuation of academic support for students admitted to the university conditionally and probationary students who have completed IDS-109.. 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. This course may be counted for purposes of financial aid, sports eligibility and GPA, but does not count toward the total hours required by the institution for graduation.		
<b>IDS-101</b>	<b>Creativity, Innovation &amp; Problem Solving</b>	<b>2/1</b>
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.		
<b>IDS-102</b>	<b>Pathway Study Lab I</b>	<b>1/1</b>
A weekly study lab with a focus on time management, organizational planning, behavioral motivation, homework assistance, and supplemental lecture/assignment support for semester courses. IDS-102 provides additional tutoring and assistance for all enrolled semester courses.		
<b>IDS-105</b>	<b>Pathway Study Lab II</b>	<b>1/1</b>
A weekly study lab with a focus on critical reading, study habits, note-taking, long-term memory retention, homework assistance, and supplemental lecture/assignment support for semester courses. IDS-105 provides additional tutoring and assistance for all enrolled semester courses. <i>Prerequisite: IDS-102</i>		
<b>IDS-107</b>	<b>Academic Foundations</b>	<b>2/1</b>
This course is an introduction to Cornerstone University's pedagogical approach and goals for the students. Students will be oriented toward the convictions and practice encouraged by CU faculty and staff to help students influence the world for Christ.		
<b>IDS-108</b>	<b>Service Foundations</b>	<b>0/1</b>
This course is a guided semester of service learning, mainly accomplished in groups. Students will not only serve in institutions and organizations with values like those held by CU, but will also reflect on what it means to impact our communities for Christ.		
<b>IDS-109</b>	<b>Learning Strategies</b>	<b>2/1</b>
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.		
<b>IDS-140</b>	<b>CIHI Honors I</b>	<b>4/2</b>
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.		
<b>IDS-141</b>	<b>CIHI Honors II</b>	<b>4/2</b>
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. <i>Prerequisite: IDS-140</i>		
<b>IDS-202</b>	<b>Creativity in the Conceptual Age</b>	<b>4/2</b>
A course outlining the six essential human abilities needed to survive in the Conceptual Age: Design, Storytelling, Systems Thinking, Empathy, Play, and Meaning.		
<b>IDS-205</b>	<b>Strategies for Innovative Thought and Design I</b>	<b>3/2</b>
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.		
<b>IDS-207</b>	<b>Core of the Core Sophomore</b>	<b>2/1</b>
<b>IDS-307</b>	<b>Core of the Core Junior</b>	<b>2/1</b>
<b>IDS-212</b>	<b>Pathway Study Lab III</b>	<b>1/1</b>
A weekly study lab with a focus on advanced writing proficiencies, public speaking, relevant technology software, homework assistance, and supplemental lecture/assignment support for semester courses. IDS-212 provides additional tutoring and assistance for all enrolled semester courses. <i>Prerequisites: IDS-102, IDS-105</i>		

- IDS-214 Pathway Study Lab IV 1/1**  
A weekly study lab where students select 1-2 semester courses for additional academic assistance. The Associate Director of Academic Success works hands-on with students in the selected courses throughout the semester. IDS-214 provides additional tutoring and support for additional semester courses as requested. *Prerequisites: IDS-102, IDS-105, IDS-212*
- 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 3/2**  
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-313 Strategies for Innovative Thought and Design II 4/2**  
In this highly experiential course, students will experience "Design Doing." They will use a variety of design thinking methods while working in teams to design a better product, service, process, space or experience. Emphasis will be placed on using existing best practice methods for empathy, observation, brainstorming, prototyping and implementation and experimenting in the creation of new methods. *Prerequisite: IDS-205*
- IDS-413 Strategies for Innovative Thought and Design III 4/2**  
In this final course in the SITD series, students will master the step-by-step design and innovation process by leading others through various experiences. Emphasis will be placed on project management skills and developing tools for training others in the process. *Prerequisites: IDS-205, IDS-313*
- 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 3/2**  
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*





# NURSING DIVISION



Maria McCormick, D.N.P.  
*Division Chair*

The Nursing Division equips student nurses within our rigorous academic experience to be clinicians, nurse leaders, and continued scholars. The nursing education will prepare students to serve Christ and their community through learning that focuses on the continual improvement of health.

## DEGREES

Associate of Science (A.S.)  
Bachelor of Science (B.S.N)

## MAJORS

Health Services  
Nursing

## FACULTY

**Emmons, Misty**, Assistant Professor of Nursing; B.A., Wayne State University, B.S.N., Samford University, M.S.N., South University

**Goggins, Amy L.**, Nursing Coordinator; A.S.N., Kellogg Community College; B.S.N., Western Governors University

**Jones, Raymond**, Assistant Professor of Nursing; B.A., Asbury University, B.S.N. Hope College, M.S.N., Spring Arbor University, MDiv, Pittsburgh Theological Seminary, EdD, Trevecca Nazarene University

**McCormick, Maria**, Assistant Professor of Nursing (Chair); A.S.N., Ivy Tech Community College; B.S.N., Kaplan University; D.N.P., Grand Valley State University

## CRITERIA FOR GRADUATION AS A DIVISION MAJOR

*See in the Academic Information section under Graduation Requirements.*

## ASSOCIATE OF SCIENCE

Given the competitive nature of the nursing program, the Associate of Science – Health Service will ensure that students are able to obtain a degree while pursuing nursing. This degree does not result in the ability to license for any health-related certification.

### HEALTH SERVICES

#### Required Courses

#### Credit Hours

BIO-241	Anatomy & Physiology I	4
BIO-242	Anatomy & Physiology II	4
BIO-347	Intro to Nutrition	3
BIO-352	Microbiology	4
CHM-110	General, Organic and Biological Chemistry for Health Services	3
MAT-108	Intermediate Algebra	3
BUS-211	Business Statistics	3
PSY-111	Intro to Psychology	3
PSY-235	Lifespan Developmental Psychology	3
SCI-345	Global Health & Epidemiology	3
SOC-111	Intro to Sociology	3
<b>Total</b>		<b>36</b>

#### General Education Core

#### Credit Hours

BIO-151	General Biology	4
COM-112	Communication in Culture	3
ENG-212	Writing in Culture	3
ENG-223	Intro to Literature	3
HIS-114	Making of the Modern World	3
HUM-311	Imagination in Culture	3
IDS-107	Academic Foundations	2
IDS-108	Service Foundations	0
PHI-211	Philosophy in Culture	3
REL-104	Old Testament Literature	3
REL-204	New Testament Literature	3

**Total** ..... **30**

**Program Total** ..... **66**

# BACHELOR OF SCIENCE IN NURSING

## PROGRAM INFORMATION & REQUIREMENTS

*All NUR courses require C or higher.*

*Please reference the Nursing Student Handbook for further review of program requirements and comprehensive policy review.*

*As part of the Capstone Nursing course fee, students will be registered to participate in a 3-day Comprehensive NCLEX review course. This is mandatory for all students to graduate and receive the Approval to Test through the Board of Nursing.*

## PRE-LICENSURE BSN

The pre-licensure nursing program requires completion of prerequisite coursework in the pre-nursing degree plan prior to three levels of coursework within the nursing major. Additional general education requirements complete the degree requirements. Graduates from the nursing program receive a Bachelor of Science in Nursing degree and may sit for the NCLEX – RN (National Council Licensure Examination-RN) to become a Registered Nurse.

## DIRECT ADMISSION PROCESS

Considered for students who meet the below criteria and want to apply directly to the nursing program (only for a fall program start).

- High School GPA of 3.5 or above
- Completion of the Nursing Admission Application
- Kaplan Admission Test
- Panel Interview

Once accepted into the program, students are required to adhere to the following:

- Upon completion of the freshman fall semester, the nursing division will review the cumulative GPA of all direct admission students. Students must maintain a cumulative fall semester GPA of 3.2 or will forfeit their direct admission seat and be required to reapply to the competitive admission process. The nursing division will communicate with students who do not meet this requirement within one week of submission of final grades, allowing time to reapply to the competitive admission process.
- If the student falls below the required GPA, they will be allowed to either apply for the competitive admission process if they meet the required GPA (2.75) or repeat courses as needed and will then be able to submit an application for the competitive admission process
- Student cannot withdraw from more than one prerequisite/general education course
- Student cannot receive less than a C in any prerequisite/general education course

Application must be submitted by December 1st for consideration for the upcoming fall semester.

Up to 50% of the seats will be filled with Direct Admission applicants.

## COMPETITIVE ADMISSION PROCESS

Applicants may include: all non-direct admission pre-nursing students, students interested in changing majors and transfer students

- Apply by January 15 for fall admission, November 1 for spring admission
- Completion of the Nursing Admission Application
- Nursing Panel Interview
- Scoring will be based upon use of the Comprehensive Rubric.
- Must maintain cumulative GPA of 2.75
- Must receive at least a C (2.0) in all prerequisite/general education courses. If less than a C (2.0) is obtained, the student must repeat the course.
- No more than one repeat of each required nursing prerequisite course, with no more than two courses repeated. If students repeat more than two courses, they can submit a petition to apply to the nursing division. Petitions should be submitted to maria.mccormick@cornerstone.edu.

## NURSING STUDENT ATHLETE POLICY

It is possible for students to participate in athletics as a nursing major throughout all four years. However, students should be aware that the degree of difficulty managing both the sport and the major becomes greater as they progress through the program and begin clinical rotations. Nursing student athletes may be required to submit game and practice schedules to their nursing professors by the end of the first week of class.

The nursing division will support students in their extracurricular activities and will work with athletes for reasonable requests to be absent from planned learning experiences. However, given the faculty's responsibility for preparing competent and safe clinicians, attendance during lecture, lab and clinical experiences is mandatory. Missing classes and laboratory time, if persistent, is not acceptable behavior and would jeopardize a student's ability to be successful in the program. Therefore, missing clinical or simulation time is prohibited without prior approval from nursing faculty and could result in dismissal from the program.

It is up to the individual student to determine if they can handle both nursing major requirements and athletics. Each student's case is evaluated on an individual basis and will depend on how well the student can organize and manage their time and ensure they are meeting the attendance requirements for class, lab and clinical.

## AUTHORIZATION TO TEST (ATT)

A student is considered a program completer when (a) all institutional academic and clinical requirements are met, and (b) NCLEX prep course and practice test are completed and proof is submitted to the Nursing Division. Students who meet all standards and requirements of the Bachelor of Science in Nursing program and the State of Michigan are eligible to apply for the NCLEX program code from the Nursing Division in order to apply to the Michigan Board.

The candidate will then apply to the Michigan Board for permission. The candidate will also register with Pearson VUE (<http://www.vue.com/nclex>). Only after both steps are completed will the candidate be granted authorization to test. A U.S. candidate is expected to make the first attempt within two years of graduation and to pass the exam within one year of the first attempt. After three attempts, a NCLEX review course is required. After six attempts, a candidate is no longer eligible for licensure in Michigan (unless the candidate completes the entire RN program again). Unsuccessful candidates will receive a score breakdown which may help them to prepare.

Fingerprints are required to take the NCLEX. The Michigan Board recommends that applicants contact one of the board approved agencies no later than 7-10 days after applying. Examination candidates who completed their education out of state should forward official transcripts. In-state students will have a certification of education. Reference [www.michigan.gov](http://www.michigan.gov) for more information regarding application and scheduling of the NCLEX.

## NURSING MAJOR

Required Courses		Credit Hours
NUR-221	Health Assessment Lab.....	2
NUR-241	Community Health Nursing .....	3
NUR-242	Community Health Nursing Clinical .....	1
NUR-243	Nursing Skills Lab.....	2
NUR-251	Mental Health Nursing.....	3
NUR-252	Mental Health Nursing Clinical.....	2
NUR-331	Fundamentals of Nursing .....	3
NUR-341	Adult Health Nursing I.....	3
NUR-342	Adult Health Nursing I Clinical.....	2
NUR-346	Pharmacology I.....	3
NUR-347	Pharmacology II .....	3
NUR-351	Adult Health Nursing II .....	3
NUR-352	Adult Health Nursing II Clinical .....	2
NUR-353	Pathophysiology.....	2
NUR-358	Nursing Informatics .....	2
NUR-427	Maternal Health Nursing .....	3
NUR-429	Research in Nursing Practice .....	2
NUR-441	Pediatric Health Nursing.....	3
NUR-442	Pediatric & Maternal Health Nursing Clinical .....	2
NUR-451	Nursing Capstone.....	3
NUR-452	Nursing Capstone Clinical.....	2
NUR-461	Nursing Ethics.....	2
<b>Total.....</b>		<b>53</b>

# COURSE DESCRIPTIONS

DEPARTMENT/LEVEL AND COURSE NAME

CREDITS

<b>NUR-221</b>	<b>Health Assessment Lab</b>	<b>2</b>
This lab course focuses on health assessment skills that include obtaining a history, vital signs, documentation, and a head to toe assessment. <i>Prerequisites: MAT-108, PSY-111, SOC-111, BIO-241, BIO-242, BIO-151, ENG-212, COM-112 and acceptance into the nursing division</i>		
<b>NUR-241</b>	<b>Community Health Nursing</b>	<b>3</b>
This didactic course emphasizes holistic care, which is respectful, compassionate, and coordinated. Topics include recognizing differences, preferences, values, needs and resources of the person or designee as the source of control and full partner in healthcare. Person-centered care is informed by evidence and supports the achievement of positive health outcomes within the community context. <i>Prerequisites: MAT-108, PSY-111, SOC-111, BIO-241, BIO-242, BIO-151, ENG-212, COM-112 and acceptance into the nursing division</i>		
<b>NUR-242</b>	<b>Community Health Nursing Clinical</b>	<b>1</b>
This clinical course focuses on the application of concepts from lecture and lab. Under the guidance of a registered nurse, students will have hands on application experience in simulation and the community. <i>Prerequisites: MAT-108, PSY-111, SOC-111, BIO-241, BIO-242, BIO-151, ENG-212, COM-112 and acceptance into the nursing division</i>		
<b>NUR-243</b>	<b>Nursing Skills Lab</b>	<b>2</b>
This lab course focuses on establishing emerging principles of safety and quality in nursing and health care as an essential component of skill obtainment and practice. <i>Prerequisites: NUR-221, NUR-241, NUR-242</i>		
<b>NUR-251</b>	<b>Mental Health Nursing</b>	<b>3</b>
This didactic course explores evidence-based practice and historically relevant mental health concepts. Students have the opportunity to explore therapeutic communication and interviewing strategies. <i>Prerequisites: NUR-221, NUR-241, NUR-242</i>		
<b>NUR-252</b>	<b>Mental Health Nursing Clinical</b>	<b>2</b>
This clinical course focuses on the application of concepts from lecture. Under the guidance of a registered nurse, students will have application experience in simulation and mental healthcare settings. <i>Prerequisites: NUR-221, NUR-241, NUR-242</i>		
<b>NUR-331</b>	<b>Fundamentals of Nursing</b>	<b>3</b>
This didactic course engages students in health care partnerships to learn how to support and improve equitable, population health outcomes. <i>Prerequisites: CHM-110, BIO-352, SCI-345, NUR-243, NUR-251, NUR-252</i>		
<b>NUR-341</b>	<b>Adult Health Nursing I</b>	<b>3</b>
This didactic course discusses teamwork across professions and with care team members, patients, families, and communities to optimize care, enhance the experience, improve outcomes, and reduce costs. <i>Prerequisites: PSY-235, NUR-243, NUR-251, NUR-252</i>		
<b>NUR-342</b>	<b>Adult Health Nursing I Clinical</b>	<b>2</b>
This clinical course focuses on the application of concepts from lecture and lab. Under the guidance of a registered nurse, students will have hands on application experiences in simulation and in adult healthcare environments. <i>Prerequisites: PSY-235, NUR-243, NUR-251, NUR-252</i>		
<b>NUR-346</b>	<b>Pharmacology I</b>	<b>3</b>
This didactic course focuses on the basic drug classification, concepts and principles of pharmacology with special consideration for the nurse's role. <i>Prerequisites: CHM-110, BIO-352, NUR-243, NUR-251, NUR-252</i>		
<b>NUR-347</b>	<b>Pharmacology II</b>	<b>3</b>
This didactic course focuses on the advanced drug classification, concepts and principles of pharmacology with special consideration for the nurse's role. <i>Prerequisites: BUS-211, NUR-331, NUR-341, NUR-342, NUR-346, NUR-353</i>		
<b>NUR-351</b>	<b>Adult Health Nursing II</b>	<b>3</b>
This didactic course expands the response to adult health needs and concepts of leading within complex systems of health care. <i>Prerequisites: NUR-331, NUR-341, NUR-342, NUR-346, NUR-353</i>		
<b>NUR-352</b>	<b>Adult Health Nursing II Clinical</b>	<b>2</b>
This clinical focuses on the application of advanced concepts from lecture and lab. Under the guidance of a registered nurse, students will have hands on application experiences in simulation and in adult healthcare environments by working up the ability to care for half a typical patient assignment. <i>Prerequisites: NUR-331, NUR-341, NUR-342, NUR-346, NUR-353</i>		
<b>NUR-353</b>	<b>Pathophysiology</b>	<b>2</b>
This didactic course relates disease manifestation and risk factors regarding the underlying illness or injury as it relates to nursing interventions. <i>Prerequisites: NUR-243, NUR-251, NUR-252</i>		
<b>NUR-358</b>	<b>Nursing Informatics</b>	<b>2</b>
This didactic course focuses on informatics, which encompasses healthcare technologies and information communication technologies, to manage and improve the delivery of nursing and health care services in accordance with best person-centered HER/EMR practice and professional and regulatory standards. <i>Prerequisites: BUS-211, NUR-331, NUR-341, NUR-342, NUR-346, NUR-353</i>		

