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CORNERSTONE UNIVERSITY CATALOG

Welcome to Cornerstone University!

Dear student,

The LORD has placed a calling on your life. Whatever your age, your background, your story—He invites you to pursue it.

For over 80 years, CU has prepared and equipped individuals like you for your vocation, whether you are in school for the first time or studying for an advanced degree. We are committed to providing our students with well-rounded programs that cultivate knowledge, skill, and professionalism, all within a Christ-centered and student focused learning environment.

My prayer for you is that you follow the path the LORD has designed for you, and that Cornerstone may be a destination on that path toward your calling.

Sincerely,

Gerson Moreno-Riaño, Ph.D.
University President

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About the Catalog

Effective July 1, 2025 - Jun 30, 2026

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 2025-26 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.

Academic Calendar

The academic year is divided into three semesters of 15 weeks each. Students register for approximately 15-16 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.

Final Exams

Exam times for on-campus students 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. Exam times for online students are determined by faculty. 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.

2025-2026 Academic Year

Fall 2025 Term Dates

Event	Date
New Student Arrival Day	August 22
Residence Halls Open/Returning Students Move In	August 26
Classes Begin	August 27
Drop/Add	August 27-September 3
Internship Handshake Deadline	August 29
Labor Day (no classes)	September 1
Fall Break (residential students only)	October 13-14
Mid-Term	October 15-17
Registration Begins	October 15
Last day to withdraw from a class	November 12
Thanksgiving Break	November 26-28
Fall Classes Resume	December 1
Final Day of Classes	December 5
Final Exams	December 8-11
Residence Halls Close	December 11
Final Grades Due at Noon	December 16

1st 7-Week Online Session

Event	Date
Classes Begin	August 27
Drop/Add Period	August 27-September 3
Last day to withdraw from a class	September 24
First 7 Week Session Ends	October 14
Final Grades Due at noon (Tuesday)	October 20

2nd 7-Week Online Session

Event	Date
Classes Begin	October 22
Drop/Add Period	October 22-28
Last day to withdraw from a class	November 19
Second 7 Week Session Ends	December 9
Final Grades Due at noon (Tuesday)	December 16

Spring 2026 Term Dates

Event	Date
Residence Halls Open for J-Term	January 4
J-Term	January 5-16
Residence Halls Open for Spring Term	January 19
Martin Luther King Day (classes will not meet)	January 19
Classes Begin	January 20
Drop/Add	January 20-26
Internship Handshake Deadline	January 23
Spring Break	March 9-13
Classes Resume	March 16
Mid-Term	March 18-20
Registration Begins	March 18
Last day to withdraw from a class	April 7
Easter Break	April 3
Classes Resume	April 6

Celebration of Scholarship Event (daytime classes cancelled	April 23
Final Day of Classes	May 1
Final Exams	May 4-7
Residence Halls Close/Move Out	May 7
Commencement Ceremony	May 9
Spring Grades Due at Noon	May 12
Summer term	May 11-August 23, 2026

1st 7-Week Online Session

Event	Date
Classes Begin	January 20
Drop/Add Period	January 20-26
Last day to withdraw from a class	February 18
First 7 Week Session Ends	March 9
Final Grades due at noon (Tuesday)	March 16

2nd 7-Week Online Session

Event	Date
Classes Begin	March 17
Drop/Add Period	March 17-23
Last day to withdraw from a class	April 16
Second 7 Week Session Ends	May 4
Final Grades due at noon (Tuesday)	May 12

Accreditation

Accreditation provides assurance that a university is committed to the continuous improvement of its academic programs. Each designation shows that the college meets national standards and is held accountable for achieving its educational goals.

Cornerstone University—including Cornerstone Theological Seminary—is accredited by **The Higher Learning Commission (HLC) (https://www.hlcommission.org/General/mark-of-accreditation-status-verification.html?104108099+118097108105100097116105111110+108111103111046112110103+104116116112115058047047119119119046099111114110101114115116%2fiktmphDw19ZHGJ1HTmC9KmR2A1pkOuJw%3d)**. The HLC approved Cornerstone for accreditation on April 13, 1977.

In addition, the University currently holds memberships with the following organizations:

- **Commission on Collegiate Nursing Education (CCNE) (2023)**
- **Association of Theological Schools (since 2002)**
- **Council on Social Work Education (since 2004)**
- **Accreditation Council for Business Schools and Programs (ACBSP) (since 2019)**
- **Council for the Accreditation of Educator Preparation (CAEP) (since 2021)**
- **Council for Christian Colleges and Universities**
- **Council of Independent Colleges**
- **National Association of Independent Colleges and Universities**
- **Michigan Independent Colleges and Universities**
- **Michigan Department of Education**
- **West Michigan President's Compact Committee**

CORNERSTONE THEOLOGICAL SEMINARY

As a member in good standing with The Association of Theological Schools (ATS), Cornerstone Theological Seminary affirms the value of accrediting standards.

These standards foster attention to good practices within graduate theological education, providing a structure and guide for institutional integrity, accountability, self-assessment and improvement. Cornerstone Theological Seminary is committed to honoring these standards in the process and product of its endeavors in theological education. If a student identifies a violation of the accrediting standards of The Association of Theological Schools, they are encouraged to bring this matter to the attention of the CTS dean. If compliance with the accrediting standard is not achieved in a reasonable and credible manner, the student can bring this grievance to the attention of the accrediting agency. Specifically, the grievance should be made in writing and a copy should be sent to the dean. The grievance should be mailed to the following address:

The Association of Theological Schools
10 Summit Park Drive
Pittsburgh, Pennsylvania 15275-1110

Administration

Board of Trustees

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Dr. Gerson Moreno-Riaño (Ph.D), *President, Cornerstone University, Grand Rapids, MI*

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Dr. Lee D. Zuidema (D.D.S.), *Zuidema & Hess Family and Cosmetic Dentistry, Kentwood, MI*

Campus 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. Spiritual Formation and Christian Community 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 on the CU website (https://www.cornerstone.edu/student-life/resources/student-handbook/) or by contacting the office of Spiritual Formation.

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 Residence 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.

Babcock Hall was built in 1979 and is named after Dr. Wendell Babcock who served Cornerstone from 1955 to 1993. Over that time, he provided inspiration to hundreds of students as musician, choral director, and instructor of Bible and English. Babcock is co-ed by floor with female students on the first two floors, and male students on the third floor. Approximately 109 upperclassmen call Babcock home every year. This hall is considered "apartment-style", containing living units with a full kitchen facility, bathroom, two bedrooms, and a living area. Wi-fi and air conditioning are provided throughout the residence hall. Each floor has a laundry room, and the hall has a community lounge on the first floor where residents can watch tv, study, or just relax with friends.

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 second floor is available to male students, while the third floor is available to female students. The structure of the hall follows a suite format where two rooms, each housing two residents, are joined by a bathroom. Laundry facilities and Wi-Fi are available throughout the residence hall. There are two single-occupancy, barrier-free rooms, and an elevator to assist physically challenged students. The community lounges on the second and third floors provide space for students to interact, watch television or study.

Cook Hall, built in 2000, is named after Emajean "Pat" Cook, the devoted and loving wife of Peter Cook, a successful businessman whose philanthropic endeavors have included a gift in support of this residence hall. Cook Hall houses 136 female students, comprised of both new freshmen and upperclassmen. Residents live 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 and is co-ed by floor with female students on the first two floors, and male students on the third floor.. 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 is co-ed by floor, and houses approximately 80 upperclassmen. The first floor is available for male students and the second floor is available to female 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 female students and is one of the primary residence hall for freshmen. Pickitt offers newly renovated community style bathrooms. 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 on the first floor. 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 male freshmen 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. Van Osdel houses male students and offers a mix of new freshmen and upperclassmen. 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 ping pong 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, primarily to graduate students and 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 Campus Housing - campus.housing@cornerstone.edu or 616-222-1423.

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 and include laundry facilities.

Campus Safety

The mission of the Campus Safety Department is to promote a safe Christian environment for students, faculty, staff and guests to study, grow, work, live and visit. Our efforts involve service to and protection of our general campus community and all properties and assets therein. Campus Safety personnel provide 24/7/365 dispatch services, campus safety and security patrols. Campus Safety is located in the lower Corum. Photo ID cards are issued at this location for all students and employees as well. Safety officers proactively patrol the campus, 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 at 616-222-1525.

Chapel

Chapel is the spiritual heartbeat of our campus. It 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 include 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. We are intentional to do student life differently as we seek to belong and grow in Christian community.

Residence Life

The purpose of Residence Life is to:

- **Challenge** - toward spiritual, personal and educational growth
- **Connect** - in community for students to be known
- **Care** - through value-centered support.

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, build relationships, support one another and thrive together.

Commuter Life

Eating lunch, hanging out in the Corum, and connecting with other students is made easier for non-residential students through our Commuter Life program. The Community Life staff and student leaders 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 lounge for students to study, get information, or just hang out. Commuters also regularly use Rocky's Market to grab a snack or drink 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), 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. Previous locations include 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 Affairs

This department strives to promote biblical and theological awareness, acceptance and appreciation of culture - our own culture and the cultures of others. It encourages members of the Cornerstone community to seek a glocal (local and global) perspective from a Christian worldview, while providing opportunities for interaction, education and service. The mission is to equip individuals to learn, love, live and lead together.

University Community Commitment

Cornerstone seeks to create a student-focused learning community where Jesus Christ is central. Our core values and student handbook help define and motivate that type of community. Through our core values, we strive to be a Christian community that is Christ-centered, others-focused, relationship-oriented and excellence-driven.

Each year, every employee affirms and commits to the Cornerstone Confession, our biblical, foundational doctrinal statement.

Additionally, students at Cornerstone are expected to affirm their commitment to abide by the policies outlined in the CU Student Handbook. This document specifies these policies as well as the rationale behind them. It can be found on the CU website (https://www.cornerstone.edu/student-life/resources/student-handbook/).

Consumer Information

Family Education Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act of 1974 requires institutions to obtain written consent from a student prior to releasing information from the student's education record to most sources outside the university. It is allowable for a school to release directory information which includes name, address, e-mail address, phone number, date and place of birth, major field of study, dates of attendance, degrees and awards, cumulative hours, participation in officially recognized sports, and weight and height of athletes. As an enrolled student, you have the right to restrict the release of directory information. To restrict the release of directory information, you must complete a *Directory Information Restriction/Release Request* prior to the second week of your program by going to https://my.cornerstone.edu/groups/48/feed (https://my.cornerstone.edu/groups/48/feed/). At the Registrar's site, under Resources, click on Printable Forms and choose the *Directory Information Restriction/Release Request* form. All requests are forwarded to the registrar's office.

Equity in Athletics Disclosure

To view Cornerstone University's Equity in Athletics Disclosure report, go to http://ope.ed.gov/athletics (http://ope.ed.gov/athletics/). Simply enter Cornerstone University in the "Institution Name" field once you are on the selection screen. The report can also be viewed at https://cugoldeneagles.com/sports/2019/9/18/cornerstone-handbooks.aspx.

Campus Safety Report

To view the Cornerstone University crime statistics visit: www.cornerstone.edu/campus-safety (http://www.cornerstone.edu/campus-safety/).

Third Party Servicers

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

- ECSI – performs Perkins loan billing, servicing and NSLDS reporting functions
- National Student Loan Clearinghouse – reports enrollment data to the NSLDS
- Reliant Capital Solutions – collects on delinquent Perkins loans, Institutional loans and student accounts
- Williams and Fudge – collects on delinquent Perkins loans, Institutional loans and student accounts
- Merchants and Medical – collects on delinquent student accounts
- RMS – collects on delinquent Perkins loans, Institutional loans and student accounts

In addition, the following third-party servicers provide non-Title IV financial responsibilities:

- West Michigan Document Shredding – securely destroys student information that is no longer required to be retained
- Tree of Life Bookstore, Inc. – allows students to charge bookstore purchases to student accounts
- TMS/Nelnet – administers student payment plans

Drug and Alcohol Abuse Prevention

Cornerstone University complies with the Drug Free Schools and Communities Act of 1989.

Every Cornerstone University student has agreed to abstain from the possession and use of alcoholic beverages and illegal drugs while on campus or engaged in university activities. Failure to adhere to these standards will result in disciplinary action up to and including suspension, dismissal and possible referral for prosecution. In addition to prohibitions agreed upon in the lifestyle statement, municipal, state and federal laws strictly outline penalties for the illegal use, possession or distribution of alcohol and drugs. Specific references to the laws are

available in the Spiritual Formation office located in the Corum Student Union on campus.

Alcohol and drug information, referral, counseling and rehabilitation programs are available through a variety of on- and off-campus resources. Students who need help or know someone who would benefit from these resources may contact the director of student services in Professional & Graduate Studies, the counseling center or health services for more information.

Sexual Harassment and Discrimination

Believing that we are made in God's image and that harassment, in any form, is a violation of a person and the body of Christ, Cornerstone University does not tolerate harassment based on race, color, gender, national origin, age or disability.

This university community is fully committed to the moral teachings of Jesus Christ and to fostering an environment in which all persons have equal opportunity to work and pursue learning freely, whether in group settings or in close relationships between students, faculty and staff. Therefore, in accordance with biblical principles the university forbids and condemns any covert or overt acts of abuse, assault, harassment, or intimidation which interfere with these affirmations and commitments.

Definition of Harassment

Harassment is defined as discriminatory insult, intimidation, or ridicule based on age, disability, ethnic, gender, or racial harassment. It has the purpose, effect and potential to create an intimidating, offensive, or hostile environment, including stalking violations of the State of Michigan law and local ordinances. Additionally, it can unreasonably interfere with an individual's performance.

Sexual harassment includes behaviors that contribute to or create a hostile environment serving no scholarly, artistic, or educational purpose. It also includes such behaviors as unwelcome sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

- submission to such conduct is explicitly or implicitly made a term or condition of employment, instruction, or participation in any university activity;
- submission to or rejection of such conduct by an individual is used as the basis of evaluation in academic or employment decisions; or
- such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance, or of creating a hostile, intimidating or offensive environment.

Other forms of sexual harassment include:

- generalized sexist remarks or behaviors, such as demeaning remarks or actions that are directed at individuals or groups based on their gender;
- offensive sexual remarks or behaviors, such as lewd, obscene, or sexually suggestive remarks or actions which would be deemed offensive by a reasonable person in that situation, including displays of sexually offensive audio and visual materials; and
- sexual advances without intimidation that are accompanied by a promise of reward or a threat of punishment.

A student who encounters a situation in which harassment is believed to be involved should submit a report (either oral or in written form). All such complaints will be promptly and thoroughly investigated by the university. However, if a report is not made on a timely basis, an investigation of such alleged activity may be hindered.

Cornerstone Confession

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.

Educational Goals

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.

Faculty Emeriti

Faculty Emeriti

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

Bennett, 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

Gates, Raymond (1978-2019), Emeritus Professor of Biology; B.A (1973), Spring Arbor College; M.S. (1976), Central Michigan 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

King, Brenda (1976-2020), Emerita Professor of Sociology; B.A. (1970), Wilson College; M.R.E (1972), Grand Rapids Baptist Seminary; M.A. (1982), Western Michigan University; Ph.D. (2002), Western Michigan University

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

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

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

History of Cornerstone University

Cornerstone University, an evangelical Christian university, is committed to equipping students to effectively engage the cultures of our world for Christ. As a multi-denominational institution, Cornerstone University offers undergraduate and graduate programs on the Grand Rapids Campus or our Online Campus, with programs organized for all students within our six schools:

- Cornerstone Theological Seminary
- Asia Biblical Theological Seminary
- School of Business & Innovation
- School of Education & Human Services
- School of Health, Science, & Technology
- School of Ministry, Media & the Arts

The University also produces Cornerstone University Radio WCSG – 91.3 FM.

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. The Board of Trustees altered the name of the institution from Grand Rapids Baptist College and Seminary to Cornerstone College and Grand Rapids Baptist Seminary in 1993, changing the name to Cornerstone University in 1999. The name of the Seminary changed in 2023 from Grand Rapids Theological Seminary to Cornerstone Theological 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 for 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 regional accreditation. 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 to serve the expanding non-traditional student population of Michigan.

Cornerstone University currently enrolls more than 2,000 students, providing a Christ-centered education under the direction of our 12th president, Dr. Gerson Moreno-Riaño.

Identity, Mission and Vision

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.

Spiritual Formation and Christian Community

About Spiritual Formation

The office of Spiritual Formation and Christian Community seeks to cultivate a student experience that engages, develops and supports students to thrive holistically through a vibrant Christian community.

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"

- Global Outreach opportunities - 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
- Community Life - student activities, campus engagement, intramural sports and student organizations

"…by offering a student-focused learning community"

- Residence Life - Residence hall and commuter life programs, providing a transformative Christian community by connecting, challenging and caring for students.
- Counseling, Health and Wellness Services
- Multicultural Affairs - develops cultural awareness and competencies through seminars, student activities and mentoring opportunities. Supports international students and advances diversity engagement.

"…where Jesus Christ is central."

- Chapel
- Evensong - Sunday night worship events around campus
- Small groups and mentoring - Student bible study groups and mentoring opportunities contribute to spiritual maturation

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. We take seriously our role in cultivating the transformational work of Christ in the lives of students. 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:

Kevin Hall
Associate VP of Spiritual Formation & Christian Community | Title IX Coordinator

titleIX@cornerstone.edu

For questions/complaints regarding issues and incidents involving employees
Kathy Natelborg
Director of Human Resources | Title IX Deputy Coordinator
Welch Administration Building
kathy.natelborg@cornerstone.edu

For questions/complaints regarding issues and incidents involving students
Allie Brown
Director of Residence Life and Student Conduct | Title IX Deputy Coordinator
Corum Student Union

For questions regarding Campus Safety
Brian Cowell
Director of Campus Safety

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 2024-25 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

Cornerstone University takes seriously the health and wellbeing of students. Using prohibitions, awareness, training, sanctions, support, counseling and care, we seek to not only prevent drug and alcohol abuse, but also provide supportive interventions toward healing as needed. More information is available in the student handbook.

State Online Authorizations

Cornerstone University has been approved by the State of Michigan Department of Licensing and Regulatory Affairs to participate in the National Council for State Authorization Reciprocity Agreement (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. By participating in NC-SARA, Cornerstone University is able to offer online degree programs and courses to residents in other NC-SARA participating states.

For additional information on state authorization, visit www.cornerstone.edu/state-authorization (http://www.cornerstone.edu/state-authorization/).

University Lifestyle Expectations

Students who apply to Cornerstone University must agree to certain lifestyle expectations. While enrolled in courses, the student's ability to understand and articulate increasingly complex ideas and feelings is intentionally developed. Consequently, both oral and written communication should reflect and demonstrate this search for precision and accuracy. The use of crude, vulgar or offensive language is unacceptable in this community. Cornerstone University discourages involvement in any activity that may be of an immoral or degrading nature. The university will not tolerate harassment, threats of violence or violent actions in any of its programs or on its property. The historic and current commitment to the ideal of intellectual, spiritual and physical wellness precludes the use of tobacco, alcohol or the illicit use of any other controlled substance during university activities.

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- History (Minor) (p. 94)
- Interdisciplinary Studies (BA) (p. 94)
- Linguistics (Minor) (p. 94)
- Media Production (BA) (p. 94)
- Ministry (BA) (p. 95)
- Ministry (Minor) (p. 96)
- Ministry Leadership (BA-Online) (p. 96)
- Ministry Leadership (Minor - Online) (p. 96)
- Missions Aviation (BA) (p. 96)
- Music (Minor) (p. 97)
- Professional Writing (Minor) (p. 97)
- Publishing (Minor) (p. 97)
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Cornerstone Core

The Cornerstone Core

The Cornerstone University core curriculum reflects our commitment to our students as we teach them to understand, navigate, and ultimately influence and shape culture and society as Christ followers. Our goal is to educate bold Christ-centered influencers who embody the following:

- Expertise in their field of study and chosen vocation
- Exemplification of superb personal and professional ethics and integrity
- Excellence in written, verbal, and non-verbal communication
- Embodiment of strong relational intelligence and networking presence in diverse community contexts
- Integration of the gospel and Christian worldview in a sophisticated manner within their field of study, chosen vocation, and personal life
- Manifest a vibrant and mature relationship with Jesus Christ

The Cornerstone core curriculum is the foundation of that goal. The curriculum builds upon two first year courses, Academic Foundations and Christian Worldview, that induct students into the Cornerstone ethos and cast all aspects of their lives within the framework of the Christian worldview and, thus, the story of God's work in the world. All things are made by God and for His glory and we are called to be part of this creation venture.

The core courses are mutually reinforcing among themselves and with the courses in a student's chosen major. They are intended to provide our students with an opportunity to become well-rounded as they pursue our GOODLife questions (focusing on God, Others, Ourselves, our Dual citizenship, and the Good Life) that are threaded through the entire general education core. These questions will be answered from the perspective of multiple disciplines taught from the Christian worldview and are intended to form our students in their thoughts, words, and deeds.

Our students will take courses in Bible and theology, written and verbal communication, the arts and humanities, the empirical sciences, mathematics, social sciences, and global studies. The breadth of courses are intended to provide a broad and cumulatively deep understanding of God's creation.

The core curriculum culminates in a senior capstone course in the major that equips students to apply the skills and insights gained in the core and in their major to their chosen vocation in extraordinarily sophisticated ways. We intend all CU graduates to walk boldly as Christ-centered influencers wherever they go, and the combination of the core curriculum with a graduate's chosen major supports their ability to do so.

Our understanding of a Christian liberal arts education will also provide our students with the agility for an ever-changing job market, where graduates will work at several organizations and are likely to switch careers multiple times.

Associate of Arts

Early Childhood Education and TESOL

Code	Title	Hours
General Education Core		
First Year Experience		
CSU-107	ACADEMIC FOUNDATIONS	3
Oral Communication		
COM-112	COMMUNICATION IN CULTURE	3
Written Communication		
ENG-212	WRITING IN CULTURE	3
College Mathematics		
MAT-109	MATH FOR ELEM TEACHERS	4
History		
HIS-115	AMERICAN STUDIES	3
Social Science		
PSY-111	GENERAL PSYCHOLOGY	3
Old Testament (one of the following):		*3*
BBL-104	OLD TESTAMENT LITERATURE	
BBL-242	OLD TESTAMENT SURVEY 1	
BBL-244	OLD TESTAMENT SURVEY 2	
BBL-130	OT LITERATURE - BRM MAJORS	
BBL-231	MOSAIC LITERATURE	
New Testament (one of the following):		*3*
BBL-204	NEW TESTAMENT LITERATURE	
BBL-246	NEW TESTAMENT SURVEY 1	
BBL-248	NEW TESTAMENT SURVEY 2	
BBL-236	NT LITERATURE- BRM MAJOR	
BBL-232	THE GOSPELS	
Christian Worldview		
THE-102	CHRISTIAN WORLDVIEW	3
Lab science		

SCI-202	FOUND OF INTEGRATED SCIENCE I	4
Education Core[1]		
EDU-220	FOUNDATIONS OF EDU & CLINICAL EXPERIENC	4
EDU-262	EDUCATIONAL TECHNOLOGY INTEGRATION	3
EDU-347	CHILDREN'S LIT & WRITING INST	3
EDU-381	THE LEARNER AND LEARNING	3
Total Hours		**45**

[1] Twelve credit hours of Early Childhood/TESOL Core must be taken at Cornerstone.

Biblical Studies and General Studies

Code	Title	Hours
General Education Core		
First Year Experience (one of the following):		*3*
CSU-107	ACADEMIC FOUNDATIONS	
CSU-100	FOUNDATIONS OF INQUIRY [2]	
Oral Communication		
COM-112	COMMUNICATION IN CULTURE	3
Written Communication:		
ENG-212	WRITING IN CULTURE [1]	3
College Mathematics (one of the following):		*3*
MAT-110	COLLEGE MATHEMATICS [1]	
MAT-120	CONTEMPORARY MATH FOR BUSINESS [2]	
Social Science (one of the following):		*3*
PSY-111	GENERAL PSYCHOLOGY	
PSY-211	INTRODUCTION TO RELATIONSHIP	
PSY-221	INTERVIEWING & COUNSELING	
PSY-241	INTRO PSYCH THEORIES, HIST & SYSTEMS	
PSY-235	LIFESPAN DEV PSYCHOLOGY	
PSY-424	INTRODUCTION TO COUNSELING	
SOC-101	INTRO TO HUMAN SERVICES	
SOC-111	INTRO TO SOCIOLOGY	
SOC-201	INTERCULTURAL RELATIONS	
SOC-211	CURRENT SOCIAL ISSUES	
SOC-232	MARRIAGE AND FAMILY	
SOC-261	GRIEF & LOSS, DEATH & DYING	
SWK-111	INTRODUCTION TO SOCIAL WORK	
ECN-231	PRINCIPLES OF MACROECONOMICS	
ECN-232	PRINCIPLES OF MICROECONOMICS	
ECN-311	MANAGERIAL ECONOMICS	
SSC-161	WORLD GEOGRAPHY	
SSC-211	AMERICAN GOVERNMENT	
SSC-262	GEOGRAPHY OF NORTH AMERICA	
SSC-223	CULTURAL ANTHROPOLOGY	
Lab Science (choose one of the following:		*4*
SCI-261	ASTRONOMY	
SCI-262	GEOLOGY	
BIO-111	INTRO TO BIOLOGICAL SCIENCE	
BIO-151	GENERAL BIOLOGY	
BIO-161	HUMAN BIOLOGY	
BIO-225	BOTANY	
BIO-233	ZOOLOGY	
BIO-331	ORNITHOLOGY	
BIO-241	ANATOMY & PHYSIOLOGY I	
CHM-111	PRIN GENERAL CHEMISTRY	
ECO-241	ENVIRONMENTAL SCIENCE	
SCI-119	CONTEMP ISSUES IN SCIENCE & TECH [2]	
History (choose one of the following):		*3*
HIS-113	WORLD HISTORY TO 1500	
HIS-114	MAKING MODERN WORLD: 1500 TO PRESENT	
HIS-115	AMERICAN STUDIES	
HIS-211	MICHIGAN HISTORY	
HIS-221	UNITED STATES HISTORY I	
HIS-222	UNITED STATES HISTORY II	
HIS-225	MODERN WORLD HISTORY	
Christian Worldview		
THE-102	CHRISTIAN WORLDVIEW	3
Old Testament (one of the following):		*3*
BBL-104	OLD TESTAMENT LITERATURE	
BBL-242	OLD TESTAMENT SURVEY 1	
BBL-244	OLD TESTAMENT SURVEY 2	
BBL-130	OT LITERATURE - BRM MAJORS	
BBL-231	MOSAIC LITERATURE	
New Testament (one of the following):		*3*
BBL-204	NEW TESTAMENT LITERATURE	
BBL-246	NEW TESTAMENT SURVEY 1	
BBL-248	NEW TESTAMENT SURVEY 2	
BBL-236	NT LITERATURE- BRM MAJOR	
BBL-232	THE GOSPELS	
Total Hours		**31**

[1] All students must meet the university's competency requirements for writing and math before being placed into ENG-212 WRITING IN CULTURE and any math course above MAT-096 PRE-ALGEBRA.

[2] Online students only

Associate of Science

Health Services

Code	Title	Hours
General Education Core		
First Year Experience		
CSU-107	ACADEMIC FOUNDATIONS	3
Oral Communication		
COM-112	COMMUNICATION IN CULTURE	3
Written Communication		
ENG-212	WRITING IN CULTURE [1]	3
College Mathematics		
MAT-108	MATH FOR NURSING [1]	3
or MAT-121	COLLEGE ALGEBRA	
Social Science		
PSY-111	GENERAL PSYCHOLOGY	3

Lab Science		
BIO-151	GENERAL BIOLOGY	4
History (choose one of the following):		*3*
HIS-113	WORLD HISTORY TO 1500	
HIS-114	MAKING MODERN WORLD: 1500 TO PRESENT	
HIS-115	AMERICAN STUDIES	
HIS-211	MICHIGAN HISTORY	
HIS-221	UNITED STATES HISTORY I	
HIS-222	UNITED STATES HISTORY II	
HIS-225	MODERN WORLD HISTORY	
Christian Worldview		
THE-102	CHRISTIAN WORLDVIEW	3
Old Testament (one of the following):		*3*
BBL-104	OLD TESTAMENT LITERATURE	
BBL-242	OLD TESTAMENT SURVEY 1	
BBL-244	OLD TESTAMENT SURVEY 2	
BBL-130	OT LITERATURE - BRM MAJORS	
BBL-231	MOSAIC LITERATURE	
New Testament (one of the following):		*3*
BBL-204	NEW TESTAMENT LITERATURE	
BBL-246	NEW TESTAMENT SURVEY 1	
BBL-248	NEW TESTAMENT SURVEY 2	
BBL-236	NT LITERATURE- BRM MAJOR	
BBL-232	THE GOSPELS	
Total Hours		**31**

[1] All students must meet the university's competency requirements for writing and math before being placed into ENG-212 WRITING IN CULTURE and any math above MAT-096 PRE-ALGEBRA.

Business, Human Services

Code	Title	Hours
General Education Core		
First Year Experience (one of the following):		*3*
CSU-107	ACADEMIC FOUNDATIONS	
CSU-100	FOUNDATIONS OF INQUIRY [2]	
Oral Communication		
COM-112	COMMUNICATION IN CULTURE	3
Written Communication		
ENG-212	WRITING IN CULTURE [1]	3
College Mathematics (one of the following):		*3*
MAT-110	COLLEGE MATHEMATICS [1]	
MAT-120	CONTEMPORARY MATH FOR BUSINESS [2]	
Social Science (one of the following):		*3*
PSY-111	GENERAL PSYCHOLOGY	
PSY-211	INTRODUCTION TO RELATIONSHIP	
PSY-221	INTERVIEWING & COUNSELING	
PSY-241	INTRO PSYCH THEORIES, HIST & SYSTEMS	
PSY-235	LIFESPAN DEV PSYCHOLOGY	
PSY-424	INTRODUCTION TO COUNSELING	
SOC-101	INTRO TO HUMAN SERVICES	
SOC-111	INTRO TO SOCIOLOGY	
SOC-201	INTERCULTURAL RELATIONS	
SOC-211	CURRENT SOCIAL ISSUES	
SOC-232	MARRIAGE AND FAMILY	
SOC-261	GRIEF & LOSS, DEATH & DYING	
ECN-231	PRINCIPLES OF MACROECONOMICS	
ECN-232	PRINCIPLES OF MICROECONOMICS	
ECN-311	MANAGERIAL ECONOMICS	
SSC-161	WORLD GEOGRAPHY	
SSC-211	AMERICAN GOVERNMENT	
SSC-262	GEOGRAPHY OF NORTH AMERICA	
SSC-223	CULTURAL ANTHROPOLOGY	
Lab Science (choose one of the following:		*4*
SCI-261	ASTRONOMY	
SCI-262	GEOLOGY	
BIO-111	INTRO TO BIOLOGICAL SCIENCE	
BIO-151	GENERAL BIOLOGY	
BIO-161	HUMAN BIOLOGY	
BIO-225	BOTANY	
BIO-233	ZOOLOGY	
BIO-331	ORNITHOLOGY	
BIO-241	ANATOMY & PHYSIOLOGY I	
CHM-111	PRIN GENERAL CHEMISTRY	
ECO-241	ENVIRONMENTAL SCIENCE	
SCI-119	CONTEMP ISSUES IN SCIENCE & TECH [2]	
History (choose one of the following):		*3*
HIS-113	WORLD HISTORY TO 1500	
HIS-114	MAKING MODERN WORLD: 1500 TO PRESENT	
HIS-115	AMERICAN STUDIES	
HIS-211	MICHIGAN HISTORY	
HIS-221	UNITED STATES HISTORY I	
HIS-222	UNITED STATES HISTORY II	
HIS-225	MODERN WORLD HISTORY	
Christian Worldview		
THE-102	CHRISTIAN WORLDVIEW	3
Old Testament (one of the following):		*3*
BBL-104	OLD TESTAMENT LITERATURE	
BBL-242	OLD TESTAMENT SURVEY 1	
BBL-244	OLD TESTAMENT SURVEY 2	
BBL-130	OT LITERATURE - BRM MAJORS	
BBL-231	MOSAIC LITERATURE	
New Testament (one of the following):		*3*
BBL-204	NEW TESTAMENT LITERATURE	
BBL-246	NEW TESTAMENT SURVEY 1	
BBL-248	NEW TESTAMENT SURVEY 2	
BBL-236	NT LITERATURE- BRM MAJOR	
BBL-232	THE GOSPELS	
Total Hours		**31**

[1] All students must meet the university's competency requirements for writing and math before being placed into ENG-212 WRITING IN CULTURE and any math course above MAT-096 PRE-ALGEBRA.

[2] Online students only

Bachelor of Arts

Code	Title	Hours
First Year Experience (one of the following):		*3*
CSU-107	ACADEMIC FOUNDATIONS	
CSU-100	FOUNDATIONS OF INQUIRY [2]	
Oral Communication		
COM-112	COMMUNICATION IN CULTURE	3
Written Communication		
ENG-212	WRITING IN CULTURE [1]	3
Advanced Communication or Writing (one of the following):		*3*
ENG-223	INTRODUCTION TO LITERATURE	
ENG-226	INTRO TO CREATIVE WRITING	
ENG-227	INTRO TO PROFESSIONAL WRITING	
ENG-310	GRANT WRITING	
ENG-313	FEATURE WRITING	
ENG-315	POETRY WRITING	
ENG-316	FICTION WRITING	
ENG-317	CREATIVE NON-FICTION	
ENG-318	INTRODUCTION TO EDITING	
ENG-319	ADVANCED GRAMMAR	
ENG-320	ADVANCED WRITING WORKSHOP	
COM-201	NEWSWRITING	
ENG-324	LITERACY MODERN/ANGLO-AMER WRITERS	
ENG-326	CONTEMPORARY LITERATURE	
ENG-327	INTRO TO PUBLISHING	
ENG-328	SELECTED AUTHORS AND ERAS	
ENG-329	SELECTED TOPICS IN PROF WRITING	
ENG-334	AMERICAN RENAISSANCE IN 19TH CENTURY	
ENG-342	BRITISH ROMANTIC & VICTORIAN LITERATURE	
ENG-344	BRITISH LITERATURE TO 1700	
ENG-347	RELIGIOUS AUTHORS	
ENG-353	LINGUISTIC HISTORY OF ENGLISH LANGUAGE	
ENG-361	HOLOCAUST LITERATURE	
ENG-363	C S LEWIS/HIS LIFE OF FAITH	
ENG-364	WRITERS AND STYLES	
COM-212	INTERPERSONAL COMMUNICATION	
COM-215	PUBLIC RELATIONS	
COM-244	VOICE & ON CAMERA PERFORMANCE	
COM-311	INTER-CULTURAL COMMUNICATION	
COM-312	PERSUASION	
COM-315	COMMUNICATION THEORY	
COM-321	GROUP COMMUNICATION	
COM-322	INNOVATIVE MESSAGE PRESENTATION	
COM-326	ORGANIZATIONAL COMMUNICATION	
COM-339	SOCIAL MEDIA	
COM-433	NONVERBAL COMMUNICATION	
COM-435	THE AVERSIVE SIDE OF COMMUNICATION	
College Mathematics (one of the following): [1]		*3*
MAT-110	COLLEGE MATHEMATICS	
MAT-120	CONTEMPORARY MATH FOR BUSINESS [2]	
MAT-121	COLLEGE ALGEBRA	
MAT-122	PRE-CALCULUS	
MAT-131	CALCULUS I	
Social Science (choose two from different disciplines):		*6*
PSY-111	GENERAL PSYCHOLOGY	
PSY-211	INTRODUCTION TO RELATIONSHIP	
PSY-221	INTERVIEWING & COUNSELING	
PSY-235	LIFESPAN DEV PSYCHOLOGY	
PSY-241	INTRO PSYCH THEORIES, HIST & SYSTEMS	
PSY-424	INTRODUCTION TO COUNSELING	
SOC-101	INTRO TO HUMAN SERVICES	
SOC-111	INTRO TO SOCIOLOGY	
SOC-201	INTERCULTURAL RELATIONS	
SOC-211	CURRENT SOCIAL ISSUES	
SOC-232	MARRIAGE AND FAMILY	
SOC-261	GRIEF & LOSS, DEATH & DYING	
ECN-231	PRINCIPLES OF MACROECONOMICS	
ECN-232	PRINCIPLES OF MICROECONOMICS	
ECN-311	MANAGERIAL ECONOMICS	
SSC-161	WORLD GEOGRAPHY	
SSC-211	AMERICAN GOVERNMENT	
SSC-223	CULTURAL ANTHROPOLOGY	
SSC-262	GEOGRAPHY OF NORTH AMERICA	
Lab Science (one of the following):		*4*
SCI-119	CONTEMP ISSUES IN SCIENCE & TECH [2]	
SCI-261	ASTRONOMY	
SCI-262	GEOLOGY	
BIO-111	INTRO TO BIOLOGICAL SCIENCE	
BIO-151	GENERAL BIOLOGY	
BIO-161	HUMAN BIOLOGY	
BIO-225	BOTANY	
BIO-233	ZOOLOGY	
BIO-331	ORNITHOLOGY	
BIO-241	ANATOMY & PHYSIOLOGY I	
CHM-111	PRIN GENERAL CHEMISTRY	
ECO-241	ENVIRONMENTAL SCIENCE	
History (one of the following):		*3*
HIS-113	WORLD HISTORY TO 1500	
HIS-114	MAKING MODERN WORLD: 1500 TO PRESENT	
HIS-115	AMERICAN STUDIES	
HIS-221	UNITED STATES HISTORY I	
HIS-222	UNITED STATES HISTORY II	
HIS-225	MODERN WORLD HISTORY	
Christian Worldview		
THE-102	CHRISTIAN WORLDVIEW	3
Old Testament (one of the following):		*3*
BBL-104	OLD TESTAMENT LITERATURE	

BBL-242	OLD TESTAMENT SURVEY 1	
BBL-244	OLD TESTAMENT SURVEY 2	
BBL-130	OT LITERATURE - BRM MAJORS	
BBL-231	MOSAIC LITERATURE	
New Testament (one of the following):		*3*
BBL-204	NEW TESTAMENT LITERATURE	
BBL-246	NEW TESTAMENT SURVEY 1	
BBL-248	NEW TESTAMENT SURVEY 2	
BBL-236	NT LITERATURE- BRM MAJOR	
BBL-232	THE GOSPELS	
Philosophy		
PHI-211	PHILOSOPHY IN CULTURE	3
Arts (one of the following):		*3*
HUM-311	IMAGINATION IN CULTURE	
EDU-265	CREATIVITY FOR WHOLE LEARNER	
ENG-223	INTRODUCTION TO LITERATURE	
ENG-226	INTRO TO CREATIVE WRITING	
FAR-211	INTRODUCTION TO FINE ARTS	
MUS-110	MUSIC FUNDAMENTALS	
MUS-221	MUSIC HIS, LIT & FORM I	
MUS-222	MUSIC HISTORY/LIT. II	
Theology (one of the following):		*3*
THE-352	CHRISTIAN BELIEFS & HISTORY	
THE-354	THEOLOGY I	
THE-356	THEOLOGY II	
THE-238	CHRISTIAN DOCTRINE 1	
THE-345	CHRISTIAN DOCTRINE II	
Global Studies		
LIN-100	LANGUAGE IN CULTURE	3
Total Hours		**49**

[1] All students must meet the university's competency requirements for writing and math before being placed into ENG-212 WRITING IN CULTURE and any math above MAT-096 PRE-ALGEBRA.

[2] Online students only

Bachelor of Science

Code	Title	Hours
First Year Experience (one of the following):		*3*
CSU-107	ACADEMIC FOUNDATIONS	
CSU-100	FOUNDATIONS OF INQUIRY [2]	
Oral Communication		
COM-112	COMMUNICATION IN CULTURE	3
Written Communication:		
ENG-212	WRITING IN CULTURE [1]	3
College Mathematics (one of the following): [1]		*3*
MAT-109	MATH FOR ELEM TEACHERS (Teacher Education students only)	
MAT-110	COLLEGE MATHEMATICS	
MAT-120	CONTEMPORARY MATH FOR BUSINESS [2]	
MAT-121	COLLEGE ALGEBRA	
MAT-122	PRE-CALCULUS	
MAT-131	CALCULUS I	
Social Science (one of the following):		*3*
PSY-111	GENERAL PSYCHOLOGY (Teacher Education students must take this course)	
PSY-211	INTRODUCTION TO RELATIONSHIP	
PSY-221	INTERVIEWING & COUNSELING	
PSY-235	LIFESPAN DEV PSYCHOLOGY	
PSY-424	INTRODUCTION TO COUNSELING	
SOC-101	INTRO TO HUMAN SERVICES	
SOC-111	INTRO TO SOCIOLOGY	
SOC-201	INTERCULTURAL RELATIONS	
SOC-211	CURRENT SOCIAL ISSUES	
SOC-232	MARRIAGE AND FAMILY	
SOC-261	GRIEF & LOSS, DEATH & DYING	
ECN-231	PRINCIPLES OF MACROECONOMICS	
ECN-232	PRINCIPLES OF MICROECONOMICS	
ECN-311	MANAGERIAL ECONOMICS	
SSC-161	WORLD GEOGRAPHY	
SSC-223	CULTURAL ANTHROPOLOGY	
SSC-211	AMERICAN GOVERNMENT	
SSC-262	GEOGRAPHY OF NORTH AMERICA	
Lab Science (one of the following):		*4*
SCI-119	CONTEMP ISSUES IN SCIENCE & TECH [2]	
SCI-202	FOUND OF INTEGRATED SCIENCE I (Elementary Ed Students only)	
SCI-261	ASTRONOMY	
SCI-262	GEOLOGY	
BIO-111	INTRO TO BIOLOGICAL SCIENCE	
BIO-151	GENERAL BIOLOGY	
BIO-161	HUMAN BIOLOGY	
BIO-233	ZOOLOGY	
BIO-225	BOTANY	
BIO-331	ORNITHOLOGY	
BIO-241	ANATOMY & PHYSIOLOGY I	
CHM-111	PRIN GENERAL CHEMISTRY	
ECO-241	ENVIRONMENTAL SCIENCE	
History (one of the following):		*3*
HIS-113	WORLD HISTORY TO 1500	
HIS-114	MAKING MODERN WORLD: 1500 TO PRESENT	
HIS-115	AMERICAN STUDIES	
HIS-211	MICHIGAN HISTORY	
HIS-221	UNITED STATES HISTORY I	
HIS-222	UNITED STATES HISTORY II	
HIS-225	MODERN WORLD HISTORY	
Christian Worldview		
THE-102	CHRISTIAN WORLDVIEW	3
Old Testament (one of the following):		*3*
BBL-104	OLD TESTAMENT LITERATURE	
BBL-242	OLD TESTAMENT SURVEY 1	
BBL-244	OLD TESTAMENT SURVEY 2	
BBL-130	OT LITERATURE - BRM MAJORS	
BBL-231	MOSAIC LITERATURE	
New Testament (one of the following):		*3*

BBL-204	NEW TESTAMENT LITERATURE	
BBL-246	NEW TESTAMENT SURVEY 1	
BBL-248	NEW TESTAMENT SURVEY 2	
BBL-236	NT LITERATURE- BRM MAJOR	
BBL-232	THE GOSPELS	
Philosophy		
PHI-211	PHILOSOPHY IN CULTURE	3
Additional Science or Health (3 credits minimum, choose from the following):		*3-4*
KIN-100	TOTAL FITNESS & WELLNESS (Must be taken with (1) credit activity co-requisite)	
KIN-102	PERSONAL WELLNESS	
SCI-311	SCIENCE IN CULTURE	
SCI-345	GLOBAL HEALTH & EPIDEMIOLOGY	
SCI-361	EVOLUTION & ORIGINS	
CHM-111	PRIN GENERAL CHEMISTRY	
CHM-121	GENERAL CHEMISTRY I	
SCI-261	ASTRONOMY	
SCI-262	GEOLOGY	
BIO-111	INTRO TO BIOLOGICAL SCIENCE	
BIO-151	GENERAL BIOLOGY	
BIO-161	HUMAN BIOLOGY	
BIO-225	BOTANY	
BIO-233	ZOOLOGY	
BIO-331	ORNITHOLOGY	
BIO-241	ANATOMY & PHYSIOLOGY I	
ECO-241	ENVIRONMENTAL SCIENCE	
Arts (one of the following):		*3*
FAR-211	INTRODUCTION TO FINE ARTS	
EDU-265	CREATIVITY FOR WHOLE LEARNER	
HUM-311	IMAGINATION IN CULTURE	
ENG-223	INTRODUCTION TO LITERATURE	
ENG-226	INTRO TO CREATIVE WRITING	
MUS-110	MUSIC FUNDAMENTALS	
MUS-221	MUSIC HIS, LIT & FORM I	
MUS-222	MUSIC HISTORY/LIT. II	
Theology (one of the following):		*3*
THE-352	CHRISTIAN BELIEFS & HISTORY	
THE-354	THEOLOGY I	
THE-356	THEOLOGY II	
THE-238	CHRISTIAN DOCTRINE 1	
THE-345	CHRISTIAN DOCTRINE II	
Global Studies (one of the following): [3]		*3*
BUS-317	INTERNATIONAL BUSINESS	
COM-311	INTER-CULTURAL COMMUNICATION	
ECN-335	INTERMEDIATE MACROECONOMICS	
LIN-100	LANGUAGE IN CULTURE	
MGT-339	INTERNATIONAL MANAGEMENT	
MKT-359	INTERNATIONAL MARKETNG	
PSY-448	CROSS-CULTURAL PSYCHOLOGY	
SOC-417	HUMAN DIVERSITY	
SSC-312	CONTEMP GLOBAL ISSUES	
SWK-417	HUMAN DIVERSITY	
BUS-318	GLOBAL BUSINESS PERSPECTIVES	
PSY-332	CROSS-CULTURAL PSYCHOLOGY	
Total Hours		**46-47**

1 All students must meet the university competencies in writing before being placed in ENG-212 WRITING IN CULTURE or any math course above MAT-096 PRE-ALGEBRA.
2 Online students only
3 For more options, see Global Studies Requirement (p. 147).

Bachelor of Science in Engineering

Code	Title	Hours
First Year Experience (one of the following):		
CSU-107	ACADEMIC FOUNDATIONS	3
Oral Communication		
COM-112	COMMUNICATION IN CULTURE	3
Written Communication		
ENG-212	WRITING IN CULTURE [1]	3
Mathematics		
MAT-131	CALCULUS I [1]	4
Social Science (one of the following):		*3*
PSY-111	GENERAL PSYCHOLOGY	
PSY-211	INTRODUCTION TO RELATIONSHIP	
PSY-221	INTERVIEWING & COUNSELING	
PSY-235	LIFESPAN DEV PSYCHOLOGY	
PSY-241	INTRO PSYCH THEORIES, HIST & SYSTEMS	
PSY-424	INTRODUCTION TO COUNSELING	
SOC-101	INTRO TO HUMAN SERVICES	
SOC-111	INTRO TO SOCIOLOGY	
SOC-201	INTERCULTURAL RELATIONS	
SOC-211	CURRENT SOCIAL ISSUES	
SOC-232	MARRIAGE AND FAMILY	
SOC-261	GRIEF & LOSS, DEATH & DYING	
ECN-231	PRINCIPLES OF MACROECONOMICS	
ECN-232	PRINCIPLES OF MICROECONOMICS	
ECN-311	MANAGERIAL ECONOMICS	
SSC-161	WORLD GEOGRAPHY	
SSC-211	AMERICAN GOVERNMENT	
SSC-223	CULTURAL ANTHROPOLOGY	
SSC-262	GEOGRAPHY OF NORTH AMERICA	
Lab Science		
CHM-111	PRIN GENERAL CHEMISTRY	4
History (one of the following):		*3*
HIS-113	WORLD HISTORY TO 1500	
HIS-114	MAKING MODERN WORLD: 1500 TO PRESENT	
HIS-115	AMERICAN STUDIES	
HIS-211	MICHIGAN HISTORY	
HIS-221	UNITED STATES HISTORY I	
HIS-222	UNITED STATES HISTORY II	

HIS-225	MODERN WORLD HISTORY	
Christian Worldview		
THE-102	CHRISTIAN WORLDVIEW	3
Old Testament (one of the following):		*3*
BBL-104	OLD TESTAMENT LITERATURE	
BBL-242	OLD TESTAMENT SURVEY 1	
BBL-244	OLD TESTAMENT SURVEY 2	
BBL-130	OT LITERATURE - BRM MAJORS	
BBL-231	MOSAIC LITERATURE	
New Testament (one of the following):		*3*
BBL-204	NEW TESTAMENT LITERATURE	
BBL-246	NEW TESTAMENT SURVEY 1	
BBL-248	NEW TESTAMENT SURVEY 2	
BBL-236	NT LITERATURE- BRM MAJOR	
BBL-232	THE GOSPELS	
Philosophy		
PHI-211	PHILOSOPHY IN CULTURE	3
Additional science elective		
PHY-221	PHYSICS FOR SCI & ENGINEERS I	5
Arts (one of the following):		*3*
HUM-311	IMAGINATION IN CULTURE	
ENG-223	INTRODUCTION TO LITERATURE	
ENG-226	INTRO TO CREATIVE WRITING	
FAR-211	INTRODUCTION TO FINE ARTS	
MUS-110	MUSIC FUNDAMENTALS	
MUS-221	MUSIC HIS, LIT & FORM I	
MUS-222	MUSIC HISTORY/LIT. II	
Theology (one of the following):		*3*
THE-352	CHRISTIAN BELIEFS & HISTORY	
THE-354	THEOLOGY I	
THE-356	THEOLOGY II	
THE-238	CHRISTIAN DOCTRINE 1	
THE-345	CHRISTIAN DOCTRINE II	
Global Studies (one of the following): [2]		*3*
BUS-317	INTERNATIONAL BUSINESS	
COM-311	INTER-CULTURAL COMMUNICATION	
ECN-335	INTERMEDIATE MACROECONOMICS	
LIN-100	LANGUAGE IN CULTURE	
MGT-339	INTERNATIONAL MANAGEMENT	
MKT-359	INTERNATIONAL MARKETNG	
PSY-448	CROSS-CULTURAL PSYCHOLOGY	
SOC-417	HUMAN DIVERSITY	
SSC-312	CONTEMP GLOBAL ISSUES	
SWK-417	HUMAN DIVERSITY	
BUS-318	GLOBAL BUSINESS PERSPECTIVES	
PSY-332	CROSS-CULTURAL PSYCHOLOGY	
Total Hours		**49**

[1] All students must meet the university competencies in writing and math before being placed in ENG-212 WRITING IN CULTURE and any math course aboveMAT-096 PRE-ALGEBRA.

[2] For more options, see Global Studies Requirement (p. 147).

Bachelor of Science in Nursing

Code	Title	Hours
First Year Experience		
CSU-107	ACADEMIC FOUNDATIONS	3
Oral Communication		
COM-112	COMMUNICATION IN CULTURE	3
Written Communication		
ENG-212	WRITING IN CULTURE [1]	3
College Mathematics		
MAT-108	MATH FOR NURSING [1]	3
or MAT-121	COLLEGE ALGEBRA	
Social Science		
PSY-111	GENERAL PSYCHOLOGY	3
Lab Science		
BIO-151	GENERAL BIOLOGY	4
History (one of the following):		*3*
HIS-113	WORLD HISTORY TO 1500	
HIS-114	MAKING MODERN WORLD: 1500 TO PRESENT	
HIS-115	AMERICAN STUDIES	
HIS-221	UNITED STATES HISTORY I	
HIS-222	UNITED STATES HISTORY II	
HIS-225	MODERN WORLD HISTORY	
Christian Worldview		
THE-102	CHRISTIAN WORLDVIEW	3
Old Testament (one of the following):		*3*
BBL-104	OLD TESTAMENT LITERATURE	
BBL-242	OLD TESTAMENT SURVEY 1	
BBL-244	OLD TESTAMENT SURVEY 2	
BBL-130	OT LITERATURE - BRM MAJORS	
BBL-231	MOSAIC LITERATURE	
New Testament (one of the following):		*3*
BBL-204	NEW TESTAMENT LITERATURE	
BBL-246	NEW TESTAMENT SURVEY 1	
BBL-248	NEW TESTAMENT SURVEY 2	
BBL-236	NT LITERATURE- BRM MAJOR	
BBL-232	THE GOSPELS	
Philosophy		
PHI-211	PHILOSOPHY IN CULTURE	3
Additional science elective		
CHM-110	GEN/ORGANIS/BIO CHEM FOR HEALTH SERVICE	3
Arts (one of the following):		*3*
HUM-311	IMAGINATION IN CULTURE	
EDU-265	CREATIVITY FOR WHOLE LEARNER	
ENG-223	INTRODUCTION TO LITERATURE	
ENG-226	INTRO TO CREATIVE WRITING	
FAR-211	INTRODUCTION TO FINE ARTS	
MUS-110	MUSIC FUNDAMENTALS	
MUS-221	MUSIC HIS, LIT & FORM I	
MUS-222	MUSIC HISTORY/LIT. II	
Theology (one of the following):		*3*

THE-352	CHRISTIAN BELIEFS & HISTORY	
THE-354	THEOLOGY I	
THE-356	THEOLOGY II	
THE-238	CHRISTIAN DOCTRINE 1	
THE-345	CHRISTIAN DOCTRINE II	
Global Studies		
SCI-345	GLOBAL HEALTH & EPIDEMIOLOGY	3
Total Hours		**46**

[1] All students must meet the university competencies in writing and math before being placed in ENG-212 WRITING IN CULTURE and any math above MAT-096 PRE-ALGEBRA.