<b>NUR-380</b>	<b>Internship</b>	<b>1-6</b>
This course provides an opportunity to work in a supervised healthcare setting. The experience must include opportunities to apply the theories and concepts learned in the discipline or to enhance nursing or healthcare research and practice skills.		
<b>NUR-427</b>	<b>Maternal Health Nursing</b>	<b>3</b>
This didactic course focuses on the health care needs of the prenatal, delivery and postpartum population. <i>Prerequisites:</i> NUR-347, NUR-351, NUR-352, NUR-358		
<b>NUR-429</b>	<b>Research in Nursing Practice</b>	<b>2</b>
The didactic course covers topics such as generation, synthesis, translation, application, and dissemination of knowledge to improve health and transform health care. <i>Prerequisites:</i> BUS-211, NUR-347, NUR-351, NUR-352, NUR-358		
<b>NUR-441</b>	<b>Pediatric Health Nursing</b>	<b>3</b>
This didactic course focuses on the health care needs of the pediatric population. <i>Prerequisites:</i> NUR-347, NUR-351, NUR-352, NUR-358		
<b>NUR-442</b>	<b>Pediatric &amp; Maternal Health Nursing Clinical</b>	<b>2</b>
This clinical course focuses on the application of concepts from lecture and lab. Under the guidance of a registered nurse, students will have hands on experiences in simulation within pediatric and maternal healthcare environments. <i>Prerequisites:</i> NUR-347, NUR-351, NUR-352, NUR-358		
<b>NUR-451</b>	<b>Nursing Capstone</b>	<b>3</b>
This didactic course offers participation in activities and self-reflection that foster personal health, resilience, and wellbeing, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership. <i>Prerequisites:</i> NUR-427, NUR-429, NUR-441, NUR-442		
<b>NUR-452</b>	<b>Nursing Capstone Clinical</b>	<b>2</b>
This clinical course focuses on the application of concepts from lecture and lab. Under the guidance of a registered nurse, students will have hands on application experiences in simulation and in healthcare environments to pull together all the clinical skills and care for a full patient assignment. <i>Prerequisites:</i> NUR-427, NUR-429, NUR-441, NUR-442, junior or senior status		
<b>NUR-461</b>	<b>Nursing Ethics</b>	<b>2</b>
This didactic course allows formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition and comportment that reflects nursing's characteristics, norms and values. <i>Prerequisites:</i> NUR-429, NUR-441, NUR-442, NUR-427		

# SCIENCE & KINESIOLOGY

## DIVISION



Ned Keller, Ph.D.  
*Division Chair*

The Science and Kinesiology Division equips students to love and worship Christ through the study of His creation. 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 Science and Kinesiology 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.

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

## DEGREES

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

## MAJORS

Biology (B.A.)  
Biology (Secondary; B.A.)  
Environmental Biology (B.S.)  
    Sustainability  
    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.)  
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  
Environmental Sustainability  
General Science  
Integrated Science (Elementary)

## PROGRAMS

AuSable Institute

## FACULTY

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

**Burdine, Justin D.**, Assistant Professor of Biology; B.S. University of Toledo; M.S., University of Michigan; Ph.D., Bowling Green State University

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

**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

**Keys, Robert S.**, Professor of Environmental Biology and Science Education; 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 R.**, Instructor of Science; B.A., Cornerstone University; B.S., Calvin College

**Williams, Sherry S.**, Associate 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.S., University of Dayton

## CRITERIA FOR GRADUATION AS A DIVISION MAJOR

*See in the Academic Information section under Graduation Requirements.*

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

## BACHELOR OF ARTS MAJORS & MINORS

### BIOLOGY MAJOR *(requires a minor)*

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

Required Courses		Credit Hours
BIO-151	General Biology. . . . .	4
BIO-225	Botany. . . . .	4
BIO-233	Zoology. . . . .	4
BIO-351	Genetics . . . . .	4
SCI-380	Internship . . . . .	3
SCI-495	Senior Research Project . . . . .	1
SCI-496	Senior Research Seminar . . . . .	1
<i>Choose one of the following:</i> . . . . .		3
BIO-400	Capstone Seminar: Bioethics & Argument Theory	
ECO-400	Environmental Biology Capstone	
Electives in Biology/Ecology (must be upper-level) . . . . .		12
<b>Total.</b> . . . .		<b>36</b>

#### 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
<b>Total.</b> . . . .		<b>20</b>

#### Required Cognate\*

CHM-111	Principles of General Chemistry . . . . .	4
---------	---	---

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



## BIOLOGY MAJOR FOR SECONDARY TEACHERS *(requires a minor)*

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

Required Courses		Credit Hours
BIO-151	General Biology	4
BIO-161	Human Biology	4
BIO-225	Botany	4
BIO-233	Zoology	4
BIO-351	Genetics	4
BIO-400	Capstone Seminar: Bioethics & Argument Theory	3
BIO-451	Molecular Cell Biology	4
ECO-341	Ecology	4
SCI-361	Evolution & Origins	3
<b>Total</b>		<b>34</b>

### 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
<b>Total</b>		<b>20</b>

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

Required Courses		Credit Hours
<b>Comprehensive</b>		
ECO-241	Environmental Science	4
SCI-361	Evolution & Origins	3
SCI-400	Capstone Seminar: Integrated Science	2
<b>Earth/Space Science</b>		
SCI-261	Astronomy	4
SCI-262	Geology	4
SCI-263	Atmosphere & Weather	2
<b>Life Sciences</b>		
BIO-151	General Biology	4
BIO-233	Zoology	4
BIO-351	Genetics	4
<b>Physical Sciences</b>		
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
<b>Total</b>		<b>43</b>

## INTEGRATED COMPREHENSIVE SCIENCE MAJOR FOR SECONDARY TEACHERS

(does not require a minor)

Required Courses		Credit Hours
<b>Comprehensive</b>		
SCI-361	Evolution & Origins. ....	3
SCI-400	Capstone Seminar: Integrated Science .....	2
<b>Earth/Space Science</b>		
ECO-241	Environmental Science .....	4
SCI-261	Astronomy .....	4
SCI-262	Geology .....	4
SCI-263	Atmosphere & Weather. ....	2
<b>Life Sciences</b>		
BIO-151	General Biology. ....	4
BIO-225	Botany. ....	4
BIO-233	Zoology. ....	4
BIO-351	Genetics .....	4
<b>Physical Sciences</b>		
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
<b>Total. ....</b>		<b>51</b>

## 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-230	Organic Chemistry Lab I. ....	2
CHM-231	Organic Chemistry I. ....	3
CHM-232	Organic Chemistry II .....	3
CHM-411	Perspectives in Chemistry .....	2
<b>Total. ....</b>		<b>18</b>

### 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
BIO-347	Intro to Nutrition. ....	3
KIN-231	Principles of Coaching. ....	3
KIN-341	Anatomical Kinesiology. ....	4
KIN-342	Exercise Physiology .....	3
KIN-362	First Aid & Injury Prevention .....	3
KIN-370	Coaching Practicum. ....	1
<b>Total. ....</b>		<b>21</b>

### ENVIRONMENTAL BIOLOGY 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-225	Botany. ....	4
BIO-233	Zoology. ....	4
ECO-241	Environmental Science .....	4
ECO-341	Ecology. ....	4
ECO-342	Field Biology .....	4
ECO-400	Environmental Biology Capstone .....	3
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
<b>Total. ....</b>		<b>43</b>

continued on next page

**Environmental Biology Specific Courses**

BIO-351	Genetics	4
Upper Level Elective in BIO or ECO		4
Upper Level AuSable Electives		8
One of the following:		4
BIO-331	Ornithology	
BIO-431	Vertebrate Zoology	

**Total.** ..... **20**

**Program Total.** ..... **63**

**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** ..... **77**

**ENVIRONMENTAL BIOLOGY MAJOR with a Sustainability Concentration** *(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-225	Botany	4
BIO-233	Zoology	4
ECO-241	Environmental Science	4
ECO-341	Ecology	4
ECO-342	Field Biology	4
ECO-400	Environmental Biology Capstone	3
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 Sustainability Specific Courses**

PHI-413	Globalization and Localization	3
ENG-480	Environmental Literature	3

*Two of the following:* ..... **6**

CMI-222	Poverty and Justice
CMI-243	Introduction to Intercultural Studies
CMI-444	Contemporary Global Issues
SSC-312	World Affairs

*One of the following:* ..... **3**

ECN-231	Macroeconomics
ECN-336	Economic Development

*Choose two AuSable courses from one of the following groups.* ..... **8**

ECO-343	Sustainability, Tropical Agriculture and Missions
ECO-310	Environmental Law and Policy
ECO-385	Urban Environmental Justice
<b>or</b>	
ECO-304	International Development and Environmental Sustainability
ECO-303	Ecological Agriculture

**Total.** ..... **23**

**Program Total.** ..... **66**

**Required Cognates\***

CHM-111	Principles of General Chemistry	4
MAT-121	College Algebra (or higher)	3
MAT-151	Statistics	3

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

**Total Hours including Required Cognates** ..... **76**

## ENVIRONMENTAL SUSTAINABILITY MINOR

Required Courses		Credit Hours
ECO-241	Environmental Science	4
PHI-413	Globalization and Localization	3
ECO-400	Environmental Biology Capstone	3
One of the following:		3
CMI-222	Poverty and Justice	
CMI-243	Introduction to Intercultural Studies	
CMI-444	Contemporary Global Issues	
SSC-312	World Affairs	
One of the following:		3
ECN-231	Macroeconomics	
ECN-336	Economic Development	
One of the following:		4
ECO-442	Advanced Field Studies	
ECO-480	Special Topics Course	
ECO-343	Sustainability, Tropical Agriculture and Missions	
ECO-304	International Development and Environmental Sustainability	
ECO-303	Ecological Agriculture	
<b>Total</b>		<b>20</b>

## ENVIRONMENTAL BIOLOGY MAJOR with a Water Resources Concentration (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-225	Botany	4
BIO-233	Zoology	4
ECO-241	Environmental Science	4
ECO-341	Ecology	4
ECO-342	Field Biology	4
ECO-400	Environmental Biology Capstone	3
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
<b>Total</b>		<b>43</b>
Water Resources Specific Courses		
BIO-351	Genetics	4
BIO-352	Microbiology	4
BIO-431	Vertebrate Zoology	4
Upper Level AuSable Electives		8
<b>Total</b>		<b>20</b>
<b>Program Total</b>		<b>63</b>
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		
<b>Total Hours including Required Cognates</b>		<b>77</b>

## ENVIRONMENTAL BIOLOGY MAJOR with a Wildlife Biology Concentration *(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-225	Botany	4
BIO-233	Zoology	4
ECO-241	Environmental Science	4
ECO-341	Ecology	4
ECO-342	Field Biology	4
ECO-400	Environmental Biology Capstone	3
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
<b>Total</b>		<b>43</b>

Wildlife Biology Specific Courses		Credit Hours
BIO-331	Ornithology	4
BIO-351	Genetics	4
BIO-431	Vertebrate Zoology	4
Upper Level AuSable Electives		8
<b>Total</b>		<b>20</b>

**Program Total** ..... **63**

### 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** ..... **77**

### 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-241/242)</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-1XX	Activity course	1
KIN-211	History and Principles of Kinesiology	3
KIN-251	Motor Development and Learning	3
KIN-342	Exercise Physiology <i>(Prerequisite: BIO-241/242 &amp; 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 <i>(Prerequisite: BIO-241/242)</i>	3
KIN-380*	Internship <i>(ExSCI, PT, and OT Majors ONLY. Cardiac Rehab majors take KIN-381 in their own concentration - see below)</i>	6
KIN-402	Professional Capstone Seminar <i>(Prerequisite: KIN-346 and junior status or instructor permission)</i>	1
KIN-403	Professional Capstone Research Project <i>(Prereq: MAT-151, KIN-345, KIN-402 or instructor permission)</i>	1
KIN-444	Advanced Exercise Physiology <i>(Prerequisite: KIN-342)</i>	3
MAT-151	Statistics	3
<b>Total</b>		<b>55-57</b>

\*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-381*	Cardiac Rehab Internship . . . . .	12
PSY-239	Adult Psychology . . . . .	3
SCI-242	Medical Terminology . . . . .	2
SCI-346	Pharmacology . . . . .	3
<b>Total.</b> . . . . .		<b>28</b>

\*1200 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
<b>Total.</b> . . . . .		<b>17</b>

## 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	
<b>Total.</b> . . . . .		<b>18-24</b>

## 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
<b>Total.</b> . . . . .	<b>20</b>

## PRE-DENTAL MAJOR *(requires Chemistry minor)*

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

**\*\*Note:** Some dental schools require SOC-111 for admission

Biology Core Courses		Credit Hours
BIO-151	General Biology	4
BIO-233	Zoology	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
BIO-451	Molecular Cell Biology	4
SCI-361	Evolution & Origins	3
SCI-380	Internship	3
SCI-495	Senior Research Project	1
SCI-496	Senior Research Seminar	1
<b>Core Total</b>		<b>39</b>

Pre-Dental		Credit Hours
CHM-233	Organic Chemistry Lab II	2
CHM-472	Biochemistry	4
Choose one of the following:		3-4
BIO-347	Intro to Nutrition	
BIO-353	Pathophysiology	
BIO-431	Vertebrate Zoology	
KIN-341	Anatomical Kinesiology	
KIN-342	Exercise Physiology	
KIN-346	Exercise Testing & Prescription	
SCI-423	Neuroscience	
SCI-346	Pharmacology	
<b>Pre-Dental Total</b>		<b>9-10</b>

### Required Cognate\*

Required Courses		Credit Hours
MAT-151	Statistics	3
PHY-211	Physics I	4
PHY-212	Physics II	4
One of the following:		3-5
MAT-121	College Algebra	
MAT-122	Pre-calculus	
MAT-131	Calculus I	

**Cognate Total** ..... 14-16

**Major Total** ..... 62-65

**Program total including Chemistry minor** ..... 80-83

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

## PRE-MEDICAL MAJOR *(requires Chemistry minor)*

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

<b>Biology Core Courses</b>		<b>Credit Hours</b>
BIO-151	General Biology. . . . .	4
BIO-233	Zoology. . . . .	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
BIO-451	Molecular Cell Biology. . . . .	4
SCI-361	Evolution & Origins. . . . .	3
SCI-380	Internship . . . . .	3
SCI-495	Senior Research Project . . . . .	1
SCI-496	Senior Research Seminar . . . . .	1
<b>Core Total . . . . .</b>		<b>39</b>
<b>Pre-Medical</b>		<b>Credit Hours</b>
CHM-233	Organic Chemistry Lab II . . . . .	2
CHM-472	Biochemistry . . . . .	4
<i>Choose one of the following: . . . . .</i>		<i>3-4</i>
BIO-347	Intro to Nutrition	
BIO-353	Pathophysiology	
BIO-431	Vertebrate Zoology	
KIN-341	Anatomical Kinesiology	
KIN-342	Exercise Physiology	
KIN-346	Exercise Testing & Prescription	
SCI-423	Neuroscience	
SCI-346	Pharmacology	
<b>Pre-Med Total . . . . .</b>		<b>9-10</b>
<b>Required Cognate*</b>		
<b>Required Courses</b>		<b>Credit Hours</b>
MAT-151	Statistics . . . . .	3
PHY-211	Physics I . . . . .	4
PHY-212	Physics II. . . . .	4
<i>One of the following: . . . . .</i>		<i>3-5</i>
MAT-121	College Algebra	
MAT-122	Pre-calculus	
MAT-131	Calculus I	
<b>Cognate Total . . . . .</b>		<b>14-16</b>
<b>Major Total . . . . .</b>		<b>62-65</b>
<b>Program total including Chemistry minor . . . . .</b>		<b>80-83</b>

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



## PRE-PHARMACY MAJOR *(requires Chemistry minor)*

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

<b>Biology Core Courses</b>		<b>Credit Hours</b>
BIO-151	General Biology. . . . .	4
BIO-233	Zoology. . . . .	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
BIO-451	Molecular Cell Biology. . . . .	4
SCI-361	Evolution & Origins. . . . .	3
SCI-380	Internship . . . . .	3
SCI-495	Senior Research Project . . . . .	1
SCI-496	Senior Research Seminar . . . . .	1
<b>Core Total . . . . .</b>		<b>39</b>
<b>Pre-Pharmacy</b>		<b>Credit Hours</b>
CHM-233	Organic Chemistry Lab II . . . . .	2
CHM-472	Biochemistry . . . . .	4
<i>Choose one of the following:</i> . . . . .		3-4
BIO-347	Intro to Nutrition	
BIO-353	Pathophysiology	
BIO-431	Vertebrate Zoology	
KIN-341	Anatomical Kinesiology	
KIN-342	Exercise Physiology	
KIN-346	Exercise Testing & Prescription	
SCI-423	Neuroscience	
SCI-346	Pharmacology	
<b>Pre-Pharmacy Total . . . . .</b>		<b>9-10</b>
<b>Required Cognate*</b>		
<b>Required Courses</b>		<b>Credit Hours</b>
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	
<b>Cognate Total . . . . .</b>		<b>14-16</b>
<b>Major Total . . . . .</b>		<b>62-65</b>
<b>Program total including Chemistry minor . . . . .</b>		<b>80-83</b>

\*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.

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.

<b>Biology Core Courses</b>		<b>Credit Hours</b>
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
<b>Total. ....</b>		<b>31</b>
<b>Pre-Professional</b>		<b>Credit Hours</b>
<i>Choose one of the following: . ....</i>		<i>2-4</i>
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	
<b>Total. ....</b>		<b>33-35</b>
<b>Required Cognate*</b> (satisfies minor requirement)		
<b>Required Courses</b>		<b>Credit Hours</b>
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
<i>One of the following: . ....</i>		<i>3-4</i>
MAT-121	College Algebra	
MAT-122	Pre-calculus	
<i>Choose one of the following groups: . ....</i>		<i>4-5</i>
<b>Group One:</b>		
CHM-230	Organic Chemistry I Lab	
CHM-231	Organic Chemistry I	
<b>Group Two:</b>		
PHY-211	Physics I	
<b>Total. ....</b>		<b>28-30</b>
<b>Total Program Hours . ....</b>		<b>61-65</b>

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

## PRE-VETERINARY MAJOR *(requires Chemistry minor)*

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

<b>Biology Core Courses</b>		<b>Credit Hours</b>
BIO-151	General Biology. . . . .	4
BIO-233	Zoology. . . . .	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
BIO-451	Molecular Cell Biology. . . . .	4
SCI-361	Evolution & Origins. . . . .	3
SCI-380	Internship . . . . .	3
SCI-495	Senior Research Project . . . . .	1
SCI-496	Senior Research Seminar . . . . .	1
<b>Core Total . . . . .</b>		<b>39</b>
<b>Pre-Medical</b>		<b>Credit Hours</b>
CHM-233	Organic Chemistry Lab II . . . . .	2
CHM-472	Biochemistry . . . . .	4
<i>Choose one of the following:</i> . . . . .		3-4
BIO-347	Intro to Nutrition	
BIO-353	Pathophysiology	
BIO-431	Vertebrate Zoology	
KIN-341	Anatomical Kinesiology	
KIN-342	Exercise Physiology	
KIN-346	Exercise Testing & Prescription	
SCI-423	Neuroscience	
SCI-346	Pharmacology	
<b>Pre-Med Total . . . . .</b>		<b>9-10</b>
<b>Required Cognate*</b>		
<b>Required Courses</b>		<b>Credit Hours</b>
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	
<b>Cognate Total . . . . .</b>		<b>14-16</b>
<b>Major Total . . . . .</b>		<b>62-65</b>
<b>Program total including Chemistry minor . . . . .</b>		<b>80-83</b>

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

# COURSE DESCRIPTIONS

DEPARTMENT/ LEVEL AND COURSE NAME

CREDITS/FREQUENCY  
(See page 64 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. **Course 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 zoology, cell biology, botany, genetics (classical and molecular), energetics and systems biology will be stressed in both lecture and lab. This course satisfies the core requirement for Lab Science. **Course 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. **Course 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. **Course 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. **Course 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. **Course 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. **Course fee applied. Prerequisite: BIO-241, C- or higher**

### **BIO-280 Special Topics in Biology 1-3/6**

### **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. **Course 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 nutrition as it relates to optimal health and physical performance. Also, students will study energy pathways in the body and the six basic nutrients related to performance. Additionally, students will investigate body composition and weight control.

### **BIO-351 Genetics 4/2**

A study of classical Mendelian genetics, molecular genetics, genomes and developmental genetics, as well as the current molecular basis of gene expression. Lab investigations include inherited traits studied with fruit flies and corn. Lab experience includes modern techniques in molecular genetic analysis, PCR, gel electrophoresis, transformation and cloning. Ethical issues will also be considered. **Course fee applied. Prerequisite: BIO-151.**

### **BIO-352 Microbiology 4/2**

A survey study of the structure and function of micro-organisms, with an emphasis on bacteria. Lab includes basic techniques in the isolation, identification and culture of micro-organisms. Lecture and lab. **Course fee applied. Prerequisite: BIO-151 or BIO-233.**

### **BIO-353 Pathophysiology 3/4**

The Pathophysiology course is designed to promote the understanding and application of fundamental concepts of disease processes. General concepts of disease (e.g. cell injury, inflammation, necrosis, wound healing, immune response, infectious disease, and neoplasia) are discussed. These concepts are then applied in a systems-oriented approach, including the pathogenesis, clinical manifestations, diagnosis and treatment of the various disease processes. **Prerequisites: BIO-241/242.**

- BIO-400 Capstone Seminar: Bioethics & Argument Theory 3/2**  
This course is a senior capstone course for Biology and Pre-Professional Majors, and investigates the ethical and theological issues confronting one choosing a biology-related career. Emphasis will be placed upon constructing a personal, Christian philosophical framework. Students will address these concepts as they investigate and evaluate relevant biological issues. *Prerequisite: upper-class biology, environmental or pre-professional major.*
- BIO-431 Vertebrate Zoology 4/4**  
Introduction to the characteristics of the seven classes of vertebrate animals, their structure and life history. Lecture and lab. **Course fee applied.** *Prerequisite: BIO-233.*
- BIO-451 Molecular Cell Biology 4/2**  
Examines the structure, function, differentiation and reproduction of cells at all levels of organization with special emphasis on current research in oncology, immunology, neurology and embryology. Lab experience includes modern techniques in sterile tissue culture and cell growth as well as some computer graphics. Lecture and lab. **Course fee applied.** *Prerequisite: BIO-351.*
- BIO-480 Advanced Topics in Biology 1-3/6**

## CHEMISTRY

- CHM-110 General, Organic and Biological Chemistry for Health Services 3/2**  
This non-lab introductory chemistry course surveys general chemistry, basic organic chemistry nomenclature, functional groups and typical reactions, as well as introducing organic compounds of biological importance. Applications of the chemical concepts will focus on situations encountered by healthcare professionals - especially nurses. This course is required for all students in the Associate of Science - Health Services Program. It serves as an elective course for any other student. *Corequisite: MAT-108 or MAT-121.*
- CHM-111 Principles of General Chemistry 4/2**  
Investigates properties of substances and the changes they can undergo. Special emphasis on laws of chemical combination, theories of atomic structure, periodic trends, kinetics, thermodynamics and chemical and physical equilibria. Explores proper biblical stewardship in chemical manufacturing, disposal, and use. Lecture and lab. This course satisfies the core requirement for Lab Science. **Course fee applied.**
- CHM-121 General Chemistry I 4/2**  
Investigation of the composition and properties of substances and the changes they can undergo. Special emphasis on laws of chemical combination, theories of atomic structure, periodic trends, gas properties and thermodynamics, as well as activities to communicate the centrality of chemistry to historical development, modern civilization, and life itself. Explores proper biblical stewardship in chemical manufacturing, disposal, and use. Lecture and lab. This course satisfies the core requirement for Lab Science. **Course fee applied.**
- CHM-122 General Chemistry II 4/2**  
A continuation of CHM-121 with emphasis on reaction types and rates, electrochemistry, equilibria, group properties, nuclear chemistry and qualitative analysis. Addresses environmental concerns and safe handling and disposal of chemicals. Applications of chemical concepts to daily life are emphasized throughout the course. Lecture and lab. **Course fee applied.** *Prerequisite: CHM-121, C- or higher*
- CHM-212 Principles of Organic and Biochemistry 4/2**  
Study of the structure, properties, reactions, and interactions of the compounds of carbon and the molecules of life. Special emphasis upon the relationship of macromolecular structure and function to their components. Explores and utilizes chemical theory in the understanding of simple and complex molecular behavior. Laboratory exercises concentrate on synthesis, identification and investigation of both natural and man-made products. Lecture and lab. **Course fee applied.** *Prerequisite: CHM-111 or CHM-121, C- or higher.*
- CHM-230 Organic Chemistry Lab I 2/2**  
This course develops laboratory principles, methods and techniques for synthesis and analysis of organic molecules. **Course fee applied.** *Corequisite: CHM-231.*
- CHM-231 Organic Chemistry I 3/2**  
A study of carbon compounds including nomenclature, structures, bonding, reactions, mechanisms, and spectroscopic characterization. *Prerequisite: CHM-122 or equivalent, C- or higher.*
- CHM-232 Organic Chemistry II 3/2**  
A continuation of CHM-231 with special emphasis on polyfunctional compounds and molecules with biological significance. Natural product synthesis and polymer chemistry will also be addressed. *Prerequisite: CHM-231, C- or higher.*
- CHM-233 Organic Chemistry Lab II 2/2**  
Continuation of Organic Chemistry Lab I. This course develops laboratory principles, methods and techniques for synthesis and analysis of organic molecules. **Course fee applied.** *Corequisite: CHM-232.*
- CHM-280 Special Topics in Chemistry 1-3/6**
- CHM-411 Perspectives in Chemistry 2/4**  
Investigation in the history, philosophy, curricular structure, methodology, key ideas and concepts of chemistry. Emphasis will be given to the central role in technology and society as well as stewardship issues of production, utilization, and disposal. *Prerequisites: Minimum of three chemistry courses, Junior or Senior standing.*

**CHM-472 Biochemistry 4/4**  
Investigation of biologically important molecules including proteins, lipids, carbohydrates, and nucleic acids. Enzyme kinetics, metabolic pathways, and the relationship of problems in these pathways to disease states are emphasized. Lecture and lab.  
**Course fee applied. Corequisite: CHM-232.**

**CHM-480 Advanced Topics in Chemistry 1-3/6**

## 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. **Course fee applied.**

**ECO-280 Special Topics in Ecology 1-3/6**

**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. **Course fee applied. Prerequisites: GEGR-100 or BIO-225 and 233, and MAT-151 or MAT-251**

**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. **Course fee applied. Prerequisites: GEGR-100 or BIO-225 and BIO-233**

**ECO-400 Environmental Biology Capstone 3/2**  
This course investigates the pressing local and global environmental issues and the interdisciplinary strategies necessary to address these issues. Emphasis will be placed upon investigating environmental issues through the Christian environmental stewardship framework. *Prerequisite: upper-class biology or environmental major or environmental minor.*

**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, the Florida peninsula and other locations in the USA and abroad. Students spend most of the time on location experiencing the ecology of the area. **Course fee applied.**

**ECO-480 Advanced Topics in Ecology 1-3/6**

## KINESIOLOGY

**KIN-100 Total Fitness & Wellness 2/1**  
This course focuses on whole person wellness in the context of Biblical principles. Emotional, mental, intellectual, physical, social, and spiritual wellness areas are addressed. Students are taught and encouraged to transition from the mindset of high school attitudes and habits to a collegiate level of thinking and decision making with regards to nutrition, personal wellness, social attitudes and actions as responsibilities of Biblical stewardship.

**KIN-111 Badminton 1/1**  
The study and practice of basic techniques in the game of badminton. This course includes topics such as ready position, grip, strokes, serve, rules of the game, and strategy. Opportunities are given to test skills against other class members through tournament play.

**KIN-113 Golf 1/2**  
An introduction for the beginner to golf encompassing basic techniques of the stance, grip, swing, rules of the game and etiquette. This course is designed to offer opportunity to test and improve skills on a regulation eighteen-hole golf course. It is desired that this activity leads to the appreciation of golf and becomes a lifelong enjoyment for the Christian steward. **Course fee applied.**

**KIN-114 Coed Basketball 1/2**  
Students will learn the basic skills of dribbling, passing, rebounding and shooting, along with various offensive concepts like screen and roll and give and go. Students will also learn defensive concepts such as help and recover, hedging on screens and defending the post. Various strategies of the game will be incorporated into the class.

**KIN-116 Racquetball 1/1**  
An introduction for the beginner to racquetball encompassing rules, basic skills, terminology, strategy and safety. This course is designed to offer game play with class members and is desired that this activity leads to the appreciation of racquetball and becomes a lifelong enjoyment for the Christian steward.

**KIN-118 Zumba® and Aerobics 1/2**  
The Zumba® class will include basic steps of aerobic moves with interval sections for muscular strength and endurance exercises to burn calories with cardio-training to strengthen the heart for overall well-being. Zumba® is a Latin inspired dance-fitness routine with a mixture of different dance style including swing, tango and even twist. The student will learn merengue, cumbia, salsa and raggaeton steps.