Bachelor of Social Work

Code	Title	Hours
First Year Experience		
CSU-107	ACADEMIC FOUNDATIONS	3
Oral Communication		
COM-112	COMMUNICATION IN CULTURE	3
Written Communication		
ENG-212	WRITING IN CULTURE [1]	3
Advanced Communication or Writing (one of the following):		*3*
ENG-223	INTRODUCTION TO LITERATURE	
ENG-226	INTRO TO CREATIVE WRITING	
ENG-227	INTRO TO PROFESSIONAL WRITING	
ENG-310	GRANT WRITING	
ENG-313	FEATURE WRITING	
ENG-315	POETRY WRITING	
ENG-316	FICTION WRITING	
ENG-317	CREATIVE NON-FICTION	
ENG-318	INTRODUCTION TO EDITING	
ENG-319	ADVANCED GRAMMAR	
ENG-320	ADVANCED WRITING WORKSHOP	
COM-201	NEWSWRITING	
ENG-324	LITERACY MODERN/ANGLO-AMER WRITERS	
ENG-326	CONTEMPORARY LITERATURE	
ENG-327	INTRO TO PUBLISHING	
ENG-328	SELECTED AUTHORS AND ERAS	
ENG-329	SELECTED TOPICS IN PROF WRITING	
ENG-334	AMERICAN RENAISSANCE IN 19TH CENTURY	
ENG-342	BRITISH ROMANTIC & VICTORIAN LITERATURE	
ENG-344	BRITISH LITERATURE TO 1700	
ENG-347	RELIGIOUS AUTHORS	
ENG-353	LINGUISTIC HISTORY OF ENGLISH LANGUAGE	
ENG-361	HOLOCAUST LITERATURE	
ENG-363	C S LEWIS/HIS LIFE OF FAITH	
ENG-364	WRITERS AND STYLES	
COM-212	INTERPERSONAL COMMUNICATION	
COM-215	PUBLIC RELATIONS	
COM-244	VOICE & ON CAMERA PERFORMANCE	
COM-311	INTER-CULTURAL COMMUNICATION	
COM-312	PERSUASION	
COM-315	COMMUNICATION THEORY	
COM-321	GROUP COMMUNICATION	
COM-322	INNOVATIVE MESSAGE PRESENTATION	
COM-326	ORGANIZATIONAL COMMUNICATION	
COM-339	SOCIAL MEDIA	
COM-433	NONVERBAL COMMUNICATION	
COM-435	THE AVERSIVE SIDE OF COMMUNICATION	
College Mathematics (one of the following): [1]		*3*
MAT-110	COLLEGE MATHEMATICS	
MAT-121	COLLEGE ALGEBRA	
MAT-122	PRE-CALCULUS	
MAT-131	CALCULUS I	
Social Science		
PSY-111	GENERAL PSYCHOLOGY	3
SOC-111	INTRO TO SOCIOLOGY	3
Lab Science (one of the following):		*4*
BIO-151	GENERAL BIOLOGY	
BIO-161	HUMAN BIOLOGY (Preferred)	
BIO-241	ANATOMY & PHYSIOLOGY I	
BIO-242	ANATOMY & PHYSIOLOGY II	
History (one of the following):		*3*
HIS-113	WORLD HISTORY TO 1500	
HIS-114	MAKING MODERN WORLD: 1500 TO PRESENT	
HIS-115	AMERICAN STUDIES	
HIS-221	UNITED STATES HISTORY I	
HIS-222	UNITED STATES HISTORY II	
HIS-225	MODERN WORLD HISTORY	
Christian Worldview		
THE-102	CHRISTIAN WORLDVIEW	3
Old Testament (one of the following):		*3*
BBL-104	OLD TESTAMENT LITERATURE	
BBL-242	OLD TESTAMENT SURVEY 1	
BBL-244	OLD TESTAMENT SURVEY 2	
BBL-130	OT LITERATURE - BRM MAJORS	
BBL-231	MOSAIC LITERATURE	
New Testament (one of the following):		*3*
BBL-204	NEW TESTAMENT LITERATURE	
BBL-246	NEW TESTAMENT SURVEY 1	
BBL-248	NEW TESTAMENT SURVEY 2	
BBL-236	NT LITERATURE- BRM MAJOR	
BBL-232	THE GOSPELS	
Philosophy		
PHI-211	PHILOSOPHY IN CULTURE	3
Arts (one of the following):		*3*
HUM-311	IMAGINATION IN CULTURE	
EDU-265	CREATIVITY FOR WHOLE LEARNER	
ENG-223	INTRODUCTION TO LITERATURE	
ENG-226	INTRO TO CREATIVE WRITING	

FAR-211	INTRODUCTION TO FINE ARTS	
MUS-110	MUSIC FUNDAMENTALS	
MUS-221	MUSIC HIS, LIT & FORM I	
MUS-222	MUSIC HISTORY/LIT. II	
Theology (one of the following):		*3*
THE-352	CHRISTIAN BELIEFS & HISTORY	
THE-354	THEOLOGY I	
THE-356	THEOLOGY II	
THE-238	CHRISTIAN DOCTRINE 1	
THE-345	CHRISTIAN DOCTRINE II	
Global Studies		
LIN-100	LANGUAGE IN CULTURE	3
Total Hours		**49**

Undergraduate Graduation Requirements

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

- Completion of Cornerstone Core. Required for all majors unless otherwise specified.
- **Associate of Arts and Associate of Science** degrees require a minimum of 60 credit hours.
- **Bachelor of Music** degree requires completion of 129 credit hours, including the hours prescribed for general education core and a major.
- **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 (if required).
- **Bachelor of Science in Engineering** degree requires completion of a minimum of 140 credit hours prescribed in general education core and a major.
- **Bachelor of Science in Nursing** degree requires completion of a minimum of 120 credit hours prescribed in general education core and major.
- 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.
- A grade of "C-" or better in ENG-212 Writing in Culture, ENG-118 Intro to Writing and Research, ENG-119 Professional Writing and COM-112 Communication In Culture.
- Transfer students must complete at least 25% of their degree at Cornerstone. 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.
- Completion of the Service Requirement for students seeking to graduate from the Grand Rapids (Main) campus, which includes 15 hours of service per academic year (two semesters). December graduates are exempt from the requirement for their final semester.
- A graduation application to the Registrar's Office.
- Social Science majors must complete the Senior Assessment Exam.

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

- Students in the teacher education program will not receive a graduation date and diploma until they complete their entire program, including student teaching.
- 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 and planned minors allowed for education students are not allowed for students graduating outside of the education program.
- 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.
- Students taking credit at an institution other than Cornerstone University must complete the work within the term of the student's intended graduation date (spring, summer or fall). Transfer work completed after that date will necessitate moving the graduation date to the next regularly occurring graduation date.

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.

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 purpose of 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 exclusively on work completed at Cornerstone University.

Commencement

- Commencement participation will be limited to those who have completed their degree program. Students who plan to have no more than two courses outstanding by the end of the spring semester may submit an appeal to the Registrar's Office to participate in commencement exercises.
- Students applying for prior learning must submit all assessment petitions by March 1 if those credits will be used to determine commencement eligibility.

School of Business & Innovation

On-Campus Majors

- Accounting (BS) (p. 25)
- Business Administration (BS) (p. 26)
- Business Economics (BS) (p. 27)
- Business Finance (BS) (p. 28)
- Business Management (BS) (p. 28)
- Creativity and Innovation Honors Major (Second Major Only) (p. 31)
- Sport Management (BS) (p. 33)

Online Majors

- Business Administration (BS - Online) (p. 26)
- Business Studies (AS - Online) (p. 30)
- Organizational Management (BA-Online) (p. 32)
- Strategic Business Management (BS - Online) (p. 34)

On-Campus or Online

- Business Data Analytics (BS) (p. 27)
- Business Marketing (BS) (p. 29)
- Healthcare Management (BS) (p. 31)

See* Accelerated Graduate Programs *(https://catalog.cornerstone.edu/graduate/accelerated-graduate-programs/) for information on working toward an MBA in Project Management as an undergraduate.

On-Campus Minors

- Accounting (Minor) (p. 26)
- Business Administration (Minor) (p. 26)
- Business Economics (Minor) (p. 28)
- Business Finance (Minor) (p. 28)
- Business Management (Minor) (p. 29)
- Business Marketing (Minor) (p. 30)
- Creativity and Innovation (Minor) (p. 30)
- Digital Marketing (Minor) (p. 31)
- International Business (Minor) (p. 32)
- Non-profit Leadership (Minor) (p. 32)
- Personal Certified Financial Planning ® (Minor) (p. 33)
- Sport Management (Minor) (p. 33)

Online Minors

- Business Administration & Leadership (Minor - Online) (p. 26)
- Organizational Management (Minor - Online) (p. 32)
- Project Management Training (Specialization) (p. 33)

On-Campus or Online

- Business Data Analytics (Minor) (p. 27)

Anthony, Marc R. (https://www.cornerstone.edu/faculty/marc-anthony/), Assistant Professor of Business

Baldridge, Alexandria R. (https://www.cornerstone.edu/faculty/alexandria-baldridge/), Assistant Professor of Business, Co-Director of the Creativity and Innovation Honors Institute

Degner, Jeffrey L. (https://www.cornerstone.edu/faculty/jeffery-degner/), (Dean) Associate Professor of Economics

Huckaby, Scott A. (https://www.cornerstone.edu/faculty/scott-huckaby/), Assistant Professor of Business

Larner, Donna (https://www.cornerstone.edu/faculty/donna-larner/), Assistant Professor of Business

McKelvey, Thomas, Assistant Professor of Finance

Perini, Donald P., (https://www.cornerstone.edu/faculty/don-perini/) Professor of Creativity and Innovation, Director of the Creativity and Innovation Honors Institute

Van Baale, Sarah, Assistant Professor of Business

Vanderveen, Steven K., (https://www.cornerstone.edu/faculty/steve-vanderveen/) Professor of Business Management

Accounting (BS)

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.

Bachelor of science in accounting

- **Cornerstone Core Requirements**
- **Major Requirements**

Major requirements

Code	Title	Hours
ACC-221	ACCOUNTING I	3
ACC-222	ACCOUNTING II	3
ACC-321	INTERMEDIATE ACCOUNTNG 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
or ACC-381	ACCOUNTING FIELD EXPERIENCE	
ACC-421	ADVANCED ACCOUNTING	3
ACC-423	AUDITING	3
BUS-111	INTRO TO BUSINESS	1
BUS-114	DATA ANALYSIS & VISUALIZATION	3
BUS-211	BUSINESS STATISTICS	3
BUS-361	BUSINESS LAW	3
CIS-211	FOUNDATIONS OF INFORMATION SYSTEMS	3
ECN-231	PRINCIPLES OF MACROECONOMICS	3
ECN-232	PRINCIPLES OF MICROECONOMICS	3
FIN-341	PRINCIPLES OF FINANCE	3
MGT-231	PRIN OF MANAGEMENT	3

MGT-432	CAPSTONE SEMINAR: STRATEGIC MANAGEMENT	3
MKT-251	PRINCIPLES OF MARKETING	3
Total Hours		**61**

Accounting (Minor)

Minor requirements

Code	Title	Hours
ACC-221	ACCOUNTING I	3
ACC-222	ACCOUNTING II	3
ACC-321	INTERMEDIATE ACCOUNTNG I	3
Choose four of the following:		12
ACC-322	INTERMEDIATE ACCOUNTING II	
ACC-327	TAXATION	
ACC-331	COST ACCOUNTING	
ACC-332	ACCOUNTING INFORMATION SYSTEMS	
ACC-421	ADVANCED ACCOUNTING	
ACC-423	AUDITING	
Total Hours		**21**

Business Administration & Leadership (Minor - Online)

Minor requirements

Code	Title	Hours
ECN-311	MANAGERIAL ECONOMICS	3
BUS-212	STATISTICS FOR MANAGERS	3
MKT-351	FUND OF APPL MARKETING MGMT	3
ACC-324	PRINCIPLES OF FINANCIAL ACCT	3
ACC-325	MANAGERIAL ACCOUNTING	3
FIN-345	FINANCIAL MANAGEMENT	3
Total Hours		**18**

Business Administration (BS - Online)

bachelor of science in business administration

- **Cornerstone Core Requirements**
- **Major Requirements**

Major requirements

Code	Title	Hours
ACC-221	ACCOUNTING I	3
ACC-222	ACCOUNTING II	3
BUS-111	INTRO TO BUSINESS	1
BUS-114	DATA ANALYSIS & VISUALIZATION	3
BUS-211	BUSINESS STATISTICS	3
BUS-361	BUSINESS LAW	3
BUS-469	CASE STUDY/ANALYSIS	3
ECN-231	PRINCIPLES OF MACROECONOMICS	3
ECN-232	PRINCIPLES OF MICROECONOMICS	3
FIN-341	PRINCIPLES OF FINANCE	3
MGT-231	PRIN OF MANAGEMENT	3
MGT-432	CAPSTONE SEMINAR: STRATEGIC MANAGEMENT	3
MKT-251	PRINCIPLES OF MARKETING	3
Choose two upper level electives in:		6
Accounting, Business, Economics, Finance, Management or Marketing		
Total Hours		**43**

Business Administration (BS)

Bachelor of science in business administration

- **Cornerstone Core Requirements**
- **Major Requirements (p. 26)**

Major requirements

Code	Title	Hours
ACC-221	ACCOUNTING I	3
ACC-222	ACCOUNTING II	3
BUS-111	INTRO TO BUSINESS	1
BUS-114	DATA ANALYSIS & VISUALIZATION	3
BUS-211	BUSINESS STATISTICS	3
BUS-361	BUSINESS LAW	3
BUS-380	INTERNSHIP	3
or BUS-381	BUSINESS FIELD EXPERIENCE	
ECN-231	PRINCIPLES OF MACROECONOMICS	3
ECN-232	PRINCIPLES OF MICROECONOMICS	3
FIN-341	PRINCIPLES OF FINANCE	3
MGT-231	PRIN OF MANAGEMENT	3
MGT-432	CAPSTONE SEMINAR: STRATEGIC MANAGEMENT	3
MKT-251	PRINCIPLES OF MARKETING	3
Choose two upper level electives in:		6
Accounting, Business, Economics, Finance, Management or Marketing		
Total Hours		**43**

Business Administration (Minor)

minor requirements

Code	Title	Hours
ACC-221	ACCOUNTING I	3
ACC-222	ACCOUNTING II	3
ECN-231	PRINCIPLES OF MACROECONOMICS	3
or ECN-232	PRINCIPLES OF MICROECONOMICS	
MGT-231	PRIN OF MANAGEMENT	3
or MKT-251	PRINCIPLES OF MARKETING	
Choose two upper level electives in:		6
Accounting, Business, Economics, Finance, Management or Marketing		
Total Hours		**18**

Business Data Analytics (BS)

bachelor of science in business data analytics

- **Cornerstone Core Requirements**
- **Major Requirements**

Major Requirements

Code	Title	Hours
ACC-221	ACCOUNTING I	3
BUS-111	INTRO TO BUSINESS	1
BUS-114	DATA ANALYSIS & VISUALIZATION	3
BUS-211	BUSINESS STATISTICS	3
BUS-361	BUSINESS LAW	3
CSC-131	INTRO PROGRAMMING USING PYTHON	3
CSC-132	INTERMEDIATE PROGRAMMING USING PYTHON	4
CSC-216	DATABASE MGT SYSTEMS	3
DAT-340	BUSINESS INTELLIGENCE SOFTWARE	3
DAT-342	SPREADSHEET ANALYSIS & DECISION MAKING	3
DAT-344	INTRO TO DATA MINING	3
DAT-444	STRATEGIC DATA MODELING	3
FIN-341	PRINCIPLES OF FINANCE	3
MAT-241	APPLIED LINEAR ALGEBRA	3
MGT-231	PRIN OF MANAGEMENT	3
MGT-432	CAPSTONE SEMINAR: STRATEGIC MANAGEMENT	3
DAT-380	INTERNSHIP	3
or DAT-381	DATA ANALYTICS FIELD EXPERIENCE	
MAT-122	PRE-CALCULUS	4
or MAT-131	CALCULUS I	
ECN-231	PRINCIPLES OF MACROECONOMICS	3
or ECN-232	PRINCIPLES OF MICROECONOMICS	
Choose one of the following:		*3*
ACC-222	ACCOUNTING II	
ECN-321	INTERMEDIATE MICROECONOMICS	
ECN-335	INTERMEDIATE MACROECONOMICS	
DAT-460	EMERGING TRENDS IN DATA ANALYTICS	
DAT-480	ADVANCED TOPICS	
DAT-490	INDEPENDENT STUDY	
Total Hours		**60**

Business Data Analytics (Minor)

minor requirements

Code	Title	Hours
BUS-114	DATA ANALYSIS & VISUALIZATION	3
BUS-211	BUSINESS STATISTICS	3
CSC-131	INTRO PROGRAMMING USING PYTHON	3
DAT-340	BUSINESS INTELLIGENCE SOFTWARE	3
DAT-342	SPREADSHEET ANALYSIS & DECISION MAKING	3
DAT-344	INTRO TO DATA MINING	3
Choose one of the following:		*3-5*
CSC-132	INTERMEDIATE PROGRAMMING USING PYTHON	
MAT-122	PRE-CALCULUS	
or MAT-131	CALCULUS I	
ECN-321	INTERMEDIATE MICROECONOMICS	
ECN-335	INTERMEDIATE MACROECONOMICS	
Total Hours		**21-23**

Business Economics (BS)

Bachelor of science in business economics

- **Cornerstone Core Requirements**
- **Major Requirements**

Major requirements

Code	Title	Hours
ACC-221	ACCOUNTING I	3
ACC-222	ACCOUNTING II	3
BUS-111	INTRO TO BUSINESS	1
BUS-114	DATA ANALYSIS & VISUALIZATION	3
BUS-211	BUSINESS STATISTICS	3
BUS-241	PERSONAL FINANCE	3
BUS-361	BUSINESS LAW	3
ECN-231	PRINCIPLES OF MACROECONOMICS	3
ECN-232	PRINCIPLES OF MICROECONOMICS	3
ECN-321	INTERMEDIATE MICROECONOMICS	3
ECN-334	MONEY AND BANKING	3
ECN-335	INTERMEDIATE MACROECONOMICS	3
ECN-336	INTERNATIONAL DEVELOPMENT ECONOMICS	3
ECN-380	INTERNSHIP	3
or ECN-381	ECONOMICS FIELD EXPERIENCE	
FIN-341	PRINCIPLES OF FINANCE	3
MGT-231	PRIN OF MANAGEMENT	3
MGT-432	CAPSTONE SEMINAR: STRATEGIC MANAGEMENT	3
MKT-251	PRINCIPLES OF MARKETING	3
Choose two of the following:		*6*
BUS-215	INTERNATIONAL BUS. EXPERIENCE	
ECN-340	FAMILY ECONOMICS	
ECN-342	ECONOMICS OF SPORT	
ECN-344	HEALTH CARE ECONOMICS	
ECN-470	DIRECTED READINGS	
ECN-480	ADVANCED TOPICS: ECONOMICS	
ECN-490	INDEPENDENT STUDY	
Only one of the following may be selected as an elective:		
CIS-211	FOUNDATIONS OF INFORMATION SYSTEMS	
CSC-216	DATABASE MGT SYSTEMS	
CSC-131	INTRO PROGRAMMING USING PYTHON (May choose from one of t)	
Only one of the following may be selected as an elective:		
MAT-131	CALCULUS I	
MAT-233	DIFFERENTIAL EQUATIONS	

MAT-241	APPLIED LINEAR ALGEBRA	
Total Hours		**58**

Business Economics (Minor)

minor requirements

Code	Title	Hours
ECN-231	PRINCIPLES OF MACROECONOMICS	3
ECN-232	PRINCIPLES OF MICROECONOMICS	3
ECN-321	INTERMEDIATE MICROECONOMICS	3
ECN-334	MONEY AND BANKING	3
ECN-335	INTERMEDIATE MACROECONOMICS	3
Choose two of the following:		*6*
ECN-336	INTERNATIONAL DEVELOPMENT ECONOMICS	
ECN-340	FAMILY ECONOMICS	
ECN-342	ECONOMICS OF SPORT	
ECN-344	HEALTH CARE ECONOMICS	
ECN-380	INTERNSHIP	
ECN-470	DIRECTED READINGS	
ECN-480	ADVANCED TOPICS: ECONOMICS	
Total Hours		**21**

Business Finance (BS)

bachelor of science in business finance

- **Cornerstone Core Requirements**
- **Major Requirements**

Major requirements

Code	Title	Hours
ACC-221	ACCOUNTING I	3
ACC-222	ACCOUNTING II	3
ACC-327	TAXATION	3
BUS-111	INTRO TO BUSINESS	1
BUS-114	DATA ANALYSIS & VISUALIZATION	3
BUS-211	BUSINESS STATISTICS	3
BUS-361	BUSINESS LAW	3
ECN-231	PRINCIPLES OF MACROECONOMICS	3
ECN-232	PRINCIPLES OF MICROECONOMICS	3
ECN-334	MONEY AND BANKING	3
FIN-341	PRINCIPLES OF FINANCE	3
FIN-342	CORPORATE FINANCE	3
FIN-371	INVESTMENTS	3
FIN-380	INTERNSHIP	3
or FIN-381	FINANCE FIELD EXPERIENCE	
MGT-231	PRIN OF MANAGEMENT	3
MGT-432	CAPSTONE SEMINAR: STRATEGIC MANAGEMENT	3
MKT-251	PRINCIPLES OF MARKETING	3
Choose four of the following:		*12*
ECN-321	INTERMEDIATE MICROECONOMICS	
ECN-335	INTERMEDIATE MACROECONOMICS	
ECN-336	INTERNATIONAL DEVELOPMENT ECONOMICS	
FIN-372	SECURITIES BROKERAGE	
FIN-373	REAL ESTATE MANG/INVEST	
FIN-374	INSURANCE & RISK MGMT	
FIN-376	MGT OF FIN INSTITUTIONS	
FIN-382	FOUND PERSONAL FIN PLANNING	
MGT-341	FUND DEVELOPMENT	
MGT-232	ENTREPRENEURSHIP	
MKT-353	MARKETING COMMUNICATIONS	
Only one of the following may be selected as an elective:		
CIS-211	FOUNDATIONS OF INFORMATION SYSTEMS	
CSC-216	DATABASE MGT SYSTEMS	
CSC-131	INTRO PROGRAMMING USING PYTHON	
Total Hours		**61**

Business Finance (Minor)

minor requirements

Code	Title	Hours
ECN-334	MONEY AND BANKING	3
FIN-341	PRINCIPLES OF FINANCE	3
FIN-342	CORPORATE FINANCE	3
FIN-371	INVESTMENTS	3
Choose three of the following:		*9*
ECN-321	INTERMEDIATE MICROECONOMICS	
ECN-335	INTERMEDIATE MACROECONOMICS	
ECN-336	INTERNATIONAL DEVELOPMENT ECONOMICS	
FIN-372	SECURITIES BROKERAGE	
FIN-373	REAL ESTATE MANG/INVEST	
FIN-374	INSURANCE & RISK MGMT	
FIN-376	MGT OF FIN INSTITUTIONS	
FIN-382	FOUND PERSONAL FIN PLANNING	
MGT-341	FUND DEVELOPMENT	
Total Hours		**21**

Business Management (BS)

bachelor of science in business management

- **Cornerstone Core Requirements**
- **Major Requirements**

Major requirements

Code	Title	Hours
ACC-221	ACCOUNTING I	3
ACC-222	ACCOUNTING II	3
BUS-111	INTRO TO BUSINESS	1
BUS-114	DATA ANALYSIS & VISUALIZATION	3
BUS-211	BUSINESS STATISTICS	3
BUS-361	BUSINESS LAW	3
ECN-231	PRINCIPLES OF MACROECONOMICS	3
ECN-232	PRINCIPLES OF MICROECONOMICS	3
FIN-341	PRINCIPLES OF FINANCE	3
MGT-231	PRIN OF MANAGEMENT	3

MGT-238	PRINCIPLES OF LEADERSHIP	3
MGT-333	OPERATIONS & SUPPLY CHAIN MGT	3
MGT-335	ORGANIZATIONAL BEHAVIOR	3
MGT-336	PROJECT MANAGEMENT	3
MGT-380	INTERNSHIP	3
or MGT-381	MANAGEMENT FIELD EXPERIENCE	
MGT-432	CAPSTONE SEMINAR: STRATEGIC MANAGEMENT	3
MKT-251	PRINCIPLES OF MARKETING	3
MGT-330	HUMAN RESOURCES MGT FOR NON-PROFITS	3
or MGT-332	HUMAN RESOURCES MANAGEMENT	
Choose six credits of the following:		*6*
BUS-236	EXPERIENTIAL LEARNING PRACT (up to 3 credits)	
COM-326	ORGANIZATIONAL COMMUNICATION	
ECN-321	INTERMEDIATE MICROECONOMICS	
MGT-215	INTRO TO SPORT MGT	
MGT-221	NONPROFIT LEADERSHIP	
MGT-338	LEADERSHIP IN ACTION	
MGT-232	ENTREPRENEURSHIP	
MGT-339	INTERNATIONAL MANAGEMENT	
MGT-361	SPORT MEDIA RELATIONS & EVENT MGT	
MGT-434	ORGANIZATIONAL THEORY/DEV & CHANGE	
Total Hours		**58**

Business Management (Minor)

minor requirements

Code	Title	Hours
MGT-231	PRIN OF MANAGEMENT	3
MGT-333	OPERATIONS & SUPPLY CHAIN MGT	3
MGT-335	ORGANIZATIONAL BEHAVIOR	3
MGT-336	PROJECT MANAGEMENT	3
MGT-330	HUMAN RESOURCES MGT FOR NON-PROFITS	3
or MGT-332	HUMAN RESOURCES MANAGEMENT	
Choose six credits of the following:		*6*
BUS-236	EXPERIENTIAL LEARNING PRACT (up to 3 credits)	
COM-326	ORGANIZATIONAL COMMUNICATION	
ECN-321	INTERMEDIATE MICROECONOMICS	
MGT-215	INTRO TO SPORT MGT	
MGT-221	NONPROFIT LEADERSHIP	
MGT-238	PRINCIPLES OF LEADERSHIP	
MGT-337	ENTREPRENEURSHIP	
MGT-338	LEADERSHIP IN ACTION	
MGT-339	INTERNATIONAL MANAGEMENT	
MGT-361	SPORT MEDIA RELATIONS & EVENT MGT	
MGT-434	ORGANIZATIONAL THEORY/DEV & CHANGE	
Total Hours		**21**

Business Marketing (BS)

bachelor of science in business marketing

- **Cornerstone Core Requirements**
- **Major Requirements**

Major Requirements

Code	Title	Hours
ACC-221	ACCOUNTING I	3
ACC-222	ACCOUNTING II	3
BUS-111	INTRO TO BUSINESS	1
BUS-114	DATA ANALYSIS & VISUALIZATION	3
BUS-211	BUSINESS STATISTICS	3
BUS-361	BUSINESS LAW	3
ECN-231	PRINCIPLES OF MACROECONOMICS	3
ECN-232	PRINCIPLES OF MICROECONOMICS	3
FIN-341	PRINCIPLES OF FINANCE	3
MGT-231	PRIN 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-452	NEW PRODUCTS, SVCS AND MARKETS	3
Internship/case study requirement (choose one - on-campus students must complete an internship)		*3*
MKT-380	INTERNSHIP (On-Campus students)	
MKT-381	MARKETING FIELD EXPERIENCE (On-Campus students)	
BUS-469	CASE STUDY/ANALYSIS (Online students only)	
Choose three of the following:		*9*
COM-339	SOCIAL MEDIA	
MDA-213	GRAPHIC DESIGN I: INTRO GRAPHIC DESIGN	
MGT-336	PROJECT MANAGEMENT	
MGT-361	SPORT MEDIA RELATIONS & EVENT MGT	
MKT-342	DIGITAL MARKETING	
MGT-232	ENTREPRENEURSHIP	
MKT-357	CONSUMER BEHAVIOR	
MKT-358	SALES MANAGEMENT	
MKT-359	INTERNATIONAL MARKETNG	
MKT-362	SPORT MARKETING AND SALES	
Only one of the following may be selected as an elective:		
CIS-211	FOUNDATIONS OF INFORMATION SYSTEMS	
CSC-216	DATABASE MGT SYSTEMS	
CSC-131	INTRO PROGRAMMING USING PYTHON	
Total Hours		**58**

Business Marketing (Minor)

minor requirements

Code	Title	Hours
MKT-251	PRINCIPLES OF MARKETING	3
MKT-350	MARKETING MANAGEMENT	3
MKT-352	MARKETING RESEARCH	3
BUS-211	BUSINESS STATISTICS	3
or MAT-151	STATISTICS	
Choose three of the following:		*9*
COM-339	SOCIAL MEDIA	
MDA-213	GRAPHIC DESIGN I: INTRO GRAPHIC DESIGN	
MGT-336	PROJECT MANAGEMENT	
MGT-337	ENTREPRENEURSHIP	
MGT-361	SPORT MEDIA RELATIONS & EVENT MGT (prerequisite required)	
MKT-342	DIGITAL MARKETING	
MKT-353	MARKETING COMMUNICATIONS	
MKT-357	CONSUMER BEHAVIOR	
MKT-358	SALES MANAGEMENT	
MKT-359	INTERNATIONAL MARKETNG	
MKT-362	SPORT MARKETING AND SALES (prerequisite required)	
MKT-452	NEW PRODUCTS, SVCS AND MARKETS	
Total Hours		**21**

Business Studies (AS - Online)

associate of science in business studies

- **Cornerstone Core Requirements**
- **Major Requirements**

Major requirements

Code	Title	Hours
BUS-217	INTRO TO GLOBAL BUSINESS	3
BUS-241	PERSONAL FINANCE	3
MGT-233	LEADERSHIP STUDIES	3
MKT-252	INTRODUCTION TO MARKETING	3
MGT-232	ENTREPRENEURSHIP	3
BUS-234	CUR PROB IN BUSINESS: CASE STUD	3
FAR-211	INTRODUCTION TO FINE ARTS	3
PHI-211	PHILOSOPHY IN CULTURE	3
LIN-100	LANGUAGE IN CULTURE	3
THE-238	CHRISTIAN DOCTRINE 1	3
Total Hours		**30**

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.

Minor requirements

Code	Title	Hours
HUM-311	IMAGINATION IN CULTURE	3
CRI-101	CREATIVITY, INNOVATION & PROB SOLVING	2
CRI-202	CREATIVITY IN THE CONCEPTUAL AGE	3
CRI-205	STRATEGIES INNOVATIVE THOUGHT & DESIGN	3
CRI-312	SCIENCE OF HUMAN INNOVATION	3
CRI-450	CREATIVE EMERGENCE	3
Total Hours		**17**

Creativity and Innovation Honors Institute

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 (p. 31) in Creativity and Innovation.

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.

Goal

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

Approach

We believe *learning is a process that leads to change, which occurs as a result of experiences*[1]. By using effective teaching strategies such as interdisciplinary problem solving, emerging documentation, context lectures, and problem-based learning, students will become lifelong

learners, master adapters, and problem solvers who have developed empathetic and collaboration skills needed in today's marketplace. The Honors Institute uses the cohort model, allowing students to get to know each other better so that they may challenge and support each other's learning more effectively.

- **Great Books**
  Founded in a life of virtue, students become life-long learners, fully engaged citizens and cultivate a heart that pursues the Good, the True and the Beautiful.
- **Interdisciplinary**
  A good education teaches students to examine a subject from a variety of perspectives so that they become well-rounded people who have the ability to think well in any situation or discipline.
- **Creativity and Innovation**
  Students will discover their vital role as creative cultivators who bear the image of God through talent development, practicing creative habits and using innovative processes.

[1] Ambrose, Susan. How Learning Works

Creativity and Innovation Honors Major (Second Major Only)

See Creativity and Innovation Honors Institute (p. 30) for more information.

Major requirements

Code	Title	Hours
CSU-107	ACADEMIC FOUNDATIONS	3
CRI-140	CIHI HONORS I	3
CRI-141	CIHI HONORS II	3
CRI-202	CREATIVITY IN THE CONCEPTUAL AGE	3
CRI-205	STRATEGIES INNOVATIVE THOUGHT & DESIGN	3
CRI-240	CIHI HONORS III	4
CRI-241	CIHI HONORS IV	4
CRI-341	CIHI HONORS V (LAB SCIENCE) (Secondary ed students must take (4) credit lab - see below)	1
CRI-312	SCIENCE OF HUMAN INNOVATION	3
CRI-313	STRATEGIES FOR INNOVATION AND DESIGN II	3
CRI-450	CREATIVE EMERGENCE	3
Global Studies Requirement (not required for TE students)		3
Choose one of the following:		*3*
MAT-109	MATH FOR ELEM TEACHERS (required for elementary education majors)	
MAT-110	COLLEGE MATHEMATICS	
MAT-121	COLLEGE ALGEBRA	
MAT-122	PRE-CALCULUS	
MAT-131	CALCULUS I	
Choose one of the following:		*3*
BBL-104	OLD TESTAMENT LITERATURE	
BBL-130	OT LITERATURE - BRM MAJORS	
BBL-231	MOSAIC LITERATURE	
BBL-242	OLD TESTAMENT SURVEY 1	
BBL-244	OLD TESTAMENT SURVEY 2	
Choose one of the following:		*3*
BBL-204	NEW TESTAMENT LITERATURE	
BBL-236	NT LITERATURE- BRM MAJOR	
BBL-232	THE GOSPELS	
BBL-246	NEW TESTAMENT SURVEY 1	
BBL-248	NEW TESTAMENT SURVEY 2	
Total Hours		**45**

Additional courses required for CIHI students in Teacher Education

Code	Title	Hours
PSY-111	GENERAL PSYCHOLOGY (Elementary and Secondary)	3
One Lab Science (Secondary only):		*4*
BIO-111	INTRO TO BIOLOGICAL SCIENCE	
BIO-225	BOTANY	
BIO-233	ZOOLOGY	
BIO-331	ORNITHOLOGY	
BIO-241	ANATOMY & PHYSIOLOGY I	
BIO-242	ANATOMY & PHYSIOLOGY II	
BIO-161	HUMAN BIOLOGY	
CHM-111	PRIN GENERAL CHEMISTRY	
ECO-241	ENVIRONMENTAL SCIENCE	
SCI-261	ASTRONOMY	
SCI-262	GEOLOGY	

Students dropping out of the program will have the following equivalents applied toward the Cornerstone Core:

Courses Completed	Equivalent
Honors I-II	ENG-212/IDS-101
Honors I-III	ENG-212/IDS-101/KIN-100
Honors I-IV	ENG-212/IDS-101/KIN-100/COM-112/PHI-211

Digital Marketing (Minor)

minor requirements

Code	Title	Hours
BUS-114	DATA ANALYSIS & VISUALIZATION	3
MKT-251	PRINCIPLES OF MARKETING	3
MKT-342	DIGITAL MARKETING	3
MKT-352	MARKETING RESEARCH	3
MKT-353	MARKETING COMMUNICATIONS	3
COM-339	SOCIAL MEDIA	3
Total Hours		**18**

Healthcare Management (BS)

bachelor of science in healthcare management

- **Cornerstone Core Requirements**
- **Major Requirements**

Major Requirements

Code	Title	Hours
ACC-221	ACCOUNTING I	3
BIO-121	BIOSTATISTICS	3
BUS-111	INTRO TO BUSINESS	1
BUS-114	DATA ANALYSIS & VISUALIZATION	3
ECN-232	PRINCIPLES OF MICROECONOMICS	3
ECN-344	HEALTH CARE ECONOMICS	3
FIN-420	FINANCE IN HEALTHCARE	3
HLT-111	INTRO TO HEALTHCARE PROFESSIONS	3
HLT-330	HEALTHCARE OPERATIONS MANAGEMENT	3
HLT-335	LEGAL & ETHICAL ISSUES IN HEALTHCARE	3
HLT-420	HEALTHCARE & EMERGING TECHNOLOGY	3
HLT-421	HEALTHCARE INFORMATICS	3
HLT-422	HEALTHCARE PROGRAM EVALUATION	3
MGT-231	PRIN OF MANAGEMENT	3
MGT-335	ORGANIZATIONAL BEHAVIOR	3
MGT-432	CAPSTONE SEMINAR: STRATEGIC MANAGEMENT	3
MKT-251	PRINCIPLES OF MARKETING	3
SCI-242	MEDICAL TERMINOLOGY	2
Internship/Case Study Requirement (choose one - on-campus students must complete internship)		*3*
BUS-469	CASE STUDY/ANALYSIS	
BUS-380	INTERNSHIP	
BUS-381	BUSINESS FIELD EXPERIENCE	
Choose one of the following:		*3*
ACC-222	ACCOUNTING II	
BUS-361	BUSINESS LAW	
ECN-231	PRINCIPLES OF MACROECONOMICS	
FIN-341	PRINCIPLES OF FINANCE	
MGT-333	OPERATIONS & SUPPLY CHAIN MGT	
Choose two of the following:		*6*
HLT-336	INTRODUCTION TO EPIDEMIOLOGY	
HLT-337	FUND OF PUBLIC AND PRIVATE HLTH INSUR	
HLT-338	DISEASE, ILLNESS & FAITH	
Total Hours		**63**

International Business (Minor)

minor requirements

Code	Title	Hours
BUS-317	INTERNATIONAL BUSINESS	3
COM-311	INTER-CULTURAL COMMUNICATION	3
ECN-335	INTERMEDIATE MACROECONOMICS	3
ECN-336	INTERNATIONAL DEVELOPMENT ECONOMICS	3
MGT-339	INTERNATIONAL MANAGEMENT	3
MKT-359	INTERNATIONAL MARKETNG	3
Total Hours		**18**

Non-profit Leadership (Minor)

minor requirements

Code	Title	Hours
MGT-221	NONPROFIT LEADERSHIP	3
MGT-231	PRIN OF MANAGEMENT	3
MGT-341	FUND DEVELOPMENT	3
MGT-238	PRINCIPLES OF LEADERSHIP	3
Choose two of the following:		*6*
COM-364	SPECIAL EVENTS/PROMOTIONS	
MIN-222	GLOBAL URBAN MINISTRY	
ECN-336	INTERNATIONAL DEVELOPMENT ECONOMICS	
ENG-310	GRANT WRITING	
MGT-338	LEADERSHIP IN ACTION	
SWK-111	INTRODUCTION TO SOCIAL WORK	
Total Hours		**18**

Organizational Management (BA-Online)

bachelor of arts in organizational management

- **Cornerstone Core Requirements**
- **Major Requirements**

Major Requirements

Code	Title	Hours
Required Courses		
IDS-302	PRINCIPLES OF SELF MANAGEMENT	3
BUS-401	BUSINESS ETHICS AND VALUES	3
BUS-219	BUSINESS TECHNOLOGY	3
BUS-318	GLOBAL BUSINESS PERSPECTIVES (fulfills core global studies)	3
MGT-314	MANAGEMENT AND LEADERSHIP	3
MGT-317	ORGANIZATNL BEHAVIOR & PROCESSES	3
MGT-315	NEGOTIATION &CONFLICT RESOLUTION	3
FIN-351	FINANCIAL FUNDAMENTALS FOR MANAGERS	3
BUS-362	LEGAL BUSINESS ENVIRONMENT	3
MGT-332	HUMAN RESOURCES MANAGEMENT	3
MGT-438	ORGANIZATIONAL STRATEGIC MANAGEMENT	3
MGT-441	MANAGEMENT PROJECT	3
Total Hours		**36**

Organizational Management (Minor - Online)

minor requirements

Code	Title	Hours
MGT-315	NEGOTIATION &CONFLICT RESOLUTION	3
MGT-317	ORGANIZATNL BEHAVIOR & PROCESSES	3
MGT-232	ENTREPRENEURSHIP	3
MGT-332	HUMAN RESOURCES MANAGEMENT	3

MKT-252	INTRODUCTION TO MARKETING	3
BUS-217	INTRO TO GLOBAL BUSINESS	3
Total Hours		**18**

Personal Certified Financial Planning ® (Minor)

minor requirements

Code	Title	Hours
ACC-327	TAXATION	3
FIN-371	INVESTMENTS	3
FIN-374	INSURANCE & RISK MGMT	3
FIN-382	FOUND PERSONAL FIN PLANNING	3
FIN-384	EMPLOYEE BENEF & RETIRE PLAN	3
FIN-386	ESTATE PLANNING	3
FIN-388	CERT FIN PLANNING ® CAPSTONE	3
Total Hours		**21**

Project Management Training (Specialization)

The Project Management Training is a three-course specialization that provides knowledge, tools and experience to help the student excel as a project manager. These courses equip students with a highly demanded skill set in areas such as fundamentals of project management, conflict management, and risk management. Through practical coursework and in-depth discussions with fellow industry participants, students are equipped to add value to their career and workplace.

In addition, these courses meet the learning and training prerequisites that allow students to earn their Project Management Professional (PMP) certification. This industry-recognized credential comes with valuable benefits applicable to a wide range of career paths.

Entry Requirements

- Current students
  - Completed 45 credits prior to starting these courses
- New students
  - A completed non-degree application

Code	Title	Hours
BUS-463	FUNDAMENTALS OF PROJECT MANAGEMENT	3
BUS-461	COST/QUALITY/TEAM MANAGEMENT	3
BUS-462	COMMUNICATION/RISK MANAGEMENT	3
Total Hours		**9**

Sport Management (BS)

bachelor of science in sport management

- **Cornerstone Core Requirements**
- **Major Requirements**

Major Requirements

Code	Title	Hours
ACC-221	ACCOUNTING I	3
ACC-222	ACCOUNTING II	3
BUS-111	INTRO TO BUSINESS	1
BUS-114	DATA ANALYSIS & VISUALIZATION	3
BUS-211	BUSINESS STATISTICS	3
BUS-361	BUSINESS LAW	3
ECN-231	PRINCIPLES OF MACROECONOMICS	3
ECN-232	PRINCIPLES OF MICROECONOMICS	3
FIN-341	PRINCIPLES OF FINANCE	3
MGT-215	INTRO TO SPORT MGT	3
MGT-231	PRIN OF MANAGEMENT	3
MGT-361	SPORT MEDIA RELATIONS & EVENT MGT	3
MGT-364	SPORT IN SOCIETY	3
MGT-380	INTERNSHIP	3
or MGT-381	MANAGEMENT FIELD EXPERIENCE	
MGT-432	CAPSTONE SEMINAR: STRATEGIC MANAGEMENT	3
MKT-251	PRINCIPLES OF MARKETING	3
MKT-362	SPORT MARKETING AND SALES	3
Choose three of the following:		*9*
MGT-221	NONPROFIT LEADERSHIP	
MGT-238	PRINCIPLES OF LEADERSHIP	
MGT-321	LEGAL/ETHICAL ISSUES IN SPORT	
MGT-322	SPORT FACIL/MGT & DESIGN	
MGT-330	HUMAN RESOURCES MGT FOR NON-PROFITS [1]	
MGT-332	HUMAN RESOURCES MANAGEMENT [1]	
MGT-335	ORGANIZATIONAL BEHAVIOR	
MGT-336	PROJECT MANAGEMENT	
MKT-232	PERSONAL BRANDING STRATEGIES	
MGT-232	ENTREPRENEURSHIP	
MKT-350	MARKETING MANAGEMENT	
MKT-353	MARKETING COMMUNICATIONS	
MKT-358	SALES MANAGEMENT	
MKT-452	NEW PRODUCTS, SVCS AND MARKETS	
ECN-342	ECONOMICS OF SPORT	
MKT-342	DIGITAL MARKETING	
MGT-333	OPERATIONS & SUPPLY CHAIN MGT	
Total Hours		**58**

[1] Students can only take one Human Resources course as an elective

Sport Management (Minor)

minor requirements

Code	Title	Hours
MGT-215	INTRO TO SPORT MGT	3
MGT-231	PRIN OF MANAGEMENT	3
MGT-361	SPORT MEDIA RELATIONS & EVENT MGT	3
MGT-364	SPORT IN SOCIETY	3
MKT-251	PRINCIPLES OF MARKETING	3
MKT-362	SPORT MARKETING AND SALES	3
Choose one of the following:		*3*
MGT-221	NONPROFIT LEADERSHIP	
MGT-238	PRINCIPLES OF LEADERSHIP	

MGT-321	LEGAL/ETHICAL ISSUES IN SPORT	
MGT-322	SPORT FACIL/MGT & DESIGN	
MGT-330	HUMAN RESOURCES MGT FOR NON-PROFITS	
MGT-332	HUMAN RESOURCES MANAGEMENT	
MGT-335	ORGANIZATIONAL BEHAVIOR	
MGT-336	PROJECT MANAGEMENT	
MGT-337	ENTREPRENEURSHIP	
MKT-232	PERSONAL BRANDING STRATEGIES	
MKT-350	MARKETING MANAGEMENT	
MKT-353	MARKETING COMMUNICATIONS	
MKT-358	SALES MANAGEMENT	
MKT-452	NEW PRODUCTS, SVCS AND MARKETS	
ECN-342	ECONOMICS OF SPORT	
MKT-342	DIGITAL MARKETING	
MGT-333	OPERATIONS & SUPPLY CHAIN MGT	
Total Hours		**21**

Strategic Business Management (BS - Online)

Bachelor of Science in Strategic Business Management

Major Requirements

Code	Title	Hours
ACC-324	PRINCIPLES OF FINANCIAL ACCT	3
BUS-212	STATISTICS FOR MANAGERS	3
BUS-219	BUSINESS TECHNOLOGY	3
BUS-239	BUSINESS IN A FREE SOCIETY	3
BUS-302	PRINCIPLES OF SELF-MANAGEMENT	3
BUS-317	INTERNATIONAL BUSINESS	3
BUS-362	LEGAL BUSINESS ENVIRONMENT	3
BUS-339	CREATING WORKPLACE SPIRITUALITY	3
ECN-232	PRINCIPLES OF MICROECONOMICS	3
FIN-351	FINANCIAL FUNDAMENTALS FOR MANAGERS	3
MGT-231	PRIN OF MANAGEMENT	3
MGT-238	PRINCIPLES OF LEADERSHIP	3
MGT-433	STRATEGIC BUSINESS FOUNDATION	3
MKT-251	PRINCIPLES OF MARKETING	3
Total Hours		**42**

School of Education & Human Services

On-Campus Majors

- Biology for Secondary Teachers (BS) (p. 35)
- Early Childhood Education (AA) (p. 38)
- Early Childhood Education (Birth-Kindergarten Certification) (BS) (p. 40)
- Early Childhood Education PLUS (Birth-3rd Grade Certification) (BS) (p. 43)
- Elementary Education (PK-3rd Grade Certification) (BS) (p. 46)
- Elementary Education (PK-6th Grade Certification) + Special Education K-12 (BS) (p. 52)
- Elementary Education PLUS (PK-6th Grade Certification) (BS) (p. 49)
- English Language Arts for Secondary Teachers (BS) (p. 55)
- Integrated Comprehensive Science for Secondary Teachers (BS) (p. 58)
- Integrated Science for Secondary Teachers (BS) (p. 61)
- Mathematics for Secondary Teachers (BS) (p. 64)
- Psychology (BS) (p. 67)
- Social Studies Group for Secondary Teachers (BS) (p. 69)
- Social Work (BSW) (p. 71)
- Spanish For K-12 Certification (BS) (p. 72)
- Special Education (Learning Disabilities) K-12 (BS) (Secondary Track) (p. 75)
- Teaching English to Speakers of Other Languages (TESOL) (AA) (p. 78)

Online Majors

- Human Services (AS - Online) (p. 58)
- Psychology (BA) (p. 67)

See* Accelerated Graduate Programs *(https://catalog.cornerstone.edu/graduate/accelerated-graduate-programs/) for information on working toward a Master of Arts in Clinical Mental Health Counseling as an undergraduate.

On-Campus Minors

- Biology for Secondary Teachers (Minor) (p. 38)
- Chemistry for Secondary Teachers (Minor) (p. 38)
- Early Childhood Education (Minor) (p. 46)
- English for Secondary Teachers (Minor) (p. 58)
- Family Studies (Minor) (p. 58)
- Mathematics for Secondary Teachers (Minor) (p. 67)
- Psychology (Minor) (p. 68)
- Psychology for Secondary Teachers (Minor) (p. 68)
- Social Work (Minor) (p. 72)
- Spanish (Minor) for Elementary Teachers (p. 75)
- Spanish (Minor) for Secondary Teachers (p. 75)
- Teaching English to Speakers of Other Languages (TESOL) (Minor) Elementary or Secondary (p. 81)

Online Minors

- Human Services (Minor - Online) (p. 58)
- Psychology (Minor - Online) (p. 68)

Burgess, Laurie (https://www.cornerstone.edu/faculty/laurie-burgess/), Professor of Education

da Silva, Sérgio (https://www.cornerstone.edu/faculty/sergio-da-silva/), Professor of Psychology

Doane, Becky (https://www.cornerstone.edu/faculty/becky-doane/), Assistant Professor of Social Work, Program Director of Social Work

Frick, Heather, Assistant Professor of Psychology

George, Pamela (https://www.cornerstone.edu/faculty/pamela-george/), Assistant Professor of Special Education

Hofstra, Kim (https://www.cornerstone.edu/faculty/kim-hofstra/), (Dean) Assistant Professor of Education

Keys, Robert (https://www.cornerstone.edu/faculty/rob-keys/), Professor of Environmental Biology and Science Education

Kotman, Kelli, Assistant Professor of Social Work and Social Work Field Director

Lehman, Robert (https://www.cornerstone.edu/faculty/robert-lehman/), Professor of Counseling

Loveland, West (https://www.cornerstone.edu/faculty/west-loveland/), (Assistant Dean) Program Director of Counseling, Assistant Professor of Counseling

Rich, Kristin (https://www.cornerstone.edu/faculty/kristin-rich/), Associate Professor of Education, Director of Student Teaching and Field Experiences

VanderKolk, Beth (https://www.cornerstone.edu/faculty/beth-vanderkolk/), Associate Professor of Education

Wallace, Matt, Assistant Professor of Education

Biology for Secondary Teachers (BS)

Admission to Teacher Education

Students may apply for admission to the 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 Teacher Education. Transfer students, those entering Teacher Education late and post-baccalaureate students must be admitted to the program if they seek teacher certification. Course work and the GPA from other institutions may be used to meet admission requirements.