<b>KIN-121</b>	<b>Outdoor Skills</b>	<b>1/2</b>
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. <b>Course fee applied.</b>		
<b>KIN-124</b>	<b>Pickleball/Paddletennis</b>	<b>1/2</b>
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.		
<b>KIN-129</b>	<b>Beginning Dance</b>	<b>1/2</b>
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.		
<b>KIN-132</b>	<b>Coed Soccer</b>	<b>1/2</b>
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.		
<b>KIN-133</b>	<b>Volleyball</b>	<b>1/1</b>
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.		
<b>KIN-143</b>	<b>Jogging</b>	<b>1/2</b>
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.		
<b>KIN-144</b>	<b>Ladies Weight Training &amp; Fitness Class</b>	<b>1/2</b>
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.		
<b>KIN-146</b>	<b>Physical Conditioning</b>	<b>1/2</b>
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.		
<b>KIN-147</b>	<b>Physical Education &amp; Health for the Whole Learner</b>	<b>2/1</b>
This course is designed to provide teacher candidates with a basic understanding of how movement helps students learn. Elementary education majors will be equipped with basic theories, methods, and management techniques for providing quality movement experiences for all learners across the curriculum. Teacher candidates will teach health topics and experience basic physical education practices and lead activities. The overall theme of the class is "Movement is the Key to Learning."		
<b>KIN-148</b>	<b>Weight Training</b>	<b>1/1</b>
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.		
<b>Varsity Sports</b>		<b>1</b>
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 (spring only)	KIN-165 Soccer (fall only)
KIN-162	Softball (spring only)	KIN-166 Tennis (fall or spring)
KIN-163	Basketball (fall or spring)	KIN-167 Track (fall or spring)
KIN-164	Volleyball (fall only)	KIN-168 Cross Country (fall only)
KIN-171	Golf (fall or spring)	KIN-172 Bowling (fall or spring)
		KIN-173 Cheerleading (fall or spring)

## PROFESSIONAL PROGRAM COURSES

<b>KIN-211</b>	<b>History and Principles of Kinesiology</b>	<b>3/1</b>
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.		
<b>KIN-231</b>	<b>Principles of Coaching</b>	<b>3/2</b>
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-262 Midwest American College of Sports Medicine Conference 1/2**  
This course is designed to allow students to receive credit for attending the Midwest regional American College of Sports Medicine (ACSM) conference. The ACSM serves to advance and integrate scientific research as well as provide educational and practical application of exercise science and sports medicine. Small group meetings, in depth discussion and short journals will be utilized to expose students to scientific research specific to careers within the field of exercise science.
- 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. The course will also serve as an introduction to the biomechanical basis of human motion. Students will then learn how to apply the basic concepts of human motion to exercise and sport.  
**Course fee applied. Prerequisite: BIO-241 and BIO-242 or permission of the instructor.**
- 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. **Course fee applied. Prerequisites: BIO-241, 242 and KIN-346.**
- 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. Recommend MAT-151 Statistics.*
- 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. **Course fee applied. Prerequisite: BIO-242**
- 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. *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. The student will receive American Red Cross certifications in First Aid, Cardiopulmonary Resuscitation and Automated External Defibrillation as well as Blood Borne Pathogen Training and Concussion Training. **Course fee applied. Prerequisite: BIO-241 and 242 or permission of instructor.**



<b>KIN-364</b>	<b>Cardiovascular Disease Risk and Management</b>	<b>3/4</b>
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. <b>Course fee applied.</b> <i>Prerequisites: BIO-241/242, KIN-342 and KIN-346.</i>		
<b>KIN-370</b>	<b>Practicum in Coaching</b>	<b>1</b>
<b>KIN-380</b>	<b>Internship</b>	<b>1-6</b>
An opportunity to gain practical experience in settings appropriate for exercise science and coaching. <i>Prerequisites: junior status.</i>		
<b>KIN-381</b>	<b>Cardiac Rehab Internship</b>	<b>12</b>
An opportunity to gain practical experience in a clinical cardiac rehabilitation setting appropriate for exercise science majors in preparation for the American College of Sports Medicine (ACSM) Certified Exercise Physiology certification. Cardiac Rehab majors must take 12 credits of internship for a total experience of no less than 480 hours. <i>Prerequisite: Approval of instructor.</i>		
<b>KIN-402</b>	<b>Professional Capstone Seminar</b>	<b>1/1</b>
The first course in a two-course seminar experience will examine a Christian worldview and the ethical and professional issues associated with the major. The seminar will devote time to Christian worldview reflection in regard to a senior's prior academic preparation and future vocational opportunities. Students will also develop a working hypothesis for a novel research question in the field of exercise science, complete a literature review on the topic and formulate a research proposal for the Institutional Review Board. <b>Course fee applied.</b> <i>Prerequisites: KIN-346 and junior status or permission of instructor</i>		
<b>KIN-403</b>	<b>Professional Capstone Research Project</b>	<b>1/1</b>
The second course in a two-course seminar experience will continue to examine a Christian worldview and the ethical and professional issues associated with the major. The seminar will include a final portfolio and completion of the senior research project for kinesiology. Students will collect, process, interpret and present data from their novel research investigation. <b>Course fee applied.</b> <i>Prerequisites: MAT-151, KIN-345 and KIN-402 or permission of instructor</i>		
<b>KIN-441</b>	<b>Organization and Administration</b>	<b>3/4</b>
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.		
<b>KIN-444</b>	<b>Advanced Exercise Physiology</b>	<b>3/2</b>
This course is designed to focus on integrative physiological mechanisms and responses to exercise. The course will use novel research findings to enhance student understanding of human physiology during rest and exercise. Students will be provided with the necessary tools to assess the integrative nature of human physiology during rest and exercise. Such assessment will be important for understanding how all of the pieces of the human body work together as one, flawlessly in God's image. <b>Course fee applied.</b> <i>Prerequisite: KIN-342</i>		
<b>KIN-461</b>	<b>Skill and Performance Competencies</b>	<b>1/6</b>
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.		
<b>KIN-462</b>	<b>Skills, Competencies and Professional Ethics in Physical Education</b>	<b>3/2</b>
This course involves documenting and/or completing 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/minor is declared. The goal of these experiences is to improve the student's personal and professional expertise through participation, observation and coaching opportunities. In addition, this course will examine the ethical and professional issues associated with physical education. The student 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>		
<b>KIN-470</b>	<b>Readings in Physical Education</b>	<b>3/1</b>
Guided readings and periodic reports in areas of student's interest and need. <i>Prerequisite: approval of the division chair.</i>		
<b>KIN-480</b>	<b>Advanced Topics in Kinesiology</b>	<b>1-3/6</b>
<b>KIN-490</b>	<b>Independent Study</b>	<b>3/1</b>
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>		

## PHYSICS

<b>PHY-211</b>	<b>General Physics I</b>	<b>4/2</b>
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. <b>Course fee applied.</b> Mastering Physics software required. <i>Prerequisite: MAT-121.</i>		
<b>PHY-212</b>	<b>General Physics II</b>	<b>4/2</b>
An introductory survey of the basic concepts of electricity, magnetism, light and modern physics. Appropriate for students in life sciences. Lecture and lab. <b>Course fee applied.</b> Mastering Physics software required. <i>Prerequisite: PHY-211, C- or higher.</i>		
<b>PHY-221</b>	<b>Physics for Scientists and Engineers I</b>	<b>5/2</b>
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. <b>Course fee applied.</b> Mastering Physics software required. <i>Corequisite: MAT-131.</i>		

<b>PHY-222</b>	<b>Physics for Scientists and Engineers II</b>	<b>5/2</b>
An introductory survey of the electricity, magnetism, light and modern physics. Appropriate for students in the mathematical sciences and engineering. Lecture and Lab. <b>Course fee applied.</b> Mastering Physics software required. <i>Prerequisite: PHY-221, C- or higher.</i>		
<b>PHY-280</b>	<b>Special Topics in Physics</b>	<b>1-3/6</b>
<b>PHY-480</b>	<b>Advanced Topics in Physics</b>	<b>1-3/6</b>

## SCIENCE

<b>SCI-201</b>	<b>Integrated Science for Elementary Teachers</b>	<b>3/2</b>
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. <b>Course fee applied.</b> <i>Prerequisites/Corequisites: EDU-230 and a declared elementary education program.</i>		
<b>SCI-202</b>	<b>Foundations of Integrated Science I (PK-3)</b>	<b>3/1</b>
Teacher candidates will investigate and apply the principles of 3-dimensional science pedagogy to a select subset of science principles focused on PK-3. Using the Michigan Science Standards/NGSS as a foundation for developing skills in science and engineering practices, disciplinary core ideas and crosscutting concepts, students will engage these ideas to figure out how phenomena in the real world integrate in culturally-relevant ways to enable students to build their understanding of how science works and applies to their cultural context. Pedagogical methods will focus on the use of play, observation, and a subset of science and engineering practices to engage students in phenomenological inquiry. <i>Prerequisite: Conditional Status</i>		
<b>SCI-211</b>	<b>Science of Music</b>	<b>1/4</b>
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. <b>Course fee applied.</b>		
<b>SCI-212</b>	<b>Foundations of Integrated Science II (3-6)</b>	<b>3/1</b>
Building on the principles of Foundations of Integrated Science (PK-3) teaching candidates will investigate and apply the principles of 3-dimensional science pedagogy using the Michigan Science Standards/NGSS as a foundation for developing skills in science and engineering practices, disciplinary core ideas and crosscutting concepts. Students will engage these ideas to figure out how phenomena in the real world integrate in culturally-relevant ways to enable students to build their understanding of how science works and applies to their cultural context. Pedagogical methods will focus on the use of inquiry-based instruction to engage students in phenomenological inquiry. <i>Prerequisite: SCI-202 and Conditional Status</i>		
<b>SCI-242</b>	<b>Medical Terminology</b>	<b>2/2</b>
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.		
<b>SCI-261</b>	<b>Astronomy</b>	<b>4/2</b>
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. <b>Course fee applied.</b> <i>Prerequisite: Core requirement in mathematics.</i>		
<b>SCI-262</b>	<b>Geology</b>	<b>4/2</b>
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. <b>Course fee applied.</b>		
<b>SCI-263</b>	<b>Atmosphere &amp; Weather</b>	<b>2/4</b>
This primarily on-line course is adapted from the American Meteorological Society <i>Online Weather Studies</i> . Students are led through the major aspects of atmospheric composition, weather production and parameters and forecasting models. Does not satisfy lab core requirement.		
<b>SCI-280</b>	<b>Special Topics in Science</b>	<b>1-3/6</b>
<b>SCI-311</b>	<b>Science In Culture</b>	<b>3/1</b>
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. <i>Prerequisites: Lab science course, PHI-211, Junior or Senior status.</i>		
<b>SCI-345</b>	<b>Global Health and Epidemiology</b>	<b>3/2</b>
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.		

<b>SCI-346</b>	<b>Pharmacology</b>	<b>3/4</b>
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. <i>Prerequisites: BIO-151, 241, and 242.</i>		
<b>SCI-361</b>	<b>Evolution &amp; Origins</b>	<b>3/2</b>
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. <i>Prerequisites: BIO-111 or 4 credits from SCI, BIO, CHM or PHY courses.</i>		
<b>SCI-380</b>	<b>Internship</b>	<b>1- 6</b>
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.		
<b>SCI-400</b>	<b>Capstone Seminar: Integrated Science</b>	<b>2/2</b>
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. <i>Prerequisite: Junior or Senior status.</i>		
<b>SCI-423</b>	<b>Neuroscience</b>	<b>3/4</b>
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; 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>		
<b>SCI-465</b>	<b>Secondary Science Methods and Field Experience</b>	<b>3/2</b>
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.		
<b>SCI-470</b>	<b>Readings in Science</b>	<b>1-3/1</b>
<b>SCI-480</b>	<b>Advanced Topics in Science</b>	<b>1-3/6</b>
<b>SCI-490</b>	<b>Independent Study</b>	<b>1-3/1</b>
<b>SCI-495</b>	<b>Senior Research Project</b>	<b>1/1</b>
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.		
<b>SCI-496</b>	<b>Senior Research Seminar</b>	<b>1/2</b>
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. <b>Course fee applied.</b>		

## 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 47 for further details.

<b>ECO-301</b>	<b>Land Resources</b>	<b>4</b>
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>		
<b>ECO-302</b>	<b>Lake Ecology &amp; Management</b>	<b>4</b>
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>		
<b>ECO-303</b>	<b>Ecological Agriculture</b>	<b>4</b>
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.		
<b>ECO-304</b>	<b>International Development &amp; Environmental Sustainability</b>	<b>4</b>
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. *Prerequisite: One year of general biology or one semester of botany.*
- 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. *Prerequisite: General biology or permission of professor.*
- 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-342 Fish Ecology and Management 4**  
Introduction to the relation of freshwater fish species and their environments in lakes and streams with concurrent examination of techniques and technologies employed to manage populations and species for conservation, recreational use, and commercial harvest. This course will provide understanding of freshwater fish taxonomy and phylogenetic relationships, habitat requirements of major fish species by life stages, stream habitat assessment, population measuring and monitoring, and strategies for management of recreational and commercial species and conservation of threatened and endangered species.
- ECO-343 Sustainability, 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-358 Field Techniques in Wetlands 4**  
A comprehensive overview of wetland ecosystem processes, values, legislation and quantification. Students will learn to evaluate and quantify soils, hydrologic status and vegetation in a variety of wetland ecosystems including bogs, emergent marshes, forested wetlands and wetlands converted for agriculture, and to apply standard tools developed by the US Army Corps of Engineers and Michigan Department of Environmental Quality to assess wetland extent and habitat quality. *Prerequisite: one year of general biology or one semester of general ecology.*
- 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.*

<b>ECO-361</b>	<b>Field Biology in Spring</b>	<b>4</b>
Springtime plants and animals, their field identification, field biology, behavior and landscape context with a focus on spring flora, amphibia, and birds.		
<b>ECO-362</b>	<b>Environmental Applications for Geographic Information Systems</b>	<b>4</b>
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.		
<b>ECO-365</b>	<b>Insect Ecology of Streams, Forests, and Fields</b>	<b>4</b>
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.		
<b>ECO-368</b>	<b>Forest Ecology</b>	<b>4</b>
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. <i>Prerequisite: One year of biology.</i>		
<b>ECO-371</b>	<b>Forest Management</b>	<b>4</b>
Introduction to site-level, landscape and multi-stakeholder approaches to forest management, including strategies of climate change adaptations and mitigation. Theory, application, and techniques of forest management for specified values and objectives including instrumental (economic/utilitarian and life support such as wood production, habitat and watershed protection and climate moderation), and non-instrumental values (aesthetic, moral/spiritual values e.g. recreation). The course will address the evolution of forest management practice and some specific practices, methods and techniques of growing trees and the development and care of forests (silviculture) as applied to natural forests managed for various objectives.		
<b>ECO-381</b>	<b>Urban Wildlife Ecology</b>	<b>4</b>
Rapidly expanding human populations and the heavy dependence on technology have intensified the human impact on ecosystems. Urban areas have expanded and are increasingly altering environmental conditions. It is important to understand the conditions present in these human-altered environments and the impact on wildlife. This course focuses on issues relating to the vertebrates that have chosen to live in urban areas. Using Chicago as a resource, the student will explore real issues and concepts including the impact of habitat fragmentations and modification, synanthropy, and issues such as the predator paradox and population management. Site visits frame opportunities for active engagement.		
<b>ECO-382</b>	<b>Urban Environmental Chemistry</b>	<b>4</b>
A survey of the distribution and reactions of natural and anthropogenic chemicals in the landscape with emphasis on the urban environment. This includes the chemistry of the atmosphere, waterways, and soil with specific focus given to urban environments. The ethical and moral responsibilities of humans to the environment are also discussed with particular attention to the urban landscape. Field work component includes on site sampling and laboratory analysis. Modern analytical techniques are presented. <i>Prerequisite: one year of General Chemistry.</i>		
<b>ECO-385</b>	<b>Urban Environmental Justice</b>	<b>4</b>
Introduction to environmental justice theory, practice, and history as a movement that bridges scholarship, action, science and ethics. Grounded in a case study of Chicago, students learn about how urban ecologies are formed around matters of race, class, food politics, health, industry, waste, energy, markets, and history. Through assigned readings, classroom discussion, field visits and research with activists, churches, community organizations, and city officials, students are equipped with skills and framework to conceive of the city, the environment, and justice in relation to a biblical vision of human flourishing in and with natural and built environments.		
<b>ECO-471</b>	<b>Conservation Biology</b>	<b>4</b>
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. <i>Prerequisites: One year in biology and one course in ecology, or permission of professor.</i>		
<b>ECO-478</b>	<b>Alpine Ecology</b>	<b>4</b>
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.		
<b>ECO-482</b>	<b>Restoration Ecology</b>	<b>4</b>
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.		





# SOCIAL SCIENCE DIVISION



Nola Carew, Ph.D.  
*Division Chair*

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

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

The social work major teaches students the knowledge, values and skills necessary to promote human and community well-being through a Christian worldview lens. The curriculum incorporates an intensive 400-hour field practicum placement in the senior year.