Students must maintain the minimum academic (overall 3.0 GPA, major 3.0, and minor 2.7) 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-212, HIS-115, HIS-211, PSY-111, COM-112, MAT-209, MAT-315, SCI-202, SCI-212. 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.

bACHELOR OF SCIENCE IN BIOLOGY FOR SECONDARY TEACHERS

- **Cornerstone Core Requirements**
- **Major Requirements (p. 35)**

Major requirements

Code	Title	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	3
BIO-451	MOLECULAR CELL BIOLOGY	4
ECO-341	ECOLOGY	4
SCI-361	EVOLUTION & ORIGINS	3
Total Hours		**34**

REQUIRED COGNATES

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

Code	Title	Hours
CHM-111	PRIN GENERAL CHEMISTRY	4
CHM-212	PRINCIPLES OF ORGANIC & BIOCHEM	4
MAT-151	STATISTICS	3
or BIO-121	BIOSTATISTICS	
SCI-465	SECONDARY SCIENCE METHODS	3

PROFESSIONAL EDUCATION

Code	Title	Hours
EDU-220	FOUNDATIONS OF EDU & CLINICAL EXPERIENC	4
EDU-233	FOUND TEACHING EXCEPTIONAL LEARNER	3
EDU-262	EDUCATIONAL TECHNOLOGY INTEGRATION	3
EDU-344	CONTENT AREA LITERACY/FIELD EXPERIENCE	3
EDU-364	EQUITABLE & INCLUSIVE EDUCATION	3
EDU-365	EQUITABLE & INCLUSIVE CLINICAL EXPERIEN	1
EDU-381	THE LEARNER AND LEARNING	3
EDU-386	CLASSROOM MGMT & TEACHER ASST PRACTICUM	3
EDU-430	STUDENT TEACHING CAPSTONE SEMINAR	3
Complete major and minor methods course(s) from the following:		*5-6*
EDU-335	TEACHING EXCEPT LEARNER & CLINICAL EXP	
ENG-463	TEACHING SECONDARY READING	
LIN-465	TESOL METHODOLOGY I	
MAT-471	SECONDARY MATH METHODS	
SCI-465	SECONDARY SCIENCE METHODS	
SSC-464	SECONDARY SOCIAL STUDIES METHODS	
Choose one of the following:		*12*
EDU-484	SEC STUDENT TCHNG INTERNSHIP	
EDU-486	K-12 STUDENT TCHNG INTERNSHIP	
Total Hours		**43-44**

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 3.0 on a 4.0 scale, obtain one faculty reference and complete a professional interview with the certification officer or the dean of the School of Education and Human Services. 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 3.0 GPA in their major and overall, and a 2.7 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) (3.0), minor (2.7); and a cumulative GPA (3.0) 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 Improvement 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 Courses & CLEP Tests

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.

Teacher Education Program Probation

Teacher Education faculty are 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:

- 3.0 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:

- 3.0 major(s)
- 2.7 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 3.0 and/or the minor drops below a 2.7.

1. The student and his or her academic advisor will be notified by letter and email of the status of his/her GPA.
2. The student must submit a written plan of improvement which includes specific actions/strategies to be implemented in order to raise his/her GPA.
   a. The plan must be submitted electronically to the Teacher Education office and will be kept in the student's file.
   b. Failure to submit a plan of improvement may result in a meeting with the Dean.
3. The student will have one academic semester to re-establish the required GPA.
   a. During that semester, the student will be placed on **Teacher Education Program Probation** and the student will not be allowed to register for methods courses and/or upper level EDU courses. *(Teacher Education Probation is a probationary period where a student is supported in re-establishing academic success. Unless otherwise indicated, TE Probation is for a period of one semester).*
4. The student must schedule and attend an appointment with his/her advisor to discuss academic progress.
   a. This appointment should take place around mid-term. Feedback by the Dean may be requested from the academic advisor concerning this meeting.
   b. The Dean may schedule meetings in addition to those set by the advisor.
5. At the conclusion of the semester, the student's GPA will be reviewed.
   a. If the minimum GPA requirements are re-established, the student will receive a letter indicating his/her removal from TE Program Probation and granted permission to register for upper level EDU courses.
   b. If the minimum GPA requirements are not reached, but academic improvement has been demonstrated, the Dean may extend the student's TE Program Probation for one additional semester.
      i. The student will receive a letter stating the extension of the TE Program Probation period.
      ii. Steps 2-4 will be applied
      iii. Optional: at mid-term, professors for each course may be asked to complete an Academic Improvement Midterm Evaluation Form
   c. If the minimum GPA requirements are not reached and academic improvement has not been demonstrated, the student will no longer be eligible for participation in the Teacher Education Program. An Academic Program Denial letter will be sent to the student and the approval code for registering for education classes and Teacher Education Program will be removed from the student's record.
   d. Readmission to the Teacher Education Program is possible once a student has acquired and maintained the minimum GPA requirements for two consecutive semesters. If the student does not have two consecutive semesters left, the Dean will review an alternative plan with the student. The student's request for readmission will be presented for approval.
   e. Readmission requirements:
      i. Letter from student requesting readmission
      ii. Recommendation letter or email from academic advisor supporting the student's readmission
      iii. Final decision made by the Teacher Education Professional Committee

Recommendation for Certification

A student is considered a program completer when (a) all institutional academic and other requirements such as establishing eligibility for certification recommendation have been met, and (b) the minimum number of state certification tests for the teaching field desired have been passed. Students who meet all the standards and requirements of the Teacher Education program and the State of Michigan are eligible to apply for certification and 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 on the MTTC website (https://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
Birth to Kindergarten	Elementary	134	
Chemistry	Secondary	18	DC
Early Childhood (general & special education birth-K)	Elementary	106	ZS
Elementary Education	Elementary	103	ZG
English	Secondary	02	BA
English as Second Language	Elementary & Secondary	126	NS
Integrated Science	Elementary	93	DI
Integrated Science	Secondary	94	DI
Learning Disabilities	K-12	114	SM
Lower Elementary Education (PK-3rd grade)	Elementary	117-120	ZO
Mathematics	Secondary	22	EX
Music Education	K-12	99	JQ
Psychology	Secondary	11	CE
Social Studies	Secondary	84	RX
Spanish	Elementary & Secondary	28	FF

Upper Elementary Education (3rd-6th grade)	Elementary	121-124	ZP

Please visit the MTTC website (https://www.mttc.nesinc.com/) for further information including sample tests, test objectives and study guides. Students are encouraged to form study groups to prepare for tests or contact teacher.ed@cornerstone.edu to inquire about faculty in subject areas who may be available to help with test preparation. Please find additional information (e.g. electronic study guides) on MyCornerstone under School of Education and Human Services ~ Resources ~ Teacher Education.

Biology for Secondary Teachers (Minor)

Minor requirements

Code	Title	Hours
BIO-151	GENERAL BIOLOGY	4
BIO-161	HUMAN BIOLOGY	4
BIO-225	BOTANY	4
BIO-233	ZOOLOGY	4
ECO-341	ECOLOGY	4
Total Hours		**20**

Required Cognate

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

Code	Title	Hours
CHM-111	PRIN GENERAL CHEMISTRY	4
SCI-465	SECONDARY SCIENCE METHODS	3

Chemistry for Secondary Teachers (Minor)

minor requirements

Code	Title	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
Total Hours		**18**

Early Childhood Education (AA)

Admission to Teacher Education

Students may apply for admission to the 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 Teacher Education. Transfer students, those entering Teacher Education late and post-baccalaureate students must be admitted to the program if they seek teacher certification. Course work and the GPA from other institutions may be used to meet admission requirements.

Students must maintain the minimum academic (overall 3.0 GPA, major 3.0, and minor 2.7) 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-212, HIS-115, HIS-211, PSY-111, COM-112, MAT-209, MAT-315, SCI-202, SCI-212. 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.

Associate of arts in Early childhood education

- **Cornerstone Core Requirements**
- **Major Requirements**

Major requirements

Code	Title	Hours
EDU-233	FOUND TEACHING EXCEPTIONAL LEARNER	3
EDU-333	FOUNDATIONS EARLY CHILDHOOD EDUCATION	3
EDU-352	TEACHING YOUNG CHILD	4
EDU-371	YOUNG CHILD & COMMUNITY	3
EDU-328	LEARNER-CENTERED ASSESSMENT	3
EDU-373	TEACHING INFANTS/TODDLERS & CLINICAL EX	4
EDU-361	EARLY CHILDHOOD PRACTICUM	4
Total Hours		**24**

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 3.0 on a 4.0 scale, obtain one faculty reference and complete a professional interview with the certification officer or the dean of the School of Education and Human Services. 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 3.0 GPA in their major and overall, and a 2.7 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) (3.0), minor (2.7); and a cumulative GPA (3.0) 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 Improvement 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 Courses & CLEP Tests

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.

Teacher Education Program Probation

Teacher Education faculty are 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:

- 3.0 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:

- 3.0 major(s)
- 2.7 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 3.0 and/or the minor drops below a 2.7.

1. The student and his or her academic advisor will be notified by letter and email of the status of his/her GPA.
2. The student must submit a written plan of improvement which includes specific actions/strategies to be implemented in order to raise his/her GPA.
   a. The plan must be submitted electronically to the Teacher Education office and will be kept in the student's file.
   b. Failure to submit a plan of improvement may result in a meeting with the Dean.
3. The student will have one academic semester to re-establish the required GPA.
   a. During that semester, the student will be placed on **Teacher Education Program Probation** and the student will not be allowed

to register for methods courses and/or upper level EDU courses. *(Teacher Education Probation is a probationary period where a student is supported in re-establishing academic success. Unless otherwise indicated, TE Probation is for a period of one semester).*

4. The student must schedule and attend an appointment with his/her advisor to discuss academic progress.
   a. This appointment should take place around mid-term. Feedback by the Dean may be requested from the academic advisor concerning this meeting.
   b. The Dean may schedule meetings in addition to those set by the advisor.
5. At the conclusion of the semester, the student's GPA will be reviewed.
   a. If the minimum GPA requirements are re-established, the student will receive a letter indicating his/her removal from TE Program Probation and granted permission to register for upper level EDU courses.
   b. If the minimum GPA requirements are not reached, but academic improvement has been demonstrated, the Dean may extend the student's TE Program Probation for one additional semester.
      i. The student will receive a letter stating the extension of the TE Program Probation period.
      ii. Steps 2-4 will be applied
      iii. Optional: at mid-term, professors for each course may be asked to complete an Academic Improvement Midterm Evaluation Form
   c. If the minimum GPA requirements are not reached and academic improvement has not been demonstrated, the student will no longer be eligible for participation in the Teacher Education Program. An Academic Program Denial letter will be sent to the student and the approval code for registering for education classes and Teacher Education Program will be removed from the student's record.
   d. Readmission to the Teacher Education Program is possible once a student has acquired and maintained the minimum GPA requirements for two consecutive semesters. If the student does not have two consecutive semesters left, the Dean will review an alternative plan with the student. The student's request for readmission will be presented for approval.
   e. Readmission requirements:
      i. Letter from student requesting readmission
      ii. Recommendation letter or email from academic advisor supporting the student's readmission
      iii. Final decision made by the Teacher Education Professional Committee

Recommendation for Certification

A student is considered a program completer when (a) all institutional academic and other requirements such as establishing eligibility for certification recommendation have been met, and (b) the minimum number of state certification tests for the teaching field desired have been passed. Students who meet all the standards and requirements of the Teacher Education program and the State of Michigan are eligible to apply for certification and 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 on the MTTC website (https://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
Birth to Kindergarten	Elementary	134	
Chemistry	Secondary	18	DC
Early Childhood (general & special education birth-K)	Elementary	106	ZS
Elementary Education	Elementary	103	ZG
English	Secondary	02	BA
English as Second Language	Elementary & Secondary	126	NS
Integrated Science	Elementary	93	DI
Integrated Science	Secondary	94	DI
Learning Disabilities	K-12	114	SM
Lower Elementary Education (PK-3rd grade)	Elementary	117-120	ZO
Mathematics	Secondary	22	EX
Music Education	K-12	99	JQ
Psychology	Secondary	11	CE
Social Studies	Secondary	84	RX
Spanish	Elementary & Secondary	28	FF
Upper Elementary Education (3rd-6th grade)	Elementary	121-124	ZP

Please visit the MTTC website (https://www.mttc.nesinc.com/) for further information including sample tests, test objectives and study guides. Students are encouraged to form study groups to prepare for tests or contact teacher.ed@cornerstone.edu to inquire about faculty in subject areas who may be available to help with test preparation. Please find additional information (e.g. electronic study guides) on MyCornerstone under School of Education and Human Services ~ Resources ~ Teacher Education.

Early Childhood Education (Birth-Kindergarten Certification) (BS)

Admission to Teacher Education

Students may apply for admission to the 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 Teacher Education. Transfer students, those entering Teacher Education late and post-baccalaureate students must be admitted to the program if they seek teacher certification. Course work and the GPA from other institutions may be used to meet admission requirements.

Students must maintain the minimum academic (overall 3.0 GPA, major 3.0, and minor 2.7) 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-212, HIS-115, HIS-211, PSY-111, COM-112, MAT-209, MAT-315, SCI-202, SCI-212. 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.

Bachelor of science in early childhood education (birth-kindergarten certification)

- **Cornerstone Core Requirements**
- **Major Requirements (p. 41)**

Major requirements

Code	Title	Hours
EDU-147	PE & HEALTH FOR WHOLE LEARNER	2
EDU-220	FOUNDATIONS OF EDU & CLINICAL EXPERIENC	4
EDU-233	FOUND TEACHING EXCEPTIONAL LEARNER	3
EDU-262	EDUCATIONAL TECHNOLOGY INTEGRATION	3
EDU-265	CREATIVITY FOR WHOLE LEARNER	3
EDU-328	LEARNER-CENTERED ASSESSMENT	3
EDU-333	FOUNDATIONS EARLY CHILDHOOD EDUCATION	3
EDU-334	ASSESSMENT/THE EXCEPTIONAL YOUNG CHILD	3
EDU-345	FOUNDATIONS OF LITERACY	4
EDU-347	CHILDREN'S LIT & WRITING INST	3
EDU-447	TEACHING LITERACY I	4
EDU-352	TEACHING YOUNG CHILD	4
EDU-364	EQUITABLE & INCLUSIVE EDUCATION	3
EDU-365	EQUITABLE & INCLUSIVE CLINICAL EXPERIEN	1
EDU-371	YOUNG CHILD & COMMUNITY	3
EDU-373	TEACHING INFANTS/TODDLERS & CLINICAL EX	4
EDU-381	THE LEARNER AND LEARNING	3
EDU-386	CLASSROOM MGMT & TEACHER ASST PRACTICUM	3
EDU-446	EARLY LITERACY & LANG DVLPT	4
EDU-460	TEACHING SOCIAL STUDIES	3
EDU-462	B-K & K-12 SPECIAL ED PRACTICUM & SEM	9
EDU-430	STUDENT TEACHING CAPSTONE SEMINAR	3
EDU-482	STUDENT TEACHING INTERNSHIP	12
HIS-211	MICHIGAN HISTORY	3
MAT-109	MATH FOR ELEM TEACHERS [1]	4
MAT-209	TEACHING MATH I & CLINICAL EXP	4
SCI-202	FOUND OF INTEGRATED SCIENCE I	4
Total Hours		**102**

[1] MAT-109 MATH FOR ELEM TEACHERS meets the math core requirement

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 3.0 on a 4.0 scale, obtain one faculty reference and complete a professional interview with the certification officer or the dean of the School of Education and Human Services. 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 3.0 GPA in their major and overall, and a 2.7 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) (3.0), minor (2.7); and a cumulative GPA (3.0) 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 Improvement 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 Courses & CLEP Tests

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.

Teacher Education Program Probation

Teacher Education faculty are 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:

- 3.0 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:

- 3.0 major(s)
- 2.7 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 3.0 and/or the minor drops below a 2.7.

1. The student and his or her academic advisor will be notified by letter and email of the status of his/her GPA.
2. The student must submit a written plan of improvement which includes specific actions/strategies to be implemented in order to raise his/her GPA.
   a. The plan must be submitted electronically to the Teacher Education office and will be kept in the student's file.
   b. Failure to submit a plan of improvement may result in a meeting with the Dean.
3. The student will have one academic semester to re-establish the required GPA.
   a. During that semester, the student will be placed on **Teacher Education Program Probation** and the student will not be allowed to register for methods courses and/or upper level EDU courses. *(Teacher Education Probation is a probationary period where a student is supported in re-establishing academic success. Unless otherwise indicated, TE Probation is for a period of one semester).*
4. The student must schedule and attend an appointment with his/her advisor to discuss academic progress.
   a. This appointment should take place around mid-term. Feedback by the Dean may be requested from the academic advisor concerning this meeting.
   b. The Dean may schedule meetings in addition to those set by the advisor.
5. At the conclusion of the semester, the student's GPA will be reviewed.
   a. <u>If the minimum GPA requirements are re-established</u>, the student will receive a letter indicating his/her removal from TE Program Probation and granted permission to register for upper level EDU courses.
   b. <u>If the minimum GPA requirements are not reached, but academic improvement has been demonstrated</u>, the Dean may extend the student's TE Program Probation for one additional semester.
      i. The student will receive a letter stating the extension of the TE Program Probation period.
      ii. Steps 2-4 will be applied
      iii. Optional: at mid-term, professors for each course may be asked to complete an Academic Improvement Midterm Evaluation Form

c. If the minimum GPA requirements are not reached and academic improvement has not been demonstrated, the student will no longer be eligible for participation in the Teacher Education Program. An Academic Program Denial letter will be sent to the student and the approval code for registering for education classes and Teacher Education Program will be removed from the student's record.
d. Readmission to the Teacher Education Program is possible once a student has acquired and maintained the minimum GPA requirements for two consecutive semesters. If the student does not have two consecutive semesters left, the Dean will review an alternative plan with the student. The student's request for readmission will be presented for approval.
e. Readmission requirements:
   i. Letter from student requesting readmission
   ii. Recommendation letter or email from academic advisor supporting the student's readmission
   iii. Final decision made by the Teacher Education Professional Committee

Recommendation for Certification

A student is considered a program completer when (a) all institutional academic and other requirements such as establishing eligibility for certification recommendation have been met, and (b) the minimum number of state certification tests for the teaching field desired have been passed. Students who meet all the standards and requirements of the Teacher Education program and the State of Michigan are eligible to apply for certification and 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 on the MTTC website (https://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
Birth to Kindergarten	Elementary	134	
Chemistry	Secondary	18	DC
Early Childhood (general & special education birth-K)	Elementary	106	ZS
Elementary Education	Elementary	103	ZG
English	Secondary	02	BA
English as Second Language	Elementary & Secondary	126	NS
Integrated Science	Elementary	93	DI
Integrated Science	Secondary	94	DI
Learning Disabilities	K-12	114	SM
Lower Elementary Education (PK-3rd grade)	Elementary	117-120	ZO
Mathematics	Secondary	22	EX
Music Education	K-12	99	JQ
Psychology	Secondary	11	CE
Social Studies	Secondary	84	RX
Spanish	Elementary & Secondary	28	FF
Upper Elementary Education (3rd-6th grade)	Elementary	121-124	ZP

Please visit the MTTC website (https://www.mttc.nesinc.com/) for further information including sample tests, test objectives and study guides. Students are encouraged to form study groups to prepare for tests or contact teacher.ed@cornerstone.edu to inquire about faculty in subject areas who may be available to help with test preparation. Please find additional information (e.g. electronic study guides) on MyCornerstone under School of Education and Human Services ~ Resources ~ Teacher Education.

Early Childhood Education PLUS (Birth-3rd Grade Certification) (BS)

Admission to Teacher Education

Students may apply for admission to the 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 Teacher Education. Transfer students, those entering Teacher Education late and post-baccalaureate students must be admitted to the program if they seek teacher certification. Course work and the GPA from other institutions may be used to meet admission requirements.

Students must maintain the minimum academic (overall 3.0 GPA, major 3.0, and minor 2.7) 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-212, HIS-115, HIS-211, PSY-111, COM-112, MAT-209, MAT-315, SCI-202, SCI-212. 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.

Bachelor of science in early childhood education plus (birth-3rd grade certification)

- **Cornerstone Core Requirements**
- **Major Requirements**

Major requirements

Code	Title	Hours
EDU-147	PE & HEALTH FOR WHOLE LEARNER	2
EDU-220	FOUNDATIONS OF EDU & CLINICAL EXPERIENC	4
EDU-233	FOUND TEACHING EXCEPTIONAL LEARNER	3
EDU-262	EDUCATIONAL TECHNOLOGY INTEGRATION	3
EDU-265	CREATIVITY FOR WHOLE LEARNER	3
EDU-328	LEARNER-CENTERED ASSESSMENT	3
EDU-364	EQUITABLE & INCLUSIVE EDUCATION	3
EDU-365	EQUITABLE & INCLUSIVE CLINICAL EXPERIEN	1
EDU-371	YOUNG CHILD & COMMUNITY	3
EDU-381	THE LEARNER AND LEARNING	3
EDU-386	CLASSROOM MGMT & TEACHER ASST PRACTICUM	3
EDU-430	STUDENT TEACHING CAPSTONE SEMINAR (concurrent with student teaching internship)	3
EDU-482	STUDENT TEACHING INTERNSHIP	12
Total Hours		**46**

Code	Title	Hours
Literacy Courses		
EDU-345	FOUNDATIONS OF LITERACY	4
EDU-347	CHILDREN'S LIT & WRITING INST (PK-3rd grade)	3
EDU-446	EARLY LITERACY & LANG DVLPT ((birth-age 5) & Clinical Experience)	4
EDU-447	TEACHING LITERACY I (& Clinical Experience)	4
Math Courses		
MAT-109	MATH FOR ELEM TEACHERS [1]	4
MAT-209	TEACHING MATH I & CLINICAL EXP	4
Science Courses		
SCI-202	FOUND OF INTEGRATED SCIENCE I (PK-3)	4
Social Studies Courses		
HIS-211	MICHIGAN HISTORY	3
EDU-460	TEACHING SOCIAL STUDIES	3
Whole Child Development		
EDU-333	FOUNDATIONS EARLY CHILDHOOD EDUCATION	3
EDU-352	TEACHING YOUNG CHILD	4
EDU-373	TEACHING INFANTS/TODDLERS & CLINICAL EX	4
Special Education Courses		
EDU-334	ASSESSMENT/THE EXCEPTIONAL YOUNG CHILD	3
EDU-462	B-K & K-12 SPECIAL ED PRACTICUM & SEM	9
Total Hours		**56**

[1] MAT-109 MATH FOR ELEM TEACHERS meets the math core requirement

Note: *The certification and graduation requirements of the Teacher Education Program at Cornerstone University may be impacted by changes enacted by the Michigan State Department of Education at any time.*

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 3.0 on a 4.0 scale, obtain one faculty reference and complete a professional interview with the certification officer or the dean of the School of Education and Human Services. 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 3.0 GPA in their major and overall, and a 2.7 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) (3.0), minor (2.7); and a cumulative GPA (3.0) 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 Improvement 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 Courses & CLEP Tests

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.

Teacher Education Program Probation

Teacher Education faculty are 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:

- 3.0 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:

- 3.0 major(s)
- 2.7 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 3.0 and/or the minor drops below a 2.7.

1. The student and his or her academic advisor will be notified by letter and email of the status of his/her GPA.
2. The student must submit a written plan of improvement which includes specific actions/strategies to be implemented in order to raise his/her GPA.
   a. The plan must be submitted electronically to the Teacher Education office and will be kept in the student's file.
   b. Failure to submit a plan of improvement may result in a meeting with the Dean.
3. The student will have one academic semester to re-establish the required GPA.
   a. During that semester, the student will be placed on **Teacher Education Program Probation** and the student will not be allowed to register for methods courses and/or upper level EDU courses. *(Teacher Education Probation is a probationary period where a student is supported in re-establishing academic success. Unless otherwise indicated, TE Probation is for a period of one semester).*
4. The student must schedule and attend an appointment with his/her advisor to discuss academic progress.
   a. This appointment should take place around mid-term. Feedback by the Dean may be requested from the academic advisor concerning this meeting.
   b. The Dean may schedule meetings in addition to those set by the advisor.
5. At the conclusion of the semester, the student's GPA will be reviewed.
   a. If the minimum GPA requirements are re-established, the student will receive a letter indicating his/her removal from TE Program Probation and granted permission to register for upper level EDU courses.
   b. If the minimum GPA requirements are not reached, but academic improvement has been demonstrated, the Dean may extend the student's TE Program Probation for one additional semester.
      i. The student will receive a letter stating the extension of the TE Program Probation period.
      ii. Steps 2-4 will be applied
      iii. Optional: at mid-term, professors for each course may be asked to complete an Academic Improvement Midterm Evaluation Form
   c. If the minimum GPA requirements are not reached and academic improvement has not been demonstrated, the student will no longer be eligible for participation in the Teacher Education Program. An Academic Program Denial letter will be sent to the student and the approval code for registering for education

classes and Teacher Education Program will be removed from the student's record.

d. Readmission to the Teacher Education Program is possible once a student has acquired and maintained the minimum GPA requirements for two consecutive semesters. If the student does not have two consecutive semesters left, the Dean will review an alternative plan with the student. The student's request for readmission will be presented for approval.

e. Readmission requirements:
   i. Letter from student requesting readmission
   ii. Recommendation letter or email from academic advisor supporting the student's readmission
   iii. Final decision made by the Teacher Education Professional Committee

Recommendation for Certification

A student is considered a program completer when (a) all institutional academic and other requirements such as establishing eligibility for certification recommendation have been met, and (b) the minimum number of state certification tests for the teaching field desired have been passed. Students who meet all the standards and requirements of the Teacher Education program and the State of Michigan are eligible to apply for certification and 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 on the MTTC website (https://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
Birth to Kindergarten	Elementary	134	
Chemistry	Secondary	18	DC
Early Childhood (general & special education birth-K)	Elementary	106	ZS
Elementary Education	Elementary	103	ZG
English	Secondary	02	BA
English as Second Language	Elementary & Secondary	126	NS
Integrated Science	Elementary	93	DI
Integrated Science	Secondary	94	DI
Learning Disabilities	K-12	114	SM
Lower Elementary Education (PK-3rd grade)	Elementary	117-120	ZO
Mathematics	Secondary	22	EX
Music Education	K-12	99	JQ
Psychology	Secondary	11	CE
Social Studies	Secondary	84	RX
Spanish	Elementary & Secondary	28	FF
Upper Elementary Education (3rd-6th grade)	Elementary	121-124	ZP

Please visit the MTTC website (https://www.mttc.nesinc.com/) for further information including sample tests, test objectives and study guides. Students are encouraged to form study groups to prepare for tests or contact teacher.ed@cornerstone.edu to inquire about faculty in subject areas who may be available to help with test preparation. Please find additional information (e.g. electronic study guides) on MyCornerstone under School of Education and Human Services ~ Resources ~ Teacher Education.

Early Childhood Education (Minor)

minor requirments
(NON-CERTIFIED MINOR)

Code	Title	Hours
EDU-233	FOUND TEACHING EXCEPTIONAL LEARNER	3
EDU-333	FOUNDATIONS EARLY CHILDHOOD EDUCATION	3
EDU-352	TEACHING YOUNG CHILD	4
EDU-328	LEARNER-CENTERED ASSESSMENT	3
EDU-361	EARLY CHILDHOOD PRACTICUM	4
EDU-371	YOUNG CHILD & COMMUNITY	3
EDU-373	TEACHING INFANTS/TODDLERS & CLINICAL EX	4
Total Hours		**24**

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

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

Elementary Education (PK-3rd Grade Certification) (BS)

Admission to Teacher Education

Students may apply for admission to the 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 Teacher Education. Transfer students, those entering Teacher Education late and post-baccalaureate students must be admitted to the program if they seek teacher certification. Course work and the GPA from other institutions may be used to meet admission requirements.

Students must maintain the minimum academic (overall 3.0 GPA, major 3.0, and minor 2.7) 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-212, HIS-115, HIS-211, PSY-111, COM-112, MAT-209, MAT-315, SCI-202, SCI-212. 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.

Bachelor of science in elementary education (pk-3rd grade certification)

- **Cornerstone Core Requirements**
- **Major Requirements**

Major requirements

Code	Title	Hours
EDU-147	PE & HEALTH FOR WHOLE LEARNER	2
EDU-220	FOUNDATIONS OF EDU & CLINICAL EXPERIENC	4
EDU-233	FOUND TEACHING EXCEPTIONAL LEARNER	3
EDU-262	EDUCATIONAL TECHNOLOGY INTEGRATION	3
EDU-265	CREATIVITY FOR WHOLE LEARNER	3
EDU-328	LEARNER-CENTERED ASSESSMENT	3
EDU-345	FOUNDATIONS OF LITERACY	4
EDU-347	CHILDREN'S LIT & WRITING INST	3
EDU-364	EQUITABLE & INCLUSIVE EDUCATION	3
EDU-365	EQUITABLE & INCLUSIVE CLINICAL EXPERIEN	1
EDU-371	YOUNG CHILD & COMMUNITY	3
EDU-381	THE LEARNER AND LEARNING	3
EDU-386	CLASSROOM MGMT & TEACHER ASST PRACTICUM	3
EDU-447	TEACHING LITERACY I	4
EDU-460	TEACHING SOCIAL STUDIES	3
EDU-430	STUDENT TEACHING CAPSTONE SEMINAR	3
EDU-482	STUDENT TEACHING INTERNSHIP	12
SCI-202	FOUND OF INTEGRATED SCIENCE I	4
HIS-211	MICHIGAN HISTORY	3
MAT-109	MATH FOR ELEM TEACHERS [1]	4
MAT-209	TEACHING MATH I & CLINICAL EXP	4
Total Hours		**75**

[1] MAT-109 MATH FOR ELEM TEACHERS fulfills math core requirement

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 3.0 on a 4.0 scale, obtain one faculty reference and complete a professional interview with the certification officer or the dean of the School of Education and Human Services. 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 3.0 GPA in their major and overall, and a 2.7 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) (3.0), minor (2.7); and a cumulative GPA (3.0) 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 Improvement 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 Courses & CLEP Tests

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.

Teacher Education Program Probation

Teacher Education faculty are 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:

- 3.0 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:

- 3.0 major(s)
- 2.7 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 3.0 and/or the minor drops below a 2.7.

1. The student and his or her academic advisor will be notified by letter and email of the status of his/her GPA.
2. The student must submit a written plan of improvement which includes specific actions/strategies to be implemented in order to raise his/her GPA.
   a. The plan must be submitted electronically to the Teacher Education office and will be kept in the student's file.
   b. Failure to submit a plan of improvement may result in a meeting with the Dean.
3. The student will have one academic semester to re-establish the required GPA.
   a. During that semester, the student will be placed on **Teacher Education Program Probation** and the student will not be allowed to register for methods courses and/or upper level EDU courses. *(Teacher Education Probation is a probationary period where a student is supported in re-establishing academic success. Unless otherwise indicated, TE Probation is for a period of one semester).*
4. The student must schedule and attend an appointment with his/her advisor to discuss academic progress.
   a. This appointment should take place around mid-term. Feedback by the Dean may be requested from the academic advisor concerning this meeting.
   b. The Dean may schedule meetings in addition to those set by the advisor.
5. At the conclusion of the semester, the student's GPA will be reviewed.
   a. If the minimum GPA requirements are re-established, the student will receive a letter indicating his/her removal from TE Program Probation and granted permission to register for upper level EDU courses.
   b. If the minimum GPA requirements are not reached, but academic improvement has been demonstrated, the Dean may extend the student's TE Program Probation for one additional semester.
      i. The student will receive a letter stating the extension of the TE Program Probation period.
      ii. Steps 2-4 will be applied
      iii. Optional: at mid-term, professors for each course may be asked to complete an Academic Improvement Midterm Evaluation Form
   c. If the minimum GPA requirements are not reached and academic improvement has not been demonstrated, the student will no longer be eligible for participation in the Teacher Education Program. An Academic Program Denial letter will be sent to the student and the approval code for registering for education classes and Teacher Education Program will be removed from the student's record.
   d. Readmission to the Teacher Education Program is possible once a student has acquired and maintained the minimum GPA requirements for two consecutive semesters. If the student does not have two consecutive semesters left, the Dean will review an alternative plan with the student. The student's request for readmission will be presented for approval.
   e. Readmission requirements:
      i. Letter from student requesting readmission
      ii. Recommendation letter or email from academic advisor supporting the student's readmission

iii. Final decision made by the Teacher Education Professional Committee

Recommendation for Certification

A student is considered a program completer when (a) all institutional academic and other requirements such as establishing eligibility for certification recommendation have been met, and (b) the minimum number of state certification tests for the teaching field desired have been passed. Students who meet all the standards and requirements of the Teacher Education program and the State of Michigan are eligible to apply for certification and 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 on the MTTC website (https://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
Birth to Kindergarten	Elementary	134	
Chemistry	Secondary	18	DC
Early Childhood (general & special education birth-K)	Elementary	106	ZS
Elementary Education	Elementary	103	ZG
English	Secondary	02	BA
English as Second Language	Elementary & Secondary	126	NS
Integrated Science	Elementary	93	DI
Integrated Science	Secondary	94	DI
Learning Disabilities	K-12	114	SM
Lower Elementary Education (PK-3rd grade)	Elementary	117-120	ZO
Mathematics	Secondary	22	EX
Music Education	K-12	99	JQ
Psychology	Secondary	11	CE
Social Studies	Secondary	84	RX
Spanish	Elementary & Secondary	28	FF
Upper Elementary Education (3rd-6th grade)	Elementary	121-124	ZP

Please visit the MTTC website (https://www.mttc.nesinc.com/) for further information including sample tests, test objectives and study guides. Students are encouraged to form study groups to prepare for tests or contact teacher.ed@cornerstone.edu to inquire about faculty in subject areas who may be available to help with test preparation. Please find additional information (e.g. electronic study guides) on MyCornerstone under School of Education and Human Services ~ Resources ~ Teacher Education.

Elementary Education PLUS (PK-6th Grade Certification) (BS)

Admission to Teacher Education

Students may apply for admission to the 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 Teacher Education. Transfer students, those entering Teacher Education late and post-baccalaureate students must be admitted to the program if they seek teacher certification. Course work and the GPA from other institutions may be used to meet admission requirements.

Students must maintain the minimum academic (overall 3.0 GPA, major 3.0, and minor 2.7) 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-212, HIS-115, HIS-211, PSY-111, COM-112, MAT-209, MAT-315, SCI-202, SCI-212. 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.

Bachelor of science in elementary education plus (pk-6th grade certification)

- **Cornerstone Core Requirements**
- **Major Requirements**

Major requirements

Code	Title	Hours
EDU-147	PE & HEALTH FOR WHOLE LEARNER	2
EDU-220	FOUNDATIONS OF EDU & CLINICAL EXPERIENC	4
EDU-233	FOUND TEACHING EXCEPTIONAL LEARNER (& Clinical Experience)	3
EDU-262	EDUCATIONAL TECHNOLOGY INTEGRATION	3
EDU-265	CREATIVITY FOR WHOLE LEARNER	3
EDU-364	EQUITABLE & INCLUSIVE EDUCATION	3
EDU-365	EQUITABLE & INCLUSIVE CLINICAL EXPERIEN	1
EDU-375	STRATEGIC PARTNERSHIPS	3
EDU-328	LEARNER-CENTERED ASSESSMENT	3
EDU-381	THE LEARNER AND LEARNING	3

EDU-386	CLASSROOM MGMT & TEACHER ASST PRACTICUM	3
EDU-430	STUDENT TEACHING CAPSTONE SEMINAR (concurrent with student teaching internship)	3
EDU-482	STUDENT TEACHING INTERNSHIP	12
Total Hours		**46**

Code	Title	Hours
Literacy Courses		
EDU-345	FOUNDATIONS OF LITERACY	4
EDU-347	CHILDREN'S LIT & WRITING INST (PK-3rd grade)	3
EDU-348	YOUNG ADULT LIT & WRITING INSTRUCTION (grades 4-6)	3
EDU-447	TEACHING LITERACY I (& Clinical Experience)	4
EDU-448	TEACHING LITERACY II (& Clinical Experience)	4
Math Courses		
MAT-109	MATH FOR ELEM TEACHERS [1]	4
MAT-209	TEACHING MATH I & CLINICAL EXP	4
MAT-315	TEACHING MATHEMATICS II (& Clinical Experience)	4
Science Courses		
SCI-202	FOUND OF INTEGRATED SCIENCE I (PK-3)	4
SCI-212	FOUND OF INTEGRATED SCIENCE II (3-6)	4
Social Studies Courses		
HIS-115	AMERICAN STUDIES	3
HIS-211	MICHIGAN HISTORY	3
EDU-460	TEACHING SOCIAL STUDIES	3
Total Hours		**47**

[1] MAT-109 MATH FOR ELEM TEACHERS meets the math core requirement

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 3.0 on a 4.0 scale, obtain one faculty reference and complete a professional interview with the certification officer or the dean of the School of Education and Human Services. 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 3.0 GPA in their major and overall, and a 2.7 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) (3.0), minor (2.7); and a cumulative GPA (3.0) 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 Improvement 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 Courses & CLEP Tests

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.

Teacher Education Program Probation

Teacher Education faculty are 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:

- 3.0 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:

- 3.0 major(s)
- 2.7 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 3.0 and/or the minor drops below a 2.7.

1. The student and his or her academic advisor will be notified by letter and email of the status of his/her GPA.
2. The student must submit a written plan of improvement which includes specific actions/strategies to be implemented in order to raise his/her GPA.
   a. The plan must be submitted electronically to the Teacher Education office and will be kept in the student's file.
   b. Failure to submit a plan of improvement may result in a meeting with the Dean.
3. The student will have one academic semester to re-establish the required GPA.
   a. During that semester, the student will be placed on **Teacher Education Program Probation** and the student will not be allowed to register for methods courses and/or upper level EDU courses. *(Teacher Education Probation is a probationary period where a student is supported in re-establishing academic success. Unless otherwise indicated, TE Probation is for a period of one semester).*
4. The student must schedule and attend an appointment with his/her advisor to discuss academic progress.
   a. This appointment should take place around mid-term. Feedback by the Dean may be requested from the academic advisor concerning this meeting.
   b. The Dean may schedule meetings in addition to those set by the advisor.
5. At the conclusion of the semester, the student's GPA will be reviewed.
   a. If the minimum GPA requirements are re-established, the student will receive a letter indicating his/her removal from TE Program Probation and granted permission to register for upper level EDU courses.
   b. If the minimum GPA requirements are not reached, but academic improvement has been demonstrated, the Dean may extend the student's TE Program Probation for one additional semester.
      i. The student will receive a letter stating the extension of the TE Program Probation period.
      ii. Steps 2-4 will be applied
      iii. Optional: at mid-term, professors for each course may be asked to complete an Academic Improvement Midterm Evaluation Form
   c. If the minimum GPA requirements are not reached and academic improvement has not been demonstrated, the student will no longer be eligible for participation in the Teacher Education Program. An Academic Program Denial letter will be sent to the student and the approval code for registering for education classes and Teacher Education Program will be removed from the student's record.
   d. Readmission to the Teacher Education Program is possible once a student has acquired and maintained the minimum GPA requirements for two consecutive semesters. If the student does not have two consecutive semesters left, the Dean will review an alternative plan with the student. The student's request for readmission will be presented for approval.
   e. Readmission requirements:
      i. Letter from student requesting readmission
      ii. Recommendation letter or email from academic advisor supporting the student's readmission
      iii. Final decision made by the Teacher Education Professional Committee

Recommendation for Certification

A student is considered a program completer when (a) all institutional academic and other requirements such as establishing eligibility for certification recommendation have been met, and (b) the minimum number of state certification tests for the teaching field desired have been passed. Students who meet all the standards and requirements of the Teacher Education program and the State of Michigan are eligible to apply for certification and 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 on the MTTC website (https://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
Birth to Kindergarten	Elementary	134	
Chemistry	Secondary	18	DC
Early Childhood (general & special education birth-K)	Elementary	106	ZS
Elementary Education	Elementary	103	ZG
English	Secondary	02	BA
English as Second Language	Elementary & Secondary	126	NS
Integrated Science	Elementary	93	DI
Integrated Science	Secondary	94	DI
Learning Disabilities	K-12	114	SM
Lower Elementary Education (PK-3rd grade)	Elementary	117-120	ZO
Mathematics	Secondary	22	EX
Music Education	K-12	99	JQ
Psychology	Secondary	11	CE
Social Studies	Secondary	84	RX
Spanish	Elementary & Secondary	28	FF
Upper Elementary Education (3rd-6th grade)	Elementary	121-124	ZP

Please visit the MTTC website (https://www.mttc.nesinc.com/) for further information including sample tests, test objectives and study guides. Students are encouraged to form study groups to prepare for tests or contact teacher.ed@cornerstone.edu to inquire about faculty in subject areas who may be available to help with test preparation. Please find additional information (e.g. electronic study guides) on MyCornerstone under School of Education and Human Services ~ Resources ~ Teacher Education.

Elementary Education (PK-6th Grade Certification) + Special Education K-12 (BS)

Admission to Teacher Education

Students may apply for admission to the 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 Teacher Education. Transfer students, those entering Teacher Education late and post-baccalaureate students must be admitted to the program if they seek teacher certification. Course work and the GPA from other institutions may be used to meet admission requirements.

Students must maintain the minimum academic (overall 3.0 GPA, major 3.0, and minor 2.7) 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-212, HIS-115, HIS-211, PSY-111, COM-112, MAT-209, MAT-315, SCI-202, SCI-212. 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.

Bachelor of science in elementary education (pk-6th grade certification+special education k-12

- **Cornerstone Core Requirements**
- **Major Requirements (p. 52)**

Major requirements

Code	Title	Hours
EDU-147	PE & HEALTH FOR WHOLE LEARNER	2
EDU-220	FOUNDATIONS OF EDU & CLINICAL EXPERIENC	4
EDU-262	EDUCATIONAL TECHNOLOGY INTEGRATION	3
EDU-265	CREATIVITY FOR WHOLE LEARNER	3
EDU-364	EQUITABLE & INCLUSIVE EDUCATION	3
EDU-365	EQUITABLE & INCLUSIVE CLINICAL EXPERIEN	1
EDU-375	STRATEGIC PARTNERSHIPS	3
EDU-381	THE LEARNER AND LEARNING	3
EDU-386	CLASSROOM MGMT & TEACHER ASST PRACTICUM	3
EDU-430	STUDENT TEACHING CAPSTONE SEMINAR (concurrent with student teaching internship)	3
EDU-482	STUDENT TEACHING INTERNSHIP [2]	12
Total Hours		**40**

[2] The Student Teaching Internship will include 12 weeks in a general education classroom and 8 weeks in a special education classroom

Code	Title	Hours
Literacy Courses		
EDU-345	FOUNDATIONS OF LITERACY	4
EDU-347	CHILDREN'S LIT & WRITING INST (PK-3rd grade)	3

EDU-348	YOUNG ADULT LIT & WRITING INSTRUCTION (grades 4-6)	3
EDU-447	TEACHING LITERACY I	4
EDU-448	TEACHING LITERACY II	4
Math Courses		
MAT-109	MATH FOR ELEM TEACHERS [1]	4
MAT-209	TEACHING MATH I & CLINICAL EXP	4
MAT-315	TEACHING MATHEMATICS II (3-6)	4
Science Courses		
SCI-202	FOUND OF INTEGRATED SCIENCE I (PK-3)	4
SCI-212	FOUND OF INTEGRATED SCIENCE II (3-6)	4
Social Studies Courses		
HIS-115	AMERICAN STUDIES	3
HIS-211	MICHIGAN HISTORY	3
EDU-460	TEACHING SOCIAL STUDIES	3
Special Education Courses		
EDU-233	FOUND TEACHING EXCEPTIONAL LEARNER	3
EDU-335	TEACHING EXCEPT LEARNER & CLINICAL EXP	4
EDU-338	ASSESS & DIAG OF EXCEPT LEARNER	4
EDU-328	LEARNER-CENTERED ASSESSMENT	3
EDU-462	B-K & K-12 SPECIAL ED PRACTICUM & SEM	9
Total Hours		**70**

[1] MAT-109 MATH FOR ELEM TEACHERS meets the math core requirement

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 3.0 on a 4.0 scale, obtain one faculty reference and complete a professional interview with the certification officer or the dean of the School of Education and Human Services. 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 3.0 GPA in their major and overall, and a 2.7 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) (3.0), minor (2.7); and a cumulative GPA (3.0) 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 Improvement 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 Courses & CLEP Tests

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.

Teacher Education Program Probation

Teacher Education faculty are 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:

- 3.0 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:

- 3.0 major(s)
- 2.7 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 3.0 and/or the minor drops below a 2.7.

1. The student and his or her academic advisor will be notified by letter and email of the status of his/her GPA.
2. The student must submit a written plan of improvement which includes specific actions/strategies to be implemented in order to raise his/her GPA.
   a. The plan must be submitted electronically to the Teacher Education office and will be kept in the student's file.
   b. Failure to submit a plan of improvement may result in a meeting with the Dean.
3. The student will have one academic semester to re-establish the required GPA.
   a. During that semester, the student will be placed on **Teacher Education Program Probation** and the student will not be allowed to register for methods courses and/or upper level EDU courses. *(Teacher Education Probation is a probationary period where a student is supported in re-establishing academic success. Unless otherwise indicated, TE Probation is for a period of one semester).*
4. The student must schedule and attend an appointment with his/her advisor to discuss academic progress.
   a. This appointment should take place around mid-term. Feedback by the Dean may be requested from the academic advisor concerning this meeting.
   b. The Dean may schedule meetings in addition to those set by the advisor.
5. At the conclusion of the semester, the student's GPA will be reviewed.
   a. If the minimum GPA requirements are re-established, the student will receive a letter indicating his/her removal from TE Program Probation and granted permission to register for upper level EDU courses.
   b. If the minimum GPA requirements are not reached, but academic improvement has been demonstrated, the Dean may extend the student's TE Program Probation for one additional semester.
      i. The student will receive a letter stating the extension of the TE Program Probation period.
      ii. Steps 2-4 will be applied
      iii. Optional: at mid-term, professors for each course may be asked to complete an Academic Improvement Midterm Evaluation Form
   c. If the minimum GPA requirements are not reached and academic improvement has not been demonstrated, the student will no longer be eligible for participation in the Teacher Education Program. An Academic Program Denial letter will be sent to the student and the approval code for registering for education classes and Teacher Education Program will be removed from the student's record.
   d. Readmission to the Teacher Education Program is possible once a student has acquired and maintained the minimum GPA requirements for two consecutive semesters. If the student does not have two consecutive semesters left, the Dean will review an alternative plan with the student. The student's request for readmission will be presented for approval.
   e. Readmission requirements:
      i. Letter from student requesting readmission
      ii. Recommendation letter or email from academic advisor supporting the student's readmission
      iii. Final decision made by the Teacher Education Professional Committee

Recommendation for Certification

A student is considered a program completer when (a) all institutional academic and other requirements such as establishing eligibility for certification recommendation have been met, and (b) the minimum number of state certification tests for the teaching field desired have been passed. Students who meet all the standards and requirements of the Teacher Education program and the State of Michigan are eligible to apply for certification and 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 on the MTTC website (https://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
Birth to Kindergarten	Elementary	134	
Chemistry	Secondary	18	DC
Early Childhood (general & special education birth-K)	Elementary	106	ZS
Elementary Education	Elementary	103	ZG
English	Secondary	02	BA
English as Second Language	Elementary & Secondary	126	NS
Integrated Science	Elementary	93	DI
Integrated Science	Secondary	94	DI
Learning Disabilities	K-12	114	SM
Lower Elementary Education (PK-3rd grade)	Elementary	117-120	ZO
Mathematics	Secondary	22	EX
Music Education	K-12	99	JQ
Psychology	Secondary	11	CE
Social Studies	Secondary	84	RX
Spanish	Elementary & Secondary	28	FF
Upper Elementary Education (3rd-6th grade)	Elementary	121-124	ZP

Please visit the MTTC website (https://www.mttc.nesinc.com/) for further information including sample tests, test objectives and study guides. Students are encouraged to form study groups to prepare for tests or contact teacher.ed@cornerstone.edu to inquire about faculty in subject areas who may be available to help with test preparation. Please find additional information (e.g. electronic study guides) on MyCornerstone under School of Education and Human Services ~ Resources ~ Teacher Education.

English Language Arts for Secondary Teachers (BS)

Admission to Teacher Education

Students may apply for admission to the 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 Teacher Education. Transfer students, those entering Teacher Education late and post-baccalaureate students must be admitted to the program if they seek teacher certification. Course work and the GPA from other institutions may be used to meet admission requirements.

Students must maintain the minimum academic (overall 3.0 GPA, major 3.0, and minor 2.7) 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-212, HIS-115, HIS-211, PSY-111, COM-112, MAT-209, MAT-315, SCI-202, SCI-212. 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.

Bachelor of science in english language arts for secondary teachers

- **Cornerstone Core Requirements**
- **Major Requirements**

Major requirements

Code	Title	Hours
ENG-223	INTRODUCTION TO LITERATURE	3
ENG-226	INTRO TO CREATIVE WRITING	3
ENG-319	ADVANCED GRAMMAR	3
LIN-225	INTRODUCTION TO LINGUISTICS	3
EDU-323	ADOLESCENT LITERATURE	3
EDU-436	TEACHING SECONDARY WRITING & LANGUAGE	3
ENG-463	TEACHING SECONDARY READING	3
Choose one of the following:		*3*
ENG-324	LITERACY MODERN/ANGLO-AMER WRITERS	
ENG-334	AMERICAN RENAISSANCE IN 19TH CENTURY	
Choose one of the following:		*3*
ENG-342	BRITISH ROMANTIC & VICTORIAN LITERATURE	
ENG-344	BRITISH LITERATURE TO 1700	
ENG-345	SHAKESPEARE	
Choose one of the following:		*3*
ENG-326	CONTEMPORARY LITERATURE	
ENG-328	SELECTED AUTHORS AND ERAS	
ENG-347	RELIGIOUS AUTHORS	
ENG-361	HOLOCAUST LITERATURE	
ENG-363	C S LEWIS/HIS LIFE OF FAITH	
Total Hours		**30**

Professional Education Courses

Code	Title	Hours
EDU-220	FOUNDATIONS OF EDU & CLINICAL EXPERIENC	4
EDU-233	FOUND TEACHING EXCEPTIONAL LEARNER	3
EDU-335	TEACHING EXCEPT LEARNER & CLINICAL EXP	4
PSY-233	CHILD & ADOLESCENT PSYCHOLOGY	3
EDU-343	ADOLESCENT LEARNING & ASSESSMENT	3

EDU-344	CONTENT AREA LITERACY/FIELD EXPERIENCE	3
EDU-364	EQUITABLE & INCLUSIVE EDUCATION	3
EDU-365	EQUITABLE & INCLUSIVE CLINICAL EXPERIEN	1
EDU-381	THE LEARNER AND LEARNING	3
EDU-386	CLASSROOM MGMT & TEACHER ASST PRACTICUM	3
EDU-430	STUDENT TEACHING CAPSTONE SEMINAR	3
EDU-484	SEC STUDENT TCHNG INTERNSHIP	12

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 3.0 on a 4.0 scale, obtain one faculty reference and complete a professional interview with the certification officer or the dean of the School of Education and Human Services. 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 3.0 GPA in their major and overall, and a 2.7 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.

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   b. The Dean may schedule meetings in addition to those set by the advisor.
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   a. If the minimum GPA requirements are re-established, the student will receive a letter indicating his/her removal from TE Program Probation and granted permission to register for upper level EDU courses.
   b. If the minimum GPA requirements are not reached, but academic improvement has been demonstrated, the Dean may extend the student's TE Program Probation for one additional semester.
      i. The student will receive a letter stating the extension of the TE Program Probation period.
      ii. Steps 2-4 will be applied
      iii. Optional: at mid-term, professors for each course may be asked to complete an Academic Improvement Midterm Evaluation Form
   c. If the minimum GPA requirements are not reached and academic improvement has not been demonstrated, the student will no longer be eligible for participation in the Teacher Education Program. An Academic Program Denial letter will be sent to the student and the approval code for registering for education classes and Teacher Education Program will be removed from the student's record.
   d. Readmission to the Teacher Education Program is possible once a student has acquired and maintained the minimum GPA requirements for two consecutive semesters. If the student does not have two consecutive semesters left, the Dean will review an alternative plan with the student. The student's request for readmission will be presented for approval.
   e. Readmission requirements:
      i. Letter from student requesting readmission
      ii. Recommendation letter or email from academic advisor supporting the student's readmission
      iii. Final decision made by the Teacher Education Professional Committee

Recommendation for Certification

A student is considered a program completer when (a) all institutional academic and other requirements such as establishing eligibility for certification recommendation have been met, and (b) the minimum number of state certification tests for the teaching field desired have been passed. Students who meet all the standards and requirements of the Teacher Education program and the State of Michigan are eligible to apply for certification and 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 on the MTTC website (https://www.mttc.nesinc.com/).

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

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Elementary Education	Elementary	103	ZG
English	Secondary	02	BA
English as Second Language	Elementary & Secondary	126	NS
Integrated Science	Elementary	93	DI
Integrated Science	Secondary	94	DI
Learning Disabilities	K-12	114	SM

Lower Elementary Education (PK-3rd grade)	Elementary	117-120	ZO
Mathematics	Secondary	22	EX
Music Education	K-12	99	JQ
Psychology	Secondary	11	CE
Social Studies	Secondary	84	RX
Spanish	Elementary & Secondary	28	FF
Upper Elementary Education (3rd-6th grade)	Elementary	121-124	ZP

Please visit the MTTC website (https://www.mttc.nesinc.com/) for further information including sample tests, test objectives and study guides. Students are encouraged to form study groups to prepare for tests or contact teacher.ed@cornerstone.edu to inquire about faculty in subject areas who may be available to help with test preparation. Please find additional information (e.g. electronic study guides) on MyCornerstone under School of Education and Human Services ~ Resources ~ Teacher Education.

English for Secondary Teachers (Minor)

minor requirements

Code	Title	Hours
ENG-223	INTRODUCTION TO LITERATURE	3
ENG-226	INTRO TO CREATIVE WRITING	3
ENG-319	ADVANCED GRAMMAR	3
Choose one of the following:		*3*
EDU-323	ADOLESCENT LITERATURE	
ENG-328	SELECTED AUTHORS AND ERAS	
ENG-324	LITERACY MODERN/ANGLO-AMER WRITERS	
ENG-326	CONTEMPORARY LITERATURE	3
or ENG-334	AMERICAN RENAISSANCE IN 19TH CENTURY	
ENG-342	BRITISH ROMANTIC & VICTORIAN LITERATURE	3
or ENG-344	BRITISH LITERATURE TO 1700	
Total Hours		**18**

Family Studies (Minor)

minor requirements

Students minoring in Family Studies must take PSY-111 GENERAL PSYCHOLOGY to meet one of the Social Science requirements in the core.

Code	Title	Hours
PSY-211	INTRODUCTION TO RELATIONSHIP	3
PSY-456	MARRIAGE & FAMILY COUNSELING	3
SOC-111	INTRO TO SOCIOLOGY	3
SOC-432	SOCIOLOGY OF THE FAMILY	3
PSY-346	CHILD WELFARE	3
or SWK-441	GERONTOLOGY	
PSY-239	ADULT PSYCHOLOGY	3
or PSY-233	CHILD & ADOLESCENT PSYCHOLOGY	
PSY-322	THEORY OF PERSONALITY	3
or PSY-353	ABNORMAL PSYCHOLOGY	
Total Hours		**21**

Human Services (AS - Online)

associate of science in human services

- **Cornerstone Core Requirements**
- **Major Requirements**

Major requirements

Code	Title	Hours
SOC-101	INTRO TO HUMAN SERVICES	3
SOC-111	INTRO TO SOCIOLOGY	3
MGT-233	LEADERSHIP STUDIES	3
SOC-201	INTERCULTURAL RELATIONS	3
PSY-221	INTERVIEWING & COUNSELING	3
SOC-229	FIELD EXPERIENCE	3
FAR-211	INTRODUCTION TO FINE ARTS	3
PHI-211	PHILOSOPHY IN CULTURE	3
LIN-100	LANGUAGE IN CULTURE	3
THE-238	CHRISTIAN DOCTRINE 1	3
Take three credits of general electives		3
Total Hours		**33**

Human Services (Minor - Online)

Students who have already taken SOC-211 CURRENT SOCIAL ISSUES or MGT-233 LEADERSHIP STUDIES must choose another course for substitution. Allowable substitution is SOC-232 MARRIAGE AND FAMILY.

minor requirements

Code	Title	Hours
SOC-101	INTRO TO HUMAN SERVICES	3
SOC-111	INTRO TO SOCIOLOGY	3
SOC-201	INTERCULTURAL RELATIONS	3
MGT-233	LEADERSHIP STUDIES	3
PSY-221	INTERVIEWING & COUNSELING	3
SOC-211	CURRENT SOCIAL ISSUES	3
SOC-229	FIELD EXPERIENCE	3
Total Hours		**21**

Integrated Comprehensive Science for Secondary Teachers (BS)

Admission to Teacher Education

Students may apply for admission to the 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 Teacher Education. Transfer students, those entering Teacher Education late and post-baccalaureate students must be admitted to the program if they seek teacher certification. Course work and the GPA from other institutions may be used to meet admission requirements.

Students must maintain the minimum academic (overall 3.0 GPA, major 3.0, and minor 2.7) 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-212, HIS-115, HIS-211, PSY-111, COM-112, MAT-209, MAT-315, SCI-202, SCI-212. 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.

Bachelor of science in integrated comprehensive science for secondary teachers

- **Cornerstone Core Requirements**
- **Major Requirements (p. 59)**

Major requirements

Code	Title	Hours
Life Sciences		
BIO-151	GENERAL BIOLOGY	4
BIO-225	BOTANY	4
BIO-233	ZOOLOGY	4
BIO-351	GENETICS	4
Physical Sciences		
CHM-111	PRIN GENERAL CHEMISTRY	4
CHM-212	PRINCIPLES OF ORGANIC & BIOCHEM	4
PHY-211	GENERAL PHYSICS I [1]	4
PHY-212	GENERAL PHYSICS II	4
Earth/Space Sciences		
ECO-241	ENVIRONMENTAL SCIENCE	4
SCI-261	ASTRONOMY	4
SCI-262	GEOLOGY	4
SCI-263	ATMOSPHERE AND WEATHER	2
Comprehensive		
SCI-361	EVOLUTION & ORIGINS	3
SCI-400	CAPSTONE SEMINAR: INTEGRATED SCIENCE	2
Total Hours		**51**

[1] Prerequisite:
MAT-121 COLLEGE ALGEBRA, MAT-122 PRE-CALCULUS or MAT-131 CALCULUS I

Professional Education Courses

Code	Title	Hours
EDU-220	FOUNDATIONS OF EDU & CLINICAL EXPERIENC	4
EDU-233	FOUND TEACHING EXCEPTIONAL LEARNER	3
EDU-262	EDUCATIONAL TECHNOLOGY INTEGRATION	3
EDU-344	CONTENT AREA LITERACY/FIELD EXPERIENCE	3
EDU-364	EQUITABLE & INCLUSIVE EDUCATION	3
EDU-365	EQUITABLE & INCLUSIVE CLINICAL EXPERIEN	1
EDU-381	THE LEARNER AND LEARNING	3
EDU-386	CLASSROOM MGMT & TEACHER ASST PRACTICUM	3
EDU-430	STUDENT TEACHING CAPSTONE SEMINAR	3
Complete major and minor methods course(s) from the following:		*5-6*
EDU-335	TEACHING EXCEPT LEARNER & CLINICAL EXP	
ENG-463	TEACHING SECONDARY READING	
LIN-465	TESOL METHODOLOGY I	
MAT-471	SECONDARY MATH METHODS	
SCI-465	SECONDARY SCIENCE METHODS	
SSC-464	SECONDARY SOCIAL STUDIES METHODS	
Choose one of the following:		*12*
EDU-484	SEC STUDENT TCHNG INTERNSHIP	
EDU-486	K-12 STUDENT TCHNG INTERNSHIP	
Total Hours		**43-44**

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 3.0 on a 4.0 scale, obtain one faculty reference and complete a professional interview with the certification officer or the dean of the School of Education and Human Services. 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 3.0 GPA in their major and overall, and a 2.7 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) (3.0), minor (2.7); and a cumulative GPA (3.0) 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 Improvement 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 Courses & CLEP Tests

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.

Teacher Education Program Probation

Teacher Education faculty are 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:

- 3.0 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:

- 3.0 major(s)
- 2.7 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 3.0 and/or the minor drops below a 2.7.

1. The student and his or her academic advisor will be notified by letter and email of the status of his/her GPA.
2. The student must submit a written plan of improvement which includes specific actions/strategies to be implemented in order to raise his/her GPA.
   a. The plan must be submitted electronically to the Teacher Education office and will be kept in the student's file.
   b. Failure to submit a plan of improvement may result in a meeting with the Dean.
3. The student will have one academic semester to re-establish the required GPA.
   a. During that semester, the student will be placed on **Teacher Education Program Probation** and the student will not be allowed to register for methods courses and/or upper level EDU courses. *(Teacher Education Probation is a probationary period where a student is supported in re-establishing academic success. Unless otherwise indicated, TE Probation is for a period of one semester).*
4. The student must schedule and attend an appointment with his/her advisor to discuss academic progress.
   a. This appointment should take place around mid-term. Feedback by the Dean may be requested from the academic advisor concerning this meeting.
   b. The Dean may schedule meetings in addition to those set by the advisor.
5. At the conclusion of the semester, the student's GPA will be reviewed.

a. If the minimum GPA requirements are re-established, the student will receive a letter indicating his/her removal from TE Program Probation and granted permission to register for upper level EDU courses.
b. If the minimum GPA requirements are not reached, but academic improvement has been demonstrated, the Dean may extend the student's TE Program Probation for one additional semester.
    i. The student will receive a letter stating the extension of the TE Program Probation period.
    ii. Steps 2-4 will be applied
    iii. Optional: at mid-term, professors for each course may be asked to complete an Academic Improvement Midterm Evaluation Form
c. If the minimum GPA requirements are not reached and academic improvement has not been demonstrated, the student will no longer be eligible for participation in the Teacher Education Program. An Academic Program Denial letter will be sent to the student and the approval code for registering for education classes and Teacher Education Program will be removed from the student's record.
d. Readmission to the Teacher Education Program is possible once a student has acquired and maintained the minimum GPA requirements for two consecutive semesters. If the student does not have two consecutive semesters left, the Dean will review an alternative plan with the student. The student's request for readmission will be presented for approval.
e. Readmission requirements:
    i. Letter from student requesting readmission
    ii. Recommendation letter or email from academic advisor supporting the student's readmission
    iii. Final decision made by the Teacher Education Professional Committee

Recommendation for Certification

A student is considered a program completer when (a) all institutional academic and other requirements such as establishing eligibility for certification recommendation have been met, and (b) the minimum number of state certification tests for the teaching field desired have been passed. Students who meet all the standards and requirements of the Teacher Education program and the State of Michigan are eligible to apply for certification and 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 on the MTTC website (https://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
Birth to Kindergarten	Elementary	134	
Chemistry	Secondary	18	DC
Early Childhood (general & special education birth-K)	Elementary	106	ZS
Elementary Education	Elementary	103	ZG
English	Secondary	02	BA
English as Second Language	Elementary & Secondary	126	NS
Integrated Science	Elementary	93	DI
Integrated Science	Secondary	94	DI
Learning Disabilities	K-12	114	SM
Lower Elementary Education (PK-3rd grade)	Elementary	117-120	ZO
Mathematics	Secondary	22	EX
Music Education	K-12	99	JQ
Psychology	Secondary	11	CE
Social Studies	Secondary	84	RX
Spanish	Elementary & Secondary	28	FF
Upper Elementary Education (3rd-6th grade)	Elementary	121-124	ZP

Please visit the MTTC website (https://www.mttc.nesinc.com/) for further information including sample tests, test objectives and study guides. Students are encouraged to form study groups to prepare for tests or contact teacher.ed@cornerstone.edu to inquire about faculty in subject areas who may be available to help with test preparation. Please find additional information (e.g. electronic study guides) on MyCornerstone under School of Education and Human Services ~ Resources ~ Teacher Education.

Integrated Science for Secondary Teachers (BS)

Admission to Teacher Education

Students may apply for admission to the 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 Teacher Education. Transfer students, those entering Teacher Education late and post-baccalaureate students must be admitted to the program if they seek teacher certification. Course work and the GPA from other institutions may be used to meet admission requirements.

Students must maintain the minimum academic (overall 3.0 GPA, major 3.0, and minor 2.7) 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-212, HIS-115, HIS-211, PSY-111,

COM-112, MAT-209, MAT-315, SCI-202, SCI-212. 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.

Bachelor of science in integrated science for secondary teachers

- **Cornerstone Core Requirements**
- **Major Requirements**

Major Requirements

Code	Title	Hours
Life Sciences		
BIO-151	GENERAL BIOLOGY	4
BIO-233	ZOOLOGY	4
BIO-351	GENETICS	4
Physicial Sciences		
CHM-111	PRIN GENERAL CHEMISTRY	4
CHM-212	PRINCIPLES OF ORGANIC & BIOCHEM	4
PHY-211	GENERAL PHYSICS I	4
Earth/Space Science		
SCI-261	ASTRONOMY	4
SCI-262	GEOLOGY	4
SCI-263	ATMOSPHERE AND WEATHER	2
Comprehensive		
ECO-241	ENVIRONMENTAL SCIENCE	4
SCI-361	EVOLUTION & ORIGINS	3
SCI-400	CAPSTONE SEMINAR: INTEGRATED SCIENCE	2
Total Hours		**43**

Professional Education Courses

Code	Title	Hours
EDU-220	FOUNDATIONS OF EDU & CLINICAL EXPERIENC	4
EDU-233	FOUND TEACHING EXCEPTIONAL LEARNER	3
EDU-262	EDUCATIONAL TECHNOLOGY INTEGRATION	3
EDU-344	CONTENT AREA LITERACY/FIELD EXPERIENCE	3
EDU-364	EQUITABLE & INCLUSIVE EDUCATION	3
EDU-365	EQUITABLE & INCLUSIVE CLINICAL EXPERIEN	1
EDU-381	THE LEARNER AND LEARNING	3
EDU-386	CLASSROOM MGMT & TEACHER ASST PRACTICUM	3
EDU-430	STUDENT TEACHING CAPSTONE SEMINAR	3
Complete major and minor methods course(s) from the following:		*5-6*
EDU-335	TEACHING EXCEPT LEARNER & CLINICAL EXP	
ENG-463	TEACHING SECONDARY READING	
LIN-465	TESOL METHODOLOGY I	
MAT-471	SECONDARY MATH METHODS	
SCI-465	SECONDARY SCIENCE METHODS	
SSC-464	SECONDARY SOCIAL STUDIES METHODS	
Choose one of the following:		*12*
EDU-484	SEC STUDENT TCHNG INTERNSHIP	
EDU-486	K-12 STUDENT TCHNG INTERNSHIP	
Total Hours		**43-44**

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 3.0 on a 4.0 scale, obtain one faculty reference and complete a professional interview with the certification officer or the dean of the School of Education and Human Services. 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 3.0 GPA in their major and overall, and a 2.7 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.

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4. A student must maintain the required minimum GPA in his/her major(s) (3.0), minor (2.7); and a cumulative GPA (3.0) 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.
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All courses enrolled in the term prior to student teaching should be completed at Cornerstone University.

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Teacher Education Program Probation

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- 3.0 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:

- 3.0 major(s)
- 2.7 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 3.0 and/or the minor drops below a 2.7.

1. The student and his or her academic advisor will be notified by letter and email of the status of his/her GPA.
2. The student must submit a written plan of improvement which includes specific actions/strategies to be implemented in order to raise his/her GPA.
   a. The plan must be submitted electronically to the Teacher Education office and will be kept in the student's file.
   b. Failure to submit a plan of improvement may result in a meeting with the Dean.
3. The student will have one academic semester to re-establish the required GPA.
   a. During that semester, the student will be placed on **Teacher Education Program Probation** and the student will not be allowed to register for methods courses and/or upper level EDU courses. *(Teacher Education Probation is a probationary period where a student is supported in re-establishing academic success. Unless otherwise indicated, TE Probation is for a period of one semester).*
4. The student must schedule and attend an appointment with his/her advisor to discuss academic progress.
   a. This appointment should take place around mid-term. Feedback by the Dean may be requested from the academic advisor concerning this meeting.
   b. The Dean may schedule meetings in addition to those set by the advisor.
5. At the conclusion of the semester, the student's GPA will be reviewed.
   a. If the minimum GPA requirements are re-established, the student will receive a letter indicating his/her removal from TE Program Probation and granted permission to register for upper level EDU courses.
   b. If the minimum GPA requirements are not reached, but academic improvement has been demonstrated, the Dean may extend the student's TE Program Probation for one additional semester.
      i. The student will receive a letter stating the extension of the TE Program Probation period.
      ii. Steps 2-4 will be applied
      iii. Optional: at mid-term, professors for each course may be asked to complete an Academic Improvement Midterm Evaluation Form

c. If the minimum GPA requirements are not reached and academic improvement has not been demonstrated, the student will no longer be eligible for participation in the Teacher Education Program. An Academic Program Denial letter will be sent to the student and the approval code for registering for education classes and Teacher Education Program will be removed from the student's record.
d. Readmission to the Teacher Education Program is possible once a student has acquired and maintained the minimum GPA requirements for two consecutive semesters. If the student does not have two consecutive semesters left, the Dean will review an alternative plan with the student. The student's request for readmission will be presented for approval.
e. Readmission requirements:
   i. Letter from student requesting readmission
   ii. Recommendation letter or email from academic advisor supporting the student's readmission
   iii. Final decision made by the Teacher Education Professional Committee

Recommendation for Certification

A student is considered a program completer when (a) all institutional academic and other requirements such as establishing eligibility for certification recommendation have been met, and (b) the minimum number of state certification tests for the teaching field desired have been passed. Students who meet all the standards and requirements of the Teacher Education program and the State of Michigan are eligible to apply for certification and 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 on the MTTC website (https://www.mttc.nesinc.com/).

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

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Elementary Education	Elementary	103	ZG
English	Secondary	02	BA
English as Second Language	Elementary & Secondary	126	NS
Integrated Science	Elementary	93	DI
Integrated Science	Secondary	94	DI
Learning Disabilities	K-12	114	SM
Lower Elementary Education (PK-3rd grade)	Elementary	117-120	ZO
Mathematics	Secondary	22	EX
Music Education	K-12	99	JQ
Psychology	Secondary	11	CE
Social Studies	Secondary	84	RX
Spanish	Elementary & Secondary	28	FF
Upper Elementary Education (3rd-6th grade)	Elementary	121-124	ZP

Please visit the MTTC website (https://www.mttc.nesinc.com/) for further information including sample tests, test objectives and study guides. Students are encouraged to form study groups to prepare for tests or contact teacher.ed@cornerstone.edu to inquire about faculty in subject areas who may be available to help with test preparation. Please find additional information (e.g. electronic study guides) on MyCornerstone under School of Education and Human Services ~ Resources ~ Teacher Education.

Mathematics for Secondary Teachers (BS)

Admission to Teacher Education

Students may apply for admission to the 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 Teacher Education. Transfer students, those entering Teacher Education late and post-baccalaureate students must be admitted to the program if they seek teacher certification. Course work and the GPA from other institutions may be used to meet admission requirements.

Students must maintain the minimum academic (overall 3.0 GPA, major 3.0, and minor 2.7) 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-212, HIS-115, HIS-211, PSY-111, COM-112, MAT-209, MAT-315, SCI-202, SCI-212. 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.

bachelor of science in mathematics for secondary teachers

- **Cornerstone Core Requirements**
- **Major Requirements (p. 65)**

Major Requirements

Code	Title	Hours
MAT-131	CALCULUS I	4
MAT-132	CALCULUS II	4
MAT-233	DIFFERENTIAL EQUATIONS	3
MAT-234	MULTIVARIATE CALCULUS	4
MAT-241	APPLIED LINEAR ALGEBRA	3
MAT-243	DISCRETE MATHEMATICS	4
MAT-245	MATHEMATICAL PROOFS	4
MAT-251	PROBABILITY & STATISTICS	3
MAT-333	REAL ANALYSIS	3
MAT-341	MODERN ALGEBRA	3
MAT-400	CAPSTONE SEM: GEOM & HIST/MATH SCIENCES	3
Total Hours		**38**

Professional Education Courses

Code	Title	Hours
EDU-220	FOUNDATIONS OF EDU & CLINICAL EXPERIENC	4
EDU-233	FOUND TEACHING EXCEPTIONAL LEARNER	3
EDU-262	EDUCATIONAL TECHNOLOGY INTEGRATION	3
EDU-344	CONTENT AREA LITERACY/FIELD EXPERIENCE	3
EDU-364	EQUITABLE & INCLUSIVE EDUCATION	3
EDU-365	EQUITABLE & INCLUSIVE CLINICAL EXPERIEN	1
EDU-381	THE LEARNER AND LEARNING	3
EDU-386	CLASSROOM MGMT & TEACHER ASST PRACTICUM	3
EDU-430	STUDENT TEACHING CAPSTONE SEMINAR	3
Complete major and minor methods course(s) from the following:		*5-6*
EDU-335	TEACHING EXCEPT LEARNER & CLINICAL EXP	
ENG-463	TEACHING SECONDARY READING	
LIN-465	TESOL METHODOLOGY I	
MAT-471	SECONDARY MATH METHODS	
SCI-465	SECONDARY SCIENCE METHODS	
SSC-464	SECONDARY SOCIAL STUDIES METHODS	
Choose one of the following:		*12*
EDU-484	SEC STUDENT TCHNG INTERNSHIP	
EDU-486	K-12 STUDENT TCHNG INTERNSHIP	
Total Hours		**43-44**

Post-Baccalaureate Students

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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 Improvement 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 Courses & CLEP Tests

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.

Teacher Education Program Probation

Teacher Education faculty are 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:

- 3.0 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:

- 3.0 major(s)
- 2.7 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 3.0 and/or the minor drops below a 2.7.

1. The student and his or her academic advisor will be notified by letter and email of the status of his/her GPA.
2. The student must submit a written plan of improvement which includes specific actions/strategies to be implemented in order to raise his/her GPA.
   a. The plan must be submitted electronically to the Teacher Education office and will be kept in the student's file.
   b. Failure to submit a plan of improvement may result in a meeting with the Dean.
3. The student will have one academic semester to re-establish the required GPA.
   a. During that semester, the student will be placed on **Teacher Education Program Probation** and the student will not be allowed to register for methods courses and/or upper level EDU courses. *(Teacher Education Probation is a probationary period where a student is supported in re-establishing academic success. Unless otherwise indicated, TE Probation is for a period of one semester).*
4. The student must schedule and attend an appointment with his/her advisor to discuss academic progress.
   a. This appointment should take place around mid-term. Feedback by the Dean may be requested from the academic advisor concerning this meeting.
   b. The Dean may schedule meetings in addition to those set by the advisor.
5. At the conclusion of the semester, the student's GPA will be reviewed.
   a. If the minimum GPA requirements are re-established, the student will receive a letter indicating his/her removal from TE Program Probation and granted permission to register for upper level EDU courses.
   b. If the minimum GPA requirements are not reached, but academic improvement has been demonstrated, the Dean may extend the student's TE Program Probation for one additional semester.
      i. The student will receive a letter stating the extension of the TE Program Probation period.
      ii. Steps 2-4 will be applied
      iii. Optional: at mid-term, professors for each course may be asked to complete an Academic Improvement Midterm Evaluation Form
   c. If the minimum GPA requirements are not reached and academic improvement has not been demonstrated, the student will no longer be eligible for participation in the Teacher Education Program. An Academic Program Denial letter will be sent to the student and the approval code for registering for education classes and Teacher Education Program will be removed from the student's record.
   d. Readmission to the Teacher Education Program is possible once a student has acquired and maintained the minimum GPA requirements for two consecutive semesters. If the student does not have two consecutive semesters left, the Dean will review an alternative plan with the student. The student's request for readmission will be presented for approval.
   e. Readmission requirements:
      i. Letter from student requesting readmission
      ii. Recommendation letter or email from academic advisor supporting the student's readmission
      iii. Final decision made by the Teacher Education Professional Committee

Recommendation for Certification

A student is considered a program completer when (a) all institutional academic and other requirements such as establishing eligibility for certification recommendation have been met, and (b) the minimum number of state certification tests for the teaching field desired have been passed. Students who meet all the standards and requirements of the Teacher Education program and the State of Michigan are eligible to apply for certification and 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 on the MTTC website (https://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
Birth to Kindergarten	Elementary	134	
Chemistry	Secondary	18	DC
Early Childhood (general & special education birth-K)	Elementary	106	ZS
Elementary Education	Elementary	103	ZG
English	Secondary	02	BA
English as Second Language	Elementary & Secondary	126	NS
Integrated Science	Elementary	93	DI
Integrated Science	Secondary	94	DI
Learning Disabilities	K-12	114	SM
Lower Elementary Education (PK-3rd grade)	Elementary	117-120	ZO
Mathematics	Secondary	22	EX
Music Education	K-12	99	JQ
Psychology	Secondary	11	CE
Social Studies	Secondary	84	RX
Spanish	Elementary & Secondary	28	FF
Upper Elementary Education (3rd-6th grade)	Elementary	121-124	ZP

Please visit the MTTC website (https://www.mttc.nesinc.com/) for further information including sample tests, test objectives and study guides. Students are encouraged to form study groups to prepare for tests or contact teacher.ed@cornerstone.edu to inquire about faculty in subject areas who may be available to help with test preparation. Please find additional information (e.g. electronic study guides) on MyCornerstone under School of Education and Human Services ~ Resources ~ Teacher Education.

Mathematics for Secondary Teachers (Minor)

minor requirements

Code	Title	Hours
MAT-131	CALCULUS I	4
MAT-132	CALCULUS II	4
MAT-151	STATISTICS	3
MAT-241	APPLIED LINEAR ALGEBRA	3
MAT-243	DISCRETE MATHEMATICS	4
MAT-245	MATHEMATICAL PROOFS	4
MAT-400	CAPSTONE SEM: GEOM & HIST/MATH SCIENCES	3
Choose one of the following:		3
MAT-233	DIFFERENTIAL EQUATIONS	
MAT-234	MULTIVARIATE CALCULUS	
Total Hours		**28**

Psychology (BA)

Bachelor of Arts in Psychology

- **Cornerstone Core Requirements**
- **Major Requirements**

Major Requirements

Code	Title	Hours
IDS-302	PRINCIPLES OF SELF MANAGEMENT	3
IDS-402	CHR FOUND IN PSYC-ISSUES/ETHICS	3
PSY-235	LIFESPAN DEV PSYCHOLOGY	3
PSY-241	INTRO PSYCH THEORIES, HIST & SYSTEMS	3
PSY-332	CROSS-CULTURAL PSYCHOLOGY	3
PSY-447	CURRENT TRENDS & SPECIALTIES IN PSYCH	3
PSY-425	ORGANIZATIONAL PSYCHOLOGY	3
PSY-424	INTRODUCTION TO COUNSELING	3
PSY-354	RESEARCH METHODOLOGY & STATISTICS	3
PSY-446	INTRO TO RELATIONSHIPS IN PSYCHOLOGY	3
PSY-423	ABNORMAL PSYCHOLOGY	3
PSY-441	PHYSIOLOGICAL PSYCH	3
PSY-455	PSYCHOLOGY CAPSTONE	3
Total Hours		**39**

Psychology (BS)

Bachelor of Science in Psychology

- **Cornerstone Core Requirements**
- **Major Requirements**
- **Concentrations (Students majoring in Psychology are required to complete a concentration or a minor)**

- **Pre-Counseling Marriage and Family (p. 68)**
- **Pre-Counseling Child & Adolescent (p. 68)**
- **Specialties in Psychology**

Major Requirements

Code	Title	Hours
PSY-111	GENERAL PSYCHOLOGY	3
PSY-233	CHILD & ADOLESCENT PSYCHOLOGY	3
PSY-239	ADULT PSYCHOLOGY	3
PSY-241	INTRO PSYCH THEORIES, HIST & SYSTEMS	3
PSY-322	THEORY OF PERSONALITY	3
PSY-351	SOCIAL PSYCHOLOGY	3
PSY-353	ABNORMAL PSYCHOLOGY	3
PSY-355	INTEGRATED STAT RESEARCH I	3
PSY-356	INTEGRATED STATS/RESEARCH II	3
PSY-363	POSITIVE PSYCHOLOGY	3
PSY-380	INTERNSHIP	3
PSY-400	CAPSTONE SEMINAR: PSYCHOLOGY	3
PSY-421	THEORIES OF COUNSELING	3
PSY-441	PHYSIOLOGICAL PSYCH	3
Total Hours		**42**

Concentrations

pRE-COUNSELING mARRIAGE AND FAMILY

Code	Title	Hours
PSY-211	INTRODUCTION TO RELATIONSHIP	3
PSY-456	MARRIAGE & FAMILY COUNSELING	3
PSY-426	FAMILY LIFE CYCLE	3
Choose two of the following:		6
PSY-351	SOCIAL PSYCHOLOGY	
PSY-448	CROSS-CULTURAL PSYCHOLOGY	
PSY-445	EXPLORING CREATIVE THERAPIES	
SWK-344	SUBSTANCE ABUSE	
Total Hours		**15**

Pre-Counseling Child & Adolescent

Code	Title	Hours
EDU-371	YOUNG CHILD & COMMUNITY	3
PSY-426	FAMILY LIFE CYCLE	3
PSY-445	EXPLORING CREATIVE THERAPIES	3
Choose two of the following:		6
PSY-211	INTRODUCTION TO RELATIONSHIP	
PSY-351	SOCIAL PSYCHOLOGY	
PSY-448	CROSS-CULTURAL PSYCHOLOGY	
Total Hours		**15**

SPECIALTIES IN PSYCHOLOGY

Code	Title	Hours
PSY-447	CURRENT TRENDS & SPECIALTIES IN PSYCH	3
PSY-448	CROSS-CULTURAL PSYCHOLOGY	3
Choose three courses in disciplines related to psychology specialties with prior approval from the academic advisor		9
Total Hours		**15**

Criteria for Graduation:*Students must attain the 30th 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 - Online)

minor requirements

Code	Title	Hours
PSY-241	INTRO PSYCH THEORIES, HIST & SYSTEMS	3
PSY-235	LIFESPAN DEV PSYCHOLOGY	3
PSY-441	PHYSIOLOGICAL PSYCH	3
PSY-424	INTRODUCTION TO COUNSELING	3
Choose two of the following:		*6*
PSY-332	CROSS-CULTURAL PSYCHOLOGY	
PSY-354	RESEARCH METHODOLOGY & STATISTICS	
PSY-421	THEORIES OF COUNSELING	
PSY-423	ABNORMAL PSYCHOLOGY	
PSY-446	INTRO TO RELATIONSHIPS IN PSYCHOLOGY	
PSY-447	CURRENT TRENDS & SPECIALTIES IN PSYCH	
PSY-452	TECH OF COUNSELING	
Any 3-credit upper level elective in psychology		
Total Hours		**18**

Psychology (Minor)

minor requirements

Code	Title	Hours
PSY-111	GENERAL PSYCHOLOGY	3
PSY-441	PHYSIOLOGICAL PSYCH	3
PSY-239	ADULT PSYCHOLOGY	3
or PSY-233	CHILD & ADOLESCENT PSYCHOLOGY	
PSY-322	THEORY OF PERSONALITY	3
or PSY-353	ABNORMAL PSYCHOLOGY	
Upper Level Electives in Psychology		6
Total Hours		**18**

Psychology for Secondary Teachers (Minor)

minor requirements

Code	Title	Hours
PSY-111	GENERAL PSYCHOLOGY	3
PSY-343	PSYCHOLOGY OF LEARNING	3
PSY-353	ABNORMAL PSYCHOLOGY	3
PSY-355	INTEGRATED STAT RESEARCH I	3
PSY-356	INTEGRATED STATS/RESEARCH II	3
Choose one of the following:		*3*

PSY-322	THEORY OF PERSONALITY	
PSY-351	SOCIAL PSYCHOLOGY	
Electives in Psychology		*3*
Total Hours		**21**

Social Studies Group for Secondary Teachers (BS)

Admission to Teacher Education

Students may apply for admission to the 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 Teacher Education. Transfer students, those entering Teacher Education late and post-baccalaureate students must be admitted to the program if they seek teacher certification. Course work and the GPA from other institutions may be used to meet admission requirements.

Students must maintain the minimum academic (overall 3.0 GPA, major 3.0, and minor 2.7) 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-212, HIS-115, HIS-211, PSY-111, COM-112, MAT-209, MAT-315, SCI-202, SCI-212. 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.

bachelor of science in social studies group for secondary teachers

- **Cornerstone Core Requirements**
- **Major Requirements (p. 69)**

Major Requirements

Code	Title	Hours
ECN-231	PRINCIPLES OF MACROECONOMICS	3
ECN-232	PRINCIPLES OF MICROECONOMICS	3
HIS-113	WORLD HISTORY TO 1500	3
HIS-114	MAKING MODERN WORLD: 1500 TO PRESENT	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	CONTEMP GLOBAL ISSUES	3
SSC-442	LOCAL HISTORY & CIVIC STUDIES RESEARCH	3
SSC-464	SECONDARY SOCIAL STUDIES METHODS	3
Total Hours		**39**

Professional Education Courses

Code	Title	Hours
EDU-220	FOUNDATIONS OF EDU & CLINICAL EXPERIENC	4
EDU-233	FOUND TEACHING EXCEPTIONAL LEARNER	3
EDU-335	TEACHING EXCEPT LEARNER & CLINICAL EXP	4
EDU-343	ADOLESCENT LEARNING & ASSESSMENT	3
PSY-233	CHILD & ADOLESCENT PSYCHOLOGY	3
EDU-344	CONTENT AREA LITERACY/FIELD EXPERIENCE	3
EDU-364	EQUITABLE & INCLUSIVE EDUCATION	3
EDU-365	EQUITABLE & INCLUSIVE CLINICAL EXPERIEN	1
EDU-381	THE LEARNER AND LEARNING	3
EDU-386	CLASSROOM MGMT & TEACHER ASST PRACTICUM	3
EDU-430	STUDENT TEACHING CAPSTONE SEMINAR	3
EDU-484	SEC STUDENT TCHNG INTERNSHIP	12
Total Hours		**45**

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 3.0 on a 4.0 scale, obtain one faculty reference and complete a professional interview with the certification officer or the dean of the School of Education and Human Services. 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 3.0 GPA in their major and overall, and a 2.7 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) (3.0), minor (2.7); and a cumulative GPA (3.0) 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 Improvement 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.

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**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.*

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1. The student and his or her academic advisor will be notified by letter and email of the status of his/her GPA.
2. The student must submit a written plan of improvement which includes specific actions/strategies to be implemented in order to raise his/her GPA.
   a. The plan must be submitted electronically to the Teacher Education office and will be kept in the student's file.
   b. Failure to submit a plan of improvement may result in a meeting with the Dean.
3. The student will have one academic semester to re-establish the required GPA.
   a. During that semester, the student will be placed on **Teacher Education Program Probation** and the student will not be allowed to register for methods courses and/or upper level EDU courses. *(Teacher Education Probation is a probationary period where a student is supported in re-establishing academic success. Unless otherwise indicated, TE Probation is for a period of one semester).*
4. The student must schedule and attend an appointment with his/her advisor to discuss academic progress.

a. This appointment should take place around mid-term. Feedback by the Dean may be requested from the academic advisor concerning this meeting.
b. The Dean may schedule meetings in addition to those set by the advisor.

5. At the conclusion of the semester, the student's GPA will be reviewed.
   a. If the minimum GPA requirements are re-established, the student will receive a letter indicating his/her removal from TE Program Probation and granted permission to register for upper level EDU courses.
   b. If the minimum GPA requirements are not reached, but academic improvement has been demonstrated, the Dean may extend the student's TE Program Probation for one additional semester.
      i. The student will receive a letter stating the extension of the TE Program Probation period.
      ii. Steps 2-4 will be applied
      iii. Optional: at mid-term, professors for each course may be asked to complete an Academic Improvement Midterm Evaluation Form
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   e. Readmission requirements:
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Social Work (BSW)

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: INDIV/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:

- A cumulative GPA of 2.0 or above.
- A cumulative GPA of 2.5 or higher in all required major courses.
- A "C" or higher in all completed SWK courses.

- Three references in support of admission to the social work program (professor, employer/volunteer supervisor and personal non-relative).
- Completion of a written application.
- Successful completion of an entrance interview with program faculty.

Applicants will be notified of the determination in writing within one week of completion of the entrance interview. If denied full admission, the student may appeal the decision to the Social Work Program Director in writing. Students must submit a written appeal within two weeks of receiving the determination letter. Students will receive a response to their appeal or grievance within two weeks. If the student is not satisfied with the determination of their appeal, the student may then follow the university academic appeals procedure process outlined in the academic catalog.

The Social Work Program reserves the right to request a student to withdraw from the Social Work Program if academic performance, ethical or professional behavior or emotional/physical health indicates that the student may not successfully complete the program or may jeopardize the wellbeing of clients served.

bachelor of social work

- **Cornerstone Core Requirements**
- **Major Requirements**

Major requirements

Code	Title	Hours
Required Courses		
PSY-111	GENERAL PSYCHOLOGY [1]	3
PSY-355	INTEGRATED STAT RESEARCH I	3
PSY-356	INTEGRATED STATS/RESEARCH II	3
SOC-111	INTRO TO SOCIOLOGY	3
SOC-243	SOCIAL PROBLEMS	3
Lab Science (one of the following): [1]		*4*
BIO-151	GENERAL BIOLOGY	
BIO-161	HUMAN BIOLOGY (preferred)	
BIO-241	ANATOMY & PHYSIOLOGY I	
BIO-242	ANATOMY & PHYSIOLOGY II	
Upper Level Elective in SWK, PSY or SOC		3
SWK-111	INTRODUCTION TO SOCIAL WORK	3
SWK-221	HUMAN BEHAVIOR AND SOCIAL ENVIRON I	3
SWK-222	HUMAN BEHAV AND SOC ENV II	3
SWK-311	SOCIAL WELFARE POLICY I: POLICY FOUNDAT	3
SWK-331	SOCIAL WORK PRACTICE I: INDIV/ FAMILIES	3
SWK-332	SOCIAL WORK PRACTICE II: GROUPS	3
SWK-333	SOCIAL WORK PRACTICE III: COMM/ ORGAN	3
SWK-415	SOCIAL WELFARE POLICY II: PRACT & ADVOC	3
SWK-417	HUMAN DIVERSITY	3
SWK-450	FIELD PRACTICUM I [2]	5
SWK-451	FIELD PRACTICUM SEMINAR I [2]	1
SWK-460	FIELD PRACTICUM II [2]	5
SWK-461	FIELD PRACTICUM SEMINAR II [2]	1
SWK-462	CAPSTONE SEMINAR: SOCIAL WORK	3
Total Hours		**64**

[1] Fulfills a core requirement

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

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

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.*
- *Complete the Senior Assessment exam.*
- *Attend a mandatory reporting workshop.*
- *Complete a social work portfolio demonstrating overall proficiency of 81% or above.*

Social Work (Minor)

minor requirements

Code	Title	Hours
SOC-243	SOCIAL PROBLEMS	3
SWK-111	INTRODUCTION TO SOCIAL WORK	3
SWK-221	HUMAN BEHAVIOR AND SOCIAL ENVIRON I	3
SWK-222	HUMAN BEHAV AND SOC ENV II	3
SWK-311	SOCIAL WELFARE POLICY I: POLICY FOUNDAT	3
SWK-417	HUMAN DIVERSITY	3
Total Hours		**18**

Spanish For K-12 Certification (BS)

Admission to Teacher Education

Students may apply for admission to the 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 Teacher Education. Transfer students, those entering Teacher Education late and post-baccalaureate students must be admitted to the program if they seek teacher certification. Course work and the GPA from other institutions may be used to meet admission requirements.

Students must maintain the minimum academic (overall 3.0 GPA, major 3.0, and minor 2.7) 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-212, HIS-115, HIS-211, PSY-111, COM-112, MAT-209, MAT-315, SCI-202, SCI-212. 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.

bachelor of science in spanish for k-12 certification

- **Cornerstone Core Requirements**
- **Major Requirements**
- ***(Elementary students must choose between the Early Childhood or Elementary program)***

Major Requirements

Code	Title	Hours
LIN-225	INTRODUCTION TO LINGUISTICS	3
LIN-371	SECOND LANGUAGE ACQUISTION	3
SPA-465	WORLD LANGUAGE TEACHING METHODOLOGY	3
Choose five of the following:		*15*
SPA-313	SPANISH CONV AND COMP I	
SPA-316	CONVERSATION IN THE CITY	
SPA-317	CULTURAL PERSPECTIVES	
SPA-323	SPANISH CONVERSATION & COMP II	
SPA-334	SELECTED TOPICS IN SPANISH LIT & CULTUR	
SPA-411	INTRO TO HISPANIC LIT	
SPA-412	SPANISH CIV/CULTURE	
Semester in Spain (or other advisor approved Study Abroad program) [1]		12
Total Hours		**36**

[1] credits require prior approval of Spanish program advisor

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 3.0 on a 4.0 scale, obtain one faculty reference and complete a professional interview with the certification officer or the dean of the School of Education and Human Services. 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 3.0 GPA in their major and overall, and a 2.7 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) (3.0), minor (2.7); and a cumulative GPA (3.0) 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 Improvement 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 Courses & CLEP Tests

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.

Teacher Education Program Probation

Teacher Education faculty are 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:

- 3.0 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:

- 3.0 major(s)
- 2.7 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 3.0 and/or the minor drops below a 2.7.

1. The student and his or her academic advisor will be notified by letter and email of the status of his/her GPA.
2. The student must submit a written plan of improvement which includes specific actions/strategies to be implemented in order to raise his/her GPA.
   a. The plan must be submitted electronically to the Teacher Education office and will be kept in the student's file.
   b. Failure to submit a plan of improvement may result in a meeting with the Dean.
3. The student will have one academic semester to re-establish the required GPA.
   a. During that semester, the student will be placed on **Teacher Education Program Probation** and the student will not be allowed to register for methods courses and/or upper level EDU courses. *(Teacher Education Probation is a probationary period where a student is supported in re-establishing academic success. Unless otherwise indicated, TE Probation is for a period of one semester).*
4. The student must schedule and attend an appointment with his/her advisor to discuss academic progress.
   a. This appointment should take place around mid-term. Feedback by the Dean may be requested from the academic advisor concerning this meeting.
   b. The Dean may schedule meetings in addition to those set by the advisor.
5. At the conclusion of the semester, the student's GPA will be reviewed.
   a. If the minimum GPA requirements are re-established, the student will receive a letter indicating his/her removal from TE Program Probation and granted permission to register for upper level EDU courses.
   b. If the minimum GPA requirements are not reached, but academic improvement has been demonstrated, the Dean may extend the student's TE Program Probation for one additional semester.
      i. The student will receive a letter stating the extension of the TE Program Probation period.
      ii. Steps 2-4 will be applied
      iii. Optional: at mid-term, professors for each course may be asked to complete an Academic Improvement Midterm Evaluation Form
   c. If the minimum GPA requirements are not reached and academic improvement has not been demonstrated, the student will no longer be eligible for participation in the Teacher Education Program. An Academic Program Denial letter will be sent to the student and the approval code for registering for education classes and Teacher Education Program will be removed from the student's record.
   d. Readmission to the Teacher Education Program is possible once a student has acquired and maintained the minimum GPA requirements for two consecutive semesters. If the student does not have two consecutive semesters left, the Dean will review an alternative plan with the student. The student's request for readmission will be presented for approval.
   e. Readmission requirements:
      i. Letter from student requesting readmission
      ii. Recommendation letter or email from academic advisor supporting the student's readmission
      iii. Final decision made by the Teacher Education Professional Committee

Recommendation for Certification

A student is considered a program completer when (a) all institutional academic and other requirements such as establishing eligibility for certification recommendation have been met, and (b) the minimum number of state certification tests for the teaching field desired have been passed. Students who meet all the standards and requirements of the Teacher Education program and the State of Michigan are eligible to apply for certification and 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 on the MTTC website (https://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
Birth to Kindergarten	Elementary	134	
Chemistry	Secondary	18	DC
Early Childhood (general & special education birth-K)	Elementary	106	ZS
Elementary Education	Elementary	103	ZG
English	Secondary	02	BA
English as Second Language	Elementary & Secondary	126	NS
Integrated Science	Elementary	93	DI
Integrated Science	Secondary	94	DI
Learning Disabilities	K-12	114	SM
Lower Elementary Education (PK-3rd grade)	Elementary	117-120	ZO
Mathematics	Secondary	22	EX
Music Education	K-12	99	JQ
Psychology	Secondary	11	CE
Social Studies	Secondary	84	RX
Spanish	Elementary & Secondary	28	FF
Upper Elementary Education (3rd-6th grade)	Elementary	121-124	ZP

Please visit the MTTC website (https://www.mttc.nesinc.com/) for further information including sample tests, test objectives and study guides. Students are encouraged to form study groups to prepare for tests or contact teacher.ed@cornerstone.edu to inquire about faculty in subject areas who may be available to help with test preparation. Please find additional information (e.g. electronic study guides) on MyCornerstone under School of Education and Human Services ~ Resources ~ Teacher Education.

Spanish (Minor) for Elementary Teachers

(must be taken with Early Childhood (Birth-3rd grade) or Elementary (PK-6th grade) Program)

minor requirements

Code	Title	Hours
LIN-225	INTRODUCTION TO LINGUISTICS	3
LIN-371	SECOND LANGUAGE ACQUISTION	3
SPA-465	WORLD LANGUAGE TEACHING METHODOLOGY	3
Choose five of the following:		*15*
SPA-313	SPANISH CONV AND COMP I	
SPA-316	CONVERSATION IN THE CITY	
SPA-317	CULTURAL PERSPECTIVES	
SPA-323	SPANISH CONVERSATION & COMP II	
SPA-334	SELECTED TOPICS IN SPANISH LIT & CULTUR	
SPA-411	INTRO TO HISPANIC LIT	
SPA-412	SPANISH CIV/CULTURE	
Total Hours		**24**

Spanish (Minor) for Secondary Teachers

minor requirements

Code	Title	Hours
LIN-225	INTRODUCTION TO LINGUISTICS	3
LIN-371	SECOND LANGUAGE ACQUISTION	3
SPA-465	WORLD LANGUAGE TEACHING METHODOLOGY	3
Choose five of the following:		*15*
SPA-313	SPANISH CONV AND COMP I	
SPA-316	CONVERSATION IN THE CITY	
SPA-317	CULTURAL PERSPECTIVES	
SPA-323	SPANISH CONVERSATION & COMP II	
SPA-334	SELECTED TOPICS IN SPANISH LIT & CULTUR	
SPA-411	INTRO TO HISPANIC LIT	
SPA-412	SPANISH CIV/CULTURE	
Total Hours		**24**

Special Education (Learning Disabilities) K-12 (BS) (Secondary Track)

Admission to Teacher Education

Students may apply for admission to the 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

Teacher Education. Transfer students, those entering Teacher Education late and post-baccalaureate students must be admitted to the program if they seek teacher certification. Course work and the GPA from other institutions may be used to meet admission requirements.

Students must maintain the minimum academic (overall 3.0 GPA, major 3.0, and minor 2.7) 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-212, HIS-115, HIS-211, PSY-111, COM-112, MAT-209, MAT-315, SCI-202, SCI-212. 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.

bachelor of science in special education (learning disabilities) k-12 (secondary track)

The Student Teaching Internship will include 12 weeks in a general education classroom and 8 weeks in a special education classroom.

- **Cornerstone Core Requirements**
- **Major Requirements (p. 76)**

Major Requirements

Code	Title	Hours
EDU-220	FOUNDATIONS OF EDU & CLINICAL EXPERIENC	4
EDU-262	EDUCATIONAL TECHNOLOGY INTEGRATION	3
EDU-344	CONTENT AREA LITERACY/FIELD EXPERIENCE	3
EDU-364	EQUITABLE & INCLUSIVE EDUCATION	3
EDU-365	EQUITABLE & INCLUSIVE CLINICAL EXPERIEN	1
EDU-381	THE LEARNER AND LEARNING	3
EDU-386	CLASSROOM MGMT & TEACHER ASST PRACTICUM [1]	3
EDU-430	STUDENT TEACHING CAPSTONE SEMINAR	3
EDU-486	K-12 STUDENT TCHNG INTERNSHIP	12
Total Hours		**35**

[1] co-req EDU-381 THE LEARNER AND LEARNING

Required Special Education Courses

Code	Title	Hours
EDU-233	FOUND TEACHING EXCEPTIONAL LEARNER	3
EDU-335	TEACHING EXCEPT LEARNER & CLINICAL EXP	4
EDU-338	ASSESS & DIAG OF EXCEPT LEARNER	4
EDU-328	LEARNER-CENTERED ASSESSMENT	3
EDU-462	B-K & K-12 SPECIAL ED PRACTICUM & SEM	9
Total Hours		**23**

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 3.0 on a 4.0 scale, obtain one faculty reference and complete a professional interview with the certification officer or the dean of the School of Education and Human Services. 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 3.0 GPA in their major and overall, and a 2.7 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) (3.0), minor (2.7); and a cumulative GPA (3.0) 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 Improvement 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 Courses & CLEP Tests

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.

Teacher Education Program Probation

Teacher Education faculty are 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:

- 3.0 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:

- 3.0 major(s)
- 2.7 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 3.0 and/or the minor drops below a 2.7.

1. The student and his or her academic advisor will be notified by letter and email of the status of his/her GPA.
2. The student must submit a written plan of improvement which includes specific actions/strategies to be implemented in order to raise his/her GPA.
   a. The plan must be submitted electronically to the Teacher Education office and will be kept in the student's file.
   b. Failure to submit a plan of improvement may result in a meeting with the Dean.
3. The student will have one academic semester to re-establish the required GPA.
   a. During that semester, the student will be placed on **Teacher Education Program Probation** and the student will not be allowed to register for methods courses and/or upper level EDU courses. *(Teacher Education Probation is a probationary period where a student is supported in re-establishing academic success. Unless otherwise indicated, TE Probation is for a period of one semester).*
4. The student must schedule and attend an appointment with his/her advisor to discuss academic progress.
   a. This appointment should take place around mid-term. Feedback by the Dean may be requested from the academic advisor concerning this meeting.
   b. The Dean may schedule meetings in addition to those set by the advisor.
5. At the conclusion of the semester, the student's GPA will be reviewed.
   a. If the minimum GPA requirements are re-established, the student will receive a letter indicating his/her removal from TE Program Probation and granted permission to register for upper level EDU courses.
   b. If the minimum GPA requirements are not reached, but academic improvement has been demonstrated, the Dean may extend the student's TE Program Probation for one additional semester.
      i. The student will receive a letter stating the extension of the TE Program Probation period.
      ii. Steps 2-4 will be applied
      iii. Optional: at mid-term, professors for each course may be asked to complete an Academic Improvement Midterm Evaluation Form
   c. If the minimum GPA requirements are not reached and academic improvement has not been demonstrated, the student will no longer be eligible for participation in the Teacher Education Program. An Academic Program Denial letter will be sent to the student and the approval code for registering for education classes and Teacher Education Program will be removed from the student's record.

d. Readmission to the Teacher Education Program is possible once a student has acquired and maintained the minimum GPA requirements for two consecutive semesters. If the student does not have two consecutive semesters left, the Dean will review an alternative plan with the student. The student's request for readmission will be presented for approval.
e. Readmission requirements:
   i. Letter from student requesting readmission
   ii. Recommendation letter or email from academic advisor supporting the student's readmission
   iii. Final decision made by the Teacher Education Professional Committee

Recommendation for Certification

A student is considered a program completer when (a) all institutional academic and other requirements such as establishing eligibility for certification recommendation have been met, and (b) the minimum number of state certification tests for the teaching field desired have been passed. Students who meet all the standards and requirements of the Teacher Education program and the State of Michigan are eligible to apply for certification and 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 on the MTTC website (https://www.mttc.nesinc.com/).

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

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Elementary Education	Elementary	103	ZG
English	Secondary	02	BA
English as Second Language	Elementary & Secondary	126	NS
Integrated Science	Elementary	93	DI
Integrated Science	Secondary	94	DI
Learning Disabilities	K-12	114	SM
Lower Elementary Education (PK-3rd grade)	Elementary	117-120	ZO
Mathematics	Secondary	22	EX
Music Education	K-12	99	JQ
Psychology	Secondary	11	CE
Social Studies	Secondary	84	RX
Spanish	Elementary & Secondary	28	FF
Upper Elementary Education (3rd-6th grade)	Elementary	121-124	ZP

Please visit the MTTC website (https://www.mttc.nesinc.com/) for further information including sample tests, test objectives and study guides. Students are encouraged to form study groups to prepare for tests or contact teacher.ed@cornerstone.edu to inquire about faculty in subject areas who may be available to help with test preparation. Please find additional information (e.g. electronic study guides) on MyCornerstone under School of Education and Human Services ~ Resources ~ Teacher Education.

Teaching English to Speakers of Other Languages (TESOL) (AA)

Admission to Teacher Education

Students may apply for admission to the 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 Teacher Education. Transfer students, those entering Teacher Education late and post-baccalaureate students must be admitted to the program if they seek teacher certification. Course work and the GPA from other institutions may be used to meet admission requirements.