## DEGREES

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

## MAJORS

Psychology  
Concentrations:  
Child and Adolescent Services  
Counseling  
Psychological Science & Practice  
Social Work  
Certificate: Child Welfare

## MINORS

Family Studies  
Psychology  
Social Work

## FACULTY

**Carew, Nola M.**, Professor of Social Work (Chair and Director of Social Work Program); B.S.W., Grand Valley State University; M.S.W., Grand Valley State University; Ph.D., Michigan State University

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

**Doane, Becky M.**, Assistant Professor of Social Work, Director of Field Education; B.S.W., Grace College, M.S.W., Grand Valley State 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

## 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 30<sup>th</sup> 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

### 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
PSY-211 Introduction to Relationships . . . . .	3
PSY-456 Marriage and Family Counseling . . . . .	3
SOC-111 Introduction to Sociology . . . . .	3
SOC-432 Sociology of the Family . . . . .	3
One of the following: . . . . .	3
PSY-346 Child Welfare . . . . .	
SWK-441 Gerontology . . . . .	
One of the following: . . . . .	3
PSY-237 Child Psychology . . . . .	
PSY-238 Adolescent Psychology . . . . .	
PSY-239 Adult Psychology . . . . .	
One of the following: . . . . .	3
PSY-322 Theories of Personality . . . . .	
PSY-353 Abnormal Psychology . . . . .	
<b>Total</b> . . . . .	<b>21</b>

### 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

continued on next page



Choose one of the following: .....	3
PSY-456 Marriage and Family Counseling	
PSY-322 Theories of Personality	
PSY-343 Psychology of Learning	
PSY-351 Social Psychology	
PSY-352 Health Psychology	
PSY-353 Abnormal Psychology	
PSY-421 Theories of Counseling	
PSY-448 Cross-Cultural Psychology	
SWK-344 Substance Abuse	
Choose two of the following: .....	5-6
BIO-347 Introduction to Nutrition	
EDU-321 Children's Literature	
EDU-323 Adolescent Literature	
SCI-242 Medical Terminology	
SCI-423 Neuroscience	
SWK-346 Child Welfare	
<b>Total.....</b>	<b>60-61</b>

CRITERIA FOR GRADUATION: *Students must attain the 30<sup>th</sup> percentile on the MFT senior assessment exam. Students must attend a mandatory reporting workshop prior to graduation. Students must demonstrate satisfactory completion of a senior portfolio.*

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

Required Courses	Credit Hours
PSY-111 General Psychology .....	3
PSY-211 Introduction to Relationships .....	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
PSY-456 Marriage and Family Counseling .....	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-443 Creative Therapies I: Play and Story	
PSY-444 Creative Therapies II: Art and Music	
PSY-448 Cross Cultural Psychology	
<b>Total.....</b>	<b>48</b>

CRITERIA FOR GRADUATION: *Students must attain the 30<sup>th</sup> percentile on the MFT senior assessment exam. Students must attend a mandatory reporting workshop prior to graduation. Students must demonstrate satisfactory completion of a senior portfolio.*

### 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

*continued on next page*

Choose two of the following:.....	6
PSY-237    Child Psychology	
PSY-238    Adolescent Psychology	
PSY-239    Adult Psychology	
*Choose three of the following (or courses in other disciplines with prior approval from academic advisor).....	9
MGT-332    Human Resources Management	
MGT-335    Organizational Behavior	
MKT-357    Consumer Behavior	
PSY-343    Psychology of Learning	
PSY-352    Health Psychology	
PSY-363    Positive Psychology: Hope, Resilience, and Flourishing	
PSY-448    Cross Cultural Psychology	

**Total.....48**

CRITERIA FOR GRADUATION: *Students must attain the 30<sup>th</sup> percentile on the MFT senior assessment exam. Students must attend a mandatory reporting workshop prior to graduation. Students must demonstrate satisfactory completion of a senior portfolio.*

## 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
<b>Total.....</b>	<b>18</b>

## 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
<b>Total.....</b>	<b>21</b>

# 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.

### 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 and before taking SWK-331, Social Work Practice I: Individuals and Families. Students must be formally admitted to the program before registering for the fall semester of their junior year. Students must meet the following criteria for acceptance into the social work 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 references must be provided to support the student's application for admission into the program. 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 successfully complete an entrance interview with the social work faculty.

Applicants will be notified of the determination in writing within one week of completion of the entrance interview. 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.

The Social Work Program reserves the right to request a student to withdraw from the Social Work Program if academic performance or ethical or professional behavior indicates that the student may not successfully complete the program or may jeopardize the well-being of clients served. Student grievances and appeals can be made through the university policies and processes outlined in the Student Handbook.

**General Education Core:** Requirements for the Bachelor of Arts degree are listed in the Degree Information section (see page 56).

### 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	
<b>Total General Education Core</b>		<b>44-55</b>

\*Fulfills lab science

\*\*Fulfills social science

## REQUIRED SOCIAL WORK COURSES (No Minor Required)

Required Courses		Credit Hours
ECN-231	Macroeconomics	3
PSY-355	Integrated Statistics/Research I	3
PSY-356	Integrated Statistics/Research II	3
SOC-111	Introduction to Sociology	3
SOC-243	Social Problems	3
SSC-211	American Government	3
Upper Level Elective in SWK, PSY or SOC		3
SWK-111	Introduction to Social Work	3
SWK-221	Human Behavior and the Social Environment I-Prenatal through Adolescence	3
SWK-222	Human Behavior and the Social Environment II-Young Adulthood through End of Life	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
<b>Total</b>		<b>63</b>

CRITERIA FOR GRADUATION: *Students must:*

- Obtain a cumulative GPA of 2.0 or above.
- Obtain a GPA of 2.5 or above in social work and cognate courses.
- Obtain a C or above in all SWK courses.
- Attain the 30<sup>th</sup> percentile or above on Senior Assessment exam.
- Attend a mandatory reporting workshop.
- Complete a social work portfolio demonstrating overall proficiency of 81% or above.

## SOCIAL WORK MINOR

Required Courses		Credit Hours
SOC-243	Social Problems	3
SWK-111	Introduction to Social Work	3
SWK-221	Human Behavior and the Social Environment I-Prenatal through Adolescence	3
SWK-222	Human Behavior and the Social Environment II-Young Adulthood through End of Life	3
SWK-311	Social Welfare Policy	3
SWK-417	Human Diversity	3
<b>Total</b>		<b>18</b>

### 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 or PSY elective approved by SWK faculty		3

Additionally, students must complete 400 hours of field work (SWK-450 and 460) in a state approved 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 the child welfare field practicum (SWK-450/451 & SWK-460/461) with a minimum grade of B
4. Successfully complete SWK-346 Child Welfare with a minimum final grade of B.
5. Successfully complete one of the following elective courses with a minimum final grade of B:
 

PSY-456	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
SWK-480	Trauma Informed Principles of Care

# COURSE DESCRIPTIONS

DEPARTMENT AND LEVEL/COURSE NAME

CREDITS/FREQUENCY  
(See page 64 for codes)

## 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-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.
- 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-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 3/4**  
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) 3/2**  
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 3/4**  
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-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: \$100.*
- 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/4**  
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/4**  
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.*



<b>PSY-448</b>	<b>Cross-Cultural Psychology</b>	<b>3/4</b>
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.		
<b>PSY-456</b>	<b>Marriage and Family Counseling</b>	<b>3/4</b>
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. <i>Prerequisite: PSY-211</i>		
<b>PSY-470</b>	<b>Readings in Psychology</b>	<b>1-3</b>
<b>PSY-480</b>	<b>Advanced Topics Seminar</b>	<b>3/6</b>
<b>PSY-490</b>	<b>Independent Study</b>	<b>1/3</b>

## SOCIOLOGY

<b>SOC-111</b>	<b>Introduction to Sociology</b>	<b>3/1</b>
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.		
<b>SOC-243</b>	<b>Social Problems</b>	<b>3/2</b>
The study of social problems that are institutional in nature and of policies implemented to alleviate the problems. The course includes a discussion of causes, consequences, and intervention strategies used by private and governmental agencies. <i>Prerequisite: SOC-111.</i>		
<b>SOC-280</b>	<b>Special Topics</b>	<b>3</b>
<b>SOC-344</b>	<b>Substance Abuse (SWK-344)</b>	<b>3/5</b>
The impact of substances including alcohol, marijuana, and cocaine upon individuals, families, and communities is studied. The causes, scope, policy issues, and methods of preventing chemical dependence are investigated. Places emphasis upon developing assessment and treatment skills. <i>Prerequisites: PSY-111 or SOC-111</i>		
<b>SOC-346</b>	<b>Child Welfare (SWK-346)</b>	<b>3/2</b>
The examination of the philosophy of child welfare as a specific field in human services and a comprehensive overview of the programs, legislative provisions, policies, and services which comprise child welfare institutions. This course emphasizes the importance of culture and diversity as a major force in the delivery of child services. <i>Prerequisite: PSY-111 or SOC-111.</i>		
<b>SOC-351</b>	<b>Sociology of Small Groups (COM-321)</b>	<b>3/2</b>
A study of general and specific group communication theories and their relationship to communication in a variety of settings. Topics include group formation, cohesiveness, groupthink, norms, leadership, decision making and conflict. Students become better leaders and participants through a variety of experiential learning opportunities. <i>Prerequisite: SOC-111.</i>		
<b>SOC-352</b>	<b>Inter-Cultural Communication (COM-311)</b>	<b>3/6</b>
A study of the programs of oral and written communication in world areas where cultural or linguistic boundaries must be crossed. <i>Prerequisite: SOC-111.</i>		
<b>SOC-353</b>	<b>Social Psychology</b>	<b>3/2</b>
An examination of how individual behavior is shaped by the situation in which the behavior is emitted. This course addresses the impact of one's physical and social environment upon behavior. Behavior is broadly defined and includes cognitive processing, attitudes, decision-making, and prosocial and deviant actions. <i>Prerequisite: PSY-111 or SOC-111.</i>		
<b>SOC-380</b>	<b>Internship</b>	<b>1-6/1</b>
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).		
<b>SOC-417</b>	<b>Human Diversity (SWK-417)</b>	<b>3/2</b>
This course explores the social constructions of race, ethnicity, gender and social class, the history of majority-minority relationships and the current status of minorities. The course examines prejudice, discrimination, oppression, racism, and implicit bias in addressing multi-level change. Students learn to develop an appreciation for diversity and difference as well as explore the implications of those differences in multicultural practice settings. The course emphasizes a biblical foundation for cultural competency. <i>Prerequisites: SOC-111, PSY-111 or CMI-223.</i>		
<b>SOC-432</b>	<b>Sociology of the Family</b>	<b>3/4</b>
An examination of the institution of the family. Issues confronting the family, changes the family is undergoing, and the family life cycle are discussed. <i>Prerequisite: SOC-111.</i>		
<b>SOC-441</b>	<b>Gerontology (SWK-441)</b>	<b>3/5</b>
An interdisciplinary approach to the study of aging. This course provides a comprehensive view of the physiological, social, and psychological dimensions of the aging process. <i>Prerequisite: SOC-111 or PSY-111.</i>		
<b>SOC-470</b>	<b>Readings in Sociology</b>	<b>3/1</b>
<b>SOC-480</b>	<b>Advanced Topics Seminar</b>	<b>3/6</b>
<b>SOC-490</b>	<b>Independent Study</b>	<b>1-3/1</b>

## 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 and the Social Environment I-Prenatal through Adolescence 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 or SOC-111, SWK-111. Corequisite or Prerequisite: BIO-151, BIO-161, BIO-241 or BIO-242. Course fee \$20.*
- SWK-222 Human Behavior and the Social Environment II-Young Adulthood through End of Life 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. *Prerequisites: PSY-111 or SOC-111, SWK-111. Corequisite or Prerequisite: BIO-151, BIO-161, BIO-241 or BIO-242.*
- SWK-280 Special Topics 3**
- SWK-311 Social Welfare Policy 3/4**  
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-271, ECN-231. Course fee: \$70.*
- 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. Course fee \$20*
- 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. Course fee \$20*
- SWK-344 Substance Abuse (SOC-344) 3/5**  
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, PSY-346) 3/2**  
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 3/4**  
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**  
This course explores the social construction of race, ethnicity, gender and social class, the history of majority-minority relationships and the current status of minorities. The course examines prejudice, discrimination, oppression, racism, and implicit bias in addressing multi-level change. Students learn to develop an appreciation for diversity and difference as well as explore the implications of those differences in multicultural practice settings. The course emphasizes a biblical foundation for cultural competency. *Prerequisites: SOC-111, PSY-111 or CMI-223 and Junior status*
- SWK-441 Gerontology (SOC-441) 3/5**  
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 200 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: \$10.00.*
- SWK-460      Field Practicum II      5/2**  
 Students are placed in a community agency (minimum of 200 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 complete a social work portfolio, capstone paper and project to demonstrate proficiency in all the social work competencies and their readiness to enter into professional social work practice at the undergraduate level or graduate school. Content related to Christian worldview and social work practice is infused throughout the full semester in order to encourage professional development. Course fee: \$35.
- 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, Ph.D.  
*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 student teaching as a cross-cultural experience in selected schools around the world.

Cornerstone University's Teacher Education program is accredited by the Higher Learning Commission, 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 Special Education (Learning Disabilities)  
K-12 TESOL (Teaching English to Speakers of Other Languages)

## FACULTY

**Burgess, Laurie**, Associate Professor of Education (Chair); B.A., Calvin College; M.A., Grand Valley State University; Ph.D., Western Michigan University

**George, Pamela**, Assistant Professor of Special Education; B.A., University of Illinois at Chicago; M.A., Northeastern Illinois University; Ed.D., Cornerstone University

**Hofstra, Kim**, Assistant Professor of Education; B.A., Calvin College; M.A., Grand Valley State University; Ed.D., Cornerstone University

**Rich, Kristin**, Associate Professor of Education, Director of Field Experiences, B.A., Crown College; M.A., Hollins University; Ed.D., George Fox University

**VanderKolk, Beth**, Associate Professor of Education; B.A., Calvin College; M.A.Ed. Calvin College; Ed.D., Johns Hopkins University

**Wallace, Matt**, Assistant Professor of Education; B.A., Taylor University; M.A., Olivet Nazarene University

## 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-111, 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 Academic 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 prior to or during the student teacher internship. 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 MyCornerstone.

### 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, 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 student teaching semester, students must apply for admission to the student teaching internship (EDU-481, 482, 484, 486). Application forms are available on MyCornerstone. 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. Placement for the student teaching internship 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 their major and overall, and a 2.3 in their minor and must have completed all other requirements for graduation. All course work must be completed prior to student teaching.

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 Director of Field Experiences 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, 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 student teaching internship. This process begins one full year before the scheduled term of student teaching. Application deadlines are posted on MyCornerstone.
3. Placement for the Student Teaching internship 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); and a cumulative GPA (2.7) for the Director of Field Experiences to begin the process of locating and securing a student teaching placement. If a student has a GPA that falls below the 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.

PLEASE NOTE: Students who have not demonstrated the dispositions necessary for the teaching profession as well as a readiness for student teaching, may be asked to discontinue the student teaching and education program.

Any student 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 student 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 one-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 student throughout the term.

## ONLINE, CORRESPONDENCE COURSE AND CLEP TEST POLICY

### 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.

**Please visit the MTTC website** ([www.mttc.nesinc.com](http://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](mailto: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 MyCornerstone 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 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)

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 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.
  - The plan must be submitted electronically to the Teacher Education office and will be kept in the student's file.
  - 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.

- 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 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.

- This appointment should take place around mid-term. Feedback by the division chair may be requested from the academic advisor concerning this meeting.
- 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.

- 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.
- 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.
  - » The student will receive a letter stating the extension of the **Teacher Education Program Probation** period.
  - » Steps 2 through 4 will be applied.
  - » Optional: At mid-term, professors for each course may be asked to complete an *Academic Improvement Midterm Evaluation Form*.
- 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 record.
- 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.
- Readmission requirements:
  - » Letter from student requesting readmission
  - » Recommendation letter or email from academic advisor supporting the student's readmission
  - » 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 be recommended to the State Board of Education. Students who wish to be considered a program completer of Cornerstone University should apply 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 the application is submitted 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](http://www.mttc.nesinc.com).