Students must maintain the minimum academic (overall 3.0 GPA, major 3.0, and minor 2.7) 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-212, HIS-115, HIS-211, PSY-111, COM-112, MAT-209, MAT-315, SCI-202, SCI-212. 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.

associate of arts in teaching english to speakers of other languages (tesol)

- **Cornerstone Core Requirements**
- **Major Requirements**

Major requirements

Code	Title	Hours
EDU-221	CLASSROOM MGT/TAP TESOL	2
ENG-319	ADVANCED GRAMMAR	3
LIN-225	INTRODUCTION TO LINGUISTICS	3
LIN-371	SECOND LANGUAGE ACQUISTION	3
LIN-372	SOCIOLINGUISTICS	3
LIN-465	TESOL METHODOLOGY I	3

EDU-489	TESOL PRACTICUM TE ONLY	6
Total Hours		**23**

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 3.0 on a 4.0 scale, obtain one faculty reference and complete a professional interview with the certification officer or the dean of the School of Education and Human Services. 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 3.0 GPA in their major and overall, and a 2.7 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) (3.0), minor (2.7); and a cumulative GPA (3.0) 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 Improvement 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 Courses & CLEP Tests

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.

Teacher Education Program Probation

Teacher Education faculty are 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:

- 3.0 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:

- 3.0 major(s)
- 2.7 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 3.0 and/or the minor drops below a 2.7.

1. The student and his or her academic advisor will be notified by letter and email of the status of his/her GPA.
2. The student must submit a written plan of improvement which includes specific actions/strategies to be implemented in order to raise his/her GPA.
   a. The plan must be submitted electronically to the Teacher Education office and will be kept in the student's file.
   b. Failure to submit a plan of improvement may result in a meeting with the Dean.
3. The student will have one academic semester to re-establish the required GPA.
   a. During that semester, the student will be placed on **Teacher Education Program Probation** and the student will not be allowed to register for methods courses and/or upper level EDU courses. *(Teacher Education Probation is a probationary period where a student is supported in re-establishing academic success. Unless otherwise indicated, TE Probation is for a period of one semester).*
4. The student must schedule and attend an appointment with his/her advisor to discuss academic progress.
   a. This appointment should take place around mid-term. Feedback by the Dean may be requested from the academic advisor concerning this meeting.
   b. The Dean may schedule meetings in addition to those set by the advisor.
5. At the conclusion of the semester, the student's GPA will be reviewed.
   a. If the minimum GPA requirements are re-established, the student will receive a letter indicating his/her removal from TE Program Probation and granted permission to register for upper level EDU courses.
   b. If the minimum GPA requirements are not reached, but academic improvement has been demonstrated, the Dean may extend the student's TE Program Probation for one additional semester.
      i. The student will receive a letter stating the extension of the TE Program Probation period.
      ii. Steps 2-4 will be applied
      iii. Optional: at mid-term, professors for each course may be asked to complete an Academic Improvement Midterm Evaluation Form
   c. If the minimum GPA requirements are not reached and academic improvement has not been demonstrated, the student will no longer be eligible for participation in the Teacher Education Program. An Academic Program Denial letter will be sent to the student and the approval code for registering for education classes and Teacher Education Program will be removed from the student's record.
   d. Readmission to the Teacher Education Program is possible once a student has acquired and maintained the minimum GPA requirements for two consecutive semesters. If the student does not have two consecutive semesters left, the Dean will review an alternative plan with the student. The student's request for readmission will be presented for approval.
   e. Readmission requirements:
      i. Letter from student requesting readmission
      ii. Recommendation letter or email from academic advisor supporting the student's readmission
      iii. Final decision made by the Teacher Education Professional Committee

Recommendation for Certification

A student is considered a program completer when (a) all institutional academic and other requirements such as establishing eligibility for certification recommendation have been met, and (b) the minimum number of state certification tests for the teaching field desired have been passed. Students who meet all the standards and requirements of the Teacher Education program and the State of Michigan are eligible to apply for certification and 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 on the MTTC website (https://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
Birth to Kindergarten	Elementary	134	
Chemistry	Secondary	18	DC
Early Childhood (general & special education birth-K)	Elementary	106	ZS
Elementary Education	Elementary	103	ZG
English	Secondary	02	BA
English as Second Language	Elementary & Secondary	126	NS
Integrated Science	Elementary	93	DI
Integrated Science	Secondary	94	DI
Learning Disabilities	K-12	114	SM
Lower Elementary Education (PK-3rd grade)	Elementary	117-120	ZO
Mathematics	Secondary	22	EX
Music Education	K-12	99	JQ
Psychology	Secondary	11	CE

Social Studies	Secondary	84	RX
Spanish	Elementary & Secondary	28	FF
Upper Elementary Education (3rd-6th grade)	Elementary	121-124	ZP

Please visit the MTTC website (https://www.mttc.nesinc.com/) for further information including sample tests, test objectives and study guides. Students are encouraged to form study groups to prepare for tests or contact teacher.ed@cornerstone.edu to inquire about faculty in subject areas who may be available to help with test preparation. Please find additional information (e.g. electronic study guides) on MyCornerstone under School of Education and Human Services ~ Resources ~ Teacher Education.

Teaching English to Speakers of Other Languages (TESOL) (Minor) Elementary or Secondary

(Elementary must take minor with either the Early Childhood (Birth-3rd grade) or Elementary (PK-6th grade) Program)

minor requirements

Code	Title	Hours
ENG-319	ADVANCED GRAMMAR	3
LIN-225	INTRODUCTION TO LINGUISTICS	3
LIN-371	SECOND LANGUAGE ACQUISTION	3
LIN-372	SOCIOLINGUISTICS	3
LIN-465	TESOL METHODOLOGY I	3
LIN-466	TESOL METHODOLOGY II	3
EDU-489	TESOL PRACTICUM TE ONLY	6
Total Hours		**24**

School of Health, Science & Technology

On-Campus Majors

- Biology (BA) (p. 83)
- Biology (BS) (p. 83)
- Computer Science (BS) (p. 85)
- Engineering (BSE) (p. 85)
- Environmental Biology (BS) (p. 87)
- Exercise Science (BS) (p. 88)
- Health Services (AS) (p. 89)
- Mathematics (BS) (p. 89)
- Nursing (BSN) (p. 81)

On-Campus Minors

- Biology (Minor) (p. 84)
- Chemistry (Minor) (p. 85)
- Coaching (Minor) (p. 85)
- Computer Science (Minor) (p. 85)
- Environmental Sustainability (Minor) (p. 87)
- General Science (Minor) (p. 89)
- Mathematics (Minor) (p. 89)

Barnard, Marvin, Assistant Professor of Chemistry and Engineering

Burdine, Justin, Assistant Professor of Biology

Crompton, Nigel, Professor of Biology

Curtis, Morgan (https://www.cornerstone.edu/faculty/morgan-curtis/), Assistant Professor of Nursing

Emmons, Misty (https://www.cornerstone.edu/faculty/misty-emmons/), (Dean) Assistant Professor of Nursing, Chief Nursing Administrator

Ensink, Robert, Assistant Professor of Engineering

Greene, Michael, Associate Professor of Engineering

Hoffman, Robert, Assistant Professor of Mathematics

Keller, Ned (https://www.cornerstone.edu/faculty/ned-keller/), Professor of Science

Keys, Robert, Professor of Environmental Biology and Science Education

Korhorn, Kimberly (https://www.cornerstone.edu/faculty/kim-korhorn/), Assistant Professor of Nursing

Reynhout, Tim, Assistant Professor of Mathematics

Rocafort, Andréa, Assistant Professor of Nursing

Sackett, James, Associate Professor of Kinesiology

Wideman, Charles (https://www.cornerstone.edu/faculty/charles-wideman/), Instructor of Science

Zainea, Kimberly (https://www.cornerstone.edu/faculty/kimberly-zainea/), Associate Professor of Kinesiology

Nursing (BSN)

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.

Nursing Student Athlete Policy

The Cornerstone University nursing program is pleased to offer nursing as an option for student athletes. 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 in managing both the sport and the major becomes greater as students progress through the nursing program. It is up to the individual student to determine if they are willing to manage both the 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.

Nursing student athletes are required to review the course schedule for each course and their athletic schedule at the start of each semester. The student is responsible for identifying any potential conflicts and for providing documentation of these conflicts to the course faculty **within the first week of class**. Any changes or additions to a student's athletic schedule throughout the season that will conflict with a course must be communicated to the appropriate faculty member as soon as the change occurs. Faculty will attempt to provide reasonable accommodation when required, but accommodation is not guaranteed. It is important that students keep in frequent communication with their nursing faculty, academic advisors, and coaches while engaged in their sport to ensure they are meeting requirements for the major and the sport.

The nursing program will support students in their extracurricular activities and 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 and frequent, is not acceptable behavior and would jeopardize a student's ability to be successful in the program. Absences not approved prior to class will be counted as unexcused and will follow the appropriate attendance policy (lecture or lab/clinical). In addition, clinical hours are required per the State of Michigan Board of Nursing requirements. Therefore, missing lab, clinical or simulation time is prohibited and could result in dismissal from the program.

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 (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 offical 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.

GENERAL ADMISSION PROCESS

- Students desiring admission into the nursing program will meet the following requirements:
  - Have a cumulative GPA of $\geq$ 2.75
  - Be completed with, or nearing completion of nursing pre-requisite courses as outlined below.
  - Students must receive at least a C (2.0) in all prerequisite/general education courses. If less than a C is obtained in a prerequisite/general education course, the student must repeat the course. Students may only repeat 2 prerequisite courses. In the event of extenuating circumstances students who have repeated more than two courses may submit a petition to the director of nursing to be considered for application into the program.
- The following is the recommended timeline and admission process:
  - Completion of the Nursing Admission Application form
  - Applications submitted by February 1 for Fall and October 1 for Spring will be granted priority consideration.
- Students who meet all requirements and submit the nursing application will be offered the opportunity to participate in a series of mini-interviews.
- Acceptance into the nursing program will be determined based on meeting admissions criteria, performance in the mini-interviews, and score on admissions rubric.
- Completion of all requirements does not guarantee admission into the program.

DIRECT ADMISSION PROCESS

Exceptionally prepared high school students have the unique opportunity to secure a spot in the nursing program upon entering their freshman year at Cornerstone University. Students who meet the following criteria will be invited to apply:

- High school GPA of 3.3 or above
- Completion of the Nursing Admission Application form

Students who meet these criteria will be invited to campus in January of their senior year for a series of mini-interviews.

- While it is not required, students who have volunteer, leadership, service, or healthcare experiences have been found to be exceptional candidates.

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

- Students must maintain a cumulative freshman GPA of 2.75 to continue in the direct admission track
- Students cannot withdraw from more than 1 prerequisite course
- Students cannot receive less than a C (2.0) any prerequisite/general education course
- Direct admission applicants may account for up to 75% of the 48 nursing seats each academic year

Bachelor of Science in Nursing

- **Cornerstone Core Requirements**
- **Major Requirements**
  - **(p. 83)Cognates**

Major Requirements

Code	Title	Hours
NUR-201	FOUNDATIONS OF NURSING	3
NUR-221	HEALTH ASSESSMENT LAB	2
NUR-231	PATHOPHYSIOLOGY	3
NUR-241	COMMUNITY HEALTH NURSING	3
NUR-242	COM HEALTH NURSING CLINICAL	1
NUR-243	NURSING SKILLS LAB	2
NUR-245	FUNDAMENTALS OF NURSING	3
NUR-246	FUNDAMENTALS CLINICAL	1
NUR-251	MENTAL HEALTH NURSING	3
NUR-252	MENTAL HEALTH NURSING CLINICAL	1
NUR-341	ADULT HEALTH NURSING I	3
NUR-342	ADULT HEALTH NURSING I CLINICAL	3
NUR-346	PHARMACOLOGY I	3
NUR-347	PHARMACOLOGY II	3
NUR-351	ADULT HEALTH NURSING II	3
NUR-352	ADULT HEALTH NURSING II CLINICAL	3
NUR-357	NURSING ETHICS	2
NUR-429	RESEARCH IN NURSING PRACTICE	3
NUR-431	HEALTH & AGING	3
NUR-441	MATERNAL/PED HEALTH NURSING	4
NUR-442	PEDIATRIC/MATERNAL HEALTH NURS CLINICAL	2
NUR-451	NURSING CAPSTONE	3
NUR-452	NURSING CAPSTONE CLINICAL	3
Total Hours		**60**

Required Cognates

Code	Title	Hours
BIO-171	INTRODUCTION TO MICROBIOLOGY	4
BIO-241	ANATOMY & PHYSIOLOGY I	4
BIO-242	ANATOMY & PHYSIOLOGY II	4
BIO-121	BIOSTATISTICS	3
or MAT-151	STATISTICS	
PSY-235	LIFESPAN DEV PSYCHOLOGY	3
Total Hours		**18**

Biology (BA)

Bachelor of Arts in Biology

- **Cornerstone Core Requirements**
- **Major Requirements**
  - **(p. 83)Cognate Requirements**

Major Requirements

Code	Title	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	2
BIO-400	CAPSTONE SEMINAR: BIOETHICS & ARGUMENT	3
or ECO-400	ENVIRONMENTAL BIOLOGY CAPSTONE	
Electives in Biology/Ecology (must be upper-level)		12
Total Hours		**37**

Required Cognates

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

Code	Title	Hours
CHM-111	PRIN GENERAL CHEMISTRY	4
CHM-212	PRINCIPLES OF ORGANIC & BIOCHEM	4
Electives in Mathematics (exluding MAT-096, 107, 108, 109, 110, 209 or 312)		6

Biology (BS)

Bachelor of Science in Biology

- **Cornerstone Core Requirements (p. 16)**
- **Major Requirements**
- **Required Concentration (choose one)**
  - **Pre-Veterinary**
  - **Pre-Physician Assistant**
  - **Biological Research**
  - **Pre-Optometry**
  - **Pre-Medical/Dental/Pharmacy**

Major Requirements

Code	Title	Hours
BIO-151	GENERAL BIOLOGY	4
BIO-233	ZOOLOGY	4
BIO-241	ANATOMY & PHYSIOLOGY I	4
BIO-351	GENETICS	4
BIO-352	MICROBIOLOGY	4
BIO-400	CAPSTONE SEMINAR: BIOETHICS & ARGUMENT	3
SCI-361	EVOLUTION & ORIGINS	3
SCI-380	INTERNSHIP	3
SCI-495	SENIOR RESEARCH PROJECT	1
SCI-496	SENIOR RESEARCH SEMINAR	2
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
PHY-211	GENERAL PHYSICS I	4
Choose one of the following:		*3*
MAT-151	STATISTICS	
BIO-121	BIOSTATISTICS	
Choose one of the following:		*3-4*
MAT-121	COLLEGE ALGEBRA	
MAT-122	PRE-CALCULUS	
Total Hours		**55-56**

Concentrations

Pre-Veterinary

Code	Title	Hours
BIO-431	VERTEBRATE ZOOLOGY	4
CHM-232	ORGANIC CHEMISTRY II	3
CHM-233	ORGANIC CHEMISTRY II LAB	2
CHM-472	BIOCHEMISTRY	4
PHY-212	GENERAL PHYSICS II	4
Choose one of the following:		*4*
BIO-451	MOLECULAR CELL BIOLOGY	
BIO-331	ORNITHOLOGY	
Choose a minimum of nine credits from the following:		*9*
BIO-242	ANATOMY & PHYSIOLOGY II	
BIO-331	ORNITHOLOGY	
BIO-451	MOLECULAR CELL BIOLOGY	
CHM-411	PERSPECTIVES IN CHEMISTRY	
ECO-241	ENVIRONMENTAL SCIENCE	
ECO-341	ECOLOGY	
ECO-345	WILDLIFE ECOLOGY - AUSABLE	
SCI-345	GLOBAL HEALTH & EPIDEMIOLOGY	
KIN-100	TOTAL FITNESS & WELLNESS (including activity course co-req)	
Total Hours		**30**

Pre-Physician Assistant

Code	Title	Hours
BIO-242	ANATOMY & PHYSIOLOGY II	4
BIO-347	INTRODUCTION TO NUTRITION	3
SCI-242	MEDICAL TERMINOLOGY	2
SCI-345	GLOBAL HEALTH & EPIDEMIOLOGY	3
PSY-111	GENERAL PSYCHOLOGY	3
PSY-235	LIFESPAN DEV PSYCHOLOGY	3
Choose one of the following:		*4*
CHM-212	PRINCIPLES OF ORGANIC & BIOCHEM	
CHM-472	BIOCHEMISTRY	
Choose a minimum of nine credits from the following:		*9*
BIO-353	PATHOPHYSIOLOGY	
BIO-451	MOLECULAR CELL BIOLOGY	
CHM-122	GENERAL CHEMISTRY II	
CHM-232	ORGANIC CHEMISTRY II	
CHM-233	ORGANIC CHEMISTRY II LAB	
SCI-346	PHARMACOLOGY	
SCI-423	NEUROSCIENCE	
KIN-100	TOTAL FITNESS & WELLNESS (including activity course co-req)	
Total Hours		**31**

Biological Research

Code	Title	Hours
BIO-225	BOTANY	4
BIO-242	ANATOMY & PHYSIOLOGY II	4
BIO-451	MOLECULAR CELL BIOLOGY	4
CHM-232	ORGANIC CHEMISTRY II	3
CHM-233	ORGANIC CHEMISTRY II LAB	2
CHM-472	BIOCHEMISTRY	4
PHY-212	GENERAL PHYSICS II	4
Choose a minimum of three credits from the following:		*3-4*
CHM-411	PERSPECTIVES IN CHEMISTRY	
ECO-241	ENVIRONMENTAL SCIENCE	
ECO-341	ECOLOGY	
SCI-345	GLOBAL HEALTH & EPIDEMIOLOGY	
SCI-423	NEUROSCIENCE	
KIN-100	TOTAL FITNESS & WELLNESS (including activity course co-req)	
Total Hours		**28-29**

Pre-Optometry

Code	Title	Hours
BIO-242	ANATOMY & PHYSIOLOGY II	4
BIO-451	MOLECULAR CELL BIOLOGY	4
CHM-472	BIOCHEMISTRY	4
MAT-131	CALCULUS I	4
PHY-212	GENERAL PHYSICS II	4
PSY-111	GENERAL PSYCHOLOGY	3
Choose six credits from the following:		*6*
BIO-353	PATHOPHYSIOLOGY	
SCI-345	GLOBAL HEALTH & EPIDEMIOLOGY	
SCI-346	PHARMACOLOGY	
SCI-423	NEUROSCIENCE	
KIN-100	TOTAL FITNESS & WELLNESS (including activity course co-req)	
Total Hours		**29**

Pre-Medical/Dental/Pharmacy

Code	Title	Hours
BIO-242	ANATOMY & PHYSIOLOGY II	4
BIO-347	INTRODUCTION TO NUTRITION	3
BIO-451	MOLECULAR CELL BIOLOGY	4
CHM-232	ORGANIC CHEMISTRY II	3
CHM-233	ORGANIC CHEMISTRY II LAB	2
CHM-472	BIOCHEMISTRY	4
PHY-212	GENERAL PHYSICS II	4
Choose six credits from the following:		*6*
BIO-353	PATHOPHYSIOLOGY	
CHM-411	PERSPECTIVES IN CHEMISTRY	
SCI-345	GLOBAL HEALTH & EPIDEMIOLOGY	
SCI-346	PHARMACOLOGY	
SCI-423	NEUROSCIENCE	
KIN-100	TOTAL FITNESS & WELLNESS (including activity course co-req)	
Total Hours		**30**

Biology (Minor)

Minor Requirements

Code	Title	Hours
BIO-151	GENERAL BIOLOGY	4
BIO-225	BOTANY	4

BIO-233	ZOOLOGY	4
Electives in Biology (must be upper-level)		8
Total Hours		**20**

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

Code	Title	Hours
CHM-111	PRIN GENERAL CHEMISTRY	4

Chemistry (Minor)

(Also for Secondary Teachers)

Minor Requirements

Code	Title	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
Total Hours		**18**

Coaching (Minor)

Minor Requirements
Students enrolled in the Coaching minor must complete their lab science core requirement with BIO-241 ANATOMY & PHYSIOLOGY I.

Code	Title	Hours
BIO-242	ANATOMY & PHYSIOLOGY II	4
BIO-347	INTRODUCTION 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, TREATMENT	3
KIN-370	PRACTICUM IN COACHING	1
Total Hours		**21**

Computer Science (BS)

Bachelor of Science in Computer Science

- **Cornerstone Core Requirements (p. 16)**
- **Major Requirements (p. 85)**

Major Courses

Code	Title	Hours
COM-321	GROUP COMMUNICATION	3
CSC-131	INTRO PROGRAMMING USING PYTHON	3
CSC-132	INTERMEDIATE PROGRAMMING USING PYTHON	4
CSC-216	DATABASE MGT SYSTEMS	3
CSC-225	PROGRAMMING LANGUAGE CONCEPTS	3
CSC-231	INTRO DATA STRUCTURES USING C++	3
CSC-322	OPERATING SYSTEMS	3
CSC-325	WEB APPLICATION DEV	3
CSC-343	DATA STRUCTURES AND ALGORITHMS	3
CSC-350	SOFTWARE ENGINEERING	3
CSC-380	INTERNSHIP	3
CSC-422	DATA COMMUNICATION SYSTEMS	3
CSC-452	SOFTWARE ENGINEERING CAPSTONE PROJECT	4
EGR-112	INTRO PROGRAMMING USING C++	2
EGR-226	INTRODUCTION TO DIGITAL SYSTEMS	3
EGR-227	DIGITAL SYSTEMS LAB	1
EGR-330	PRODUCT DVLPT/PROJECT MGMT	4
MAT-131	CALCULUS I	4
MAT-243	DISCRETE MATHEMATICS	4
MAT-245	MATHEMATICAL PROOFS	4
MAT-251	PROBABILITY & STATISTICS	3
MDA-213	GRAPHIC DESIGN I: INTRO GRAPHIC DESIGN	3
PHY-221	PHYSICS FOR SCI & ENGINEERS I	5
PHY-222	PHYSICS FOR SCI & ENGINEERS II	5
Total Hours		**79**

Computer Science (Minor)

Minor Requirements

Code	Title	Hours
CSC-131	INTRO PROGRAMMING USING PYTHON	3
CSC-132	INTERMEDIATE PROGRAMMING USING PYTHON	4
CSC-216	DATABASE MGT SYSTEMS	3
CSC-231	INTRO DATA STRUCTURES USING C++	3
CSC-325	WEB APPLICATION DEV	3
EGR-226	INTRODUCTION TO DIGITAL SYSTEMS	3
EGR-227	DIGITAL SYSTEMS LAB	1
Total Hours		**20**

Engineering (BSE)

Bachelor of Science in Engineering

- **Cornerstone Core Requirements**
- **Engineering Core Requirements**
  - **Cognates (p. 85)**
- **Required Concentration (choose one)**
  - **Mechanical Engineering (p. 86)**
  - **Environmental**
  - **Engineering Management**
  - **Design and Innovation**
  - **Data Science**

Engineering Cognates

Code	Title	Hours
CHM-111	PRIN GENERAL CHEMISTRY [1]	4
MAT-131	CALCULUS I [1]	4
MAT-132	CALCULUS II [1]	4
MAT-234	MULTIVARIATE CALCULUS [1]	4

MAT-235	DIFFER EQUAT & LINEAR ALG - ENGINEERS [1]	4
MAT-251	PROBABILITY & STATISTICS [1]	3
PHY-221	PHYSICS FOR SCI & ENGINEERS I [1]	5
PHY-222	PHYSICS FOR SCI & ENGINEERS II [1]	5
Total Hours		**33**

Engineering Core

Code	Title	Hours
EGR-100	INTRO TO ENGINEERING [1]	1
EGR-111	INTRO TO ENGINEERING GRAPHICS [1]	1
EGR-112	INTRO PROGRAMMING USING C++ [1]	2
EGR-113	INTRO TO CAD/CAM [1]	1
EGR-185	FIRST YEAR ENGINEERING DESIGN [1]	2
EGR-209	MECHANICS AND MACHINES [1]	4
EGR-214	CIRCUIT ANALYSIS I [1]	3
EGR-215	CIRCUITS LAB [1]	1
EGR-220	MEASUREMENT & DATA ANALYSIS [1]	1
EGR-226	INTRODUCTION TO DIGITAL SYSTEMS [1]	3
EGR-227	DIGITAL SYSTEMS LAB [1]	1
EGR-250	MATERIALS SCIENCE & ENGINEERING [1]	3
EGR-251	MATERIALS LAB [1]	1
EGR-309	MACHINE DESIGN I [1]	3
EGR-310	MACHINE DESIGN I LAB [1]	1
EGR-312	DYNAMICS	3
EGR-330	PRODUCT DVLPT/PROJECT MGMT	4
EGR-360	THERMODYNAMICS	3
EGR-380	INTERNSHIP (Two experiences - 3 credits each)	6
EGR-485	CAPSTONE PROJ & ETHICS I	3
EGR-486	CAPSTONE PROJ & ETHICS II	3
Total Hours		**50**

[1] Foundation course

Concentrations (Choose one)

Mechanical Engineering

Code	Title	Hours
ECN-232	PRINCIPLES OF MICROECONOMICS	3
EGR-350	VIBRATION	3
EGR-365	FLUIDS	3
EGR-367	MANUFACTURING PROCESSES	3
EGR-368	MANUFACTURING PROCESSES LAB	1
EGR-409	MACHINE DESIGN 2	3
EGR-440	PRODUCTION MODELS	3
EGR-468	HEAT TRANSFER	3
Total Hours		**22**

Environmental

Code	Title	Hours
ECN-232	PRINCIPLES OF MICROECONOMICS	3
BIO-151	GENERAL BIOLOGY	4
CHM-212	PRINCIPLES OF ORGANIC & BIOCHEM	4
ECO-241	ENVIRONMENTAL SCIENCE	4
ECO-341	ECOLOGY	4
EGR-365	FLUIDS	3
EGR-437	ENVIRONMENTAL ENGINEERING	4
Total Hours		**26**

Engineering Management

Code	Title	Hours
ACC-221	ACCOUNTING I	3
ACC-222	ACCOUNTING II	3
ECN-232	PRINCIPLES OF MICROECONOMICS	3
EGR-367	MANUFACTURING PROCESSES	3
EGR-368	MANUFACTURING PROCESSES LAB	1
EGR-440	PRODUCTION MODELS	3
MGT-231	PRIN OF MANAGEMENT	3
Choose two of the following:		6
FIN-341	PRINCIPLES OF FINANCE	
MGT-333	OPERATIONS & SUPPLY CHAIN MGT	
MGT-335	ORGANIZATIONAL BEHAVIOR	
MGT-337	ENTREPRENEURSHIP	
MGT-339	INTERNATIONAL MANAGEMENT	
MKT-251	PRINCIPLES OF MARKETING	
Total Hours		**25**

Design and Innovation

Code	Title	Hours
ECN-232	PRINCIPLES OF MICROECONOMICS	3
EGR-367	MANUFACTURING PROCESSES	3
EGR-368	MANUFACTURING PROCESSES LAB	1
CRI-202	CREATIVITY IN THE CONCEPTUAL AGE	3
CRI-205	STRATEGIES INNOVATIVE THOUGHT & DESIGN	3
CRI-312	SCIENCE OF HUMAN INNOVATION	3
CRI-313	STRATEGIES FOR INNOVATION AND DESIGN II	3
CRI-413	STRATEGIES FOR INNOVATION & DESIGN III	3
Total Hours		**22**

Data Science

Code	Title	Hours
ECN-232	PRINCIPLES OF MICROECONOMICS	3
CSC-131	INTRO PROGRAMMING USING PYTHON	3
CSC-216	DATABASE MGT SYSTEMS	3
DAT-344	INTRO TO DATA MINING	3
DAT-444	STRATEGIC DATA MODELING	3
EGR-367	MANUFACTURING PROCESSES	3
EGR-368	MANUFACTURING PROCESSES LAB	1
MAT-402	MATHEMATICAL SCIENCE SEMINAR I	3
MAT-403	MATHEMATICAL SCIENCE SEMINAR II	3
Total Hours		**25**

Engineering 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.

Upon completion of the Engineering Foundation Courses, the Engineering program requires a secondary admission application. **Admission is required prior to taking upper division courses (300 and 400 level courses).**

Applicants for Secondary Admission must meet the following:

1. Combined GPA of 2.7 or above in the Engineering Foundation Course sequence.
2. Completion of each course in the Engineering Foundation Course sequence with a grade of C (2.0) or above. Foundation courses may only be taken twice.
3. Completion of ENG-212 WRITING IN CULTURE with a C (2.0) or above.

Environmental Biology (BS)

Bachelor of Science in Environmental Biology

- **Cornerstone Core Requirements**
- **Environmental Biology Core Requirements**
- **Optional Concentrations (choose one)**
  - **Water Resources**
  - **Wildlife Biology**

Environmental Biology Major

Environmental Biology Core

Code	Title	Hours
BIO-151	GENERAL BIOLOGY	4
BIO-225	BOTANY	4
BIO-233	ZOOLOGY	4
BIO-351	GENETICS	4
ECO-241	ENVIRONMENTAL SCIENCE	4
ECO-242	GEOGRAPHIC INFORMATION SYSTEMS	3
ECO-341	ECOLOGY	4
ECO-400	ENVIRONMENTAL BIOLOGY CAPSTONE	3
SCI-262	GEOLOGY	4
SCI-361	EVOLUTION & ORIGINS	3
SCI-380	INTERNSHIP	3
SCI-495	SENIOR RESEARCH PROJECT	1
SCI-496	SENIOR RESEARCH SEMINAR	2
Total Hours		**43**

Environmental Biology Cognates

Code	Title	Hours
CHM-111	PRIN GENERAL CHEMISTRY	4
CHM-212	PRINCIPLES OF ORGANIC & BIOCHEM	4
MAT-121	COLLEGE ALGEBRA	3
BIO-121	BIOSTATISTICS	3
Total Hours		**14**

Environmental Biology Specific Courses

Code	Title	Hours
Choose two of the following:		8-9
BIO-331	ORNITHOLOGY	
BIO-431	VERTEBRATE ZOOLOGY	
ECO-442	ADVANCED FIELD STUDIES (including corresponding lab - ECO-443)	
Upper Level AuSable Electives		8
Total Hours		**16-17**

Optional Concentrations (Choose One)

Water Resources

Students must complete the Environmental Biology Core (p. 87), Environmental Cognates (p. 87) as well as the following Water Resources concentration courses.

Code	Title	Hours
Choose two of the following:		8-9
BIO-352	MICROBIOLOGY	
BIO-431	VERTEBRATE ZOOLOGY	
ECO-442	ADVANCED FIELD STUDIES (including corresponding lab - ECO-443)	
Upper Level AuSable Electives		8
Total Hours		**16-17**

Wildlife Biology

Students must complete the Environmental Biology Core (p. 87), Environmental Cognates (p. 87) as well as the following Wildlife Biology concentration courses.

Code	Title	Hours
Choose two of the following:		8-9
BIO-331	ORNITHOLOGY	
BIO-431	VERTEBRATE ZOOLOGY	
ECO-442	ADVANCED FIELD STUDIES (including corresponding lab - ECO-443)	
Upper Level AuSable Electives		8
Total Hours		**16-17**

Environmental Sustainability (Minor)

Minor requirements

Code	Title	Hours
ECO-241	ENVIRONMENTAL SCIENCE	4
ECO-400	ENVIRONMENTAL BIOLOGY CAPSTONE	3
Choose two of the following:		*6*
MIN-222	GLOBAL URBAN MINISTRY	
ECO-314	ENVIRONMENTAL JUSTICE	
ECO-308	ENVIRONMENTAL HEALTH	
Choose one of the following:		*3*
ECN-231	PRINCIPLES OF MACROECONOMICS	
ECN-336	INTERNATIONAL DEVELOPMENT ECONOMICS	
Choose one of the following:		*4*
ECO-442	ADVANCED FIELD STUDIES	
ECO-480	ADVANCED TOPICS: ECOLOGY	
ECO-343	TROPICAL AGRICULTURE -AUSABLE	
ECO-304	INTERNL DEVELOP & ENVIRON SUS - AUSABLE	
ECO-303	ECOLOGICAL AGRICULTURE - AUSABLE	
Total Hours		**20**

Exercise Science (BS)

Bachelor of Science in Exercise Science

- **Cornerstone Core Requirements (p. 16)**
- **Exercise Science Core Requirements (p. 88)**
- **Optional Concentrations (choose one)**
  - **Pre-Physical Therapy (p. 88)**
  - **Pre-Occupational Therapy (p. 88)**
  - **Cardiac Rehabilitation (p. 88)**
  - **Pre-Athletic Training (p. 88)**

Exercise Science Core

Code	Title	Hours
BIO-347	INTRODUCTION TO NUTRITION	3
KIN-100	TOTAL FITNESS & WELLNESS	2
KIN-1XX	Activity Course	1
KIN-211	HISTORY & PRINCIPLES OF KINESIOLOGY	3
KIN-212	PSYCHOLOGY OF SPORT & EXERCISE	3
KIN-251	MOTOR DEVELOPMENT & LEARNING	3
KIN-341	ANATOMICAL KINESIOLOGY	4
KIN-342	EXERCISE PHYSIOLOGY	3
KIN-345	MEASUREMENT & EVALUATION	3
KIN-346	EXERCISE TESTING & PRESCRIPTION	4
KIN-362	FIRST AID, INJURY PREVENTION, TREATMENT	3
KIN-380	INTERNSHIP [1]	6
KIN-402	PROFESSIONAL CAPSTONE SEMINAR	1
KIN-403	PROF CAPSTONE RESEARCH PROJ	1
KIN-444	APPLIED EXERCISE PHYSIOLOGY	4
Total Hours		**44**

[1] Cardiac Rehabilitation concentration must take KIN-381 for 12 credits in place of KIN-380.

Exercise Science Cognates

Code	Title	Hours
BIO-121	BIOSTATISTICS	3
or MAT-151	STATISTICS	
BIO-151	GENERAL BIOLOGY	4
BIO-241	ANATOMY & PHYSIOLOGY I	4
BIO-242	ANATOMY & PHYSIOLOGY II	4
PSY-111	GENERAL PSYCHOLOGY	3
Total Hours		**18**

Concentrations

Pre-Physical Therapy

Students must complete the Exercise Science core (p. 88) in addition to the following concentration courses and cognates.

Code	Title	Hours
Pre-PT Concentration		
PHY-211	GENERAL PHYSICS I	4
PHY-212	GENERAL PHYSICS II	4
CHM-121	GENERAL CHEMISTRY I	4
CHM-122	GENERAL CHEMISTRY II	4
Pre-PT Cognates		
BIO-121	BIOSTATISTICS	3
or MAT-151	STATISTICS	
BIO-151	GENERAL BIOLOGY	4
BIO-241	ANATOMY & PHYSIOLOGY I	4
BIO-242	ANATOMY & PHYSIOLOGY II	4
PSY-111	GENERAL PSYCHOLOGY	3
Choose one of the following:		3-5
MAT-121	COLLEGE ALGEBRA	
MAT-122	PRE-CALCULUS	
MAT-131	CALCULUS I	
Total Hours		**37-39**

Pre-Occupational Therapy

Students must complete the Exercise Science Core (p. 88), Exercise Science Cognates (p. 88) and the following Pre-OT concentration courses.

Code	Title	Hours
Pre-OT Concentration		
PSY-235	LIFESPAN DEV PSYCHOLOGY	3
PSY-353	ABNORMAL PSYCHOLOGY	3
PSY-441	PHYSIOLOGICAL PSYCH	3
SOC-111	INTRO TO SOCIOLOGY	3
SCI-242	MEDICAL TERMINOLOGY	2
Total Hours		**14**

Cardiac Rehabilitation

Students must complete the Exercise Science Core (p. 88), Exercise Science Cognates (p. 88) and the following Cardiac Rehab concentration courses.

Code	Title	Hours
Cardiac Rehab Concentration		
BIO-353	PATHOPHYSIOLOGY	3
KIN-361	ECG (ELECTROCARDIOGRAPHY)	2
KIN-364	CARDIOVASCULAR DISEASE RISK/ MANAGEMENT	3
PSY-239	ADULT PSYCHOLOGY	3
SCI-242	MEDICAL TERMINOLOGY	2
SCI-346	PHARMACOLOGY	3
Total Hours		**16**

Pre-Athletic Training

Students must complete the Exercise Science Core (p. 88), Exercise Science Cognates (p. 88) and the following Pre-Athletic Training concentration courses.

Code	Title	Hours
Pre-Athletic Training Concentration		
PHY-211	GENERAL PHYSICS I	4
CHM-121	GENERAL CHEMISTRY I	4
KIN-220	INTRODUCTION TO ATHLETIC TRAINING	3
KIN-327	PRINCIPLES OF STRENGTH & CONDITIONING	3
Total Hours		**14**

General Science (Minor)

Minor requirements

Code	Title	Hours
Required Courses		
Two physical science courses (CHM, PHY, SCI designations)		8
Two biological science courses (BIO, ECO designations)		8
One other physical or biological science course		4
Total Hours		**20**

Health Services (AS)

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.

Associate of Science in Nursing

- **Cornerstone Core Requirements**
- **Major Requirements**

Major Courses

Code	Title	Hours
Required Courses		
BIO-241	ANATOMY & PHYSIOLOGY I	4
BIO-242	ANATOMY & PHYSIOLOGY II	4
BIO-347	INTRODUCTION TO NUTRITION	3
BIO-352	MICROBIOLOGY	4
CHM-110	GEN/ORGANIS/BIO CHEM FOR HEALTH SERVICE	3
BUS-211	BUSINESS STATISTICS	3
PSY-235	LIFESPAN DEV PSYCHOLOGY	3
SCI-345	GLOBAL HEALTH & EPIDEMIOLOGY	3
SOC-111	INTRO TO SOCIOLOGY	3
Total Hours		**30**

Mathematics (BS)

Bachelor of Science in Mathematics

- **Cornerstone Core Requirements**
- **Major Requirements**

Major Courses

Code	Title	Hours
MAT-131	CALCULUS I	4
MAT-132	CALCULUS II	4
MAT-233	DIFFERENTIAL EQUATIONS	3
MAT-234	MULTIVARIATE CALCULUS	4
MAT-241	APPLIED LINEAR ALGEBRA	3
MAT-244	METHODS OF MATHEMATICAL RESEARCH	3
MAT-245	MATHEMATICAL PROOFS	4
MAT-251	PROBABILITY & 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
Total Hours		**43**

Mathematics (Minor)

minor requirements

Code	Title	Hours
MAT-131	CALCULUS I	4
MAT-132	CALCULUS II	4
MAT-241	APPLIED LINEAR ALGEBRA	3
MAT-243	DISCRETE MATHEMATICS	4
MAT-245	MATHEMATICAL PROOFS	4
MAT-251	PROBABILITY & STATISTICS	3
Choose two of the following: (See course listings for prerequisites)		*6*
MAT-233	DIFFERENTIAL EQUATIONS	
MAT-234	MULTIVARIATE CALCULUS	
MAT-333	REAL ANALYSIS	
MAT-341	MODERN ALGEBRA	
MAT-400	CAPSTONE SEM: GEOM & HIST/MATH SCIENCES	
Total Hours		**28**

School of Ministry, Media & the Arts

On-Campus Majors

- Communication (BA) (p. 91)
- Graphic Design (BA) (p. 93)
- Interdisciplinary Studies (BA) (p. 94)
- Media Production (BA) (p. 94)
- Ministry (BA) (p. 95)
- Missions Aviation (BA) (p. 96)
- Worship Ministry (BS) (p. 98)

Online Majors

- Biblical Studies (AA-Online) (p. 90)
- Communication (BA - Online) (p. 91)
- Ministry Leadership (BA-Online) (p. 96)

On-Campus or Online

- Biblical Studies (BA) (p. 90)
- English (BA) (p. 92)
- General Studies (AA) (p. 93)
- General Studies (BA) (p. 93)

See* Accelerated Graduate Programs *(*https://catalog.cornerstone.edu/graduate/accelerated-graduate-programs/*) for information on working toward a Master of Arts in TESOL or a graduate degree from Cornerstone Theological Seminary as an undergraduate.

On-Campus Minors

- Audio Production (Minor) (p. 90)
- Biblical Languages (Minor) (p. 90)
- Biblical Studies (Minor) (p. 91)
- Communication Studies (Minor) (p. 92)
- Creative Writing (Minor) (p. 92)

- Digital Media (Minor) (p. 92)
- English (Minor) (p. 93)
- Film and Video Production (Minor) (p. 93)
- Graphic Design (Minor) (p. 94)
- History (Minor) (p. 94)
- Linguistics (Minor) (p. 94)
- Ministry (Minor) (p. 96)
- Music (Minor) (p. 97)
- Professional Writing (Minor) (p. 97)
- Publishing (Minor) (p. 97)
- Spanish (Minor) (p. 97)
- TESOL (minor) (p. 98)

Online Minors

- Ministry Leadership (Minor - Online) (p. 96)

Groothuis, Douglas (https://www.cornerstone.edu/faculty/dr-douglas-groothuis/), Distinguished University Research Professor of Apologetics and Christian Worldview

Lee, Sodam, Assistant Professor of Graphic Design

Marko, Jonathan, (Dean) Professor of Philosophical and Systematic Theology, Associate Vice President for Academics

Osborn, Jeremy, Professor of Communication, Director of Communication and Media

Pasquale, Michael, Professor of Linguistics, Director of M.A. TESOL Program

Roberts, Ryan, Associate Professor of Old Testament

Wallace, Matt, Assistant Professor of Teacher Education

Walters, Kent, Professor of Music, Director of Music Programs

Wittmer, Michael, Professor of Systematic and Historical Theology

Yoder, Darrell (https://www.cornerstone.edu/faculty/darrell-yoder/), Associate Professor of Ministry

Audio Production (Minor)

Minor requirements

Code	Title	Hours
MDA-161	AUDIO-VIDEO TECH PRODUCTION	3
MDA-261	AUDIO PRODUCTION I (Must achieve a grade of C- or greater to pass)	3
MDA-262	LIVE AUDIO PRODUCTION	3
MDA-281	AUDIO PRODUCTION II (Must achieve a grade of C- or greater to pass)	3
Choose two of the following:		*6*
MDA-361	AUDIO MEDIA PRODUCTION	
MDA-363	AUDIO / POST PRODUCTION	
MDA-366	ADVANCED LIVE AUDIO PRODUCTION	
MDA-367	ADVANCED STUDIO TECHNIQUES	
Total Hours		**18**

Biblical Languages (Minor)

Minor requirements

Code	Title	Hours
GRK-101	GREEK GRAMMAR I	4
GRK-102	GREEK GRAMMAR II	4
HEB-101	HEBREW I	4
HEB-102	HEBREW II	4
Choose three credits of 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 Hours		**19**

Biblical Studies (AA-Online)

Associate of Arts in Biblical Studies

- **Cornerstone Core Requirements**
- **Major Requirements**

Major REquirements

Code	Title	Hours
BBL-218	INTRODUCTION TO THE BIBLE	3
BBL-242	OLD TESTAMENT SURVEY 1	3
BBL-244	OLD TESTAMENT SURVEY 2	3
BBL-246	NEW TESTAMENT SURVEY 1	3
BBL-248	NEW TESTAMENT SURVEY 2	3
FAR-211	INTRODUCTION TO FINE ARTS	3
PHI-211	PHILOSOPHY IN CULTURE	3
LIN-100	LANGUAGE IN CULTURE	3
THE-238	CHRISTIAN DOCTRINE 1	3
THE-247	THE BIBLE & CONTEMPORARY CULTURE	3
Take six credits of general electives		6
Total Hours		**36**

Biblical Studies (BA)

Bachelor of Arts in Biblical Studies

- **Cornerstone Core Requirements (p. 16)**
- **Major Requirements (p. 90)**

Major requirements

Code	Title	Hours
BBL-103	BIBLICAL HERMENEUTICS	3
BBL-334	PROPHETIC LITERATURE	3
BBL-339	GOSPEL LITERATURE	3
BTM-212	WORLD RELIGIONS	3
BTM-462	SENIOR SEMINAR CAPSTONE: BRM	3
THE-356	THEOLOGY II	3
Choose nine credits from the following:		*9*
BBL-330	PENTATEUCHAL LITERATURE	
BBL-333	WISDOM LITERATURE	
BBL-335	PAULINE LITERATURE	

BBL-336	GENERAL EPISTOLARY LITERATURE	
BBL-357	O T HISTORY & THEOLOGY	
BBL-358	N T HISTORY & THEOLOGY	
Choose one of the following:		*3*
BBL-434	JUDGES	
BBL-435	PSALMS	
Choose one of the following:		*3*
BBL-436	REVELATION	
BBL-438	ROMANS	
Choose three credits from the following (on campus students must take BBL-380)		*3*
BBL-380	INTERNSHIP	
BBL-234	WRITINGS OF PAUL	
Total Hours		**36**

The following must be taken to fulfill core requirements in Old Testament, New Testament and Theology

Code	Title	Hours
BBL-130	OT LITERATURE - BRM MAJORS	3
BBL-236	NT LITERATURE- BRM MAJOR	3
THE-354	THEOLOGY I	3

Biblical Studies (Minor)

Minor requirements

Code	Title	Hours
BBL-103	BIBLICAL HERMENEUTICS	3
BBL-43X	Bible Analysis Course	3
Choose one of the following:		*3*
BBL-33X	Biblical Literature Course	
BBL-344	HIST/GEOGRAPHIC SETTING OF BIBLE	
Choose one of the following:		*3*
BBL-104	OLD TESTAMENT LITERATURE	
BBL-130	OT LITERATURE - BRM MAJORS	
Choose one of the following:		*3*
BBL-204	NEW TESTAMENT LITERATURE	
BBL-236	NT LITERATURE- BRM MAJOR	
Choose one of the following:		*3*
THE-352	CHRISTIAN BELIEFS & HISTORY	
THE-354	THEOLOGY I	
THE-356	THEOLOGY II	
Total Hours		**18**

Communication (BA)

Bachelor of Arts in Communication

- **Cornerstone Core Requirements**
- **Major Requirements (p. 91)**
- **Optional Concentration**

Major Requirements

Code	Title	Hours
COM-112	COMMUNICATION IN CULTURE	3
COM-212	INTERPERSONAL COMMUNICATION	3
COM-311	INTER-CULTURAL 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 SEM: COM STUDIES (exception for double majors - COM elective)	3
COM-433	NONVERBAL COMMUNICATION	3
or COM-435	THE AVERSIVE SIDE OF COMMUNICATION	
Total Hours		**36**

Concentration

Strategic Communication

Code	Title	Hours
COM-215	PUBLIC RELATIONS	3
COM-364	SPECIAL EVENTS/PROMOTIONS	3
MKT-353	MARKETING COMMUNICATIONS	3
Take six credits from the following:		*6*
ENG-310	GRANT WRITING	
MDA-213	GRAPHIC DESIGN I: INTRO GRAPHIC DESIGN	
MDA-236	INTRO TO DIGITAL PHOTOGRAPHY	
MDA-261	AUDIO PRODUCTION I	
MDA-318	WRITING FOR MEDIA	
MKT-251	PRINCIPLES OF MARKETING	
MKT-342	DIGITAL MARKETING	
Total Hours		**15**

Communication (BA - Online)

Bachelor of Arts in Communication

- **Cornerstone Core Requirements**
- **Major Requirements**

Major Requirements

Code	Title	Hours
IDS-302	PRINCIPLES OF SELF MANAGEMENT	3
COM-212	INTERPERSONAL COMMUNICATION	3
COM-311	INTER-CULTURAL 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-400	CAPSTONE SEM: COM STUDIES	3
COM-433	NONVERBAL COMMUNICATION	3
COM-435	THE AVERSIVE SIDE OF COMMUNICATION	3
Total Hours		**36**

Communication Studies (Minor)

minor requirements

Code	Title	Hours
COM-112	COMMUNICATION IN CULTURE	3
COM-212	INTERPERSONAL COMMUNICATION	3
COM-311	INTER-CULTURAL 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 Hours		**18**

Creative Writing (Minor)

minor requirements

Code	Title	Hours
ENG-226	INTRO TO CREATIVE WRITING	3
ENG-316	FICTION WRITING	3
ENG-317	CREATIVE NON-FICTION	3
ENG-320	ADVANCED WRITING WORKSHOP	3
Choose two of the following:		*6*
ENG-315	POETRY WRITING	
ENG-320	ADVANCED WRITING WORKSHOP (a different topic)	
ENG-364	WRITERS AND STYLES	
HUM-421	CREATIVE ENDEAVORS	
Total Hours		**18**

Digital Media (Minor)

(only for non-media majors)

minor requirements

Code	Title	Hours
MDA-111	INTRODUCTION TO STORY	3
MDA-213	GRAPHIC DESIGN I: INTRO GRAPHIC DESIGN	3
MDA-236	INTRO TO DIGITAL PHOTOGRAPHY	3
MDA-261	AUDIO PRODUCTION I	3
MDA-271	FILM/VIDEO PRODUCTION I	3
MDA-318	WRITING FOR MEDIA	3
Total Hours		**18**

English (BA)

Bachelor of Arts in English

- **Cornerstone Core Requirements (p. 16)**
- **Major Requirements**
- **Optional Concentrations (on-campus students only)**
- **Professional Writing**
- **Publishing**
- **Creative Writing**

Major Requirements

Code	Title	Hours
ENG-223	INTRODUCTION TO LITERATURE	3
ENG-226	INTRO TO CREATIVE WRITING	3
ENG-319	ADVANCED GRAMMAR	3
ENG-400	CAPSTONE SEMINAR	3
Internship or Portfolio (choose one)		*3*
ENG-380	INTERNSHIP (On-campus students)	
ENG-370	PORTFOLIO (Online students)	
Choose four of the following:		*12*
ENG-324	LITERACY MODERN/ANGLO-AMER WRITERS	
ENG-326	CONTEMPORARY LITERATURE	
ENG-328	SELECTED AUTHORS AND ERAS	
ENG-334	AMERICAN RENAISSANCE IN 19TH CENTURY	
ENG-342	BRITISH ROMANTIC & VICTORIAN LITERATURE	
ENG-344	BRITISH LITERATURE TO 1700	
ENG-345	SHAKESPEARE	
ENG-347	RELIGIOUS AUTHORS	
ENG-353	LINGUISTIC HISTORY OF ENGLISH LANGUAGE	
ENG-361	HOLOCAUST LITERATURE	
ENG-362	SPORTS IN LITERATURE	
ENG-363	C S LEWIS/HIS LIFE OF FAITH	
HUM-382	HUMANITIES SEMINAR	
Choose one of the following:		*3*
ENG-315	POETRY WRITING	
ENG-316	FICTION WRITING	
ENG-317	CREATIVE NON-FICTION	
ENG-320	ADVANCED WRITING WORKSHOP	
ENG-364	WRITERS AND STYLES	
Total Hours		**30**

optional Concentrations (available to on-campus students only)

Professional Writing

Code	Title	Hours
ENG-227	INTRO TO PROFESSIONAL WRITING	3
Take four of the following:		*12*
ENG-310	GRANT WRITING	
ENG-313	FEATURE WRITING	
ENG-317	CREATIVE NON-FICTION	
ENG-318	INTRODUCTION TO EDITING	
ENG-329	SELECTED TOPICS IN PROF WRITING	
COM-201	NEWSWRITING	
MDA-318	WRITING FOR MEDIA	
Total Hours		**15**

Publishing

Code	Title	Hours
ENG-227	INTRO TO PROFESSIONAL WRITING	3
Take four of the following:		*12*
ENG-318	INTRODUCTION TO EDITING	
ENG-327	INTRO TO PUBLISHING	
ENG-329	SELECTED TOPICS IN PROF WRITING	
MDA-213	GRAPHIC DESIGN I: INTRO GRAPHIC DESIGN	
MKT-251	PRINCIPLES OF MARKETING	
MKT-342	DIGITAL MARKETING	
Total Hours		**15**

Creative Writing

Code	Title	Hours
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
Total Hours		**15**

English (Minor)

minor requirements

Code	Title	Hours
ENG-223	INTRODUCTION TO LITERATURE	3
ENG-319	ADVANCED GRAMMAR	3
ENG-226	INTRO TO CREATIVE WRITING	3
Choose one of the following:		*3*
ENG-324	LITERACY MODERN/ANGLO-AMER WRITERS	
ENG-326	CONTEMPORARY LITERATURE	
ENG-334	AMERICAN RENAISSANCE IN 19TH CENTURY	
ENG-342	BRITISH ROMANTIC & VICTORIAN LITERATURE	3
or ENG-344	BRITISH LITERATURE TO 1700	
ENG-328	SELECTED AUTHORS AND ERAS	3
or ENG-364	WRITERS AND STYLES	
Total Hours		**18**

Film and Video Production (Minor)

minor requirements

Code	Title	Hours
MDA-111	INTRODUCTION TO STORY	3
MDA-236	INTRO TO DIGITAL PHOTOGRAPHY	3
MDA-261	AUDIO PRODUCTION I (Must achieve a grade of C- or greater to pass)	3
MDA-271	FILM/VIDEO PRODUCTION I	3
MDA-282	FILM & VIDEO PRODUCTION II	3
MDA-365	FILM & VIDEO PRODUCTION LABS	3
Total Hours		**18**

General Studies (AA)

*This degree program is available to students who are eligible to access the **Tuition Incentive Program (TIP)**, or with permission of the Associate Vice President for Academics.*

Students receiving permission to earn this degree must complete all Associate of Arts core requirements (found here (p. 16)) as well as specifically approved courses, for a minimum of 60 semester hours.

General Studies (BA)

In special circumstances, a student may be approved to graduate 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.
2. Meet all core course requirements for the Bachelor of Arts.
3. Meet minimum residency requirements (25% of credits earned at Cornerstone, with 24 of the last 33 taken at CU).
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.

Graphic Design (BA)

Bachelor of Arts in Graphic Design

- **Cornerstone Core Requirements**
- **Major Requirements**

Major Courses

Code	Title	Hours
Media Core Required Courses		
MDA-111	INTRODUCTION TO STORY	3
MDA-213	GRAPHIC DESIGN I: INTRO GRAPHIC DESIGN	3
MDA-236	INTRO TO DIGITAL PHOTOGRAPHY	3
MDA-261	AUDIO PRODUCTION I (Must achieve a grade of C- or greater to pass)	3
MDA-271	FILM/VIDEO PRODUCTION I	3
MDA-318	WRITING FOR MEDIA	3
MDA-380	INTERNSHIP	3
MDA-400	CAPSTONE SEM: MEDIA STUDIES	3
COM-212	INTERPERSONAL COMMUNICATION	3
or COM-321	GROUP COMMUNICATION	
Graphic Design Required Courses		
MDA-112	DRAWING I: DRAWING FOR NEW MEDIA	3
MDA-212	DRAWING II:DRAWING FOR CREATING GRAPHIC	3
MDA-225	GRAPHIC DESIGN II: DESIGN PRINT & MEDIA	3
MDA-326	GRAPHIC DESIGN III: WEB & DEVICES	3
MDA-327	USER INTERFACE DESIGN	3
MDA-426	GRAPHIC DESIGN IV:COMPRHN CONCNT DESIGN	3
COM-322	INNOVATIVE MESSAGE PRESENTATION	3

or COM-339	SOCIAL MEDIA	
Total Hours		**48**

Graphic Design (Minor)

minor requirements

Code	Title	Hours
MDA-112	DRAWING I: DRAWING FOR NEW MEDIA	3
MDA-212	DRAWING II:DRAWING FOR CREATING GRAPHIC	3
MDA-213	GRAPHIC DESIGN I: INTRO GRAPHIC DESIGN	3
MDA-225	GRAPHIC DESIGN II: DESIGN PRINT & MEDIA	3
MDA-236	INTRO TO DIGITAL PHOTOGRAPHY	3
MDA-326	GRAPHIC DESIGN III: WEB & DEVICES	3
Total Hours		**18**

History (Minor)

minor requirements

Code	Title	Hours
HIS-103		1
HIS-113	WORLD HISTORY TO 1500	3
HIS-114	MAKING MODERN WORLD: 1500 TO PRESENT	3
HIS-221	UNITED STATES HISTORY I	3
HIS-222	UNITED STATES HISTORY II	3
Upper level electives [1]		6
Total Hours		**19**

[1] May count one HIS-223 HISTORY MATTERS course.

Interdisciplinary Studies (BA)

Some students seek to chart their own path rather than select a traditional major. The Interdisciplinary Studies major is intended to provide an opportunity and a structure for students who desire to develop their own major. Working with an academic advisor, students will develop an individualized plan that meets the Interdisciplinary Studies Major requirements.

The Interdisciplinary Studies major requires a minimum of 36 credit hours, across at least two (2) disciplines. Students must take or transfer in a minimum of 15 credit hours in each discipline. At least (18) credit hours of upper-division courses, with no presumption of waiver of specified prerequisites, must be taken from within the two disciplines. The program must also include either an internship or equivalent project, and a capstone or research course. No courses/credits assigned to the major may count toward meeting the general education core requirements. All students must earn a 2.0 GPA to graduate with the Interdisciplinary Studies major.

Linguistics (Minor)

minor requirements

Code	Title	Hours
LIN-225	INTRODUCTION TO LINGUISTICS	3
LIN-323	PHONETICS & PHONOLOGY	3
LIN-325	MORPHOLOGY & SYNTAX	3
LIN-461	LINGUISTIC ANALYSIS	3
Take six credits from the following:		*6*
ENG-319	ADVANCED GRAMMAR	
LIN-327	CORPUS LINGUISTICS	
LIN-329	COMPUTATIONAL LINGUISTICS	
LIN-371	SECOND LANGUAGE ACQUISTION	
LIN-372	SOCIOLINGUISTICS	
LIN-353	LINGUISTIC HISTORY OF ENGLISH	
Total Hours		**18**

Media Production (BA)

Bachelor of Arts in Media Production

- **Cornerstone Core Requirements**
- **Major Requirements (p. 94)**
- **Optional Concentrations (choose one)**
  - **Film and Video Production (p. 94)**
  - **Audio Production**
  - **Music Production**

Major RequirementS

Code	Title	Hours
COM-212	INTERPERSONAL COMMUNICATION	3
or COM-321	GROUP COMMUNICATION	
COM-339	SOCIAL MEDIA	3
MDA-111	INTRODUCTION TO STORY	3
MDA-213	GRAPHIC DESIGN I: INTRO GRAPHIC DESIGN	3
MDA-236	INTRO TO DIGITAL PHOTOGRAPHY	3
MDA-261	AUDIO PRODUCTION I	3
MDA-271	FILM/VIDEO PRODUCTION I	3
MDA-318	WRITING FOR MEDIA	3
MDA-380	INTERNSHIP	3
MDA-400	CAPSTONE SEM: MEDIA STUDIES	3
Take three credits of upper level MDA electives		3
Total Hours		**33**

Concentrations

Film and Video Production

Code	Title	Hours
MDA-282	FILM & 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 & VIDEO PRODUCTION LABS	3
MDA-441	ADVANCED PRODUCTION III	3

MDA-442	ADVANCED PRODUCTION IV	3
Total Hours		**21**

Audio Production

Code	Title	Hours
MDA-161	AUDIO-VIDEO TECH PRODUCTION	3
MDA-262	LIVE AUDIO PRODUCTION	3
MDA-281	AUDIO PRODUCTION II	3
MDA-361	AUDIO MEDIA PRODUCTION	3
MDA-363	AUDIO / POST PRODUCTION	3
MDA-366	ADVANCED LIVE AUDIO PRODUCTION	3
MDA-367	ADVANCED STUDIO TECHNIQUES	3
Total Hours		**21**

Music Production

Code	Title	Hours
MDA-161	AUDIO-VIDEO TECH PRODUCTION	3
MDA-262	LIVE AUDIO PRODUCTION	3
MDA-281	AUDIO PRODUCTION II	3
MDA-367	ADVANCED STUDIO TECHNIQUES	3
MUS-110	MUSIC FUNDAMENTALS	3
MUS-124	MUSICIANSHIP I	1
MUS-126	MUS THEORY/ANALYSIS I	2
MUS-171	INTRO TO MUSIC TECHNOLOGY	3
MUS-227	POPULAR MUSIC	3
MUS-315	SONG WRITING	3
Total Hours		**27**

Ministry (BA)

Bachelor of Arts in Ministry

- **Cornerstone Core Requirements**
- **Major Requirements**
- **Required Concentration (choose one)**
  - **Pastoral Ministries (p. 95)**
  - **Discipleship & Spiritual Formation (p. 95)**
  - **Student & Family Ministries (p. 95)**
  - **Children & Family Ministries (p. 95)**
  - **Cross-Cultural Ministries (p. 96)**
- **Biblical Studies Minor Requirements**

Major Requirements

Code	Title	Hours
Required Courses		
MIN-150	INTRODUCTION TO MINISTRY	3
MIN-151	FOUNDATIONS OF CHRISTIAN SPIRITUALITY	3
MIN-220	FOUNDATIONS OF GLOBAL MISSION	3
MIN-221	TEACH, LEARN FOR MINISTRY	3
MIN-334	SPIRITUAL FORMATION	3
MIN-310	LEADING VOLUNTEER-BASED MINISTRY	3
MIN-418	MINISTRY CAPSTONE	3
MIN-441	NONPROFIT MINISTRY & LEADERSHIP	3
THE-356	THEOLOGY II	3
Total Hours		**27**

Concentrations (Choose One)

Pastoral Ministries

Code	Title	Hours
MIN-375	CHURCH IN TRANSITION	3
MIN-381	INTERNSHIP I: CAREER DEVELOPMENT [1]	3
or MIN-378	MINISTRY FIELD EXPERIENCE 1	
MIN-382	INTERN II: TEACHER AND TEACHING TASK	3
or MIN-379	MINISTRY FIELD EXPERIENCE 2	
MIN-451	SOUL CARE IN MINISTRY	3
MIN-453	HOMILETICS	3
Total Hours		**15**

Discipleship & Spiritual Formation

Code	Title	Hours
MIN-311	EVANGELISM & DISCIPLESHIP	3
MIN-381	INTERNSHIP I: CAREER DEVELOPMENT [1]	3
or MIN-378	MINISTRY FIELD EXPERIENCE 1	
MIN-382	INTERN II: TEACHER AND TEACHING TASK	3
or MIN-379	MINISTRY FIELD EXPERIENCE 2	
MIN-434	SPIRITUAL FORMATION II	3
MIN-451	SOUL CARE IN MINISTRY	3
Total Hours		**15**

Student & Family Ministries

Code	Title	Hours
MIN-311	EVANGELISM & DISCIPLESHIP	3
MIN-381	INTERNSHIP I: CAREER DEVELOPMENT [1]	3
or MIN-378	MINISTRY FIELD EXPERIENCE 1	
MIN-382	INTERN II: TEACHER AND TEACHING TASK	3
or MIN-379	MINISTRY FIELD EXPERIENCE 2	
MIN-440	STUDENT & FAMILY MINISTRIES	3
MIN-453	HOMILETICS	3
Total Hours		**15**

Children & Family Ministries

Code	Title	Hours
EDU-352	TEACHING YOUNG CHILD	4
or EDU-373	TEACHING INFANTS/TODDLERS & CLINICAL EX	
PSY-343	PSYCHOLOGY OF LEARNING	3
or EDU-381	THE LEARNER AND LEARNING	
SWK-221	HUMAN BEHAVIOR AND SOCIAL ENVIRON I	3
or PSY-426	FAMILY LIFE CYCLE	
MIN-381	INTERNSHIP I: CAREER DEVELOPMENT [1]	3
or MIN-378	MINISTRY FIELD EXPERIENCE 1	
MIN-382	INTERN II: TEACHER AND TEACHING TASK	3
or MIN-379	MINISTRY FIELD EXPERIENCE 2	
Total Hours		**16**

Cross-Cultural Ministries

Code	Title	Hours
LIN-100	LANGUAGE IN CULTURE	3
COM-311	INTER-CULTURAL COMMUNICATION	3
MIN-311	EVANGELISM & DISCIPLESHIP	3
MIN-381	INTERNSHIP I: CAREER DEVELOPMENT [1]	3
or MIN-378	MINISTRY FIELD EXPERIENCE 1	
MIN-382	INTERN II: TEACHER AND TEACHING TASK	3
or MIN-379	MINISTRY FIELD EXPERIENCE 2	
Total Hours		**15**

[1] MIN-381 INTERNSHIP I: CAREER DEVELOPMENT takes the place of BBL-380 INTERNSHIP for student who double major in Ministry and Biblical Studies.

The following must be taken to fulfill core requirements in Old Testament, New Testament and Theology

Code	Title	Hours
BBL-130	OT LITERATURE - BRM MAJORS	3
BBL-236	NT LITERATURE- BRM MAJOR	3
THE-354	THEOLOGY I	3

Ministry (Minor)

minor requirements

Code	Title	Hours
MIN-150	INTRODUCTION TO MINISTRY	3
MIN-151	FOUNDATIONS OF CHRISTIAN SPIRITUALITY	3
MIN-221	TEACH, LEARN FOR MINISTRY	3
MIN-334	SPIRITUAL FORMATION	3
Choose two of the following:		*6*
MIN-220	FOUNDATIONS OF GLOBAL MISSION	
MIN-310	LEADING VOLUNTEER-BASED MINISTRY	
MIN-311	EVANGELISM & DISCIPLESHIP	
MIN-375	CHURCH IN TRANSITION	
MIN-434	SPIRITUAL FORMATION II	
MIN-440	STUDENT & FAMILY MINISTRIES	
MIN-441	NONPROFIT MINISTRY & LEADERSHIP	
MIN-451	SOUL CARE IN MINISTRY	
MIN-453	HOMILETICS	
Total Hours		**18**

Ministry Leadership (BA-Online)

Bachelor of Arts in Ministry Leadership

- **Cornerstone Core Requirements**
- **Major Requirements**

Major requirements

Code	Title	Hours
BBL-228	PRINCIPLES OF BIBLICAL STUDIES	3
BBL-233	INTERP ANALYSIS OF OT LIT	3
BBL-237	INTER ANALYSIS OF NT LITERATURE	3
IDS-302	PRINCIPLES OF SELF MANAGEMENT	3
MGT-315	NEGOTIATION &CONFLICT RESOLUTION	3
MGT-316	MANAGING THE NOT-FOR-PROFIT ORG	3
MGT-317	ORGANIZATNL BEHAVIOR & PROCESSES	3
MIN-312	PERSONAL GROWTH FOR EFFECT LDRSH	3
MIN-331	PHILOSOPHY OF LEADERSHIP	3
MIN-338	MINISTRY ETHICS AND VALUES	3
MIN-433	SYSTEMS FOR CULTURAL IMPACT	3
MIN-442	APPLICATIONS IN ORG LEADERSHIP	3
THE-238	CHRISTIAN DOCTRINE 1	3
THE-345	CHRISTIAN DOCTRINE II	3
Total Hours		**42**

Ministry Leadership (Minor - Online)

minor requirements

Code	Title	Hours
BBL-228	PRINCIPLES OF BIBLICAL STUDIES	3
BBL-233	INTERP ANALYSIS OF OT LIT	3
BBL-237	INTER ANALYSIS OF NT LITERATURE	3
MIN-331	PHILOSOPHY OF LEADERSHIP	3
MIN-433	SYSTEMS FOR CULTURAL IMPACT	3
MIN-442	APPLICATIONS IN ORG LEADERSHIP	3
Total Hours		**18**

Missions Aviation (BA)

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

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).

Bachelor of Arts in Missions Aviation

- **Cornerstone Core Requirements**
- **Major Requirements**

MAjor REquirements

Code	Title	Hours
BBL-103	BIBLICAL HERMENEUTICS	3
BTM-462	SENIOR SEMINAR CAPSTONE: BRM	3
COM-311	INTER-CULTURAL COMMUNICATION	3
MIN-150	INTRODUCTION TO MINISTRY	3
MIN-220	FOUNDATIONS OF GLOBAL MISSION	3
MIN-311	EVANGELISM & DISCIPLESHIP	3
MIN-334	SPIRITUAL FORMATION	3
THE-356	THEOLOGY II	3
Choose four of the following:		*12*
BBL-330	PENTATEUCHAL LITERATURE	
BBL-333	WISDOM LITERATURE	

BBL-334	PROPHETIC LITERATURE	
BBL-335	PAULINE LITERATURE	
BBL-336	GENERAL EPISTOLARY LITERATURE	
BBL-339	GOSPEL LITERATURE	
BBL-357	O T HISTORY & THEOLOGY	
BBL-358	N T HISTORY & THEOLOGY	
Choose one of the following:		*3*
BBL-434	JUDGES	
BBL-435	PSALMS	
Choose one of the following:		*3*
BBL-436	REVELATION	
BBL-438	ROMANS	
Choose two of the following:		*6*
MIN-151	FOUNDATIONS OF CHRISTIAN SPIRITUALITY	
LIN-225	INTRODUCTION TO LINGUISTICS	
BTM-212	WORLD RELIGIONS	
MIN-434	SPIRITUAL FORMATION II	
MIN-451	SOUL CARE IN MINISTRY	
MIN-453	HOMILETICS	
Total Hours		**48**

The following must be taken to fulfill core requirements in Old Testament, New Testament and Theology

Code	Title	Hours
BBL-130	OT LITERATURE - BRM MAJORS	3
BBL-236	NT LITERATURE- BRM MAJOR	3
THE-354	THEOLOGY I	3

Music (Minor)

minor requirements

Code	Title	Hours
MUS-110	MUSIC FUNDAMENTALS	3
MUS-124	MUSICIANSHIP I	1
MUS-126	MUS THEORY/ANALYSIS I	2
MUS-224	MUSICIANSHIP II	1
MUS-226	MUS THEORY/ANALYSIS II	2
MUS-171	INTRO TO MUSIC TECHNOLOGY	3
MUS-343	PIANO	3
Choose one of the following:		*3*
MUS-334	MUSIC AND WORSHIP	
MUS-227	POPULAR MUSIC	
MUS-315	SONG WRITING	
Students required to take lessons as part of the minor, not credited by CU (see below)		
Total Hours		**18**

Students who major in Worship Ministry or minor in Music must maintain a professional standard of continued training in an instrument or voice to remain in good academic standing. While Cornerstone University will not facilitate these trainings, such lessons must be reported to the Director of Music Programs each semester of a student's enrollment in the aforementioned programs and reporting must be continued until all coursework in the major or minor completed.

Students who do not participate in continued training through lessons each semester will be ineligible to complete the Worship Ministry major or Music minor. The director will certify each student to the Registrar as eligible for continued enrollment in a Cornerstone music-based program at least once per year. The director has the authority to dismiss students from music courses, in cooperation with the Registrar's Office, for non-compliance to this policy.

Professional Writing (Minor)

minor requirements

Code	Title	Hours
ENG-227	INTRO TO PROFESSIONAL WRITING	3
ENG-313	FEATURE WRITING	3
ENG-317	CREATIVE NON-FICTION	3
ENG-329	SELECTED TOPICS IN PROF WRITING	3
ENG-380	INTERNSHIP	3
Choose one of the following:		*3*
ENG-310	GRANT WRITING	
ENG-320	ADVANCED WRITING WORKSHOP	
ENG-327	INTRO TO PUBLISHING	
ENG-318	INTRODUCTION TO EDITING	
ENG-329	SELECTED TOPICS IN PROF WRITING (a different topic)	
COM-201	NEWSWRITING	
Total Hours		**18**

Publishing (Minor)

minor requirements

Code	Title	Hours
ENG-227	INTRO TO PROFESSIONAL WRITING	3
ENG-318	INTRODUCTION TO EDITING	3
ENG-319	ADVANCED GRAMMAR	3
ENG-327	INTRO TO PUBLISHING	3
ENG-380	INTERNSHIP	3
Choose one of the following:		*3*
ENG-313	FEATURE WRITING	
ENG-329	SELECTED TOPICS IN PROF WRITING	
MDA-213	GRAPHIC DESIGN I: INTRO GRAPHIC DESIGN	
Total Hours		**18**

Spanish (Minor)

minor requirements

Code	Title	Hours
SPA-201	INTERMEDIATE SPANISH I	3
SPA-222	LITERARY ANALYSIS	3
SPA-223	SPANISH FOR PROFESSIONS	3
SPA-313	SPANISH CONV AND COMP I	3
SPA-323	SPANISH CONVERSATION & COMP II	3
Choose three credits from the following:		*3*

SPA-316	CONVERSATION IN THE CITY	
SPA-317	CULTURAL PERSPECTIVES	
SPA-334	SELECTED TOPICS IN SPANISH LIT & CULTUR	
SPA-411	INTRO TO HISPANIC LIT	
SPA-412	SPANISH CIV/CULTURE	
Total Hours		**18**

TESOL (minor)

minor requirements

Code	Title	Hours
ENG-319	ADVANCED GRAMMAR	3
LIN-225	INTRODUCTION TO LINGUISTICS	3
LIN-371	SECOND LANGUAGE ACQUISTION	3
LIN-372	SOCIOLINGUISTICS	3
LIN-465	TESOL METHODOLOGY I	3
LIN-489	TESOL PRACTICUM	3
Total Hours		**18**

Worship Ministry (BS)

Bachelor of science in Worship Ministry

- **Cornerstone Core Requirements (p. 16)**
- **Major Requirements (p. 98)**

Major Requirements

Code	Title	Hours
Music Core		
MUS-110	MUSIC FUNDAMENTALS	3
MUS-124	MUSICIANSHIP I	1
MUS-224	MUSICIANSHIP II	1
MUS-126	MUS THEORY/ANALYSIS I	2
MUS-226	MUS THEORY/ANALYSIS II	2
MUS-171	INTRO TO MUSIC TECHNOLOGY	3
MUS-334	MUSIC AND WORSHIP	3
MUS-343	PIANO	3
Worship Arts		
MUP-X71	Worship Ensemble	4
MUS-337	WORSHIP MUSIC METHODS & MATERIALS	3
Ministry		
MIN-150	INTRODUCTION TO MINISTRY	3
MIN-151	FOUNDATIONS OF CHRISTIAN SPIRITUALITY	3
MIN-221	TEACH, LEARN FOR MINISTRY	3
MIN-334	SPIRITUAL FORMATION	3
MIN-381	INTERNSHIP I: CAREER DEVELOPMENT	3
MIN-418	MINISTRY CAPSTONE	3
Bible/Theology		
BBL-103	BIBLICAL HERMENEUTICS	3
BBL-33X	Biblical Literature Course	3
THE-354	THEOLOGY I	3
THE-356	THEOLOGY II	3
Electives		
Choose two of the following:		6
MIN-382	INTERN II: TEACHER AND TEACHING TASK	
MIN-310	LEADING VOLUNTEER-BASED MINISTRY	
MIN-434	SPIRITUAL FORMATION II	
MUS-315	SONG WRITING	
Total Hours		**61**

Students who major in Worship Ministry or minor in Music must maintain a professional standard of continued training in an instrument or voice to remain in good academic standing. While Cornerstone University will not facilitate these trainings, such lessons must be reported to the Director of Music Programs each semester of a student's enrollment in the aforementioned programs and reporting must be continued until all coursework in the major or minor completed.

Students who do not participate in continued training through lessons each semester will be ineligible to complete the Worship Ministry major or Music minor. The director will certify each student to the Registrar as eligible for continued enrollment in a Cornerstone music-based program at least once per year. The director has the authority to dismiss students from music courses, in cooperation with the Registrar's Office, for non-compliance to this policy.

Accelerated Graduate Programs

Undergraduate students with a cumulative GPA of 3.0 and junior or senior status may be approved to take up to fifteen graduate credits in fulfillment of undergraduate degree requirements. Students must seek approval from the dean of the school in which the graduate program resides, as well as the registrar's office. Students seeking approval for courses in the Master of Arts in Clinical Mental Health Counseling program are required to apply for admission into the program as part of the course approval process.

In order for graduate courses to fulfill requirements in a graduate degree program, students must meet the course grade requirement for that program. With the exception of the MA in Clinical Mental Health Counseling, approval to take graduate courses does not guarantee acceptance into the corresponding graduate program upon completion of an undergraduate degree.

Master of Business Administration - Project Management

Courses Completed	Equivalent
MGT-531	MGT-335
BUS-530	MGT-336
ECN-530	ECN-321

Master of Arts in TESOL

Courses Completed	Equivalent
LIN-565	LIN-465
LIN-525	LIN-225
LIN-555	LIN-372
LIN-556	LIN-371

Cornerstone Theological Seminary

Courses Completed	Equivalent
BBL-514	BBL-357
BBL-515	BBL-358
BBL-554	BBL-438
BBL-523	BBL-435

MIN-500	MIN-334
BBL-510	GRK-101
BBL-511	GRK-102
BBL-516	HEB-101
BBL-517	HEB-102
BBL-501	Elective
MIN-534	Elective

Master of Arts in Clinical Mental Health Counseling

Courses Completed	Equivalent
COU-503	Major or General Elective
COU-501	PSY-421
COU-521	PSY-456
COU-662	Major or General Elective

GRADUATE

- Graduation Requirements (p. 100)
- School of Business & Innovation (p. 100)
  - Business Administration (MBA - Online) (p. 100)
  - Doctor of Education (EdD - Online) (p. 101)
  - Master of Public Administration (MPA - Online) (p. 102)
  - Organizational Leadership (MA - Online) (p. 102)
- School of Education & Human Services (p. 102)
  - Clinical Mental Health Counseling (MS - online) (p. 103)
  - TESOL (online) (p. 105)
- School of Ministry, Media & the Arts (p. 106)
  - TESOL (MA - Online) (p. 106)

Graduate Graduation Requirements

Master's Programs

- Complete master's program curriculum with a cumulative GPA of 3.0 or higher.
- Meet minimum grade requirements:
  - Master of Science in Clinical Mental Health Counseling requires B or higher in all classes
  - All other graduate programs (other than seminary and EdD) require C- or higher in all classes
- Complete all degree requirements within five years of beginning the program.
- Complete at least 25% of the degree at Cornerstone.

Seminary students should see Seminary Graduation Requirements (p. 116) for requirements specific to seminary degree programs.

Doctor of Education

- Complete the program's core requirements, comprised of 60 credit hours including research methods, comprehensive exams, and the final project (i.e. organizational leadership and development project), with a cumulative GPA of 3.0 or higher and within seven years from program start date.
- Achieve grade of C or higher in all coursework
- Satisfy the residency requirements by attending each one-day intensive offered during the summers while doctoral students are enrolled in the core courses of the CU Doctor of Education in Organizational Leadership and Development program

Commencement

Commencement participation will be limited to those who have completed their degree program. Students who plan to have no more than two courses outstanding by the end of the spring semester may submit an appeal to the Registrar's Office to participate in commencement exercises.

School of Business & Innovation

Online Degree Programs

- Business Administration (MBA - Online) (p. 100)
- Doctor of Education (EdD - Online) (p. 101)
- Master of Public Administration (MPA - Online) (p. 102)
- Organizational Leadership (MA - Online) (p. 102)

Anthony, Marc R. (https://www.cornerstone.edu/faculty/marc-anthony/), Assistant Professor of Business

Baldridge, Alexandria R. (https://www.cornerstone.edu/faculty/alexandria-baldridge/), Assistant Professor of Business, Co-Director of the Creativity and Innovation Honors Institute

Degner, Jeffrey L. (https://www.cornerstone.edu/faculty/jeffery-degner/), (Dean) Associate Professor of Economics

Huckaby, Scott A. (https://www.cornerstone.edu/faculty/scott-huckaby/), Assistant Professor of Business

Larner, Donna (https://www.cornerstone.edu/faculty/donna-larner/), Assistant Professor of Business

McKelvey, Thomas, Assistant Professor of Finance

Perini, Donald P., (https://www.cornerstone.edu/faculty/don-perini/) Professor of Creativity and Innovation, Director of the Creativity and Innovation Honors Institute

Van Baale, Sarah, Assistant Professor of Business

Vanderveen, Steven K., (https://www.cornerstone.edu/faculty/steve-vanderveen/) Professor of Business Management

Business Administration (MBA - Online)

MASTER OF BUSINESS ADMINISTRATION

Required Courses

Code	Title	Hours
Required Courses		
BUS-505	RESEARCH METHODS	3
BUS-507	QUANTITATIVE ANALYSIS	3
MGT-531	ORGANIZATIONAL BEHAVIOR & CHANGE	3
ACC-525	ACCOUNTING FOR DECISION MAKING	3
FIN-643	MANAGERIAL FINANCE	3
MKT-651	MARKETING STRATEGIES	3
ECN-530	ECONOMICS	3
MGT-539	ENTREPRENEURSHIP/INNOVATION	3
MBA Program Concentrations		
In addition to taking the eight core courses, MBA students will also choose a concentration in one of six relevant industries: Finance, Health Care, Project Management, Strategic Marketing, Sport Management or Human Resources Leadership. Each concentration, which consists of four courses, will be taken any time after students have completed their fifth required course.		12
Total Hours		**36**

Concentrations

Finance

The Finance concentration supplements the foundational business knowledge provided in the MBA program with further instruction and practical application in risk management, financial planning, global policy issues and financial contracts. Students are prepared to pursue vocations

in areas such as corporate finance, insurance, banking, securities management and financial consulting.

Code	Title	Hours
FIN-640	MERGERS & ACQUISITIONS	3
FIN-645	ADV MANAGERIAL FINANCE	3
FIN-646	GLOBAL FINANCE	3
FIN-647	ENTREPRENEURIAL FINANCE	3
Total Hours		**12**

Health Care

The Health Care concentration, utilizing a cutting edge curriculum created in conjunction with health care administrators, provides leadership development for clinicians while equipping the business-trained administrator with key competencies required in a health care setting. Students are prepared to pursue careers in areas such as hospital administration, practice management and health insurance administration.

Code	Title	Hours
MGT-534	THEORY & QUALITY OUTCOMES MGT	3
BUS-504	ETHICAL/LEGAL/REGULATORY ISSUES FORÝHEALTHCARE ADMINISTRATORS	3
MGT-620	HEALTH CARE INNOVATION & TECH MGMT	3
MGT-697	APPLIED HEALTHCARE PROJECT	3
Total Hours		**12**

Project Management (On-campus or Online)

The Project Management concentration provides further instruction and practical application in project design, resource management, risk management, principles of effective communication and quality assurance. Students are prepared to pursue careers in areas such as product development, construction management and consulting.

Code	Title	Hours
BUS-530	FUNDAMENTALS OF PROJECT MANAGEMENT	3
BUS-531	COST, QUALITY & TEAM MANAGEMENT	3
BUS-532	COMMUNICATION & RISK MANAGEMENT	3
MGT-650	AGILE & HYBRID PROJECT MANAGEMENT	3
Total Hours		**12**

Strategic Marketing

Code	Title	Hours
MKT-515	STRATEGIC MARKETING MANAGEMENT	3
MKT-522	DIGITAL MARKETING	3
MKT-613	CONSUMER BEHAVIOR	3
MKT-626	MARKETING RESEARCH	3
Total Hours		**12**

Human Resources Leadership

Code	Title	Hours
MGT-543	TEAM LEADERSHIP & CONFLICT MANAGEMENT	3
MGT-630	GLOBAL HUMAN RESOURCE LEADERSHIP	3
MGT-638	HUMAN RESOURCE LEADERSHIP	3
MGT-640	EMPLOYMENT DEVELOPMENT/ PERFORMANCE MGMT	3
Total Hours		**12**

Sport Management

Code	Title	Hours
MGT-557	SPORT MARKETING	3
MGT-559	SPORT COMMUNICATIONS	3
MGT-561	SPORT OPERATIONS	3
MGT-646	CONTEMPORARY ISSUES IN SPORT	3
Total Hours		**12**

Doctor of Education (EdD - Online)

The Doctor of Education (Ed.D.) in Organizational Leadership and Development degree is intended as a “scholars of practice” program that will empower current and emerging organizational leaders to flourish as effective and strategic decision makers and influencers in education, non-profit and business. Courses are fifteen weeks long and are completed two at a time in an online format. Each summer, students enrolled in the CU Doctor of Education in Organizational Leadership and Development program are expected to attend a one-day, face-to-face intensive residency on the Cornerstone University campus. This expectation applies to every year students are enrolled in the CU doctoral program. The curriculum comprises 60 credits, including 15 courses (53 credits) and a capstone research project (8 credits). The final capstone project (instead of traditional dissertation) is designed for students to conduct theory-informed program evaluation or action research associated with a problem or opportunity within their jobs or industry.

ADDITIONAL PROGRAM INFORMATION

CAPSTONE PROJECT

The doctoral capstone project is the final academic requirement of the Ed.D. program. It is designed to evaluate the candidate's capabilities as a scholar of practice through the identification of a professional practice problem, synthesis of theory-informed pertinent literature and Christian scholarship, design and execution of a study, analysis of the results and the application and recommendation of their findings. Further information is available in the Ed.D. *Organizational Leadership and Development Student Handbook.*

Ed.D. Residencies

Students are expected to attend and be present at all doctoral residencies. This includes showing up on-time, being present for all class sessions, and staying through the last class session (i.e., not leaving early). Only in the most extenuating circum- stances might an exception be made. Any exceptions or absences from a residency must be approved by the Ed.D. program director and must include a formal request with documentation for the extenuating circumstance.

Doctor of Education

REQUIRED COURSES

Code	Title	Hours
EDL-900	DOCTORAL STUDIES SEMINAR	4
EDL-901	ORG BEHAVIOR, THEORY & LEADERSHIP	4
RES-905	RESEARCH METHODS & MODES OF INQUIRY	4

EDL-911	ETHICAL & LEGAL FRAMWORK FOR LEADERSHIP	4
RES-910	QUALITATIVE INQUIRY, EVAL, ACTION RES	4
EDL-905	ORGANIZATION GOVERNANCE STRATEGY	4
EDL-904	ORGAN PLANNING, ASSESSMENT, QUAL IMPROV	4
EDL-906	ORGANIZATIONAL FINANCE & RESOURCE MGT	4
EDL-907	ORGANIZATION MARKETING & COMMUNICATION	4
RES-906	FUND OF STATISTICAL ANALYSIS	4
RES-915	QUANTITATIVE RESEARCH DESIGN/DATA ANAYS	4
EDL-908	ORG CULTURE & CHANGE MGT	4
RES-917	COMPREHENSIVE EXAMINATION	1
RES-921	PROJECT PROPOSAL I	2
RES-922	PROJECT PROPOSAL II	1
RES-925	ORGN LEAD & DEVL PROJECT	8
Total Hours		**60**

Master of Public Administration (MPA - Online)

Master of Public Administration

Required Courses		
Code	**Title**	**Hours**
PAD-501	FOUNDATIONS OF PUBLIC POLICY	3
PAD-503	ORGANIZATIONAL LEADERSHIP	3
PAD-505	DIVERSITY, EQUITY & INCLUSION	3
PAD-601	RESEARCH METHODS	3
PAD-603	ORGANIZATIONAL BEHAVIOR	3
NPL-601	FINANCIAL MANAGEMENT	3
Non-Profit Leadership Courses		
NPL-501	NONPROFIT STRATEGIC LEADERSHIP	3
NPL-503	MARKETING & OUTREACH	3
NPL-505	HUMAN RESOURCE MANAGEMENT	3
NPL-603	ADVANCEMENT & FUNDRAISING	3
NPL-607	GOVERNANCE: BOARDS & STRUCTURES	3
NPL-790	CAPSTONE: ASSESS, PLAN & CHG MGMT	3
Total Hours		**36**

Organizational Leadership (MA - Online)

Master of Arts in Organizational Leadership

Required Courses		
Code	**Title**	**Hours**
BUS-505	RESEARCH METHODS	3
MGT-532	ORGANIZATIONAL LEADERSHIP	3
MGT-531	ORGANIZATIONAL BEHAVIOR & CHANGE	3
MGT-542	ORGANIZATIONAL DECISION MAKING	3
MGT-536	MANAGING AND MAXIMIZING DIVERSITY	3
MGT-543	TEAM LEADERSHIP & CONFLICT MANAGEMENT	3
BUS-661	BUSINESS LAW FOR ORGANIZATIONAL LEADERS	3
MGT-638	HUMAN RESOURCE LEADERSHIP	3
MGT-640	EMPLOYMENT DEVELOPMENT/ PERFORMANCE MGMT	3
FIN-644	BUDGETING & FINANCIAL RESOURCE MGMT	3
MGT-639	STRATEGIC LEADERSHIP	3
MGT-540	ORGANIZATIONAL LEADERSHIP CAPSTONE (Prerequisites: All previous courses)	3
Total Hours		**36**

School of Education & Human Services

Online Degree Programs

- Clinical Mental Health Counseling (MS - online) (p. 103)
- TESOL (online) (p. 105)

Burgess, Laurie (https://www.cornerstone.edu/faculty/laurie-burgess/), Professor of Education

da Silva, Sérgio (https://www.cornerstone.edu/faculty/sergio-da-silva/), Professor of Psychology

Doane, Becky (https://www.cornerstone.edu/faculty/becky-doane/), Assistant Professor of Social Work, Program Director of Social Work

Frick, Heather, Assistant Professor of Psychology

George, Pamela (https://www.cornerstone.edu/faculty/pamela-george/), Assistant Professor of Special Education

Hofstra, Kim (https://www.cornerstone.edu/faculty/kim-hofstra/), (Dean) Assistant Professor of Education

Keys, Robert (https://www.cornerstone.edu/faculty/rob-keys/), Professor of Environmental Biology and Science Education

Kotman, Kelli, Assistant Professor of Social Work and Social Work Field Director

Lehman, Robert (https://www.cornerstone.edu/faculty/robert-lehman/), Professor of Counseling

Loveland, West (https://www.cornerstone.edu/faculty/west-loveland/), (Assistant Dean) Program Director of Counseling, Assistant Professor of Counseling

Rich, Kristin (https://www.cornerstone.edu/faculty/kristin-rich/), Associate Professor of Education, Director of Student Teaching and Field Experiences

VanderKolk, Beth (https://www.cornerstone.edu/faculty/beth-vanderkolk/), Associate Professor of Education

Wallace, Matt, Assistant Professor of Education

Clinical Mental Health Counseling (MS - online)

The Master of Science in Clinical Mental Health Counseling is a 60-credit degree program offered online. This degree program is designed to align with the Clinical Mental Health Counseling specialty area standards delineated by state licensing requirements. Students will develop competency in foundational counseling theories and skills, present professional dispositions essential to the practice of counseling, and provide the academic base for professional licensure in the State of Michigan. All counseling students are required to attend two separate professional development orientation/training over three days in-person on the Cornerstone University campus. Optional concentration areas beyond licensure requirements are offered in marriage and family therapy, addictions counseling, and trauma counseling. Students pursuing the Marriage and Family concentration must declare the concentration before starting practicum to avoid extending beyond the suggested program timeline.

Change of Degree Program

If a student wishes to change his or her program, he/she may do so by completing an *Application for Program Change*. Students are required to complete all courses for the degree, which are not duplicated from the previous program. Students pursuing the Marriage and Family Therapy concentration must declare the concentration before starting practicum to avoid extending beyond the suggested program timeline.

Student Learning Outcomes

The Master of Science in Clinical Mental Health Counseling curriculum is designed to equip students in these areas:

1. **Specialized Knowledge** – Students will demonstrate specialized knowledge of and proficiency in the terminology, concepts, practices, and skills specific to clinical mental health counseling. In accomplishing this objective, students will be able to:
   - State a personal philosophy of counseling that reflects awareness of personal beliefs, foundational theories, and worldview integration.
   - Exhibit understanding and compliance with the legal requirements and ethical codes of the counseling profession.
2. **Applied Knowledge and Collaborative Learning** – Students will exhibit competency in applying their knowledge to address real-life clinical mental health counseling problems through both individual and group effort. At the end of this program, students will be able to:
   - Facilitate the counseling process for individuals, groups and/or families by providing consultations that foster awareness, growth and restoration that is based on established client centered goals and a sound systemic framework.
   - Articulate and apply effective counseling strategies reflecting practical techniques and multicultural applications.
   - Demonstrate understanding and competency in the use of testing instruments and research interpretation in appraisal and diagnosis, and the basic competency in career development counseling.
3. **Intellectual Skills** – Students will demonstrate their ability to integrate traditional and normative skills expected of students in the liberal arts tradition, including analytical skills, information literacy, quantitative competency, and communication fluency.
4. **Civic & Global Engagement** – Students will demonstrate intercultural competence in addressing civic, social, environmental, and economic issues within clinical mental health counseling.
5. **Biblical Worldview Integration and Action** – Students will articulate a Christ-centered worldview to include its personal, professional, and communal embodiment through Christian virtues.

Professional Development Gates

The Department of Graduate Counseling performs comprehensive evaluations of student development, learning, and application across four Professional Development Gates. Each Professional Development Gate is structured throughout a student's degree timeline, where key areas of student development are evaluated by the Department of Graduate Counseling faculty.

Gate 1 – Admissions Process

Applicants' readiness for graduate work and entrance into the Clinical Mental Health Counseling field of study. Assessment of candidate's knowledge and disposition as follows:

- Knowledge - Undergraduate GPA of 2.7 or higher.
- Disposition - Disposition average of 2 or higher on the PDCA-RA with no areas of concern noted as rated by the Department of Graduate Counseling faculty based on admissions interview. All other required admission application completed.

Gate 2 – Professional Development & Pre-Practicum:

Students are evaluated based on "readiness" (knowledge, skill, and disposition) for Practicum placement by the Department of Graduate Counseling faculty to begin entry-level clinical work as follows:

- Knowledge – Cumulative GPA 3.0 across Practicum pre-requisite courses with no areas of academic concern (e.g., extensions, remediation, etc.) as noted by the Department of Graduate Counseling Faculty. Student has met key performance indicators (KPI) across completed coursework.
- Skill – Students successfully completes the following courses with no skill-based student remediation referrals as noted by the Department of Graduate Counseling Faculty: Residency #1 + COU-503, Residency #2 + COU-610, and COU-612.
- Disposition – Disposition quotient of 2 or higher on the PDCA-RA across Pre-practicum coursework with no areas of concern as noted by the Department of Graduate Counseling faculty. Students maintain a willingness to learn, receive feedback, and develop professionally.

Gate 3 –Pre-Graduation

Students must meet academic requirements as mentioned in the Student Handbook for each course with no areas of concern. Students in their last semester of the counseling program are evaluated for their "readiness" (knowledge, skills, and disposition) to graduate and begin the licensing process as a post-graduate for clinical work as follows:

- Knowledge – Students must meet academic requirements as mentioned in the Student Handbook for each course with no areas of concern noted by Department of Graduate Counseling faculty. In Internship 2, students must pass the CPCE exam*.
- Skills – Students must successfully complete all required clinical hours, assignments, and have no skill-based remediation referrals as noted by the Department of Graduate Counseling faculty (Practicum and Internship)

- Disposition – Disposition quotient of 2 or higher on the PDCA-RA across Pre-practicum coursework with no areas of concern as noted by the Department of Graduate Counseling faculty.

*CPCE: A passing score changes each month as the CPCE will issue different questions per version. A passing score is determined by taking the national average and standard deviation. For example, if the national average was 100 with a standard deviation of 10, then the cutoff score would be 100 – (10 / 2) = 95. If a student is unsuccessful in passing the CPCE after two attempts, a growth plan will be established for the period of one semester before a third and final attempt. If unsuccessful, the student will be removed from the program.

Practicum and Internships

For comprehensive information regarding Practicum and Internships, please refer to the MS Clinical Mental Health Counseling Practicum/Internship Manual on MyCU (https://my.cornerstone.edu/groups/ma-in-clinical-mental-health-counseling/files/).

Admission Requirements

- A completed application and non-refundable $50 tuition deposit
- An official transcript verifying a baccalaureate degree from a U.S. regionally accredited college/university or equivalent. Cornerstone University graduates need not request a Cornerstone University transcript. Official graduate transcripts from other schools are required only if course work will be transferred to meet program or course requirements.
- A minimum grade-point average of 2.7 in undergraduate course work at the institution from which the baccalaureate degree was received. Students not meeting this requirement may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program and submit a written essay per instructions provided by the enrollment counselor.
- Interview with Counseling Faculty.

In addition:

- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test), 90-91 (internet-based test) or a minimum IELTS score of 7.0 and have the results submitted to Cornerstone University.

Master of Science in Clinical Mental Health Counseling

- **Counseling Requirements**
- **Optional Concentrations**
  - **Marriage and Family Therapy (p. 104) (allows for dual licensure in Michigan)**
  - **Addictions Counseling**
  - **Trauma Counseling**
  - **Christian Counseling**

MAJOR Courses

Code	Title	Hours
COU-503	INTRODUCTION TO COUNSELING/PROF DEVELOP	3
COU-502	COUNSELING ETHICS & ISSUES	3
COU-501	COUNSELING THEORIES	3
COU-521	FOUNDATIONS OF MARRIAGE & FAMILY COUNSE	3
COU-525	SOCIAL & CULTURAL FOUNDATIONS IN COUNS	3
COU-602	CLINICAL ASSESSMENTS	3
COU-610	COUNSELING TECHNIQUES	3
COU-611	CAREER DEVELOPMENT	3
COU-612	GROUP TECHNIQUES	3
COU-643	TRAUMA INFORMED ADVOCACY & CRISIS INTER	3
COU-653	ADDICTIONS COUN: TREATMENT/ INTERVENTION	3
COU-661	PSYCHOPATHOLOGY & DIAGNOSIS	3
COU-662	HUMAN GROWTH & DEVELOPMENT	3
COU-672	TREATMENT MENTAL/EMOTIONAL DISORDERS	3
COU-675	TECHNOLOGY ASSISTED COUNSELING	1
COU-680	PSYCHOPHARMACOLOGY & NEUROSCIENCE COUN	2
COU-700	RESEARCH METHODOLOGY	3
COU-782	PRACTICUM: COUNSELING FIELD EXPERIENCE	3
COU-772	COUNSELING PRACTICUM LAB	0
COU-784	INTERNSHIP 1: COUNSELING FIELD EXPERIEN	3
COU-774	COUNSELING INTERN I LAB	0
COU-785	INTERNSHIP 2: COUNSELING FIELD EXPERIEN	3
COU-775	COUNSELING INTERN II LAB	0
Counseling Elective (take any additional COU course)		3
Total Hours		**60**

Concentrations (Optional)

Marriage and Family Therapy

(allows for Dual Licensure in Michigan)

Code	Title	Hours
COU-520	CHILD AND ADOLESCENT COUNSELING	3
COU-720	ADV MARRIAGE & COUPLES THERAPY	3
COU-730	ADV FAMILY THERAPY/ASSESS/SKILLS/ PRACT	3
COU-788	INTERNSHIP III: COUNSELING FIELD EXP	3
COU-779	INTERNSHIP III LAB	0
COU-789	INTERNSHIP IV: COUNSELING FIELD EXP (if needed)	3
COU-781	INTERNSHIP IV LAB	0
Total Hours		**15**

Addictions Counseling

Code	Title	Hours
COU-652	SOCIOLOGY OF ADDICTIONS	3
COU-651	CLINICAL DIAGNOS ASSESSMENT ADDICTIONS	3
Total Hours		**6**

Trauma Counseling

Code	Title	Hours
COU-642	SOCIOLOGY OF TRAUMA	3
COU-644	TRAUMA COUNSELING & RECOVERY	3
Total Hours		**6**

Christian Counseling

Code	Title	Hours
CTS-500	CHRISTIAN COUNSELING PHILOSOPHY	3
THE-550	THEOLOGY FOR COUNSELING I	3
THE-551	THEOLOGY FOR COUNSELING II	3
MIN-500	CHRISTIAN SPIRITUAL FORMATION	3
BBL-501	BIBLICAL HERMENEUTICS	3
Total Hours		**15**

- Completion of the master's program curriculum with a cumulative grade-point average of 3.0 or higher. Any course with a grade of less than a B will not count toward graduation and must be repeated
- Successful completion of the COU Practicum and Internship clinical hour requirements.
- Completion of all degree requirements within five years of beginning the program.

Disclosure Statement

· The MS in Clinical Mental Health Counseling degree program requirements are intended to provide students with the educational basis to pursue clinical mental health counseling and/or marriage and family therapy. Course content and coursework completed at CU does not override the legal authority of the state in which the student/counselor is operating. Clarification regarding legal matters should be addressed with the appropriate legal counsel. CU does not guarantee that all students who enroll in the MS in Clinical Mental Health Counseling degree will graduate or obtain state licensure. It is the sole responsibility of the student to complete all requirements for graduation and state licensure. It is also the sole responsibility of the student to be conversant with the requirements of the state in which they desire to be licensed. CU does not take responsibility for curricular requirements aligning with state requirements. More information regarding state licensure is available at https://www.cornerstone.edu/programs/ma-clinical-mental-health-counseling/.

TESOL (online)

ONLINE PROGRAM

This fully online format provides maximum flexibility for adult students while still creating community through the shared learning platform, Moodle.

TESOL CONFERENCES

The TESOL program encourages students to attend TESOL/ESL conferences in order to further their understanding of ESL and the professional opportunities that are available.

The following is a list of suggested TESOL conferences/information resources:

- ESL Conference at Cornerstone University (https://www.cornerstone.edu/news-events-blogs/events/esl-conference/)
- TESOL International Convention and Expo Center (http://www.tesol.org/attend-and-learn/international-convention/)
- TESOL affiliate conference, such as a state-wide Michigan (MITESOL) conference (http://www.mitesol.org/)
- Christian English Language Teaching (CELT) Conference (https://conferencecelt.weebly.com/)

For more conference suggestions, contact Michael Pasquale at michael.pasquale@cornerstone.edu.

CAPSTONE REQUIREMENTS

All students must complete the TESOL Capstone (LIN-594 TESOL CAPSTONE), in which students may choose between a thesis or non-thesis track. If a thesis is preferred, it should be declared early in the program so that plans can be made to help the student successfully complete the thesis within the program's time frame. In addition to the thesis project, the thesis option includes textbook readings, teaching reflection and a 20 hour teaching experience in an English as a Second Language (ESL)/English as a Foreign Language (EFL) classroom. The non-thesis option includes textbook readings, teaching reflection, teaching portfolio construction and a 60 hour teaching experience in an ESL/EFL classroom. Those with extensive ESL/EFL classroom experience may be exempt from the classroom teaching experience with approval from the TESOL program director. Practicum requirements may be done in a formal ESL/EFL classroom, regular tutoring session or a combination of the two. Students who complete the classroom experience will submit a log of teaching hours signed by a supervisor and a letter from the supervisor evaluating the teaching experience.

TESOL (MA)

Code	Title	Hours
Required Courses		
LIN-525	INTRO TO LINGUISTICS	3
LIN-565	TESOL METHODOLOGY I	3
LIN-555	SOCIOLINGUISTICS	3
LIN-556	SECOND LANG ACQUISITION	3
LIN-566	TESOL METHODOLOGY II	3
Curriculum and Instruction Concentration		
For additional concentration choices, see the School of Ministry, Media and the Arts		
LIN-558	MATERIALS/DEV & INTEGRATION	3
LIN-559	TESOL LAB	3
LIN-557	ACTION RESEARCH	3
LIN-568	TESOL METHODOLOGY III	3
LIN-594	TESOL CAPSTONE	3
Total Hours		**30**

TESOL Graduate Certificate

The TESOL Graduate Certificate is for those without a teaching certificate desiring to use ESL in ministry or as a paraprofessional in the public schools. This certificate does not fulfill the requirements of an initial teaching certification.

Code	Title	Hours
Option 1: Graduate Certificate in TESOL		**9**
LIN-565	TESOL METHODOLOGY I	
LIN-566	TESOL METHODOLOGY II	

LIN-568	TESOL METHODOLOGY III	
Option 2: Graduate Certificate in Applied Linguistics		**9**
LIN-525	INTRO TO LINGUISTICS	
LIN-555	SOCIOLINGUISTICS	
LIN-556	SECOND LANG ACQUISITION	

ESL Endorsement

The ESL Endorsement program is designed for certified Michigan teachers who wish to earn an endorsement to teach ESL in Michigan's public schools. Teachers can use the knowledge gained in this program to take the English as a Second Language (ESL) 086 or similar testing for other states for their ESL endorsement.