Students must use the following codes when signing up for tests for the Michigan Test for Teacher Certification (MTTC):

CU SUBJECT	LEVEL	MTTC CODE #	ENDORSEMENT CODE
Biology	Secondary	17	DA
Chemistry	Secondary	18	DC
Early Childhood (Birth-Kindergarten)	Elementary	106	ZS
English	Secondary	02	BA
English as a Second Lang.	Elementary & Secondary	86	NS
Integrated Science	Elementary	93	DI
Integrated Science	Secondary	94	DI
Learning Disabilities	K-12	63	SM
Lower Elementary (PK-3rd grade)	Elementary	117-120	ZO
Mathematics	Secondary	22	EX
Music Education	Secondary & K-12	99	JQ
Psychology	Secondary	11	CE
Social Studies	Secondary	84	RX
Spanish	Elementary & Secondary	28	FF
Upper Elementary (3rd-6th grade)	Elementary	121-124	ZP

**Please visit the MTTC website** ([www.mttc.nesinc.com](http://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](mailto: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 MyCornerstone under Undergrad Divisions, then to Teacher Education and MTTC Testing Information

## GENERAL EDUCATION CORE FOR TEACHER EDUCATION *(Required for both elementary & secondary)*

### General Education Core

Required Courses		Credit Hours
COM-112	Communication In Culture <i>(C- or higher required)</i>	3
ENG-212	Writing In Culture <i>(C- or higher required)</i>	3
HIS-114	Making of the Modern World	3
IDS-101	Creativity, Innovation and Problem Solving	2
IDS-107	Academic Foundations	2
IDS-108	Service Foundations	0
IDS-207	Core of the Core Sophomore	2
IDS-307	Core of the Core Junior	2
KIN-100	Total Fitness and Wellness	2
PHI-211	Philosophy In Culture	3
PSY-111	General Psychology <i>(C- or higher required)</i>	3
REL-104	Old Testament Literature	3
REL-204	New Testament Literature	3
REL-352	Christian Beliefs and History	3
English Competency		0-6
Foreign Language (See "Language Requirement")		0-8
Math Competency ( <i>MAT-109 meets math competency for elementary programs</i> )		3-9
<b>Total</b>		<b>37 minimum</b>

### Secondary Students Only

Required Courses		Credit Hours
HUM-311	Imagination In Culture	3
One mathematics course ( <i>MAT-110, 121, 122, 131, 132</i> )		3
One laboratory science course ( <i>CHM-111 is required for Biology majors and minors</i> )		4
<b>Total</b>		<b>10</b>

### CIHI major with embedded core for Teacher Education Students *(required for both elementary & secondary)*

Required Courses		Credit Hours
IDS-107	Academic Foundations	2
IDS-108	Service Foundations	0
REL-130	Old Testament Literature	3
REL-236	New Testament Literature	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 Innovative Thought and Design	3
IDS-312	Science of Human Innovation	3
IDS-450	Creative Emergence	3
PSY-111	General Psychology <i>(C- or higher required)</i>	3
Math Competency ( <i>MAT-109 meets math competency for elementary students</i> )		4-9
<b>Total</b>		<b>41</b>

### Secondary Students Only - CIHI

Required Courses		Credit Hours
HUM-311	Imagination In Culture	3
One laboratory science course ( <i>CHM-111 is required for Biology majors and minors</i> )		4
<b>Total</b>		<b>7</b>



# ELEMENTARY EDUCATION PROGRAMS

Students interested in elementary education should work out a program with an education advisor. All elementary education programs require a minimum of 127 semester hours of college work, which includes the satisfactory completion of the professional education courses listed below, the general education core requirements as specified for teacher education students and completion of one of the following options. All courses listed in elementary education programs require C- or higher.

## EARLY CHILDHOOD EDUCATION (BIRTH-3RD GRADE CERTIFICATION)

### Take CU CORE COURSES

Required Courses		Credit Hours
EDU-220	Foundations of Education & Clinical Experience .....	4
EDU-221	Classroom Management & Teacher Assistant Practicum, Early Childhood (co-req EDU-381).....	2
EDU-233	Foundations for Teaching the Exceptional Learner & Clinical Experience.....	3
EDU-262	Educational Technology Integration .....	3
EDU-265	Creativity for the Whole Learner .....	2
EDU-364	Equitable and Inclusive Education.....	3
EDU-365	Equitable and Inclusive Education Clinical Experience .....	1
EDU-371	Strategic Partnerships .....	3
EDU-372	Learner-Centered Assessment .....	3
EDU-381	The Learner and Learning .....	3
KIN-147	PE & Health for the Whole Learner.....	2
EDU-430	Student Teaching Capstone Seminar (concurrent with student teaching internship).....	3
EDU-482	Student Teaching Internship .....	12
<b>Total.....</b>		<b>44</b>
Literacy Courses		
EDU-345	Foundations of Literacy .....	4
EDU-321	Children's Literature & Writing Instruction (PK-3rd grade).....	3
EDU-446	Early Literacy & Language Development (birth-age 5) & Clinical Experience .....	4
EDU-447	Teaching Literacy I (PK-3) & Clinical Experience .....	4
Math Courses		
MAT-109*	Math for Elementary Teachers .....	4
MAT-209	Teaching Math I (PK-3).....	4
Science Courses		
SCI-202	Foundations of Integrated Science I (PK-3) .....	3
EDU-450	Teaching Science (PK-6) .....	3
Social Studies Courses		
HIS-211	Michigan History .....	3
EDU-460	Teaching Social Studies (PK-6) .....	3
Whole Child Development		
EDU-333	Foundations of Early Childhood Education.....	3
EDU-352	Teaching the Young Child .....	3
EDU-373	Teaching Infants and Toddlers & Clinical Experience .....	3
Special Education Courses		
EDU-334	Assessment of Exceptional Learners.....	3
EDU-481	Early Intervention and Supports & Practicum.....	6
<b>Total.....</b>		<b>53</b>

\*MAT-109 meets the math competency requirement

**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.

## ELEMENTARY EDUCATION (PK-6TH GRADE CERTIFICATION)

### Take CU CORE COURSES

Required Courses		Credit Hours
EDU-220	Foundations of Education & Clinical Experience .....	4
EDU-233	Foundations for Teaching the Exceptional Learner & Clinical Experience.....	3
EDU-262	Educational Technology Integration .....	3
EDU-265	Creativity for the Whole Learner .....	2
EDU-364	Equitable and Inclusive Education.....	3
EDU-365	Equitable and Inclusive Education Clinical Experience .....	1
EDU-371	Strategic Partnerships .....	3
EDU-372	Learner-Centered Assessment .....	3
EDU-381	The Learner and Learning .....	3
EDU-386	Classroom Management & Teacher Assistant Practicum (co-req EDU-381) .....	3
KIN-147	PE & Health for the Whole Learner .....	2
EDU-430	Student Teaching Capstone Seminar (concurrent with student teaching internship).....	3
EDU-482	Student Teaching Internship .....	12
<b>Total.....</b>		<b>45</b>
<b>Literacy Courses</b>		
EDU-345	Foundations of Literacy .....	4
EDU-321	Children's Literature & Writing Instruction (PK-3rd grade).....	3
EDU-346	Young Adult Literature & Writing Instruction (grades 4-6) .....	3
EDU-447	Teaching Literacy I (PK-3) & Clinical Experience .....	4
EDU-448	Teaching Literacy II (4-6) & Clinical Experience.....	4
<b>Math Courses</b>		
MAT-109*	Math for Elementary Teachers .....	4
MAT-209	Teaching Math I (PK-3).....	4
MAT-312	Teaching Math II (3-6) & Clinical Experience .....	4
<b>Science Courses</b>		
SCI-202	Foundations of Integrated Science I (PK-3) .....	3
SCI-212	Foundations of Integrated Science II (3-6) .....	3
EDU-450	Teaching Science (PK-6) .....	3
<b>Social Studies Courses</b>		
HIS-115	American Studies .....	3
HIS-211	Michigan History .....	3
EDU-460	Teaching Social Studies (PK-6) .....	3
<b>Total.....</b>		<b>48</b>

*\*MAT-109 meets the math competency requirement*

## **SPECIAL EDUCATION (LEARNING DISABILITIES) K-12 MAJOR** *(elementary track)*

### **ELEMENTARY EDUCATION (PK-6TH GRADE CERTIFICATION) + SPECIAL EDUCATION K-12**

#### **Take CU CORE COURSES**

<b>Required Courses</b>		<b>Credit Hours</b>
EDU-220	Foundations of Education & Clinical Experience .....	4
EDU-262	Educational Technology Integration .....	3
EDU-265	Creativity for the Whole Learner .....	2
EDU-364	Equitable and Inclusive Education .....	3
EDU-365	Equitable and Inclusive Education Clinical Experience .....	1
EDU-371	Strategic Partnerships .....	3
EDU-381	The Learner and Learning .....	3
EDU-386	Classroom Management & Teacher Assistant Practicum (co-req EDU-381) .....	3
KIN-147	PE & Health for the Whole Learner .....	2
EDU-430	Student Teaching Capstone Seminar (concurrent with student teaching internship) .....	3
EDU-482**	Student Teaching Internship .....	12
<b>Total .....</b>		<b>39</b>
<b>Literacy Courses</b>		
EDU-345	Foundations of Literacy .....	4
EDU-321	Children's Literature & Writing Instruction (PK-3rd grade) .....	3
EDU-346	Young Adult Literature & Writing Instruction (grades 4-6) .....	3
EDU-447	Teaching Literacy I (PK-3) & Clinical Experience .....	4
EDU-448	Teaching Literacy II (4-6) & Clinical Experience .....	4
<b>Math Courses</b>		
MAT-109*	Math for Elementary Teachers .....	4
MAT-209	Teaching Math I (PK-3) .....	4
MAT-312	Teaching Math II (3-6) & Clinical Experience .....	4
<b>Science Courses</b>		
SCI-202	Foundations of Integrated Science I (PK-3) .....	3
SCI-212	Foundations of Integrated Science II (3-6) .....	3
EDU-450	Teaching Science (PK-6) .....	3
<b>Social Studies Courses</b>		
HIS-115	American Studies .....	3
HIS-211	Michigan History .....	3
EDU-460	Teaching Social Studies (PK-6) .....	3
<b>Special Education Courses</b>		
EDU-233	Foundations of Teaching the Exception Learner & Clinical Experience .....	3
EDU-335	Teaching the Exceptional Learner & Clinical Experience .....	4
EDU-338	Assessment and Diagnosis of Exceptional Learners .....	4
EDU-372	Learner-Centered Assessment .....	3
EDU-434	Special Education Practicum & Seminar .....	6
<b>Total .....</b>		<b>68</b>

*\*MAT-109 meets the math competency requirement*

*\*\*The Student Teaching Internship will include 12 weeks in a general education classroom and 8 weeks in a special education classroom*

## Minors for Elementary Education

The following minors can be added to the Early Childhood Education or Elementary Education Programs. Additional time may be required to complete the program when adding a minor.

**Spanish Minor (certifiable)** *(must be taken with Early Childhood (Birth-3rd grade) or Elementary (PK-6th grade) Program)*

Required Courses		Credit Hours
LIN-225	Introduction to Linguistics. ....	3
LIN-371	Second Language Acquisition. ....	3
SPA-465	World Language Teaching Methodology. ....	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 latinoamericana [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	
<b>Total. ....</b>		<b>24</b>

**Teaching English to Speakers of Other Languages (TESOL) Minor (certifiable)** *(must be taken with Early Childhood (Birth-3rd grade) or Elementary (PK-6th grade) Program)*

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	TESOL Methodology. ....	3
EDU-489	TESOL Practicum & Seminar. ....	6
<b>Total. ....</b>		<b>21</b>

## SECONDARY EDUCATION PROGRAMS

Students interested in secondary education should work out a program with an education advisor. 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 no 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 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 Student Teaching Internship.

Secondary Education students must select a certifiable major and minor from the following state approved major and minor programs:

### MAJORS

Biology  
English  
Integrated Science  
Integrated Science Comprehensive  
Special Education (Learning Disabilities) K-12  
Mathematics  
Music Education K-12  
Social Studies Group  
Spanish

### MINORS

Biology  
Chemistry  
English  
Mathematics  
Psychology  
Spanish  
Teaching English to Speakers of Other Languages (TESOL)

## REQUIRED PROFESSIONAL EDUCATION COURSES - SECONDARY

Required Courses		Credit Hours
EDU-220	Foundations of Education & Clinical Experience .....	4
EDU-233	Foundations for Teaching the Exceptional Learner & Clinical Experience.....	3
EDU-262	Educational Technology Integration .....	3
EDU-344	Content Area Literacy & Clinical Experience.....	3
EDU-364	Equitable and Inclusive Education.....	3
EDU-365	Equitable and Inclusive Education Clinical Experience .....	1
EDU-381	The Learner and Learning .....	3
EDU-386	Classroom Management & Teacher Assistant Practicum (co-req EDU-381) .....	3
EDU-430	Student Teaching Capstone Seminar (concurrent with student teaching internship).....	3
<b>Content major and minor methods course from the following: (non-music majors; includes psychology minors).....</b>		<b>5-6</b>
EDU-335	Theories and Methods of Learning Disability and Field Experience	
ENG-463	Secondary Language Arts Methods and Field Experience	
LIN/SPA-465	Methods of Teaching a World Language and Field Experience	
MAT-471	Secondary Math Methods and Field Experience	
SCI-465	Secondary Science Methods and Field Experience	
SSC-464	Secondary Social Studies Methods and Field Experience	
<b>Students with a major and minor in the same general content area will do a practicum in their minor area.</b>		
<i>One of the following:</i> .....		12
EDU-484	Secondary Student Teaching Internship*	
EDU-486	K-12 Student Teaching Internship*	
<b>Total.....</b>		<b>43</b>

\*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

Please see "Early Childhood Education" core curriculum under the "Associate of Arts Degree," page 53.

### EARLY CHILDHOOD EDUCATION

Required Courses		Credit Hours
EDU-233	Foundations of Teaching the Exceptional Learner & Clinical Experience.....	3
EDU-333	Foundations of Early Childhood Education .....	3
EDU-352	Teaching the Young Child.....	3
EDU-371	Strategic Partnerships .....	3
EDU-372	Learner-Centered Assessment .....	3
EDU-373	Teaching Infants and Toddlers & Clinical Experience.....	3
EDU-461	Early Childhood Practicum.....	3
<b>Total.....</b>		<b>21</b>
<b>Total with Core.....</b>		<b>65</b>

\* 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 Linguistics .....	3
LIN-371	Second Language Acquisition.....	3
LIN-372	Sociolinguistics .....	3
LIN-465	TESOL Methodology.....	3
LIN-489	TESOL Practicum .....	6
<b>Total.....</b>		<b>21</b>
<b>Total with Core.....</b>		<b>65</b>

# 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
<b>Total</b>		<b>34</b>

### 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
<b>Total</b>		<b>20</b>

### 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-230	Organic Chemistry Lab I	2
CHM-231	Organic Chemistry I	3
CHM-232	Organic Chemistry II	3
CHM-411	Perspectives in Chemistry	2
<b>Total</b>		<b>18</b>

## EARLY CHILDHOOD EDUCATION MINOR *(non-certified minor)*

Required Courses		Credit Hours
EDU-233	Foundations of Teaching the Exceptional Learner & Clinical Experience	3
EDU-333	Foundations of Early Childhood Education	3
EDU-352	Teaching the Young Child	3
EDU-371	Strategic Partnerships	3
EDU-372	Learner-Centered Assessment	3
EDU-373	Teaching Infants and Toddlers & Clinical Experience	3
EDU-431	Admin/Supervision of Early Childhood Programs	3
EDU-461	Early Childhood Practicum	3
<b>Total</b>		<b>24</b>

\*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.

## 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	
ENG-328	Selected Authors or Eras	
ENG-324	Literary Modernisms: Anglo-American Writers	
<b>Total</b> .....		<b>27</b>

## 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 <sup>th</sup> Century	
Choose one of the following: .....		3
ENG-342	British Romantic & Victorian Literature	
ENG-344	British Literature to 1700	
<b>Total</b> .....		<b>18</b>

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

Required Courses		Credit Hours
<b>Life Sciences</b>		
BIO-151	General Biology .....	4
BIO-233	Zoology .....	4
BIO-351	Genetics .....	4
<b>Physical Sciences</b>		
CHM-111	Principles of General Chemistry .....	4
CHM-212	Principles of Organic & Biochemistry .....	4
PHY-211	General Physics I <i>(Prerequisite: MAT-121, 122 or 131)</i> .....	4
<b>Earth/Space Science</b>		
SCI-261	Astronomy .....	4
SCI-262	Geology .....	4
SCI-263	Atmosphere and Weather .....	2
<b>Comprehensive</b>		
ECO-241	Environmental Science .....	4
SCI-361	Evolution & Origins .....	3
SCI-400	Capstone Seminar: Integrated Science .....	2
<b>Total</b> .....		<b>43</b>

## INTEGRATED COMPREHENSIVE SCIENCE MAJOR FOR SECONDARY TEACHERS

(does not require a minor)

Required Courses		Credit Hours
<b>Life Sciences</b>		
BIO-151	General Biology	4
BIO-225	Botany	4
BIO-233	Zoology	4
BIO-351	Genetics	4
<b>Physical Sciences</b>		
CHM-111	Principles of General Chemistry	4
CHM-212	Principles of Organic and Biochemistry	4
PHY-211	General Physics I (Prerequisite: MAT-121, 122 or 131)	4
PHY-212	General Physics II	4
<b>Earth/Space Science</b>		
ECO-241	Environmental Science	4
SCI-261	Astronomy	4
SCI-262	Geology	4
SCI-263	Atmosphere and Weather	2
<b>Comprehensive</b>		
SCI-361	Evolution & Origins	3
SCI-400	Capstone Seminar: Integrated Science	2
<b>Total</b>		<b>51</b>

## SPECIAL EDUCATION (LEARNING DISABILITIES) K-12 MAJOR (secondary track, requires a minor)

The Student Teaching Internship will include 12 weeks in a general education classroom and 8 weeks in a special education classroom.