Code	Title	Hours
LIN-565	TESOL METHODOLOGY I	3
LIN-525	INTRO TO LINGUISTICS	3
LIN-555	SOCIOLINGUISTICS	3
LIN-556	SECOND LANG ACQUISITION	3
LIN-559	TESOL LAB	3
LIN-566	TESOL METHODOLOGY II	3
LIN-568	TESOL METHODOLOGY III	3
LIN-594	TESOL CAPSTONE	3

School of Ministry, Media & the Arts

Online Degree Programs

- TESOL (MA - Online) (p. 106)

Groothuis, Douglas (https://www.cornerstone.edu/faculty/dr-douglas-groothuis/), Distinguished University Research Professor of Apologetics and Christian Worldview

Lee, Sodam, Assistant Professor of Graphic Design

Marko, Jonathan, (Dean) Professor of Philosophical and Systematic Theology, Associate Vice President for Academics

Osborn, Jeremy, Professor of Communication, Director of Communication and Media

Pasquale, Michael, Professor of Linguistics, Director of M.A. TESOL Program

Roberts, Ryan, Associate Professor of Old Testament

Wallace, Matt, Assistant Professor of Teacher Education

Walters, Kent, Professor of Music, Director of Music Programs

Wittmer, Michael, Professor of Systematic and Historical Theology

Yoder, Darrell (https://www.cornerstone.edu/faculty/darrell-yoder/), Associate Professor of Ministry

TESOL (MA - Online)

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) is a graduate level academic program designed to equip students with the knowledge and skills to teach English to speakers of other languages in both local and international environments. Courses emphasize the practical aspects of teaching and ministry in a cross-cultural setting. Students may select one of four concentrations, with the option to earn a micro-credential in Second Language Writing Instruction, Culturally and Linguistically Responsive Teaching, or Academic Coaching. Students are prepared to work in areas such as education, curriculum development, program administration, business, healthcare and cross-cultural ministry.

Additional Program Information

Online Program

This fully online format provides maximum flexibility for adult students while still creating community through the shared learning platform, Moodle.

TESOL Conferences

The PGS TESOL program encourages students to attend TESOL/ESL conferences in order to further their understanding of ESL and the professional opportunities that are available.

The following is a list of suggested TESOL conferences/information resources:

- ESL Conference at Cornerstone University (https://www.cornerstone.edu/academics/pgs/divisions/tesol/esl-conference/)
- TESOL International Convention and Expo Center (http://www.tesol.org/attend-and-learn/international-convention/)
- TESOL affiliate conference, such as a state-wide Michigan (MITESOL) conference (http://www.mitesol.org/)
- Christian English Language Teaching (CELT) Conference (http://celea.net/)

For more conference suggestions, contact Michael Pasquale at michael.pasquale@cornerstone.edu.

Capstone Requirements

All students must complete the TESOL Capstone (LIN-594 TESOL CAPSTONE), in which students may choose between a thesis or non-thesis track. If a thesis is preferred, it should be declared early in the program so that plans can be made to help the student successfully complete the thesis within the program's time frame. In addition to the thesis project, the thesis option includes textbook readings, teaching reflection and a 20 hour teaching experience in an English as a Second Language (ESL)/English as a Foreign Language (EFL) classroom. The non-thesis option includes textbook readings, teaching reflection, teaching portfolio construction and a 60 hour teaching experience in an ESL/EFL classroom. Those with extensive ESL/EFL classroom experience may be exempt from the classroom teaching experience with approval from the TESOL program director. Practicum requirements may be done in a formal ESL/EFL classroom, regular tutoring session or a combination of the two. Students who complete the classroom experience will submit a log of teaching hours signed by a supervisor and a letter from the supervisor evaluating the teaching experience.

Required Courses

Code	Title	Hours
Required Courses		
LIN-565	TESOL METHODOLOGY I	3
LIN-525	INTRO TO LINGUISTICS	3
LIN-555	SOCIOLINGUISTICS	3
LIN-556	SECOND LANG ACQUISITION	3
LIN-566	TESOL METHODOLOGY II	3
Concentration Courses		

Choose one of the following concentrations (for the Curriculum & Instruction concentration, see the School of Education & Human Services)	15
English for Health Concentration (p.)	
English for Business Organization Concentration (p. 107)	
Cross-cultural Ministry Concentration (p. 107)	
Total Hours	**30**

Concentrations

English for Healthcare Concentration

Code	Title	Hours
LIN-557	ACTION RESEARCH	3
LIN-558	MATERIALS/DEV & INTEGRATION	3
LIN-559	TESOL LAB	3
LIN-568	TESOL METHODOLOGY III	3
LIN-594	TESOL CAPSTONE	3
Total Hours		**15**

English for Business & Organizations Concentration

Code	Title	Hours
LIN-557	ACTION RESEARCH	3
LIN-558	MATERIALS/DEV & INTEGRATION	3
LIN-559	TESOL LAB	3
LIN-568	TESOL METHODOLOGY III	3
LIN-594	TESOL CAPSTONE	3
Total Hours		**15**

Cross-cultural Ministry Concentration

Code	Title	Hours
LIN-557	ACTION RESEARCH	3
LIN-558	MATERIALS/DEV & INTEGRATION	3
LIN-559	TESOL LAB	3
LIN-568	TESOL METHODOLOGY III	3
LIN-594	TESOL CAPSTONE	3
Total Hours		**15**

CORNERSTONE THEOLOGICAL SEMINARY

- Academic Programs (p. 108)
  - Biblical Exegesis (MA) (p. 108)
  - Biblical Studies (MA) (p. 108)
  - Christian Apologetics and Worldview (Certificate) (p. 108)
  - Christian Counseling (MA) (p. 109)
  - Master of Divinity (MDiv) (p. 109)
  - Master of Theology (ThM) (p. 109)
  - Ministry Leadership (MA) (p. 110)
- Advanced Standing (p. 110)
- Curricular Priorities (p. 111)
- Enrollment Options (p. 112)
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- Mid-Point and Exit Assessments (p. 115)
- Pirsig Fellowship (p. 115)
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Academic Programs

Degree Programs Offered on-campus or Online

- Biblical Exegesis (MA) (p. 108)
- Biblical Studies (MA) (p. 108)
- Christian Apologetics and Worldview (Certificate) (p. 108)
- Christian Counseling (MA) (p. 109)
- Master of Divinity (MDiv) (p. 109)
- Master of Theology (ThM) (p. 109)
- Ministry Leadership (MA) (p. 110)

Biblical Exegesis (MA)

Master of Arts in Biblical Exegesis

- **Major Requirements**
- **Required Exegetical Specialization (Choose One)**
  - **Old Testament**
  - **New Testament**

REQUIRED COURSES

Code	Title	Hours
CTS-502	PROGRAM INTRODUCTION	3
BBL-501	BIBLICAL HERMENEUTICS	3
BBL-514	OLD TESTAMENT FOUNDATIONS	3
BBL-515	NEW TESTAMENT FOUNDATIONS	3
MIN-500	CHRISTIAN SPIRITUAL FORMATION	3
THE-540	SYSTEMATIC THEOLOGY I	3
THE-640	SYSTEMATIC THEOLOGY II	3
THE-641	SYSTEMATIC THEOLOGY III	3
Historical Theology Electives (choose one of the following)		3
THE-515	HIST. THEO. I: EARLY CHURCH	
THE-516	HIST THEO II: MEDIEVAL CHURCH	
THE-517	HIST THEO III:REFORMATION CHURCH	
THE-518	HIST THEOL IV: MODERN CHURCH	
General Electives		6
Total Hours		**33**

EXEGETICAL SPECIALIZATION

OLD TESTAMENT

Code	Title	Hours
BBL-516	HEBREW I	3
BBL-517	HEBREW II	3
BBL-640	HEBREW EXEGESIS I	3
BBL-641	HEBREW EXEGESIS II	3
Total Hours		**12**

NEW TESTAMENT

Code	Title	Hours
BBL-510	GREEK I	3
BBL-511	GREEK II	3
BBL-672	GREEK EXEGESIS I	3
BBL-677	GREEK EXEGESIS II	3
Total Hours		**12**

Biblical Studies (MA)

Master of Arts in Biblical Studies

Required Courses

Code	Title	Hours
CTS-502	PROGRAM INTRODUCTION	3
BBL-514	OLD TESTAMENT FOUNDATIONS	3
BBL-515	NEW TESTAMENT FOUNDATIONS	3
BBL-501	BIBLICAL HERMENEUTICS	3
THE-540	SYSTEMATIC THEOLOGY I	3
THE-640	SYSTEMATIC THEOLOGY II	3
THE-641	SYSTEMATIC THEOLOGY III	3
BBL-689	CAPSTONE COURSE	3
MIN-500	CHRISTIAN SPIRITUAL FORMATION	3
Bible (BBL) Electives		9
Total Hours		**36**

Christian Apologetics and Worldview (Certificate)

Required Courses

Code	Title	Hours
THE-676	APOLOGETICS/MORAL ISSUES / CHRISTIAN MIN	3
THE-540	SYSTEMATIC THEOLOGY I	3
THE-640	SYSTEMATIC THEOLOGY II	3

MIN-527	GREAT APOLOGISTS AND MISSION OF THE CHU	3
Total Hours		**12**

Christian Counseling (MA)

Master of Arts in Christian Counseling

Required Courses

Code	Title	Hours
Bible, Theology, Ministry		
CTS-500	CHRISTIAN COUNSELING PHILOSOPHY	3
BBL-501	BIBLICAL HERMENEUTICS	3
BBL-514	OLD TESTAMENT FOUNDATIONS	3
BBL-515	NEW TESTAMENT FOUNDATIONS	3
MIN-500	CHRISTIAN SPIRITUAL FORMATION	3
THE-550	THEOLOGY FOR COUNSELING I	3
THE-551	THEOLOGY FOR COUNSELING II	3
Clinical Counseling		
CTS-521	FOUND OF MARRIAGE & FAMILY COUNSELING	3
CTS-610	COUNSELING TECHNIQUES	3
COU-662	HUMAN GROWTH & DEVELOPMENT	3
COU-525	SOCIAL & CULTURAL FOUNDATIONS IN COUNS	3
COU-612	GROUP TECHNIQUES	3
Total Hours		**36**

Master of Divinity (MDiv)

Master of Divinity

Required Courses

Code	Title	Hours
CTS-502	PROGRAM INTRODUCTION	3
Language		
BBL-510	GREEK I	3
BBL-511	GREEK II	3
BBL-516	HEBREW I	3
BBL-517	HEBREW II	3
Bible		
BBL-501	BIBLICAL HERMENEUTICS	3
BBL-514	OLD TESTAMENT FOUNDATIONS	3
BBL-515	NEW TESTAMENT FOUNDATIONS	3
BBL-640	HEBREW EXEGESIS I	3
BBL-641	HEBREW EXEGESIS II	3
BBL-672	GREEK EXEGESIS I	3
BBL-677	GREEK EXEGESIS II	3
Theology		
THE-540	SYSTEMATIC THEOLOGY I	3
THE-640	SYSTEMATIC THEOLOGY II	3
THE-641	SYSTEMATIC THEOLOGY III	3
THE-676	APOLOGETICS/MORAL ISSUES / CHRISTIAN MIN	3
Choose two of the following Historical Theology Electives:		6
THE-515	HIST. THEO. I: EARLY CHURCH	
THE-516	HIST THEO II: MEDIEVAL CHURCH	
THE-517	HIST THEO III:REFORMATION CHURCH	
THE-518	HIST THEOL IV: MODERN CHURCH	
Ministry [1]		
MIN-500	CHRISTIAN SPIRITUAL FORMATION	3
MIN-685	MINISTRY RESIDENCY 1	2
MIN-686	MINISTRY RESIDENCY 2	2
MIN-781	MINISTRY RESIDENCY 3	2
Electives		
Theology Elective		3
Ministry Electives		9
Total Hours		**75**

[1] Cornerstone Theological Seminary is committed to equipping students and elevating their integration of theological discipline with ministry experience. Ministry Residency at CTS is a tangible expression of the high value we place on integrating solid theological thinking with hands-on ministry experience. We desire to graduate thoughtful leaders who champion theological integrity and who are beginning to demonstrate proven ministry effectiveness. The Ministry Residency program works to connect students with their local ministry interests, establishing a ministry context in which a student can worship, serve in a ministry capacity and be mentored by a seasoned ministry leader. Ministry mentors assess students each semester of enrollment in regard to the student's contributions, needs and developmental progress as they function within an authentic ministry setting.

Master of Theology (ThM)

The Master of Theology is offered on a limited basis to students who have demonstrated exceptional ability in biblical and theological scholarship at the Master of Divinity and Master of Arts level. The development of mastery and competency in the major field is the primary purpose of this program. The program consists of 30 semester hours in one of two areas of concentration: Old Testament or New Testament. The curriculum is structured in a manner that engages the student in independent research under the supervision of a major professor. Applicants for the Master of Theology should possess a minimum 3.0 GPA in the Master of Divinity or Master of Arts degree. *Students interested in the Master of Theology program choose between an Old Testament or New Testament concentration.*

Program Organization and Evaluation

1. **Major Field (20 hours):** A minimum of 20 semester hours will be achieved through major field units.
2. **Enrichment (4 hours):** With the approval of the major professor, a course must be taken in another specialization area with another professor.
3. **Professional Practicum (no credit):** Each student will be involved in teaching and/or engaged in related professional activities under the supervision of the major professor and approval of the dean.
4. **Thesis (6 hours):** The thesis is required in the major field. A faculty committee will be appointed by the dean to review and evaluate the thesis. The thesis topic must be submitted to the major professor for approval by the end of the second week of the semester the student begins their thesis. The first draft of the thesis is due at the end of the second week of January. The final draft is to be submitted to the major professor at the end of the first week of March. An oral

defense of the thesis is required and will be conducted by the faculty committee.

5. **A 3.0 GPA** must be achieved in all Master of Theology course work. Any work below 3.0 GPA must be repeated according to the seminary retake policy.

Costs and Time Limits

1. See the financial information section of this catalog for the current Master of Theology tuition costs.
2. The degree, including the thesis, is to be completed within three academic years.
3. Failure to complete the program within the three academic year time limit (three years/two summers) will require a formal evaluative meeting with the major professor and dean. Program extension is granted only on the basis of faculty vote.

Admission Criteria

1. Candidates for the program should possess an accredited baccalaureate degree and Master of Divinity or Master of Arts in the relevant theological discipline and achieve a minimum 3.0 cumulative GPA in graduate-level study.
2. Applicants are required to submit a graded writing sample from the M.Div. or M.A. equivalent degree program which demonstrates knowledge of research and scholarly writing. Scores from the Graduate Record Exam (GRE) may also be requested in addition to or in place of the graded writing sample as determined by the supervising professor.
3. Transfer credits are not generally permitted in this degree program.
4. Candidates for the Old Testament or New Testament concentration should demonstrate advanced competency in both Hebrew and Greek.
5. Candidates should possess well developed critical thinking and communication skills, both essential to theological research and writing.
6. Candidates should show promise for exceptional productivity in kingdom ministry from previous academic work and personal spiritual qualifications.
7. Applicants are required to provide two letters of recommendation from former teachers—one from a former teacher in the anticipated major field.
8. Applicants must submit to the CTS Admissions Office a formal letter to the faculty indicating reasons for pursuing an advanced graduate theological degree. The letter should also include the selection of a major field for the program and life objectives.
9. Admission to the Master of Theology is granted by approval of the supervising professor and the related divisional faculty.

Students earning a Master of Theology must choose between the following specializations.

OLD TESTAMENT

Code	Title	Hours
BBL-840	ADVANCED LANGUAGE STUDY	4
BBL-841	ADV STUDY HIST/CULTURE ISRAEL	4
BBL-846	ADV STUDY OF OLD TESTAMENT	4
BBL-848	ADVANCED OT EXEGESIS	4
BBL-880	ENRICHMENT	4
BBL-884	ADV STUDY OF OT THEOLOGY	4
BBL-890	MASTER OF THEOLOGY THESIS	6
Total Hours		**30**

NEW TESTAMENT

Code	Title	Hours
BBL-870	GRAMMAR AND TRANSLATION	4
BBL-872	NT INTRO & HISTORICAL BACKGROUND	4
BBL-874	EXEGESIS OF GOSPELS & ACTS	4
BBL-876	EXEGESIS OF PAULINE EPISTLES	4
BBL-877	EXEG OF GEN EPISTLES/REVELATION	4
BBL-880	ENRICHMENT	4
BBL-890	MASTER OF THEOLOGY THESIS	6
Total Hours		**30**

Ministry Leadership (MA)

Master of Arts in Ministry Leadership

Required Courses

Code	Title	Hours
CTS-502	PROGRAM INTRODUCTION	3
BBL-501	BIBLICAL HERMENEUTICS	3
BBL-514	OLD TESTAMENT FOUNDATIONS	3
BBL-515	NEW TESTAMENT FOUNDATIONS	3
MIN-500	CHRISTIAN SPIRITUAL FORMATION	3
THE-540	SYSTEMATIC THEOLOGY I	3
THE-640	SYSTEMATIC THEOLOGY II	3
THE-641	SYSTEMATIC THEOLOGY III	3
THE-676	APOLOGETICS/MORAL ISSUES / CHRISTIAN MIN	3
or THE-670	CHRISTIAN SOCIAL ETHICS	
Ministry (MIN) Electives		9
Total Hours		**36**

Advanced Standing

Advanced standing credit is available to seminary students for certain undergraduate courses completed at regionally accredited institutions, institutions accredited by the Association of Biblical Higher Education and other institutions approved by Cornerstone University. In keeping with the professional accrediting standards of The Association of Theological Schools, CTS limits the use of advanced standing credits to a maximum of 1/3 of the graduate degree program.

Consideration for advanced standing credit is limited to 300/400 level undergraduate courses in which a grade of B (3.0) or better was achieved in an equivalent course. Evaluative judgment for advanced standing is made on the basis of examination in the content area or by assessment of a relevant sample of student work. New students have one calendar year from their original matriculation date at CTS to apply for advanced standing credit. Credits granted by advanced standing will appear on the student's academic transcript and contribute to program completion but will not be included in the student's cumulative GPA calculation.

At CTS, advanced standing is assessed and administered by two means. First, the granting of advanced standing credit is determined by way of examination. The CTS faculty has identified a select grouping of courses for which advanced standing by examination is permitted. Advanced standing exams will be offered at the beginning of each semester. Faculty

member approval is required to sit for an advanced standing exam. New students are encouraged to work with an admissions representative to coordinate this process. A non-refundable $50.00 fee, payable to CTS prior to taking the advanced standing exam, is charged for each exam administered. All advanced standing exams will be graded on a pass/ fail basis. Students are limited to one attempt on any given exam.

Second, the granting of advanced standing credit is also determined by assessment of sample student work from the relevant undergraduate course. In these cases, students are responsible to provide the CTS professor with a copy of the undergraduate course syllabus and all course-related assignments, submitting an electronic copy of documents wherever these are available. In turn, the professor will review the sample student work to assess student knowledge and competency in the given content area based on parity in content and methods with the seminary course for which advanced standing is sought. Students are encouraged to work with an admissions representative to coordinate this process. A non-refundable $50.00 fee, payable to CTS prior to the completion of the advanced standing assessment, is charged for each assessment administered. All advanced standing assessments will be graded on a pass/fail basis.

Curricular Priorities

Historical/Grammatical Exegesis

The Master of Divinity degree is the historical standard in academic preparation for both vocational ministry and advanced theological study. The program develops essential biblical competencies in leaders who must be skilled in interpreting Scripture. Because of this, CTS requires exegesis courses in both Hebrew and Greek, in addition to two semesters of basic instruction in each language. There are at least four reasons for this.

First, detailed and close scrutiny of the biblical text in the original languages offers the opportunity for greater interpretive accuracy. The flourishing of God's people depends upon them faithfully attending to what God has said. Ministers, therefore, must be skilled and accurate interpreters who can communicate God's Word to God's people.

Second, the logic of God's work in the world and the precise and varied contours of the gospel are communicated by the linguistic thought-forms and verbal expressions of biblical Hebrew and Greek.

Skilled interpreters will pick up nuances of meaning and shades of expression that translations cannot capture. Because of this, skilled interpreters who know the languages can penetrate into the truth more effectively and communicate with greater freshness the hope and instruction held out in Scripture.

Third, translations into any language inevitably shape the biblical text to some extent according to the values, thought-forms and worldviews of the receptor language. Skilled interpreters who know the languages have a greater opportunity to allow Scripture to critique contemporary cultural values and corrupted mindsets.

Fourth, God calls ministers to faithfully lead His people in the midst of cultural pressures and unanticipated challenges. These leaders need to have confidence that they have rightly understood what God has said and the mission to which He calls His people. Interpreting the biblical text by skillfully working in Hebrew and Greek offers a more strategic opportunity for ministers to faithfully fulfill God's call.

We affirm the excellent and essential work of translators and publishers of translations so that the Word of God is in the hands of as many people as possible. We also affirm the fruitful and God-blessed ministries of many diligent and God-honoring people who have not learned Hebrew and Greek. We remain strongly committed to training ministry practitioners who excel in interpretation of the Bible in the original languages.

Christian Worldview

The faculty of Cornerstone Theological Seminary is committed to a curriculum that places emphasis upon Christian worldview formation rooted in biblical exegesis. We believe that effective ministry requires biblical and theological precision. We firmly believe that sloppy theology represents poor stewardship of truth and is often counterproductive in ministry.

At CTS, students are taught to think according to the flow of redemptive history through the meta-narrative approach to theology: creation–fall–redemption–consummation. Consideration is first given to God's design at creation: What did God intend? After establishing the ideal, thought is given to the impact of human sin at the fall of humanity: What are the implications of the fall? Once rebellion, brokenness and incompleteness are considered, thought is given to the influence of Christ's redemptive work: How has Christ brought restoration? Finally, and with a spirit of anticipation, thought is given to God's plan for consummation: What will human existence be like without the presence of sin? This biblically based pattern of thought serves as an invaluable guide for biblical and exegetical work and ministry practice.

This meta-narrative approach to doing theology and ministry is embedded within a variety of CTS courses, though the central focus is within the three-course Systematic Theology sequence (THE-540 SYSTEMATIC THEOLOGY I, THE-640 SYSTEMATIC THEOLOGY II, THE-641 SYSTEMATIC THEOLOGY III).

Christian Spiritual Formation

In Jesus Christ, God is restoring us to righteous orientation to himself and renewing our relationships with others and with the earth itself. The Spirit of God is empowering God's people to grow in wholeness; to overcome sinful temptations; and to develop attitudes, behaviors and social structures oriented by genuine fellowship with God and enjoyment of mutually genuine relationships with others. Christian spirituality, through Scripture, prayer and other spiritual disciplines rightly directs our relationship with God, our fellow human beings and the earth itself. Within the context of a faith community, we should explore and seek to creatively embody the attitudes, behaviors, social dynamics and life patterns which are appropriate for this process of reorientation. This requires identifying idolatry, attitudes, behaviors and perverse social practices that embody self-destructive selfishness and brokenness and replacing them, by God's grace, with attitudes, behaviors and social practices that honor God, serve others and steward the earth. Nothing less is appropriate for those who follow Jesus Christ in their journey of being conformed to His image.

At CTS, we seek to advance this biblically informed understanding of personal spiritual formation through the Bible and theology core and facilitate the habits, practices and soul-posture necessary for growth in faith in select ministry courses and other programmatic structures. Our intentions in this area are evident across the entire curriculum (Bible/theology/ministry), through our MIN-500 Spiritual Formation course required in all degree programs, our three semester Ministry Residency program and through student mid-point and exit assessments which determine whether a student is making sufficient progress in vocational readiness.

Leadership Formation

The faculty of Cornerstone Theological Seminary is also committed to a curriculum that places emphasis upon leadership formation. We embrace a biblically based, servant-leader model of leadership. Pastors and others engaged in vocational ministry must be, first and foremost, humble servants. At the same time, they are called upon to render a stewardship of biblical and theological truth, of people and of church or parachurch organizations. Such a calling requires specialized competencies in theological leadership and organizational leadership.

The curriculum of CTS provides opportunity for the development of these necessary competencies through an extensive series of courses in biblical exegesis and systematic theology and through the ministry leadership core of the Master of Divinity and MA in Ministry Leadership degrees. Students are further encouraged to develop these needed competencies while in seminary through required ministry involvement and through various required ministry residencies, practicums and internships.

Cultural Exegesis and Multicultural Competency

Individuals, families, communities and organizations possess complex and varied narratives that are deeply embedded. Effectiveness in ministry requires the skills of cultural exegesis and multicultural sensitivity, which means that ministry leaders must be able to make meaning of the narratives of individuals and communities and to do so with knowledge, respect and honor. The curriculum at Cornerstone Theological Seminary attends to these important areas. For the Master of Divinity and Master of Arts degree programs, students complete a number of case study assignments across the curriculum using the CTS Ministerial Model. This model aids the ministry leader in making meaning of complex problems from a number of perspectives, including the perspective of culture and context. In addition, students complete assessments and process the results for self-awareness and vocational fit (MIN-500 CHRISTIAN SPIRITUAL FORMATION) and cultural intelligence (MIN-560 GLOBAL IMPACT) as a means to facilitate growth in these vital areas. In addition, a variety of lectures and seminars offer an opportunity for all CTS students to engage with Christian leaders and scholars from diverse backgrounds.

Contextual Learning

A common element of the various CTS degree programs is the high value placed on fostering student growth and development within authentic vocational contexts: contextual learning. A large majority of students enrolled at Cornerstone Theological Seminary are engaged in, or aspire to be engaged in, local church ministry and parachurch ministry. Therefore, it is vital that our students develop the applied skills necessary for effective vocational service in these contexts. For the Master of Divinity, Ministry Residency (6 credits over three semesters) provides applied learning within a ministry context under the mentorship and supervision of a qualified and experienced local church or parachurch ministry leader.

Enrollment Options

In recognition of the diversity of life circumstances, Cornerstone Theological Seminary provides flexibility of course options to students. Students can complete course requirements online, on-site, or in a combination of experiences.

Course Modality

On-Campus—A course delivered in a traditional classroom environment (i.e., face-to-face) at a regularly scheduled time. Course resources can be accessed online via Brightspace.

Online—A course delivered fully online via Brightspace. Students interact and engage with course content, faculty and other students via recorded lectures, readings, assignments, discussion forums and other online activities anytime during the week before established due dates.

Traditional Semesters

Cornerstone Theological Seminary is a semester- based school with the fall semester running from late August or early September to mid-December and the spring semester running from the third week of January to late April or early May. Residential courses are scheduled Monday to Friday with morning, afternoon and evening options.

Evening Courses

In response to the recommendations of working professionals desiring seminary education, CTS offers a variety of evening courses during the traditional fall and spring semesters. The evening courses meet one night per week throughout the semester, are available on an audit or credit basis.

Summer Semester

Cornerstone Theological Seminary offers additional graduate courses in various delivery methods (i.e., On-Campus, Online) during a summer semester which runs from early May through late August.

Modules: Master of Theology

The Master of Theology degree program is primarily delivered to students through course modules. The course modules are coordinated on an individual basis with the supervising professor. For specific course requirements, consult the Master of Theology degree listing and related course descriptions in this catalog.

Hebrew and Greek Competency

For entering seminary students who have completed a minimum of one year of Greek and/or Hebrew language studies at the undergraduate level and wish to enroll in exegetical courses, they must demonstrate language competency through satisfactory completion of the Greek and/or Hebrew competency exam.Students who successfully complete the relevant competency exam will be granted permission to enroll in exegetical courses and will receive advanced standing credit.

Cornerstone University graduates who successfully complete the entire undergraduate Greek and/or Hebrew language curriculum (with a grade of B or better in each course) and proceed directly to CTS are exempt from the competency exam requirement but must complete and submit the advanced standing application.

The Greek and/or Hebrew competency exam is also required for entering CTS students seeking transfer credits and authorization to enroll in exegetical courses in any of the following situations: when the source of the transfer credits is a non-ATS accredited institution, when the graduate courses are not comparable to BBL-510 GREEK I and BBL-511 GREEK II and/or BBL-516 HEBREW I and BBL-517 HEBREW II, when the grades achieved are below the required B grade, or when the graduate language courses were not completed within the previous two years. In such cases,

the student must complete the appropriate CTS competency exam before transfer credits can be processed and authorization granted to enroll in the respective courses.

If a student does not satisfactorily complete the CTS competency exam, they will be required to take BBL-510 GREEK I/BBL-511 GREEK II and/or BBL-516 HEBREW I/BBL-517 HEBREW II at CTS, resulting in the denial of advanced standing or transfer credit.

Students who enroll in Greek or Hebrew language studies intending to proceed with exegetical courses (e.g., BBL-672 GREEK EXEGESIS I, BBL-677 GREEK EXEGESIS II, BBL-640 HEBREW EXEGESIS I, BBL-641 HEBREW EXEGESIS II) must achieve a grade of C or better in BBL-511 GREEK II and/or BBL-517 HEBREW II to proceed.

The Bible faculty reserves the right to make exceptions to this policy through the academic policy exception process, based on student competency demonstrated through the administration of the respective Greek or Hebrew competency exam.

Institutional Distinctives

Identity, Mission and Vision

Who We Are

Cornerstone University is a Christ-centered university with a passion for global influence through the transforming power of the gospel.

Why We Exist

Cornerstone 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.

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.

Mission and Purpose

Cornerstone Theological Seminary is a graduate school that prepares biblically and culturally informed ministry leaders for service through Christ's church.

The seminary exists to achieve the following six purposes:

1. To advance biblical, theological and ministry knowledge and skill.
2. To nurture theological, spiritual and leadership formation.
3. To encourage the development of critical thinking and worldview formation governed by biblical teaching.
4. To nurture a global ministry perspective.
5. To enhance the cultural relevance of ministry practice within the bounds of a distinctively Christian theological framework.
6. To encourage lifelong and collaborative learning.

Core Values

Cornerstone Theological Seminary enacts its mission based on eight core values.

1. **Biblical worldview:** We engage theological education from a high view of biblical authority, with appreciation for the flow of the biblical story and with a commitment to exegete the whole Bible in its original languages.
2. **Spiritual transformation:** We understand and pursue ongoing spiritual transformation as a communal redemptive process of growth in faith, a process fostered by knowledge of the Word of God and expressed in character development, ethical transformation and greater love for God and people.
3. **Critical thinking:** We believe critical thinking requires a strong commitment to scholarship, engagement with diverse viewpoints and appreciation for the tension of ideas associated within the developmental process.
4. **Christ's church:** We exist to serve Christ and His worldwide church as partners in the development of ministry leaders through a variety of formal and non- formal means.
5. **Disciplinary integration:** We nurture skillful integration of the theological disciplines to foster holistic growth in theory and practice, while affirming the value of specialization in the theological disciplines.
6. **Lifelong collaborative learning:** We foster a disciplined approach to lifelong learning and view it as a shared journey with others.
7. **Cross-cultural understanding:** We affirm cross- cultural interdependence with the diverse cultures and perspectives of the world and recognize the importance of cultural exegesis and sensitivity for effective service.
8. **Diverse community:** We value an academic community which includes men and women of diverse ethnic, socioeconomic and Christian theological traditions.

CTS Motto

The motto of Cornerstone Theological Seminary is "Learning, Serving, Leading."

Learning

Student learning is central to the mission, values and overall culture of Cornerstone Theological Seminary. Through a disciplined and rigorous learning environment, faculty members temper the challenge with grace and support. The core curriculum is designed to enable students to conduct disciplined interpretation and application of the Bible; articulate a coherent understanding of Christian theology; and demonstrate basic knowledge, values and competencies associated with spiritual, worldview and leadership formation. In addition to the core curriculum, the various degrees include areas of specialization, equipping students for a wide range of ministry, leadership, teaching, discipleship and non-profit vocations.

CTS conceives of learning in holistic terms, seeking to foster growth of the whole person. Traditional classroom teaching, interaction with faculty scholars, a battery of student assessments and an extended field education experience combine to foster cognitive, affective and behavioral learning. Since ministry and other forms of human service are always engaged as whole persons, the preparation must foster holistic learning and growth. CTS understands this and structures a diverse set of learning experiences that foster maturation of the whole person.

Serving

In addition to working with faculty scholars to develop exegetical skills and theological understanding within traditional classroom settings, CTS offers students the opportunity to work with seasoned ministry and

human services professionals to refine their gifts, confirm their calling and mature in character within the context of authentic service and/or practice.

Through Ministry Residency, and as part of the degree program requirements, students serve side by side with experienced ministry leaders and professional counselors within local church, parachurch and other vocational contexts. The sustained nature of the Ministry Residency experience, throughout the duration of the degree program, enables students to establish a life pattern of learning and serving, the necessary foundation for mature and effective vocational service.

Leading

At CTS, we believe that ministry leadership emerges from the mastery of learning and serving.

Leadership, or influence, in ministry is not inherent to a position or established by exerting authority but by the authentic confession of faith, affirmation of gifts, demonstration of commitment and competence, expression of care and credibility of character.

At CTS, we believe that ministry leadership is best understood as stewardship, consisting of a stewardship of truth, of persons and of organizations. Ministry leaders, regardless of position, are responsible to accurately represent God and His Word, nurture the faith and contribution of others and foster a mature and responsive faith community.

Effectiveness and influence in life and ministry require a sustained commitment and engagement in learning and serving. Leadership flows from the expertise and credibility derived from such commitments and actions. CTS understands itself and its mission in these terms, endeavoring to nurture life patterns of learning, serving and leading.

Educational Effectiveness

Assessment of student learning is highly valued at Cornerstone Theological Seminary. We take seriously our responsibility to deliver on the promise to provide excellence in graduate theological education. At CTS, assessment of student outcomes is not an externally imposed burden. Rather, assessment of student learning and the disclosure of educational effectiveness is a task of stewardship, a process for organizational learning and a matter of accountability.

The effectiveness of our educational programs is assessed in a disciplined and routine manner. Through a variety of instruments and processes, we assess the achievement of the intended student learning outcomes of our curriculum, student and alumni satisfaction, readiness for vocational service of our students and vocational achievement of our graduates.

Accreditation, Authorization and Academic Standing

Cornerstone Theological Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools (ATS) in the United States and Canada, and the following degree programs are approved:

- M.Div.
- M.A. in biblical exegesis (new and old testament).
- M.A. in biblical studies.
- M.A. in christian counseling
- M.A. in ministry leadership.
- Master of Theology.

The commission contact information is:

The Commission on Accrediting of the Association of Theological Schools in the United States and Canada
10 Summit Park Drive
Pittsburgh, PA 15275 USA
Phone: 412.788.6505
Fax: 412.788.6510
Website: ats.edu (http://ats.edu)

We are also accredited by the Higher Learning Commission:
230 South LaSalle Street
Suite 7-500
Chicago, Illinois 60604
Phone: 800.621.7440

Our programs are offered by the Michigan State Board of Education to grant the B.D. degree in 1948, the M.Div. degree in 1968, the M.R.E. degree in 1969, the Th.M. degree in 1977, the M.T.S. degree in 1985 and the M.A. degree in 1996.

The U.S. Army, Navy and Air Force accept M.Div. graduates as candidates for chaplaincy. The United States Department of Justice, Immigration and Naturalization Service has approved the seminary for education of international students.

The U.S. Office of Education Directory lists CTS as an approved graduate theological institution.

Instructional Methods

The faculty employ a number of instructional methods to foster student learning. Together, the range and kinds of methods utilized attend to the diverse learning styles of students while seeking to facilitate competency in the various domains of Bloom's taxonomy (i.e., knowledge, comprehension, application, analysis, synthesis and evaluation). A sampling of the various kinds of instructional methods routinely in use at CTS are outlined below.

- Lecture
- Assigned readings
- Research papers
- Critical review papers
- Exegetical papers
- Theological confession writing
- Written thesis
- Small group discussion
- Student presentations
- Expert panels
- Case conceptualization
- Case study
- Experiential learning
- Role play
- Reflective essays
- Journaling

Mid-Point and Exit Assessments

All degree seeking students must participate in the mid-point and exit assessment processes. The mid-point process is conducted near the middle of the academic program and the exit assessment is typically conducted in the final semester of a student's program.

The processes are initiated by the academic office and engage the student along with the student's academic advisor, academic dean and practicum/internship faculty advisor. The purpose is to review the student's academic performance, student learning portfolio and overall progress in vocational readiness. Specifically, the team considers the student's progress in disciplinary knowledge and skill (academic performance); faith commitment and personal maturity (Christian character); and progress made in attaining the student learning outcomes associated with the particular degree (learning, development and vocational readiness where applicable). At the conclusion of the review process, one of three judgments is rendered by the review team and presented to the student in written form. The range of judgments includes the following:

1. Affirm progress toward vocational readiness;
2. Affirm with reservations progress toward vocational readiness; or
3. Does not affirm progress toward vocational readiness.

The assessment team engages the student in developing and implementing a growth plan when the second or third judgments are reached in the mid-point process.

Pirsig Fellowship

Cornerstone Theological Seminary is committed to the local and global church. Our mission, in part, is to contribute to the growth and vitality of local churches by preparing and equipping students to serve in ministry and leadership. With this commitment in view, CTS has established a fellowship program for Master of Divinity students that is uniquely focused on preparing them to serve in diverse ministry contexts. This fellowship was made possible through a generous gift from the late Julius and Barbara Pirsig who had a heart for assisting seminarians in preparing to serve the Lord.

Scholarship

One goal of the Pirsig Fellowship is to make the M.Div. degree more affordable and reduce student debt, providing students more freedom for future ministry opportunities after graduation. The program offers a generous escalating tuition scholarship to qualified students (see eligibility requirements below).

Eligibility and Selection Criteria

Pirsig fellows are men and women from diverse contexts who feel a calling to serve the church locally or globally in a variety of ways. They are growing in their love for Jesus Christ, are committed to helping others know Him and His Word and are eager to give their gifts and talents in service to the kingdom. Pirsig fellows are chosen in accordance with the following requirements and criteria.

Eligibility Requirements

Pirsig fellows must exhibit the following characteristics:

- Completed bachelor's degree from an accredited college or university with a minimum GPA of 3.0/4.0. (Students in the final year of their bachelor's degree are encouraged to apply.)
- Acceptance in the Master of Divinity program. (This fellowship is only available to new and transfer students.)
- Ministry calling and gifting. The following forms of ministry are preferred: pastoral ministry, discipleship/spiritual formation, chaplaincy, urban ministry and missions.
- Love for the church (global and local) and compassion for people.
- Growing in Christlike character.
- Demonstrated academic performance and commitment to completing the M.Div.

Other Relevant Selection Criteria

The following criteria are taken into consideration when awarding Pirsig Fellowships.

- **Diversity:** CTS desires to be a diverse and reconciling community. Therefore, priority is given to building diversity. Candidates who believe they will contribute to that commitment are encouraged to apply.
- **Age:** The early years of one's career are pivotal for developing a long-term ministry. Therefore, priority is given to candidates 35 years old and younger. Recent college graduates are encouraged to apply.
- **Financial need:** CTS recognizes the high financial cost of education, especially for those who cannot expect their income to increase through work in ministry. Therefore, priority is given to those with limited financial resources.

Commitment During Seminary

Pirsig fellows affirm the following commitments:

- Maintain 3.0 cumulative GPA in seminary.
- Complete the M.Div. in five years or less.
- Encouraged to "give back" to the Pirsig Fellowship in the future (as the Lord leads).

Second Degrees

Students who have completed a first master's degree at Cornerstone Theological Seminary or another accredited graduate school or seminary and are seeking another master's degree from CTS are eligible to fulfill up to 2/3 of the credits required into second degree through the credits achieved in the first degree. Courses must be evaluated for content alignment on an individual basis, and faculty and administration approvals are required.

Seminary Faculty

Groothuis, Douglas (https://www.cornerstone.edu/faculty/dr-douglas-groothuis/), Distinguished University Research Professor of Apologetics and Christian Worldview

Henning, Bruce (https://www.cornerstone.edu/faculty/bruce-henning/), Assistant Professor of New Testament

Marko, Jonathan (https://www.cornerstone.edu/faculty/jonathan-marko/) (Dean), Professor of Philosophical and Systematic Theology

Watson, Daniel (https://www.cornerstone.edu/faculty/daniel-watson/), Associate Professor of Old Testament

Wittmer, Michael, Professor of Systematic & Historical Theology, Director of the Center for Christian Worldview

Seminary Graduation Requirements

Seminary degrees are conferred when the following are met:

- Complete minimum credit requirements:
  - **Master of Divinity -** 75 semester hours
  - **Master of Arts in Biblical Exegesis -** 45 semester hours
  - **Master of Arts in Biblical Studies**, **Master of Arts in Ministry Leadership, Master of Arts in Christian Counseling -** 36 semester hours
  - **Master of Theology** - 30 semester hours
- Achieve cumulative GPA of 2.5 (Master of Theology (ThM) and Master of Arts in Christian Counseling both require 3.0 in each course and 3.0 cumulative, program GPA)
- Complete Master of Theology (ThM) within 3 academic years
- Complete a minimum of 25% of the degree at Cornerstone Theological Seminary
- Advanced Standing is limited to 1/3 of the degree program requirements
- Complete all assessments, including entrance, mid-point and exit assessments

Commencement

Commencement participation will be limited to those who have completed their degree program. Students who plan to have no more than two courses outstanding by the end of the spring semester may submit an appeal to the Registrar's Office to participate in commencement exercises.

Spouse Benefit

The spouse educational benefit is intended to provide spouses of CTS students with opportunities to participate in the theological educational experience in order to promote a shared pilgrimage of growth and learning. The spouse of a CTS student, regardless of prior academic record, is entitled to one free audit class for every 12 semester hours accumulated and/or enrolled by the degree-seeking student. The benefit is limited to one free audit course per semester and a maximum of four free audit courses per individual. This audit opportunity provides for class attendance only; course work will not be submitted or graded, and there will be no official academic record.The benefit does not extend to online courses and is not financially applicable to courses taken for credit. These courses may be taken during or immediately following any semester in which the degree-seeking student is enrolled.

Each participating spouse is required to process a spouse benefit form with the CTS Academic Office in advance of each semester of audit enrollment.

In addition, each participating spouse is required to submit a non-degree application to Admissions.

Statement of Faith and Lifestyle

Cornerstone Theological Seminary seeks applicants who demonstrate commitment to Christ and who affirm the foundational doctrines in the Cornerstone Confession (p. 11).

Students, by virtue of their enrollment, agree to live within the framework of the school's standards of conduct. While some may not have personal convictions concerning all of these standards, agreeing to them obligates the student to assume responsibility for honorable adherence to them while enrolled at the seminary. It should, of course, be understood that any behavior, either on campus or away, which indicates that a student has disregard for the spirit of the school's standards would be sufficient reason to ask him/her to withdraw from the school.

Students of Cornerstone Theological Seminary agree to:

1. Honor biblical teaching in order to maintain a right relationship with God, people and creation. Exhibit integrity in academic pursuits, professional work, personal finances and relationships.
2. Practice discernment in the areas of media and entertainment. Avoid behaviors clearly prohibited in Scripture, including but not limited to drunkenness, immoral sexual behavior, lying and stealing.
3. Support Cornerstone University's commitment to maintain an alcohol-free and tobacco-free campus. This means that the consumption of alcohol or use of tobacco will be prohibited in, on and around all campus properties and at university events. Due to the public and personal health hazards posed by tobacco, students shall avoid the habitual use of tobacco.
4. Actively participate in a church that aligns with the Cornerstone Confession.

Urban Initiative

In an effort to serve the urban centers of West Michigan and beyond, Cornerstone Theological Seminary instituted the Urban Initiative program in 2008. The program is designed to provide advanced biblical, theological and ministry leadership education to urban ministry leaders. At CTS, we believe that urban ministry leaders are community leaders, possessing the position and potential to foster significant redemptive influence. Our vision for this partnership is to further equip these leaders to minister within urban contexts and to do so from a biblically and theologically informed perspective. With over three decades in urban ministry experience, Rev. Dr. Royce Evans serves as associate dean of the Urban Initiative program and executive director of Ministry Residency.

Urban Initiative students may study within any CTS degree program alongside fellow students from urban and non-urban contexts. CTS desires to exhibit the breadth of ministry contexts that exist in the real world within the context of our shared learning environment. It is our purpose to learn from one another as we serve our Lord Christ in ministry together. Special seminars and lectures will also include teaching and equipping from seasoned urban ministry leaders throughout the student's years of study.

Urban Initiative students may receive a substantial scholarship for their studies at CTS. Each student is required to clearly state their sense of calling within an urban ministry context in their application. Each student is also expected to fulfill their coursework, where applicable, with an eye and heart toward ministry within the urban context which they intend to serve.

For more information concerning the Urban Initiative program, please review the CTS website (https://www.cornerstone.edu/academics/schools-departments/cornerstone-theological-seminary/).

ADMISSIONS

- Undergraduate Admissions (p. 118)
- Graduate Admissions (p. 119)
- Seminary Admissions (p. 120)

Undergraduate Admissions

Admissions Requirements

To begin the admissions process, prospective undergraduate students should complete the online application (https://www.cornerstone.edu/admissions/apply/) and choose their campus location, (i.e. on-Campus or online).

Additional admissions requirements may be required depending on your degree program and/or campus location preference.

- On-campus admissions requirements (https://www.cornerstone.edu/admissions/on-campus-admissions/)
- Online admissions requirements (https://www.cornerstone.edu/admissions/online-admissions/)

Application files will be reviewed using the admissions requirements at the time of submission. Cornerstone University reserves the right to review and revise admissions requirements at any time. Cornerstone University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. We do not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Admissions 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 admissions has been met.

TENTATIVE ADMISSION – An applicant that is given tentative admission to Cornerstone University has been admitted to the university but has conditions to fulfill before the first semester of enrollment.

PROVISIONAL ADMISSION – A limited number of students may be granted provisional acceptance to Cornerstone University. On-campus students will be required to participate in the Pathway Program (https://www.cornerstone.edu/university-offices/center-for-academic-success/pathway/).

DENIED ADMISSION – An applicant is not offered admission to Cornerstone University.

Cornerstone University reserves the right to revise or rescind offers of admission if any information found on the application is found to be falsified or if admissions conditions are not met.

Enrollment Policies

HIGH SCHOOL ATTESTATION (ONLINE STUDENTS ONLY) – On the application for admission, applicants must attest to their completion of their high school diploma or passing high school examination equivalency. During the admissions process, if for any reason the attestation is found to be false or untrue, Cornerstone University reserves the right to revise or rescind offers of admission. If the response is found to be untrue while enrolled, the student will be subject to immediate dismissal from Cornerstone University.

HIGH SCHOOL TRANSCRIPT SUBMISSION – A high school transcript may be required in order to grant an initial admissions decision. Upon high school graduation, first-time enrolled students must submit a final official high school transcript to Cornerstone University in order to be eligible to register for subsequent semesters.

ENROLLMENT DEPOSIT – An advanced tuition deposit may be required in order to register for the first semester of courses. Residential on-campus students will have a housing deposit added to the tuition deposit amount.

- On-Campus: Enrollment deposits are non-refundable after May 1 for the fall semester and December 15 for the spring semester.
- Online: Enrollment deposits are non-refundable but may be applied toward future semester enrollment.

CONSORTIUM PROGRAMS (ON-CAMPUS STUDENTS ONLY) – Several consortium programs exist with area colleges. The requirements for admission to these programs are the same as our on-campus degree-seeking programs. Questions should be directed to the consortium school's college official or an admissions professional at Cornerstone.

DUAL ENROLLMENT – Cornerstone University allows high school sophomore, junior and senior students to take select courses during high school at a reduced tuition rate, plus applicable fees. To begin the admissions process, prospective dual enrollment students should complete the online application (https://www.cornerstone.edu/admissions/apply/).

- Dual enrollment admissions requirements (https://www.cornerstone.edu/admissions/on-campus-admissions/dual-enrollment-program/)

Dual enroll students are limited to enrolling in two courses or seven credits per semester with a maximum of 24 credit hours total at Cornerstone University.

INTERNATIONAL STUDENTS – As a SEVP-certified institution, federal regulations stipulate additional requirements for those interested in studying within the United States at Cornerstone University on an F-1 student visa.

- International student admissions requirements (https://www.cornerstone.edu/admissions/undergraduate-international-students/)

International students are allowed to apply for on-campus jobs when available. Students will not be able to work more than a total of 20 hours per week (even if employed in more than one job) The student must apply for a US Social Security number, which will be needed prior to working on-campus. International students are not permitted to work off-campus without authorization of the Primary Designated School Official (PDSO) or Designated School Official (DSO).

NON-DEGREE STUDENTS – Cornerstone University allows part-time, non-degree seeking students to take select courses. 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.

- Auditing non-degree students must only submit an application (https://www.cornerstone.edu/admissions/apply/) to receive an admissions decision.
- Credit-seeking non-degree students are required to complete a non-degree application (https://www.cornerstone.edu/admissions/apply/) and should complete all admissions requirements for the campus location of their choice, (i.e. On-Campus or Online).

TRANSFER STUDENTS – Students who enrolled in a post-secondary institution after graduating high school are considered undergraduate transfer students. Transfer students who would like college credits to be transferred should request official transcripts to be sent to Cornerstone University.

- On-campus Students only: Students must submit a copy of the transcript from their most recent college attended as part of their admissions process.
- Cornerstone University reserves the right to request all college transcripts for admission.

Cornerstone will accept up to 75% of transfer credits from accredited institutions to be applied toward the degree program. Grades must have a C- or higher for courses 100-level or higher.

READMIT STUDENTS – Former students who have not been in attendance should contact advising@cornerstone.edu to begin the re-enrollment process. Depending on the amount of time that has passed and/or academic program of study, students may need to reapply and/or submit supplemental admissions materials.

Students who have delinquent payment may need to resolve their balance or set up a payment plan prior to re-enrollment.

A student on academic suspension may be considered for readmission through an academic appeals process. For additional details, contact advising@cornerstone.edu.

If more than three semesters have passed since the last date of attendance, readmit students will follow the university catalog which is current at the time of readmission. Readmit students enrolling in a major or minor not included in their original catalog will also follow the university catalog which is current at the time of readmission.

Graduate Admissions

Admissions Requirements

To begin the admissions process, prospective graduate and doctoral students should complete the online application (https://www.cornerstone.edu/admissions/apply/) and choose their campus location, (i.e. on-Campus or online).

Additional admissions requirements may be required depending on the graduate or doctoral program chosen. Visit the full list of graduate programs (https://www.cornerstone.edu/academics/masters-degrees/) or doctoral programs (https://www.cornerstone.edu/academics/doctoral-degree/) and read about additional admissions requirements on the program page of your choice.

Application files will be reviewed using the admissions requirements at the time of submission. Cornerstone University reserves the right to review and revise admissions requirements at any time. Cornerstone University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. We do not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

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 admissions has been met.

TENTATIVE ADMISSION – An applicant that is given tentative admission to Cornerstone University has been admitted to the university but has conditions to fulfill before the first semester of enrollment.

DENIED ADMISSION – An applicant is not offered admission to Cornerstone University.

Cornerstone University reserves the right to revise or rescind offers of admission if any information found on the application is found to be falsified or if admissions conditions are not met.

Enrollment Policies

ENROLLMENT DEPOSIT – An advanced tuition deposit is required in order to register for the first semester of courses. Enrollment deposits are non-refundable but may be applied toward future semester enrollment.

INTERNATIONAL STUDENTS – As a SEVP-certified institution, federal regulations stipulate additional requirements for those interested in studying within the United States at Cornerstone University on an F-1 student visa.

- International student admissions requirements (https://www.cornerstone.edu/admissions/adult-graduate-international-students/)

International students are allowed to apply for on-campus jobs when available. Students will not be able to work more than a total of 20 hours per week (even if employed in more than one job) The student must apply for a US Social Security number, which will be needed prior to working on-campus. International students are not permitted to work off-campus without authorization of the Primary Designated School Official (PDSO) or Designated School Official (DSO).

NON-DEGREE STUDENTS – Cornerstone University allows part-time, non-degree seeking students to take select courses. 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.

- Auditing non-degree students must only submit an application (https://www.cornerstone.edu/admissions/apply/) to receive an admissions decision.
- Credit-seeking non-degree students are required to complete a non-degree application (https://www.cornerstone.edu/admissions/

apply/) and should complete all admissions requirements for the campus location of their choice, (i.e. On-Campus or Online).

TRANSFER STUDENTS – Transfer students who would like graduate college credits to be transferred should request official transcripts to be sent to Cornerstone University.

Graduate-level credit equivalencies vary by program, and enrollment staff will navigate the review of previous course work with the Registrar's Office upon receipt of transcripts.

READMIT STUDENTS – Former students who have not been in attendance should contact advising@cornerstone.edu to begin the re-enrollment process. Depending on the amount of time that has passed and/or academic program of study, students may need to reapply and/or submit supplemental admissions materials.

Students who have delinquent payment may need to resolve their balance or set up a payment plan prior to re-enrollment.

A student on academic suspension may be considered for readmission through an academic appeals process. For additional details, contact advising@cornerstone.edu.

If more than three semesters have passed since the last date of attendance, readmit students will follow the university catalog which is current at the time of readmission. Readmit students enrolling in a major or minor not included in their original catalog will also follow the university catalog which is current at the time of readmission.