A content minor is required for Special Education (Learning Disabilities) majors. Students are highly encouraged to select an English or Math minor.

Required Professional Education Courses		Credit Hours
EDU-220	Foundations of Education & Clinical Experience	4
EDU-262	Educational Technology Integration	3
EDU-344	Content Area Literacy & Clinical Experience	3
EDU-364	Equitable and Inclusive Education	3
EDU-365	Equitable and Inclusive Education Clinical Experience	1
EDU-381	The Learner and Learning	3
EDU-386	Classroom Management & Teacher Assistant Practicum (co-req EDU-381)	3
EDU-430	Student Teaching Capstone Seminar (concurrent with student teaching internship)	3
EDU-486	Student Teaching Internship	12
<b>Total</b>		<b>35</b>
Required Special Education Courses		Credit Hours
EDU-233	Foundations of Teaching the Exception Learner & Clinical Experience	3
EDU-335	Teaching the Exceptional Learner & Clinical Experience	4
EDU-338	Assessment and Diagnosis of Exceptional Learners	4
EDU-372	Learner-Centered Assessment	3
EDU-434	Special Education Practicum & Seminar	6
<b>Total</b>		<b>20</b>

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

Required Courses		Credit Hours
MAT-131	Calculus I (Prerequisite: Qualifying SAT scores or MAT-122)	5
MAT-132	Calculus II (Prerequisite: MAT-131)	5
MAT-233	Differential Equations (Prerequisite: MAT-132)	3
MAT-234	Multivariate Calculus (Prerequisite: MAT-132)	3
MAT-241	Applied Linear Algebra	3
MAT-243	Discrete Mathematics (Prerequisite: MAT-121 or MAT-131)	3
MAT-245	Mathematical Proofs (Prerequisite: ENG-212)	4
MAT-251	Probability and Statistics (Prerequisites: MAT-131 & MAT-132)	3
MAT-333	Real Analysis	3
MAT-341	Modern Algebra (Prerequisites: MAT-241 & MAT-245)	3
MAT-400	Capstone Seminar: The History of Mathematical Science (Prerequisites: MAT-241 & MAT-245)	3
<b>Total</b>		<b>38</b>



## MATHEMATICS MINOR FOR SECONDARY TEACHERS

Required Courses		Credits
MAT-131	Calculus I (Prerequisite: Qualifying SAT scores or MAT-122)	5
MAT-132	Calculus II (Prerequisite: MAT-131)	5
MAT-151	Statistics	3
MAT-241	Applied Linear Algebra	3
MAT-243	Discrete Mathematics (Prerequisite: MAT-121 or MAT-131)	3
MAT-245	Mathematics Proofs (Prerequisite: ENG-212)	4
MAT-400	Capstone Seminar: The History of Mathematical Sciences	3
One of the following:		3
MAT-233	Differential Equations (Prerequisite: MAT-132)	
MAT-234	Multivariate Calculus (Prerequisite: MAT-132)	
<b>Total</b>		<b>29</b>

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 207 (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 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.

## PSYCHOLOGY MINOR FOR SECONDARY TEACHERS

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

## SOCIAL STUDIES GROUP MAJOR FOR SECONDARY TEACHERS

(requires a minor)

Required Courses		Credit Hours
ECN-231	Macroeconomics	3
ECN-232	Microeconomics	3
HIS-113	World History to 1500	3
HIS-114	Making of the Modern World	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-442	Local History & Civic Studies Research Project	3
<b>Total</b>		<b>36</b>

## SPANISH MAJOR FOR K-12 CERTIFICATION

(requires a minor for Secondary; Elementary requires the Early Childhood or Elementary Program with Spanish major)

Required Courses		Credit Hours
LIN-225	Introduction to Linguistics . . . . .	3
LIN-371	Second Language Acquisition . . . . .	3
SPA-465	World Language Teaching Methodology . . . . .	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 latinoamericana [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)		
<b>Total . . . . .</b>		<b>36</b>

## SPANISH MINOR FOR SECONDARY TEACHERS

Required Courses		Credit Hours
LIN-225	Introduction to Linguistics . . . . .	3
LIN-371	Second Language Acquisition . . . . .	3
SPA-465	World Language Teaching Methodology . . . . .	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 latinoamericana [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	
<b>Total . . . . .</b>		<b>24</b>

## TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) MINOR FOR SECONDARY TEACHERS

Required Courses		Credit Hours
ENG-319	Advanced Grammar . . . . .	3
LIN-225	Introduction to Linguistics . . . . .	3
LIN-371	Second Language Acquisition . . . . .	3
LIN-372	Sociolinguistics . . . . .	3
LIN-465	TESOL Methodology . . . . .	3
EDU-489	TESOL Practicum . . . . .	6
<b>Total . . . . .</b>		<b>21</b>

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 64 for codes)

- EDU-220 Foundations of Education & Clinical Experience 4/1**  
This course is the foundational course for students considering professional teaching as a vocation. An overview will be presented of the structure and function of schools, skills, knowledge, philosophies, core teaching practices, and dispositions required of effective classroom teachers. A framework for teaching will be developed through an introduction to planning, teaching, and assessment. Students will examine contemporary issues in education and consider their influence on PK-12 learners. Through a biblical worldview, students will make educational decisions relating to knowledge acquisition, curricular goals, and instructional resources while applying their beginning knowledge of students, learning theory, and content. The course and an incorporated field experience will provide the student with the basis for an informed decision about a vocation in teaching. *Prerequisite: ENG 114*
- EDU-221 Classroom Management & Teacher Assisted Practicum, Early Childhood 2/1**  
This course examines key factors that contribute to a successful learning environment for all learners. Topics include building positive and respectful teacher-student and peer relationships, designing standards for classroom behavior, developing methods for increasing on-task behavior, assessing student learning, and demonstrating professional responsibilities. Teacher candidates will apply principles of classroom management in an early childhood practicum setting.  
*Prerequisite: Professional Status for BA students. Corequisite: EDU 381*
- EDU-233 Foundations of Teaching the Exceptional Learner & Clinical Experience 3/2**  
This course addresses the foundations of teaching students with exceptional needs. Topics include common understanding of disabilities in children, including etiology, characteristics and classification, educational legislation, state-specific guidelines, and the collaboration between general and special educators. This course introduces the IEP process and accommodations for students with disabilities. These topics are addressed through a Christian worldview lens valuing each individual created in the image of God. Additionally, students will complete a field experience in a local educational environment, which will allow them to observe and analyze course content in a school setting.
- EDU-262 Educational Technology Integration 3/1**  
Teacher candidates learn to use a wide range of new and emerging technology tools for developing and enhancing student-centered classrooms and instruction based on the ISTE standards for students. The course requires completing various projects and assignments that introduce candidates to the multifaceted practices and demands of a 21st century K-12 educator and provides opportunities to show proficiencies in these areas. Teacher candidates will evaluate technology tools, trends, and best practices.
- EDU-265 Creativity for the Whole Learner 2/1**  
Teacher candidates will acquire knowledge of a variety of research-based instructional strategies associated with the arts and creativity and build their skills in designing developmentally appropriate, meaningful, art-integrated instruction for a diverse group of learners. An interdisciplinary and thematic approach to core teaching practices addressing how to teach, reinforce, and assess content through the arts and creativity will be emphasized.
- 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-220, Math Core and Conditional Status in the Teacher Education Program*
- EDU-321 Children's Literature and Writing Instruction, Age 5 - 3rd grade 3/4**  
This course explores the reading-writing connection, characteristics of quality children's literature, instructional strategies for teaching writing to children ages five to grade three, and the use of quality children's literature as mentor texts. A particular emphasis will be placed on strategies for creating quality learning experiences that use mentor texts as well as the development of instructional knowledge and skills to guide students through the writing process. This course supports teacher candidates' development to identify, select, and utilize quality children's literature as well as further their growth in writing instruction knowledge and skills. *Prerequisite: Professional Status and EDU 345*
- 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 Foundations of Early Childhood Education 3/2**  
 Teacher candidates will demonstrate knowledge of early childhood theorists, their impact on education, and how they can be applied to today's education of young children from birth to kindergarten. The candidates will evaluate a variety of early childhood curricula and its usefulness for today's early childhood programs. Candidates will understand the value of developmentally appropriate practices, authentic assessment, and play that encourages positive self-esteem, initiative, creativity, self-regulation, and positive attitudes toward learning. Teacher candidates will consider a variety of ethical dilemmas and how to approach each scenario utilizing the NAEYC Code of Ethical Standards to support their viewpoints.  
*Prerequisite: Conditional Status*
- EDU-334 Assessment of Exceptional Learners 3/2**  
 This course will take the student from the beginning stages of the special education referral process through placement qualification. Teacher candidates will be introduced to a variety of assessment tools, basic interpretation of data and a framework for reporting information. Students will gain knowledge of assessment as it relates to an individual education program. *Prerequisite: Professional Status and EDU 233; Co-requisite: EDU 338*
- EDU-335 Teaching the Exceptional Learner and Clinical Experience 4/2**  
 This course focuses on instructional approaches, strategies, and materials for addressing the academic needs of students with disabilities. Students will learn how to use data to make instructional decisions and monitor student growth in the academic content areas. Teacher candidates will use evidence-based teaching methods related to literacy instruction for students with reading disabilities (e.g., dyslexia, language-based learning disabilities) into guidelines for instruction and intervention. Emphasis is on applying an understanding of the English language and reading development to the implementation of structured literacy instruction. *Prerequisite: Conditional Status & EDU 233*
- EDU-338 Assessment and Diagnosis of Exceptional Learners 4/2**  
 This course will take the student from the beginning stages of the special education referral process through placement qualification. Teacher candidates 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. *Prerequisite: Professional Status and EDU 233*
- EDU-344 Content Area Literacy 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-220*
- EDU-345 Foundations of Literacy 4/1**  
 This course introduces the foundational and interconnected concepts that undergird literacy instruction, including learning theories, literacy development, research-based literacy instruction strategies, and student characteristics. A particular emphasis will be placed on how neuroscience findings can inform literacy assessments and instruction. This course supports teacher candidates' development of literacy instruction knowledge and skills. *Prerequisite: Conditional Status and EDU-220*
- EDU-346 Young Adult Literature and Writing Instruction, grades 4-6 4/2**  
 This course explores the reading-writing connection, characteristics of quality young adult literature, instructional strategies for teaching writing to students in grades four through six, and the use of quality young adult literature as mentor texts. A particular emphasis will be placed on strategies for creating quality learning experiences that use mentor texts as well as the development of instructional knowledge and skills to guide students through the writing process. This course supports teacher candidates' development to identify, select, and utilize quality young adult literature as well as further their growth in writing instruction knowledge and skills for teaching students in grades four through six. *Prerequisite: Professional Status and EDU-345*
- EDU-352 Teaching the Young Child 3/2**  
 Teacher candidates will demonstrate knowledge of curriculum materials, teaching methodologies, and classroom environments relating to the growth and development of the normal and exceptional child from birth through kindergarten. Candidates will examine the normal patterns of language acquisition of young children and its effect on teaching. Candidates will develop strategies for planning and implementing developmentally appropriate practices through play and learning experiences to foster growth in physical, cognitive, social, emotional, and spiritual/moral domains of development. *Prerequisite: Conditional Status*
- EDU-364 Equitable and Inclusive Education 3/1**  
 This course will consider the reality of diversity in the classroom and provide instructional theories and strategies to help the teacher candidates respond to the challenges that accompany this diversity. Issues relating to diverse populations include socioeconomic and cultural considerations, at-risk, and ethnic and racial groups. These topics will be studied within the context of a Christian worldview, with particular attention to issues of inclusion, equity and individual worth. Teacher candidates will learn how to build inclusive learning environments using the Universal Design for Learning approach, brain-based strategies, and other evidence-based strategies that engage and empower all learners. *Prerequisite: Conditional Status*
- EDU-365 Equitable and Inclusive Education Clinical Experience 1/2**  
 This course is designed to extend learning from EDU-364 through a clinical experience that brings teacher candidates into urban settings and provides an opportunity to apply their developing understanding and knowledge of diverse populations. *Prerequisite: Conditional Status (must be taken the same year as EDU-364)*

- EDU-371 Strategic Partnerships 3/2**  
Teacher candidates will understand the importance of communication and building relationships with the child's family and the community. Candidates will demonstrate knowledge of the multiple influences on development and learning of a child including cultural and linguistic context, economic conditions, individual development and gender, and family and community characteristics. Candidates will develop strategies for encouraging parent involvement, linking parents to supportive organizations within the community, and creating positive volunteer partnerships. *Prerequisite: Conditional Status*
- EDU-372 Learner-Centered Assessment 3/2**  
Teacher candidates will use ongoing systematic observation, documentation, screening tools, and other appropriate formative and summative assessment tools, and approaches embedded in assessment-related activities in curriculum and daily routines. Candidates will use a team-based, problem-solving approach using data to identify struggling learners early to improve student outcomes. Candidates will be able to describe the roles and responsibilities of other building and district professionals in the PK-12 school system (e.g., early childhood specialists, school psychologists, social workers, occupational therapists, speech and language pathologists, physical therapists, school counselors, reading specialists, and bilingual or English as a second language educator). Candidates will also understand their role as participants in developing, enacting, and assessing an Individualized Education Program (IEP) and 504 plan. *Prerequisite: Conditional Status and EDU 233*
- EDU-373 Teaching Infants and Toddlers & Clinical Experience 3/4**  
Teacher candidates will learn current research on child development and developmental theories as they relate specifically to children from conception to thirty-six months. These theories address the physical, cognitive, social, emotional, and spiritual/moral domains of development, presenting a comprehensive understanding of the whole child. Candidates will examine various observation and data collection techniques. These techniques are essential in coming to know, understand, and be able to plan for supporting and nurturing children's development. Teacher candidates will apply their working knowledge of child development to assess, plan, and implement developmentally appropriate activities and lessons to meet all domains of the typical and atypical developing infant and toddler. Candidates will identify and apply strategies to create positive and responsive relationships with infants and toddlers and their families including those whose cultures may differ from their own and children with developmental delays, disabilities, or other learning challenges. *Prerequisite: Conditional Status*
- EDU-381 The Learner and Learning 3/1**  
This course examines factors that influence the development of the whole learner. Teacher candidates will demonstrate knowledge of theories and principles of learning, motivation, classroom management, and assessment that apply to all learners. *Prerequisite: Professional Status. Corequisite: EDU-382 or EDU-221*
- EDU-386 Classroom Management & Teacher Assistant Practicum 3/1**  
This course examines key factors that contribute to a successful learning environment for all learners. Topics include building positive and respectful teacher-student and peer relationships, designing standards for classroom behavior, developing methods for increasing on-task behavior, assessing student learning, and demonstrating professional responsibilities. Teacher candidates will apply principles of classroom management in an elementary practicum setting. *Prerequisite: Professional Status. Corequisite: EDU-381*
- EDU-430 Student Teaching Capstone Seminar 3/1**  
This capstone seminar, which is taken concurrently with EDU-482-487, 491, provides student teachers with opportunities to self-assess, analyze, and reflect on their own teaching from a biblical worldview. Guest speakers and group discussions will examine topics such as learner supports, assessment literacy, cultural competence, social emotional learning, technology integration and other relevant topics. Student teachers will strengthen their knowledge, skills, and dispositions needed to address these topics in their professional practice, and they will develop a professional attitude that is reflective and centered on personal development as a teacher. Finally, in this course, student teachers will work to complete a capstone portfolio with artifacts showcasing their planning, assessment, instruction, and management skills. *Prerequisite: Professional Status and all coursework*
- 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-220*
- EDU-432 Current Issues in Learning Disabilities Education 3/2**  
This course will be an exploration of issues impacting the field of special education, including an understanding of collaboration; inclusion and the role para-educators play in supporting special needs students. Concurrent with EDU-434. *Prerequisite: EDU-233, EDU-335, EDU-338, Professional Status the Teacher Education Program.*
- EDU-434 Special Education Practicum & Seminar 6/2**  
This course is a school-based apprenticeship that allows observation, participation and analysis of the teaching and learning process in a Special Education classroom under the supervision of a practicing professional. Students will complete 180 hours in a local school district. *Prerequisite: Professional status and all Special Education courses completed*
- 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-345 and 448 (or concurrent with EDU-448); Secondary Prerequisite: EDU-344.*



- EDU-446 Early Literacy & Language Development (birth-age 5) & Clinical Experience 4/1**  
This course builds on foundational knowledge and skills presented in EDU 342, Foundations of Literacy. EDU 446 presents the theories and research-based instructional practices that support children from birth to age five to develop foundational literacy knowledge and skills. A particular emphasis will be placed on integrating literacy instruction into a variety of daily activities as well as effective practices that develop the physiological, emotional, and behavioral foundations of literacy development. This course further supports teacher candidates' development of early literacy instruction knowledge and skills. The coordinated clinical experience in the teacher candidates' teacher assistant practicum setting provides teacher candidates an opportunity to apply their developing early literacy instruction knowledge and skills. *Prerequisite: Professional Status, EDU 345*
- EDU-447 Teaching Literacy I (PK-3) & Clinical Experience 4/1**  
This course builds on foundational knowledge and skills presented in EDU 345 (Foundations of Literacy). It provides an in-depth and engaging exploration into reading and language arts instruction for students ages five through third grade. A particular emphasis will be placed on expanding knowledge and skills of formative assessment practices that inform instruction, teaching metacognition paired with read aloud protocols, developing explicit phonemic awareness, phonics, and vocabulary instruction, and creating a collaborative, literate rich learning environment. This course will support teacher candidates' development to assess students' current literacy knowledge and skill levels, create targeted literacy instruction, and cultivate supportive learning contexts through class activities, assignments, and clinical experiences. The supervised clinical experience in an appropriate early education setting provides teacher candidates an opportunity to apply their developing literacy instructional knowledge and skills. *Prerequisite: Professional Status and EDU 345*
- EDU-448 Teaching Literacy II (4-6) & Clinical Experience 4/1**  
This course builds on foundational knowledge and skills presented in EDU 342, Foundations of Literacy and EDU 441, Teaching Literacy I, Age Five to Third Grade. EDU 445 provides an in-depth and engaging exploration into reading and language arts instruction for students in grades four through six. A particular emphasis will be placed on developing knowledge and skills of formative assessment practices that inform instruction, teaching metacognition paired with reading comprehension strategies, teaching content area literacy skills, and creating collaborative learning experiences that build on students' experiences, strengths, and interests. This course supports teacher candidates' development in essential knowledge and skills to support literacy development in fourth through sixth grade students. The coordinated clinical experience in a fourth through sixth grade classroom in the teacher candidates' apprenticeship setting provides teacher candidates an opportunity to apply their developing literacy instructional knowledge and skills. *Prerequisite: Professional Status, EDU-345, and EDU-447*
- EDU-450 Teaching Science (PK-6) & Clinical Experience 3/1**  
Teacher candidates will examine, practice and apply 3-dimensional science teaching for the elementary classroom (PK-6). Emphasis will include examination on how the Framework for Science Education influences the Michigan Science Standards and the broader Next Generation Science Standards. Students will practice lesson planning and classroom instruction using the 3-dimensional science education model using phenomena to guide discovery and integration with other subject areas. The supervised clinical experience in an appropriate education setting provides teacher candidates an opportunity to apply their developing instructional knowledge and skills. *Prerequisite: Professional status, SCI 202, and SCI 212*
- EDU-453 Secondary Biology Practicum 3/6**  
Student will be involved in a school-based experience in biology under the guidance of a certified teacher of biology and under the supervision of a Cornerstone University professor. Biology Practicum may be used only with an Integrated Science Major. *Prerequisite: SCI-465. Application must be completed by the date designated by the Teacher Education office one semester prior to placement.*
- EDU-460 Teaching Social Studies (PK-6) & Clinical Experience 3/1**  
Teacher candidates will examine best practices in social studies curricula in the Primary (Pk-6), emphasizing the Michigan state standards and the C3 Framework for Social Studies. A focus on instructional methodologies that emphasize core teaching practices, the integration of social studies with other disciplines, inquiry-based learning, and the use of instructional technologies will be modeled and practiced. The supervised clinical experience in an appropriate education setting provides teacher candidates an opportunity to apply their developing instructional knowledge and skills. *Prerequisite: Professional Status, HIS-115, & HIS-211*
- EDU-461 Early Childhood Practicum - AA 3/1**  
This course is an early childhood apprenticeship that allows observation, participation and analysis of the teaching and learning process in an inclusive classroom under the supervision of a practicing professional. Students will complete 100 during this practicum experience.
- 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. *Application must be completed by the date designated by the Teacher Education office one semester prior to placement.*
- EDU-469 Secondary Chemistry Practicum 3/1**  
Student will be involved in a school-based experience in chemistry under the guidance of a certified teacher of chemistry and under the supervision of a Cornerstone University professor. Chemistry Practicum may be used only with a Biology major. *Application must be completed by the date designated by the Teacher Education office one semester prior to placement.*
- EDU-470 Directed Readings 1-3/6**  
Guided readings and reports in the student's areas of interest and need. *Prerequisite: approval of the director of Teacher Education, EDU-220.*

<b>EDU-480</b>	<b>Advanced Topics</b>	<b>1-4/6</b>
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-220.</i>		
<b>EDU-481</b>	<b>Early Intervention and Supports &amp; Practicum</b>	<b>6/6</b>
This course is an early childhood apprenticeship that allows observation, participation and analysis of the teaching and learning process in an inclusive classroom under the supervision of a practicing professional. Students will complete 180 during this practicum experience. <i>Prerequisites: Professional Status and all Early Childhood courses completed</i>		
<b>EDU-482</b>	<b>Student Teaching Internship</b>	<b>12/1</b>
Student teaching interns complete a full-time clinical experience by practicing the skills, dispositions, and responsibilities of a teacher in a K-12 classroom. The intern is supervised by a cooperating teacher and university supervisor for a minimum of 14 weeks. The intern is given opportunities to teach, plan, assess, manage, engage and support learners, and build relationships with students, colleagues, and families. By successfully applying their teaching knowledge, skills, and dispositions, interns will meet program and state performance standards. <i>Prerequisite: Professional Status and all coursework</i>		
<b>EDU-483</b>	<b>Elementary Student Teaching Internship/Cross-Cultural</b>	<b>12/6</b>
Application must be submitted by the date designated by the Teacher Education Office one year prior to placement.		
<b>EDU-484</b>	<b>Secondary Student Teaching Internship</b>	<b>12/1</b>
<b>EDU-485</b>	<b>Secondary Student Teaching Internship/Cross-Cultural</b>	<b>12/6</b>
Application must be submitted by the date designated by the Teacher Education Office one year prior to placement.		
<b>EDU-486</b>	<b>K-12 Student Teaching Internship</b>	<b>12/1</b>
<b>EDU-487</b>	<b>K-12 Student Teaching Internship/Cross-Cultural</b>	<b>12/6</b>
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. <i>Prerequisite: admission to the professional teaching semester and all course work completed. K-12 practicums require experience at both the elementary and secondary levels.</i>		
<b>EDU-483, 485, 487</b>	<b>Student Teaching Internship/Cross-Cultural</b>	<b>12/6</b>
The practicum for directed teaching with International/Cross-Cultural experience is for one semester and must include the full school day. Students will ensure application of the knowledge, skills, and attitudes to meet program and performance standards specified in detail in the Teacher education Handbook. By the end of this practicum, student teachers must demonstrate personal qualities related to teaching, ability to assess and evaluate, and a professional character. The student and instructor will develop an agreement that will specify the duration, setting and learning objectives of the International/Cross-Cultural experience. Students are required to provide their own transportation. <i>Prerequisite: Admission to the professional teaching semester and permission of the supervisor of practicum experiences.</i>		
<b>EDU-488</b>	<b>Advanced Internship in Teacher Education</b>	<b>2-6/1</b>
This enrichment-level supervised clinical practicum allows for a variety of experiences on and off campus, in another country or in a culturally diverse setting. The student and instructor will develop an agreement that will specify the duration, setting and learning objectives prior to granting the student permission to enroll in EDU 488. The expected outcomes and assessment criteria will also be included in the agreement. <i>Prerequisites: permission of the director of teacher education.</i>		
<b>EDU-489</b>	<b>TESOL Practicum &amp; Seminar</b>	<b>6/6</b>
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. <i>Application must be submitted by the date designated by the Teacher Education Office one semester prior to placement.</i>		
<b>EDU-490</b>	<b>Independent Study</b>	<b>1-3/6</b>
With faculty supervision, the student researches and reports on a topic or an area of interest. <i>Prerequisite: Approval of the director of Teacher Education.</i>		
<b>EDU-491</b>	<b>K-12 Music Student Teaching Internship</b>	<b>9/1</b>







# INDEX

Academic Assistance.....	31
Academic Calendar .....	4
Academic Grievance .....	33
Academic Integrity.....	32
Academic Information.....	31
Academic Probation, Suspension, and Dismissal.....	33
ACC Course Descriptions .....	88
Accounting Major .....	78
Admissions Policies .....	17
ARB Course Descriptions .....	136
Attendance Policy .....	34
Audio Production Major/Minor .....	97
Audit Policy .....	34
AuSable Institute .....	183
Bible, Religion & Ministry Division.....	67
Biblical Languages Minor .....	69
Biblical Studies Major/Minor .....	68
BIO Course Descriptions.....	176
Biology Major/Minor.....	164
Biology Major/Minor for Secondary Teachers .....	209
Board of Trustees.....	7
Broadcast Communication Major .....	99
BUS Course Descriptions .....	88
Business Administration Major/Minor .....	79
Business Economics Major/Minor .....	80
Business Finance Major/Minor .....	81
Business Management Major/Minor .....	83
Business Marketing Major/Minor .....	84
Business Division .....	77
Campus Housing.....	13
Campus Life.....	13
Campus Map .....	2
Campus Safety .....	14
Center for Career and Life Calling .....	34
Center for Academic Success .....	34
Chapel.....	14
Chemistry Minor .....	166
CHM Course Descriptions.....	177
CIS Course Descriptions .....	89
Classification of Students.....	35
CMI Course Descriptions.....	72

Coaching Minor.....	166
COM Course Descriptions.....	104
Commercial Music Major.....	98
Communication, Media & Music Division.....	95
Communication Studies Major/Minor.....	98, 100
Community Life.....	15
Computer Information Systems Major/Minor.....	80
Computer Science, Engineering and Mathematics Division.....	113
Computer Science Major/Minor.....	115
Consortium Programs.....	18
Cornerstone Confession.....	6
Counseling Services-The Well.....	15
Creative Writing Major/Minor.....	128
Creativity and Innovation Honors Institute.....	153
Creativity and Innovation Minor.....	149
Credit by Exam.....	35
CSC Course Descriptions.....	120
Dean's List.....	35
Degrees Offered.....	35
Designing a Program.....	63
Digital Media Major/Minor.....	100
Directed Reading.....	36
Discipleship Opportunities.....	15
Double Counting Policy.....	36
Drop/Add/Withdraw Course Policy.....	36
Dual Enrollment Program.....	18
Early Childhood Education.....	208-09
ECN Course Descriptions.....	90
ECO Course Descriptions.....	178
EDU Course Descriptions.....	214
EGR Course Descriptions.....	121
Elementary Education Programs.....	205
Emeritus Faculty.....	8
ENG Course Descriptions.....	136
Engineering Majors.....	117
English Minor.....	130
English Competency.....	37
English Major/Minor for Secondary Teachers.....	210
Enrollment Status.....	37
Environmental Biology Majors.....	166
Environmental Sustainability Minor.....	168
Exercise Science Majors.....	169
Family Studies Minor.....	188
Federal Financial Aid Programs.....	24
Film and Video Production Major/Minor.....	100
FIN Course Descriptions.....	91
Final Exams.....	37
Financial Information.....	21
FRN Course Descriptions.....	138
General Education Requirements.....	51
General Education Requirements for Teacher Education.....	204
General Science Minor.....	170
General Studies Major.....	149
GER Course Descriptions.....	138
Global Studies Requirement.....	37
Grades and Honor Points.....	38
Graduation Awards.....	38

Graduation Honors . . . . .	39
Graduation Requirements . . . . .	39
Graphic Design Major/Minor . . . . .	101
GRK Course Descriptions . . . . .	73
Health Services . . . . .	15
Health Services (A.S.) . . . . .	158
HEB Course Descriptions . . . . .	73
HIS Course Descriptions . . . . .	139
History and Civic Studies Major/Minor . . . . .	129
History of Cornerstone University . . . . .	5
Home-Educated Students . . . . .	19
HUM Course Descriptions . . . . .	141
Humanities Division . . . . .	127
IDS Course Descriptions . . . . .	154
Incomplete Grade . . . . .	40
Independent Enrollments . . . . .	40
Institutional Grant and Scholarship Programs . . . . .	25
Intercultural Studies Major/Minor . . . . .	69
Interdisciplinary Studies Major . . . . .	150
Interdisciplinary Studies Division . . . . .	147
Independent Study . . . . .	41
Integrated Comprehensive Science for Secondary Teachers . . . . .	211
Integrated Science Major for Secondary Teachers . . . . .	210
International Business Major/Minor . . . . .	83
International Students . . . . .	19
Internships . . . . .	41
Jterm Enrollment Policy . . . . .	41
KIN Course Descriptions . . . . .	178
Language Requirement . . . . .	41
LAT Course Descriptions . . . . .	141
Library Services (Miller Library) . . . . .	42
LIN Course Descriptions . . . . .	141
Linguistics Major/Minor . . . . .	129
Literature Major . . . . .	130
Majors . . . . .	61
MAT Course Descriptions . . . . .	124
Mathematics Major/Minor . . . . .	114
Mathematics Core Competency . . . . .	42
Mathematics Major/Minor for Secondary . . . . .	211
MDA Course Descriptions . . . . .	106
MGT Course Descriptions . . . . .	92
Ministry Major/Minor . . . . .	70
Minors . . . . .	62
Missions Aviation Major . . . . .	71
MKT Course Descriptions . . . . .	93
MTTC Tests . . . . .	203
Multicultural Organization . . . . .	16
MUA/MUP/MUS Course Descriptions . . . . .	108
Music Education Major . . . . .	103
Music Major/Minor . . . . .	103
Music Production Major . . . . .	102
Musical Activities . . . . .	16
Music: Worship Arts Major/Minor . . . . .	103
Non-Degree Admission . . . . .	19
Non-Discriminatory Policy . . . . .	12
Non-Profit Leadership Major/Minor . . . . .	86
Nursing Division . . . . .	157

NUR Course Descriptions	161
Off-Campus Programs	47
Orientation for New Students	42
OSA Course Descriptions	142
Payment of Bills	22
PHI Course Descriptions	142
Philosophy Major/Minor	131
PHY Course Descriptions	181
Physical Education Requirement	42
Post-Baccalaureate Students (Teacher Education)	200
Pre-Dental Major	171
Pre-Medical Major	172
Pre-Pharmacy Major	173
Pre-Physician's Assistant Major	174
Pre-Veterinary Major	175
President's Cabinet	7
Prior Learning Credit	43
Professional Writing Major/Minor	132
PSY Course Descriptions	193
Psychology Majors/Minor	188
Publishing Major/Minor	132
Readmission	19
Refunds	22
Registration Procedure	43
REL Course Descriptions	74
Re-Take Policy	43
Science and Kinesiology Division	163
SCI Course Descriptions	182
Secondary Education Programs	207
SOC Course Descriptions	195
Social Justice Minor	150
Social Science Division	187
Social Studies Group Major for Secondary Teachers	212
Social Work Major/Minor	191
SPA Course Descriptions	144
Spanish Major/Minor	133
Spanish Major/Minor for Elementary & Secondary Teachers	207, 213
Special Education (Learning Disabilities) K-12	211
Spiritual Formation	11
Sport Management Major/Minor	87
Strategic Communication Major	99
SSC Course Descriptions	143
Student Disability Services (SDS)	43
Student Teaching	200
SWK Course Descriptions	196
Summer Online Enrollment Policy	44
Table of Contents	3
Teacher Education Division	199
Teacher Education General Education Core	204
Teaching English as a Second Language (TESOL) Minor	213
Transcripts	44
Transfer Admission	19
Transfer Credit	44
Transfer of Majors and Minors	45
Veterans	45
Withdrawal from Institution	45
Writing Center	46