Seminary Admissions

Admissions Requirements

Cornerstone Theological Seminary will consider for admission students with bachelor's degrees from the following types of schools:

1. All regionally accredited institutions
2. All Association of Theological Schools (ATS) institutions
3. All Association for Biblical Higher Education (ABHE) institutions
4. Select schools accredited by the Transnational Association of Christian Colleges and Schools (TRACS)
5. Non-accredited institutions, if those institutions supply to the director of admissions three letters of acceptance from regional, ATS or ABHE accredited institutions
6. Non-accredited institutions approved on a case-by-case basis

To begin the admissions process, prospective seminary students should complete the online application (https://www.cornerstone.edu/admissions/apply/) and choose their campus location, (i.e. on-campus or online).

Additional admissions and GPA requirements will be required depending on the seminary program chosen. Visit the full list of seminary programs (https://www.cornerstone.edu/academics/masters-degrees/) and read about additional admissions requirements on the program page of your choice.

Application files will be reviewed using the admissions requirements at the time of submission. Cornerstone University reserves the right to review and revise admissions requirements at any time. Cornerstone University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. We do not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Admissions 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 admissions has been met.

TENTATIVE ADMISSION – An applicant that is given tentative admission to Cornerstone University has been admitted to the university but has conditions to fulfill before the first semester of enrollment.

DENIED ADMISSION – An applicant is not offered admission to Cornerstone University.

Cornerstone University reserves the right to revise or rescind offers of admission if any information found on the application is found to be falsified or if admissions conditions are not met.

Enrollment Policies

ENROLLMENT DEPOSIT – An advanced tuition deposit is required in order to register for the first semester of courses. Enrollment deposits are non-refundable but may be applied toward future semester enrollment.

INTERNATIONAL STUDENTS – As a SEVP-certified institution, federal regulations stipulate additional requirements for those interested in studying within the United States at Cornerstone University on an F-1 student visa.

- International student admissions requirements (https://www.cornerstone.edu/admissions/adult-graduate-international-students/)

International students are allowed to apply for on-campus jobs when available. Students will not be able to work more than a total of 20 hours per week (even if employed in more than one job) The student must apply for a US Social Security number, which will be needed prior to working on-campus. International students are not permitted to work off-campus without authorization of the Primary Designated School Official (PDSO) or Designated School Official (DSO).

NON-DEGREE STUDENTS – Cornerstone University allows part-time, non-degree seeking students to take select courses. 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.

- Auditing non-degree students must only submit an application (https://www.cornerstone.edu/admissions/apply/) to receive an admissions decision.
- Credit-seeking non-degree students are required to complete a non-degree application (https://www.cornerstone.edu/admissions/apply/) and should complete all admissions requirements for the campus location of their choice, (i.e. On-Campus or Online).

TRANSFER STUDENTS – Transfer students who would like graduate college credits to be transferred should request official transcripts to be sent to Cornerstone University.

Graduate-level credit equivalencies vary by program, and enrollment staff will navigate the review of previous course work with the Registrar's Office upon receipt of transcripts.

READMIT STUDENTS – Former students who have not been in attendance should contact advising@cornerstone.edu to begin the re-enrollment process. If 36 or more months have passed since the last date of enrollment, students will need to complete the returning student application and submit supplemental admissions materials required for the degree program.

Students who have delinquent payment may need to resolve their balance or set up a payment plan prior to re-enrollment.

A student on academic suspension may be considered for readmission through an academic appeals process. For additional details, contact advising@cornerstone.edu.

If more than three semesters have passed since the last date of attendance, readmit students will follow the university catalog which is current at the time of readmission. Readmit students enrolling in a major or minor not included in their original catalog will also follow the university catalog which is current at the time of readmission.

FINANCIAL INFORMATION

- Financial Information for Graduate Students (p. 122)
- Financial Information for Seminary Students (p. 127)
- Financial Information for SOAR Programs (p. 131)
- Financial Information for Undergraduate Students (p. 136)

Financial Information for Graduate Students

- Financial Aid (p. 122)
- Payment of Bills (p. 124)
- Payment Options (p. 124)
- Tuition and Fees (p. 125)
- Veterans (p. 125)
- Withdrawals and Refunds (p. 125)

Financial Aid

Introduction to Financial Aid

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.

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 (https://www.cornerstone.edu/tuition-financial-aid/apply-for-aid/) 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. All students are required to complete the CU Student Financial Agreement, the legal disclosure detailing CU billing policies, prior to the start of their first class.

Summer is considered a leader term. Federal financial aid eligibility will be based on the FASFA for the upcoming year (e.g. Summer 2024 = 2024-25 FASFA). 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.

Enrollment Status

A student's enrollment status is used for determining federal eligibility and for reporting enrollment information for loan deferment eligibility, insurance eligibility, etc.

Enrollment status for state and federal aid eligibility is as follows:

Program	Full-Time	Half-Time
Masters	6	3
Doctor of Education	1	

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 as part of filing the FAFSA.

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.

Satisfactory Academic Progress Policy

Federal regulations require that in order for a student to be eligible for financial aid, the student must earn Satisfactory Academic Progress (SAP) toward the completion of a degree. SAP, as defined below, is evaluated at the end of each semester (including summer) for which a student is enrolled.

Student Academic Progress Standards

Qualitative Requirements: {Concerning cumulative grade-point average (GPA)}

A student must meet the following cumulative GPA requirements:

Credits Completed	Minimum GPA
1-49+	3.0

Incompletes: An incomplete does not have a grade point attached to it and is therefore not included in the calculation of GPA.
Repeated Courses: If a student repeats a course, the higher grade replaces the lower grade in determining GPA.
Transfer Credits: Because Cornerstone University does not transfer in GPA, transfer credits do not count toward cumulative GPA.
All courses taken at the graduate level are included in the calculation of GPA, regardless of change of major or seeking a second degree.

Quantitative Requirements: {Concerning the rate at which courses are successfully completed (Pace)}
Pace is determined by dividing the total number of credit hours successfully completed by the total number of credit hours attempted. The resulting percentage must reach the following minimums:

Cumulative Credits Completed	Minimum Percentage Completed
1-24	65%
25-48	70%
49+	75%

Criteria for Successfully Completing a Course: Grades of A, B, C, and D are considered passing and meet the criteria for successfully completing a credit hour. Grades of F, CR, F/W, W, W/E, W/P, & I do not meet the criteria for successfully completing a credit hour and must be considered attempted credits.

Incompletes: An incomplete is considered an attempted credit until the student has met the criteria for successfully completing the course.

Withdrawal: If a student withdraws from a course before the end of the Drop/Add Period, the course will not be included in attempted credits. If a student withdraws from a course after the end of the Drop/Add Period, the credits for the course will be considered attempted credits but not completed credits.

Repeated Courses: A student may receive federal aid for a repeated course as long as he has not previously passed the course. Once a student passes a course, he is eligible for only one further retake, regardless of the grade that he receives in that retake. Credits received for both an original and a repeated course are considered attempted credits, but only the credits from the course with the higher grade are considered successfully completed.

Transfer Credits: Transfer credits are included in the total number of credit hours successfully completed.

All courses taken at the undergraduate level are included in the calculation of pace, regardless of change of major or seeking a second degree.

150% Rule

SAP standards require that a student receiving financial aid complete his degree within a time-frame that is 150% of the published length of the program, which is measured in credit hours. A student may reference the Cornerstone Academic Catalog to see how many credit hours his program requires and then multiply that number by 1.5 to determine the maximum number of credit hours allowed.

***Credits to include in the 150% calculation*:**

1. Credits from all terms, whether or not financial aid was received

2. Repeated courses

3. Transfer credits if the transfer credits apply to the degree the student is working toward

Financial Aid Warning

All regularly accepted and continuing students who do not meet SAP standards for the first time will be placed on Financial Aid Warning for the next semester. During Financial Aid Warning, a student is eligible for financial aid. If a student fails to meet SAP standards at the completion of his semester on Financial Aid Warning, he will be placed on Financial Aid Suspension.

Financial Aid Suspension

A student is placed on Financial Aid Suspension when he fails to meet SAP standards at the end of his semester on Financial Aid Warning. During Financial Aid Suspension, a student is not eligible for financial aid. A student on Financial Aid Suspension may have opportunity to regain eligibility or appeal the suspension.

Financial Aid Suspension Appeals

A student may appeal a Financial Aid Suspension if he has suffered extenuating circumstances. To appeal, a student must submit to the Academic Appeals Committee a written explanation including:

1. The extenuating circumstances which prevented him from achieving SAP.

2. How the student's situation has changed to allow the student to achieve SAP at the next evaluation.

3. An academic plan on how the student will regain eligibility within a reasonable time period.

All appeals must be submitted to the Academic Appeals Committee by the deadline indicated in the suspension letter. Late appeals may be considered at the discretion of the committee.

The Academic Appeals Committee will review the appeal and determine the student's academic status and financial aid eligibility. In considering the appeal, the committee will consider:

1. What are the circumstances that the student states made it impossible for him to succeed academically? Is there supporting documentation, either provided by the student or the knowledge of someone on campus (specifically, Student Development). Factors to be considered may be student physical or mental health challenges, illness or death of a family member or close friend, other trauma, or other life event.
2. Has the student demonstrated that the circumstances have changed so that he will be able to succeed again?
3. Has the student succeeded academically in the past? Is it reasonable to expect that he has the academic ability to complete the degree?

If the student is granted financial aid eligibility, he must be placed in one of the following statuses.

Financial Aid Probation

If a student placed on Financial Aid Suspension has been granted both re-admission and financial aid eligibility by the Academic Appeals Committee, the student is placed on Financial Aid Probation for one semester. If SAP is not met at the end of the probation semester, the student will be placed on Financial Aid Suspension without the opportunity to appeal unless the student encountered different extenuating circumstances during the semester.

Financial Aid Plan

If the committee wishes to allow the student more than one semester to regain good standing, the student may be placed on an academic plan. Generally, this will involve a minimum GPA requirement for each semester until the student is back in good standing.

Denial of Appeal

If the committee finds that the student's circumstances are not sufficient to grant the appeal, the student will be notified of the decision, generally by phone and letter. All pending federal aid will be removed from the student's account, and the Student Billing Specialist will be notified so that payment arrangements can be made. The student will not be eligible for any federal financial aid unless he reestablishes eligibility by one of the means below.

Regaining Eligibility

Withdrawals: If a student completely withdraws from Cornerstone University and has received federal financial aid for the semester from

which he withdraws, the student must be readmitted and meeting SAP before he will be eligible for financial aid in any subsequent semesters.

Inadequate SAP: If a student is denied financial aid because of SAP, he will not be eligible for any type of federal or state financial aid until SAP is achieved. To regain financial aid eligibility, the student may:

1. Complete the necessary coursework to satisfy the GPA and/or pace requirements of SAP by continuing at Cornerstone University at his/her own expense.

2. Transfer in credits to support the progress of the student's academic plan.

Once financial aid eligibility is reinstated for a student on Financial Aid Suspension, financial aid will be awarded based upon the availability of funds and the student's financial need. A student who has financial aid eligibility reinstated because he transferred in credits may be admitted under the status of Financial Aid Probation.

Types of Financial Aid

For more information on the following types of financial aid, please reference the financial aid page(s) of the CU website.

Scholarships and Grants (https://www.cornerstone.edu/tuition-financial-aid/apply-for-aid/scholarships-grants/)

Military and Veterans Benefits (https://www.cornerstone.edu/tuition-financial-aid/military-veterans-benefits/)

Loans (https://www.cornerstone.edu/tuition-financial-aid/apply-for-aid/loans/)

Payment of Bills

- The balance for total tuition and fees is reduced by all financial aid awards a student receives for that semester.
- Bills will be sent to students prior to the beginning of each semester provided the student registers in a timely manner.
- Students have two choices for paying the balance due:
  - Pay in Full: Full payment is due by the first day of the semester.
  - Payment Plan: Students may choose to pay the balance due in four or five monthly installments. Payment must be made by the 25th of the month and paid in full before the end of the semester. A payment plan fee of $60 will be charged for each plan, each semester.
- Students who do not make payments as required may have CU network access suspended. Further failure to pay may result in all classes being dropped.
- Late payment fees may be added to accounts not paid as arranged. Accounts are expected to be paid in full before receiving diplomas or registering for subsequent term. All prior balances should 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.
- Notice from a student that he/she will be receiving employee reimbursement is not acceptable as payment. If a student is employed by an organization that will pay the tuition directly to Cornerstone University, the employer must make payment on or before the first session of each course. The employer must also provide a voucher or letter of "intent to pay" for any course(s) that will be covered under the organization's direct bill policy. A voucher, which can have any number of courses listed, must be received on or before the first session of class of the earliest courses being submitted.
- Readmitted students who have filed for bankruptcy where we are listed as a creditor must pay all applicable outstanding balances in full and the first course with all fees upfront. A charge for one course and associated fees are due in full prior to the semester starting as shown on the billing statement. If the payment is not made on time, the student will be dropped from the classes.
- 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:
  a. The date on which payment from VA is made to the institution.
  b. 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.

**GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the* official U.S. government website *(*https://www.benefits.va.gov/gibill/*).*

Payment Options

Payments may be made by cash, check, credit/debit card, cashier's check or money order at the accounting office. Off-campus students may mail their payments to the attention of the accounting office,

Cornerstone University
1001 E Beltline Ave. NE
Grand Rapids, MI 49525

Electronic check payments can be made through My.Cornerstone.edu (http://My.Cornerstone.edu)> Self-Service. Students may also make credit card payments through My.Cornerstone.edu (http://My.Cornerstone.edu)>Self-Service or by calling the accounting office. There is a 2.5% processing fee for all credit and debit card transactions.

Financial Aid Plan

A student may apply for financial aid online at www.studentaid.gov/h/apply-for-aid/fafsa (http://www.studentaid.gov/h/apply-for-aid/fafsa/). Any student interested in financial aid must complete a Free Application for Federal Student Aid (FAFSA), and provide any additional requested information to complete a financial aid file. In addition, a student interested in student loans must complete a Master Promissory Note, www.studentaid.gov/mpn/ (http://www.studentaid.gov/mpn/), and entrance counseling at www.studentaid.gov/entrance-counseling (http://www.studentaid.gov/entrance-counseling/). It is very important that the student applies in a timely manner and that he/she follows up

on any aid or loan if a response has not been received within four to six weeks. Financial aid guidelines are strict and if all information is not submitted within certain time limits, the student will be ineligible for any aid. Also, students will need to reapply by filing a FAFSA for each year for the balance of their educational program. Students are responsible for any charge not covered by their financial aid. Students should contact their financial aid specialist for more information.

Tuition and Fees

2025-26 Tuition and Fees

Tuition, Per Semester	Amount
Degrees in Education, per credit hour	$515
Professional degrees in Counseling & Leadership, per credit hour	$565
MBA, per credit hour	$610
Ed.D, per credit hour	$745
Audit, per credit hour	$200
Student Services Fee, per semester	$500

Supplemental Fees

Fee	Amount
Replacement ID card	$10
Payment plan fee, per semester	$60
Late payment fee, initial charge	$100
Late payment fee (monthly, after initial charge if financial obligations not fulfilled)	$25
NSF fee	$25
Lab fee, per semester	Varies
Late registration fee COU-782, COU-784, COU-785	$100
Commuter meal plan (25 meals per semester)	$275

Campus apartment
(intended for students who are married, seminary students, have children or are 25 or older)

Fee	Amount
One-bedroom apartment, per month	$735-770
Two-bedroom apartment, per month	$820-880
Campus apartment deposit	1 month rent

Students should budget for additional personal expenses related to their enrollment. These may include, but are not limited to, books, transportation (gasoline and maintenance), childcare, meals, snacks and miscellaneous personal supplies.

Student Services Fee

The Student Services Fee is designed to cover the cost associated with providing program technology resources and software, academic advising and registration support, academic success services and workshops, writing center, disability services, campus safety, parking, as well as technology support and the help desk.

Veterans

Veterans

Cornerstone University cooperates with the U.S. Department of Veterans Affairs in processing benefits for the training of honorably discharged, active-duty service members, dependents, and spouse. Veteran benefit eligible students 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.

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. In addition any forms requested by the School Certifying Official must be completed before VA benefits are processed. Enrollment 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. With other benefit types, the Department of Veterans Affairs will pay the school directly. All Veterans benefit students 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.

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. More information is available on the CU website (https://www.cornerstone.edu/tuition-financial-aid/military-veterans-benefits/).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA)

Withdrawals and Refunds

Refund Tables

Withdrawal from Individual Courses

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

For 15-Week Courses:

Withdrawal	Percentage
One week or less	100% of tuition
Second week	86% of tuition
Third week	80% of tuition
Fourth week	73% of tuition
Fifth week	66% of tuition
Sixth week	60% of tuition
Seventh week	53% of tuition
Eighth week	46% of tuition
Ninth week	40% of tuition
More than nine weeks	No refund

For 7-Week Courses:

Withdrawal	Percentage
One week or less	100% of tuition
Second week	70% of tuition
Third week	55% of tuition
Fourth week	40% of tuition
More than four weeks	No refund

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

Withdrawal from the Institution

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

For 15-Week Courses:

Withdrawal	Percentage
One week or less	100% of tuition
Second week	86% of tuition
Third week	80% of tuition
Fourth week	73% of tuition
Fifth week	66% of tuition
Sixth week	60% of tuition
Seventh week	53% of tuition
Eighth week	46% of tuition
Ninth week	40% of tuition
More than nine weeks	No refund

For 7-Week Courses:

Withdrawal	Percentage
One week or less	100% of tuition
Second week	70% of tuition
Third week	55% of tuition
Fourth week	40% of tuition
More than four weeks	No refund

Refund Policies

Return of Financial Aid Funds

Students receiving federal or state financial aid who withdraw prior to the end of a semester may be required to return some of those funds to the respective financial aid program. To determine the portion of financial aid a student is eligible to receive, a calculation will be made based on the amount of time from the student's enrollment to the student's withdrawal date. It is important that the student consult with the student financial services office when considering withdrawal.

- For Federal Title IV aid, if a student withdraws before completing 60 percent of the semester for which aid was received, the institution must determine the percentage of Title IV assistances 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) and the student could owe a balance to Cornerstone. Contact the student financial services office for a copy of the full policy.
- 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.

Outstanding Balance

Should Title IV funds have to be returned to the government, or a withdrawal took place leaving an outstanding balance, it is the student's responsibility to repay Cornerstone University.

In line with the Student Financial Agreement, we will attempt to collect on all outstanding balances through postal mail, email and text communication. Payment plan arrangements can be made based on student's available resources. After a series of attempts to rectify the debt have been made, the account will be turned over to an outside collection agency. The outside collection agency will charge up to an additional 40.00% of the principal balance and the debt will be reported to all credit bureaus.

In the event that a bankruptcy is filed, any funds returned to Title IV on the student's behalf will be exempt from discharge, per Bankruptcy 11 U.S. Code § 523(8)(a) - Exceptions to discharge

(8) unless excepting such debt from discharge under this paragraph would impose an undue hardship on the debtor and the debtor's dependents, for—
(A) (i) an educational benefit overpayment or loan made, insured, or guaranteed by a governmental unit, or made under any program funded in whole or in part by a governmental unit or nonprofit institution; or
(ii) an obligation to repay funds received as an educational benefit, scholarship, or stipend

Refund of Overpayment on Student Account

If a student's account is overpaid and a credit balance currently exists on the account (from non-Title IV sources), the student may keep those funds on his/her student account to be applied for other expected expenses or may request a refund of the credit balance.

Financial Information for Seminary Students

- Financial Aid (p. 127)
- Payment of Bills (p. 129)
- Payment Options (p. 129)
- Tuition and Fees (p. 130)
- Veterans (p. 130)
- Withdrawals and Refunds (p. 130)

Financial Aid

Introduction to Financial Aid

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.

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 (https://www.cornerstone.edu/tuition-financial-aid/apply-for-aid/) 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. All students are required to complete the CU Student Financial Agreement, the legal disclosure detailing CU billing policies, prior to the start of their first class.

Summer is considered a leader term. Federal financial aid eligibility will be based on the FASFA for the upcoming year (e.g. Summer 2024 = 2024-25 FASFA). 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.

Enrollment Status

A student's enrollment status is used for determining federal eligibility and for reporting enrollment information for loan deferment eligibility, insurance eligibility, etc.

Enrollment status for state and federal aid eligibility is as follows:

Program	Full-Time	Half-Time
Masters	6	3
Doctor of Education	1	

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 as part of filing the FAFSA.

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.

Satisfactory Academic Progress Policy

Federal regulations require that in order for a student to be eligible for financial aid, the student must earn Satisfactory Academic Progress (SAP) toward the completion of a degree. SAP, as defined below, is evaluated at the end of each semester (including summer) for which a student is enrolled.

Student Academic Progress Standards

Qualitative Requirements: {Concerning cumulative grade-point average (GPA)}

A student must meet the following cumulative GPA requirements:

Program	GPA
Master of Theology	3.0
All Other Seminary Programs	2.5

Incompletes: An incomplete does not have a grade point attached to it and is therefore not included in the calculation of GPA.
Repeated Courses: If a student repeats a course, the higher grade replaces the lower grade in determining GPA.
Transfer Credits: Because Cornerstone University does not transfer in GPA, transfer credits do not count toward cumulative GPA.

Quantitative Requirements: {Concerning the rate at which courses are successfully completed (Pace)}
Pace is determined by dividing the total number of credit hours successfully completed by the total number of credit hours attempted. The resulting percentage must reach the following minimums:

Cumulative Hours Attempted	Minimum Percent Completed
1-24	65%
25-48	70%
49+	75%

Criteria for Successfully Completing a Course: Grades of A, B, C, and D are considered passing and meet the criteria for successfully completing a credit hour. Grades of F, CR, W, & I do not meet the criteria for successfully completing a credit hour and must be considered attempted credits.

Incompletes: An incomplete is considered an attempted credit until the student has met the criteria for successfully completing the course.

Withdrawal: If a student withdraws from a course which he has attended, the credits for the course will be considered attempted credits but not completed credits.

Repeated Courses: A student may not receive federal aid for a repeated course if he has previously passed the course. Credits received for both an original and a repeated course are considered attempted credits, but only the credits from the course with the higher grade are considered successfully completed.

Transfer Credits: Transfer credits are included in the total number of credit hours successfully completed.

All courses taken at the graduate level are included in the calculation of pace, regardless of change of major or seeking a second degree.

150% Rule

SAP standards require that a student receiving financial aid complete his degree within a time-frame that is 150% of the published length of the program, which is measured in credit hours. A student may reference the Cornerstone Academic Catalog to see how many credit hours his program requires and then multiply that number by 1.5 to determine the maximum number of credit hours allowed.

***Credits to include in the 150% calculation*:**

1. Credits from all terms, whether or not financial aid was received

2. Repeated courses

3. Transfer credits if the transfer credits apply to the degree the student is working toward

Financial Aid Warning

All regularly accepted and continuing students who do not meet SAP standards for the first time will be placed on Financial Aid Warning for the next semester. During Financial Aid Warning, a student is eligible for financial aid. If a student fails to meet SAP standards at the completion of his semester on Financial Aid Warning, he will be placed on Financial Aid Suspension.

Financial Aid Suspension

A student is placed on Financial Aid Suspension when he fails to meet SAP standards at the end of his semester on Financial Aid Warning. During Financial Aid Suspension, a student is not eligible for financial aid. A student on Financial Aid Suspension may have opportunity to regain eligibility or appeal the suspension.

Financial Aid Suspension Appeals

A student may appeal a Financial Aid Suspension if he has suffered extenuating circumstances. To appeal, a student must submit to the Academic Appeals Committee a written explanation including:

1. The extenuating circumstances which prevented him from achieving SAP.
2. How the student's situation has changed to allow the student to achieve SAP at the next evaluation.
3. An academic plan on how the student will regain eligibility within a reasonable time period.

All appeals must be submitted to the Academic Appeals Committee by the deadline indicated in the suspension letter. Late appeals may be considered at the discretion of the committee.

The Academic Appeals Committee will review the appeal and determine the student's academic status and financial aid eligibility. In considering the appeal, the committee will consider:

1. What are the circumstances that the student states made it impossible for him to succeed academically? Is there supporting documentation, either provided by the student or the knowledge of someone on campus (specifically, Student Development). Factors to be considered may be student physical or mental health challenges, illness or death of a family member or close friend, other trauma, or other life event.
2. Has the student demonstrated that the circumstances have changed so that he will be able to succeed again?
3. Has the student succeeded academically in the past? Is it reasonable to expect that he has the academic ability to complete the degree?

If the student is granted financial aid eligibility, he must be placed in one of the following statuses.

Financial Aid Probation

If a student placed on Financial Aid Suspension has been granted financial aid eligibility by the Academic Appeals Committee, the student is placed on Financial Aid Probation for one semester. If SAP is not met at the end of the probation semester, the student will be placed on Financial Aid Suspension without the opportunity to appeal unless the student encountered different extenuating circumstances during the semester.\

Financial Aid Plan

If the committee wishes to allow the student more than one semester to regain good standing, the student may be placed on an academic plan. Generally this will involve a minimum GPA requirement for each semester until the student is back in good standing.

Denial of Appeal

If the committee finds that the student's circumstances are not sufficient to grant the appeal, the student will be notified of the decision, generally by phone and letter. All pending federal aid will be removed from the student's account, and the Student Billing Specialist will be notified so that payment arrangements can be made. The student will not be eligible for any federal financial aid unless he reestablishes eligibility by one of the means below.

Regaining Eligibility

Withdrawals: If a student completely withdraws from Cornerstone University and has received federal financial aid for the semester from which he withdraws, the student must be readmitted and meeting SAP before he will be eligible for financial aid in any subsequent semester.

Inadequate SAP: If a student is denied financial aid because of SAP, he will not be eligible for any type of federal or state financial aid until SAP is achieved. To regain financial aid eligibility, the student may:

1. Complete the necessary coursework to satisfy the GPA requirements of SAP by continuing at Cornerstone University at his/her own expense.
2. Transfer in credits to support the progress of the student's academic plan.

Once financial aid eligibility is reinstated for a student on Financial Aid Suspension, financial aid will be awarded based upon the availability of funds and the student's financial need. A student who has financial aid eligibility reinstated because he transferred in credits may be admitted under the status of Financial Aid Probation.

Types of Financial Aid

For more information on the following types of financial aid, please reference the financial aid page(s) of the CU website.

Scholarships and Grants (https://www.cornerstone.edu/tuition-financial-aid/apply-for-aid/scholarships-grants/)

Military and Veterans Benefits (https://www.cornerstone.edu/tuition-financial-aid/military-veterans-benefits/)

Loans (https://www.cornerstone.edu/tuition-financial-aid/apply-for-aid/loans/)

Payment of Bills

- The balance for total tuition and fees is reduced by all financial aid awards a student receives for that semester.
- Bills will be sent to students prior to the beginning of each semester provided the student registers in a timely manner.
- Students have two choices for paying the balance due:
  - Pay in Full: Full payment is due by the first day of the semester.
  - Payment Plan: Students may choose to pay the balance due in four or five monthly installments. Payment must be made by the 25th of the month and paid in full before the end of the semester. A payment plan fee of $60 will be charged for each plan, each semester.
- Students who do not make payments as required may have CU network access suspended. Further failure to pay may result in all classes being dropped.
- Late payment fees may be added to accounts not paid as arranged. Accounts are expected to be paid in full before receiving diplomas or registering for subsequent term. All prior balances should 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.
- Notice from a student that he/she will be receiving employee reimbursement is not acceptable as payment. If a student is employed by an organization that will pay the tuition directly to Cornerstone University, the employer must make payment on or before the first session of each course. The employer must also provide a voucher or letter of "intent to pay" for any course(s) that will be covered under the organization's direct bill policy. A voucher, which can have any number of courses listed, must be received on or before the first session of class of the earliest courses being submitted.
- Readmitted students who have filed for bankruptcy where we are listed as a creditor must pay all applicable outstanding balances in full and the first course with all fees upfront. A charge for one course and associated fees are due in full prior to the semester starting as shown on the billing statement. If the payment is not made on time, the student will be dropped from the classes.
- 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:
  a. The date on which payment from VA is made to the institution.
  b. 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.

**GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the* official U.S. government website *(*https://www.benefits.va.gov/gibill/*).*

Payment Options

Payments may be made by cash, check, credit/debit card, cashier's check or money order at the accounting office. Off-campus students may mail their payments to the attention of the accounting office,

Cornerstone University
1001 E Beltline Ave. NE
Grand Rapids, MI 49525

Electronic check payments can be made through My.Cornerstone.edu (http://My.Cornerstone.edu)> Self-Service. Students may also make credit card payments through My.Cornerstone.edu (http://My.Cornerstone.edu)>Self-Service or by calling the accounting office. There is a 2.5% processing fee for all credit and debit card transactions.

Financial Aid Plan

A student may apply for financial aid online at www.studentaid.gov/h/apply-for-aid/fafsa (http://www.studentaid.gov/h/apply-for-aid/fafsa/). Any student interested in financial aid must complete a Free Application for Federal Student Aid (FAFSA), and provide any additional requested information to complete a financial aid file. In addition, a student interested in student loans must complete a Master Promissory Note, www.studentaid.gov/mpn/ (http://www.studentaid.gov/mpn/), and entrance counseling at www.studentaid.gov/entrance-counseling (http://www.studentaid.gov/entrance-counseling/). It is very important that the student applies in a timely manner and that he/she follows up on any aid or loan if a response has not been received within four to six weeks. Financial aid guidelines are strict and if all information is not submitted within certain time limits, the student will be ineligible for any aid. Also, students will need to reapply by filing a FAFSA for each year for the balance of their educational program. Students are responsible for any charge not covered by their financial aid. Students should contact their financial aid specialist for more information.

Tuition and Fees

2025-26 Tuition and Fees

Tuition, Per Semester	Amount
Tuition, per credit hour	$515
Audit, per credit hour	$200
Student Services Fee, per semester*	$500

Supplemental Fees

Fee	Amount
Replacement ID card	$10
Payment plan fee, per semester	$60
Late payment fee, initial charge	$100
Late payment fee (monthly, after initial charge, if financial obligations not fulfilled)	$25
NSF fee	$25
Lab fee, per semester	Varies
Independent Study/Directed Reading/Independent Enrollment (per credit)	$95
Late registration fee COU-782, COU-784, COU-785	$265

Campus ApartmentS
(INTENDED FOR STUDENT WHO ARE MARRIED, SEMINARY STUDENTS, HAVE CHILDREN OR ARE 25 OR OLDER)

Fee	Amount
One-bedroom apartment, per month	$735-770
Two-bedroom apartment, per month	$820-880
Campus apartment deposit	1 month rent

***Student Services Fee**

The Student Services Fee is designed to cover the costs associated with providing program technology resources and software, academic advising and registration support, academic success services and workshops, writing center, disability services, campus safety, parking, as well as technology support and the helpdesk.

Veterans

Veterans
Cornerstone University cooperates with the U.S. Department of Veterans Affairs in processing benefits for the training of honorably discharged, active-duty service members, dependents, and spouse. Veteran benefit eligible students 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.

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. In addition any forms requested by the School Certifying Official must be completed before VA benefits are processed. Enrollment 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. With other benefit types, the Department of Veterans Affairs will pay the school directly. All Veterans benefit students 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.

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. More information is available on the CU website (https://www.cornerstone.edu/tuition-financial-aid/military-veterans-benefits/).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA)

Withdrawals and Refunds

Refund Tables

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

For 15-Week Courses:

Withdrawal	Percentage
One week or less	100% of tuition
Second week	86% of tuition
Third week	80% of tuition
Fourth week	73% of tuition
Fifth week	66% of tuition
Sixth week	60% of tuition
Seventh week	53% of tuition
Eighth week	46% of tuition

Ninth week	40% of tuition
More than nine weeks	No refund

For 7-Week Courses:

Withdrawal	Percentage
One week or less	100% of tuition
Second week	70% of tuition
Third week	55% of tuition
Fourth week	40% of tuition
More than four weeks	No refund

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

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

For 15-Week Courses:

Withdrawal	Percentage
One week or less	100% of tuition
Second week	86% of tuition
Third week	80% of tuition
Fourth week	73% of tuition
Fifth week	66% of tuition
Sixth week	60% of tuition
Seventh week	53% of tuition
Eighth week	46% of tuition
Ninth week	40% of tuition
More than nine weeks	No refund

For 7-Week Courses:

Withdrawal	Percentage
One week or less	100% of tuition
Second week	70% of tuition
Third week	55% of tuition
Fourth week	40% of tuition
More than four weeks	No refund

Refund Policies

Return of Financial Aid Funds
Students receiving federal or state financial aid who withdraw prior to the end of a semester may be required to return some of those funds to the respective financial aid program. To determine the portion of financial aid a student is eligible to receive, a calculation will be made based on the amount of time from the student's enrollment to the student's withdrawal date. It is important that the student consult with the student financial services office when considering withdrawal.

- For Federal Title IV aid, if a student withdraws before completing 60 percent of the semester for which aid was received, the institution must determine the percentage of Title IV assistances 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) and the student could owe a balance to Cornerstone. Contact the student financial services office for a copy of the full policy.
- 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.

Outstanding Balance
Should Title IV funds have to be returned to the government, or a withdrawal took place leaving an outstanding balance, it is the student's responsibility to repay Cornerstone University.

In line with the Student Financial Agreement, we will attempt to collect on all outstanding balances through postal mail, email and text communication. Payment plan arrangements can be made based on student's available resources. After a series of attempts to rectify the debt have been made, the account will be turned over to an outside collection agency. The outside collection agency will charge up to an additional 40.00% of the principal balance and the debt will be reported to all credit bureaus.

In the event that a bankruptcy is filed, any funds returned to Title IV on the student's behalf will be exempt from discharge, per Bankruptcy 11 U.S. Code § 523(8)(a) - Exceptions to discharge

(8) unless excepting such debt from discharge under this paragraph would impose an undue hardship on the debtor and the debtor's dependents, for—
(A) (i) an educational benefit overpayment or loan made, insured, or guaranteed by a governmental unit, or made under any program funded in whole or in part by a governmental unit or nonprofit institution; or
(ii) an obligation to repay funds received as an educational benefit, scholarship, or stipend

Refund of Overpayment on Student Account
If a student's account is overpaid and a credit balance currently exists on the account (from non-Title IV sources), the student may keep those funds on his/her student account to be applied for other expected expenses or may request a refund of the credit balance.

Financial Information for SOAR Programs

- Financial Aid (p. 131)
- Payment of Bills (p. 134)
- Payment Options (p. 134)
- Tuition and Fees (p. 135)
- Veterans (p. 135)
- Withdrawals and Refunds (p. 135)

Financial Aid

Introduction to Financial Aid

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.

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 (https://www.cornerstone.edu/tuition-financial-aid/apply-for-aid/) 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. All students are required to complete the CU Student Financial Agreement, the legal disclosure detailing CU billing policies, prior to the start of their first class.

Summer is considered a leader term. Federal financial aid eligibility will be based on the FASFA for the upcoming year (e.g. Summer 2025 = 2025-26 FASFA). 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.

ENROLLMENT STATUS

A student's enrollment status is used for determining federal eligibility and for reporting enrollment information for loan deferment eligibility, insurance eligibility, etc.

Enrollment status for state and federal aid eligibility is as follows:

Status	Credit Hours per Term
Full-time	12
Three-quarter time	9
Half-time	6

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 as part of filing the FAFSA.

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.

Subscription-Based Progression Requirements – SOAR is a subscription-based program that charges a student for each 4-month term with the expectation that the student will progress at a specified number of credit hours (or the equivalent) during that term. Classes in a subscription-based program are not required to begin or end within a specific timeframe in each term. Therefore, the pace and timing are the students to control, but the student will need to commit to completing on average at least three courses (three-quarter time / 9 credit hours) every four months to remain in good standing for university and financial aid policies.

Satisfactory Academic Progress Policy

Federal regulations require that in order for a student to be eligible for financial aid, the student must earn Satisfactory Academic Progress (SAP) toward the completion of a degree. SAP, as defined below, is evaluated at the end of each semester (including summer) for which a student is enrolled.

Student Academic Progress Standards

Qualitative Requirements: {Concerning cumulative grade-point average (GPA)}

A student must meet the following cumulative GPA requirements:

Credits Completed	GPA
Incoming Freshman	No minimum
1-57	1.85
58+	2.0

Incompletes: An incomplete does not have a grade point attached to it and is therefore not included in the calculation of GPA.
Repeated Courses: If a student repeats a course, the higher grade replaces the lower grade in determining GPA.
Transfer Credits: Because Cornerstone University does not transfer in GPA, transfer credits do not count toward cumulative GPA.
All courses taken at the undergraduate level are included in the calculation of GPA, regardless of change of major or seeking a second degree.

Quantitative Requirements: {Concerning the rate at which courses are successfully completed (Pace)}
Pace is determined by dividing the total number of credit hours successfully completed by the total number of credit hours attempted. The resulting percentage must reach the following minimums:

Cumulative Hours Completed	Minimum Percent Completed
1-57	70%
58+	75%

Criteria for Successfully Completing a Course: Grades of A, B, C, and D are considered passing and meet the criteria for successfully completing a credit hour. Grades of F, CR, F/W, W, W/E, W/P, & I do not meet the criteria for successfully completing a credit hour and must be considered attempted credits.

Incompletes: An incomplete is considered an attempted credit until the student has met the criteria for successfully completing the course.

Withdrawal: If a student withdraws from a course before the end of the Drop/Add Period, the course will not be included in attempted credits. If a student withdraws from a course after the end of the Drop/Add Period, the credits for the course will be considered attempted credits but not completed credits.

Repeated Courses: A student may receive federal aid for a repeated course as long as he has not previously passed the course. Once a student passes a course, he is eligible for only one further retake, regardless of the grade that he receives in that retake. Credits received for both an original and a repeated course are considered attempted credits, but only the credits from the course with the higher grade are considered successfully completed.

Transfer Credits: Transfer credits are included in the total number of credit hours successfully completed.

All courses taken at the undergraduate level are included in the calculation of pace, regardless of change of major or seeking a second degree.

150% RULE

SAP standards require that a student receiving financial aid complete his degree within a time-frame that is 150% of the published length of the program, which is measured in credit hours. A student may reference the Cornerstone Academic Catalog to see how many credit hours his program requires and then multiply that number by 1.5 to determine the maximum number of credit hours allowed.

***Credits to include in the 150% calculation*:**

1. Credits from all terms, whether or not financial aid was received

2. Repeated courses

3. Transfer credits if the transfer credits apply to the degree the student is working toward

FINANCIAL AID WARNING

All regularly accepted and continuing students who do not meet SAP standards for the first time will be placed on Financial Aid Warning for the next semester. During Financial Aid Warning, a student is eligible for financial aid. If a student fails to meet SAP standards at the completion of his semester on Financial Aid Warning, he will be placed on Financial Aid Suspension.

FINANCIAL AID SUSPENSION

A student is placed on Financial Aid Suspension when he fails to meet SAP standards at the end of his semester on Financial Aid Warning. During Financial Aid Suspension, a student is not eligible for financial aid. A student on Financial Aid Suspension may have opportunity to regain eligibility or appeal the suspension.

FINANCIAL AID SUSPENSION APPEALS

A student may appeal a Financial Aid Suspension if he has suffered extenuating circumstances. To appeal, a student must submit to the Academic Appeals Committee a written explanation including:

1. The extenuating circumstances which prevented him from achieving SAP.

2. How the student's situation has changed to allow the student to achieve SAP at the next evaluation.

3. An academic plan on how the student will regain eligibility within a reasonable time period.

All appeals must be submitted to the Academic Appeals Committee by the deadline indicated in the suspension letter. Late appeals may be considered at the discretion of the committee.

The Academic Appeals Committee will review the appeal and determine the student's academic status and financial aid eligibility. In considering the appeal, the committee will consider:

1. What are the circumstances that the student states made it impossible for him to succeed academically? Is there supporting documentation, either provided by the student or the knowledge of someone on campus (specifically, Student Development). Factors to be considered may be student physical or mental health challenges, illness or death of a family member or close friend, other trauma, or other life event.
2. Has the student demonstrated that the circumstances have changed so that he will be able to succeed again?
3. Has the student succeeded academically in the past? Is it reasonable to expect that he has the academic ability to complete the degree?

If the student is granted financial aid eligibility, he must be placed in one of the following statuses.

FINANCIAL AID PROBATION

If a student placed on Financial Aid Suspension has been granted both re-admission and financial aid eligibility by the Academic Appeals Committee, the student is placed on Financial Aid Probation for one semester. If SAP is not met at the end of the probation semester, the student will be placed on Financial Aid Suspension without the opportunity to appeal unless the student encountered different extenuating circumstances during the semester.

FINANCIAL AID PLAN

If the committee wishes to allow the student more than one semester to regain good standing, the student may be placed on an academic plan. Generally this will involve a minimum GPA requirement for each semester until the student is back in good standing.

DENIAL OF APPEAL

If the committee finds that the student's circumstances are not sufficient to grant the appeal, the student will be notified of the decision, generally by phone and letter. All pending federal aid will be removed from the student's account, and the Student Billing Specialist will be notified so that payment arrangements can be made. The student will not be eligible for any federal financial aid unless he reestablishes eligibility by one of the means below.

REGAINING ELIGIBILITY

Withdrawals: If a student completely withdraws from Cornerstone University and has received federal financial aid for the semester from which he withdraws, the student must be readmitted and meeting SAP before he will be eligible for financial aid in any subsequent semesters.

Inadequate SAP: If a student is denied financial aid because of SAP, he will not be eligible for any type of federal or state financial aid until SAP is achieved. To regain financial aid eligibility, the student may:

1. Complete the necessary coursework to satisfy the GPA and/or pace requirements of SAP by continuing at Cornerstone University at his/her own expense.

2. Transfer in credits to support the progress of the student's academic plan.

Once financial aid eligibility is reinstated for a student on Financial Aid Suspension, financial aid will be awarded based upon the availability of funds and the student's financial need. A student who has financial aid eligibility reinstated because he transferred in credits may be admitted under the status of Financial Aid Probation.

Types of Financial Aid

For more information on the following types of financial aid, please reference the financial aid page(s) of the CU website.

Scholarships and Grants (https://www.cornerstone.edu/soar-tuition-and-aid/)

Military and Veterans Benefits (https://www.cornerstone.edu/tuition-financial-aid/military-veterans-benefits/)

Loans (https://www.cornerstone.edu/tuition-financial-aid/apply-for-aid/loans/)

Payment of Bills

- The balance for total tuition and fees is reduced by all financial aid awards a student receives for that 4-month term.
- Bills will be sent to students after course registration (which will occur at the time of the first Academic Event).
- .Students have two choices for paying the balance due:
  - Pay in Full: Full payment is due by the first day of the semester.
  - Payment Plan: Students may choose to pay the balance due in four monthly installments. Payment must be made by the 25th of the month and paid in full before the end of the semester. A payment plan fee of $60 will be charged for each plan, each 4-month term.
- Students who do not make payments as required may have CU network access suspended. Further failure to pay may result in all classes being dropped.
- Late payment fees may be added to accounts not paid as arranged. Accounts are expected to be paid in full before 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.
- Notice from a student that he/she will be receiving employee reimbursement is not acceptable as payment. If a student is employed by an organization that will pay the tuition directly to Cornerstone University, the employer must make payment on or before the first session of each course. The employer must also provide a voucher or letter of "intent to pay" for any course(s) that will be covered under the organization's direct bill policy. A voucher, which can have any number of courses listed, must be received on or before the first session of class of the earliest courses being submitted.
- Readmitted students who have filed for bankruptcy where we are listed as a creditor must pay all applicable outstanding balances in full and the first course with all fees upfront. A charge for one course and associated fees are due in full prior to the semester starting as shown on the billing statement. If the payment is not made on time, the student will be dropped from the classes.
- 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:
  a. The date on which payment from VA is made to the institution.
  b. 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.
- **GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the* official U.S. government website *(*https://www.benefits.va.gov/gibill/*).*

Payment Options

Payments may be made by cash, check, credit/debit card, cashier's check or money order at the accounting office. Off-campus students may mail their payments to the attention of the accounting office,

Cornerstone University
1001 E Beltline Ave. NE
Grand Rapids, MI 49525

Electronic check payments can be made through My.Cornerstone.edu (http://My.Cornerstone.edu)> Self-Service. Students may also make credit card payments through My.Cornerstone.edu (http://My.Cornerstone.edu)>Self-Service or by calling the accounting office. There is a 2.5% processing fee for all credit and debit card transactions.

Financial Aid Plan

A student may apply for financial aid online at www.studentaid.gov/h/apply-for-aid/fafsa (http://www.studentaid.gov/h/apply-for-aid/fafsa/). Any student interested in financial aid must complete a Free Application for Federal Student Aid (FAFSA), and provide any additional requested information to complete a financial aid file. In addition, a student interested in student loans must complete a Master Promissory Note, www.studentaid.gov/mpn/ (http://www.studentaid.gov/mpn/), and entrance counseling at www.studentaid.gov/entrance-counseling (http://www.studentaid.gov/entrance-counseling/). It is very important that the student applies in a timely manner and that he/she follows up on any aid or loan if a response has not been received within four to six weeks. Financial aid guidelines are strict and if all information is not submitted within certain time limits, the student will be ineligible for any aid. Also, students will need to reapply by filing a FAFSA for each year for the balance of their educational program. Students are responsible for

any charge not covered by their financial aid. Students should contact their financial aid specialist for more information.

Tuition and Fees

Tuition Per 4-Month Term	Amount
Mobile-Delivered SOAR™ Program: B.S. in Strategic Business Management	$2,400 Flat Rate Per 4-Month Term*

***More tuition details can be found on the CU website (https://www.cornerstone.edu/soar-tuition-and-aid/)**

Supplemental Fees

Fee	Amount
Payment Plan fee, per semester	$60
Late Payment fee, initial charge	$100
Late payment fee (monthly, after initial charge, if financial obligations not fulfilled)	$25
NSF fee	$25

Veterans

Veterans

Cornerstone University cooperates with the U.S. Department of Veterans Affairs in processing benefits for the training of honorably discharged, active-duty service members, dependents, and spouse. Veteran benefit eligible students 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.

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. In addition any forms requested by the School Certifying Official must be completed before VA benefits are processed. Enrollment 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. With other benefit types, the Department of Veterans Affairs will pay the school directly. All Veterans benefit students 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.

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. More information is available on the CU website (https://www.cornerstone.edu/tuition-financial-aid/military-veterans-benefits/).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA)

Withdrawals and Refunds

Withdrawal From Individual Courses Or 4-Month Term

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

	Week	Tuition Refund
First 10 days	1	100%
After 10 days	2	88%
	3	82%
	4	76%
	5	70%
	6	64%
	7	58%
	8	52%
	9	46%
	10	40%
	11	0%
	12	0%
	13	0%
	14	0%
	15	0%
	16	0%
	17	0%

Appropriate adjustments will be made to financial aid programs following formulas mandated by federal, state and institutional regulations.

Withdrawal From The Institution

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

	Week	Tuition Refund
First 10 days	1	100%
After 10 days	2	88%
	3	82%
	4	76%
	5	70%
	6	64%
	7	58%
	8	52%
	9	46%
	10	40%
	11	0%
	12	0%
	13	0%
	14	0%
	15	0%
	16	0%
	17	0%

Tuition Refunds are based on the date the student informs Cornerstone that they wish to withdraw (withdrawal date).

Cornerstone financial aid will be reduced proportionally to the percentage of tuition refunded. Federal aid will be reduced in accordance with federal regulations.

Financial Information for Undergraduate Students

- Financial Aid (p. 136)
- Payment of Bills (p. 138)
- Payment Options (p. 139)
- Tuition and Fees (p. 139)
- Veterans (p. 139)
- Withdrawals and Refunds (p. 140)

Financial Aid

Introduction to Financial Aid

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.

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 (https://www.cornerstone.edu/tuition-financial-aid/apply-for-aid/) 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. All students are required to complete the CU Student Financial Agreement, the legal disclosure detailing CU billing policies, prior to the start of their first class.

Summer is considered a leader term. Federal financial aid eligibility will be based on the FASFA for the upcoming year (e.g. Summer 2024 = 2024-25 FASFA). 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.

ENROLLMENT STATUS

A student's enrollment status is used for determining federal eligibility and for reporting enrollment information for loan deferment eligibility, insurance eligibility, etc.

Enrollment status for state and federal aid eligibility is as follows:

Program	Full-Time	Half-Time
Undergraduate	12	6

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 as part of filing the FAFSA.

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.

Satisfactory Academic Progress Policy

Federal regulations require that in order for a student to be eligible for financial aid, the student must earn Satisfactory Academic Progress (SAP) toward the completion of a degree. SAP, as defined below, is evaluated at the end of each semester (including summer) for which a student is enrolled.

Student Academic Progress Standards

Qualitative Requirements: {Concerning cumulative grade-point average (GPA)}

A student must meet the following cumulative GPA requirements:

Credits Completed	GPA
Incoming Freshman	No minimum
1-57	1.85
58+	2.0

Incompletes: An incomplete does not have a grade point attached to it and is therefore not included in the calculation of GPA.
Repeated Courses: If a student repeats a course, the higher grade replaces the lower grade in determining GPA.
Transfer Credits: Because Cornerstone University does not transfer in GPA, transfer credits do not count toward cumulative GPA.
All courses taken at the undergraduate level are included in the calculation of GPA, regardless of change of major or seeking a second degree.

Quantitative Requirements: {Concerning the rate at which courses are successfully completed (Pace)}
Pace is determined by dividing the total number of credit hours successfully completed by the total number of credit hours attempted. The resulting percentage must reach the following minimums:

Cumulative Hours Completed	Minimum Percent Completed
1-57	70%
58+	75%

Criteria for Successfully Completing a Course: Grades of A, B, C, and D are considered passing and meet the criteria for successfully completing a credit hour. Grades of F, CR, F/W, W, W/E, W/P, & I do not meet the criteria for successfully completing a credit hour and must be considered attempted credits.

Incompletes: An incomplete is considered an attempted credit until the student has met the criteria for successfully completing the course.

Withdrawal: If a student withdraws from a course before the end of the Drop/Add Period, the course will not be included in attempted credits. If a student withdraws from a course after the end of the Drop/Add Period, the credits for the course will be considered attempted credits but not completed credits.

Repeated Courses: A student may receive federal aid for a repeated course as long as he has not previously passed the course. Once a student passes a course, he is eligible for only one further retake, regardless of the grade that he receives in that retake. Credits received for both an original and a repeated course are considered attempted credits, but only the credits from the course with the higher grade are considered successfully completed.

Transfer Credits: Transfer credits are included in the total number of credit hours successfully completed.

All courses taken at the undergraduate level are included in the calculation of pace, regardless of change of major or seeking a second degree.

150% Rule
SAP standards require that a student receiving financial aid complete his degree within a time-frame that is 150% of the published length of the program, which is measured in credit hours. A student may reference the Cornerstone Academic Catalog to see how many credit hours his program requires and then multiply that number by 1.5 to determine the maximum number of credit hours allowed.

***Credits to include in the 150% calculation*:**

1. Credits from all terms, whether or not financial aid was received

2. Repeated courses

3. Transfer credits if the transfer credits apply to the degree the student is working toward

Financial Aid Warning
All regularly accepted and continuing students who do not meet SAP standards for the first time will be placed on Financial Aid Warning for the next semester. During Financial Aid Warning, a student is eligible for financial aid. If a student fails to meet SAP standards at the completion of his semester on Financial Aid Warning, he will be placed on Financial Aid Suspension.

Financial Aid Suspension
A student is placed on Financial Aid Suspension when he fails to meet SAP standards at the end of his semester on Financial Aid Warning. During Financial Aid Suspension, a student is not eligible for financial aid. A student on Financial Aid Suspension may have opportunity to regain eligibility or appeal the suspension.

Financial Aid Suspension Appeals
A student may appeal a Financial Aid Suspension if he has suffered extenuating circumstances. To appeal, a student must submit to the Academic Appeals Committee a written explanation including:

1. The extenuating circumstances which prevented him from achieving SAP.

2. How the student's situation has changed to allow the student to achieve SAP at the next evaluation.

3. An academic plan on how the student will regain eligibility within a reasonable time period.

All appeals must be submitted to the Academic Appeals Committee by the deadline indicated in the suspension letter. Late appeals may be considered at the discretion of the committee.

The Academic Appeals Committee will review the appeal and determine the student's academic status and financial aid eligibility. In considering the appeal, the committee will consider:

1. What are the circumstances that the student states made it impossible for him to succeed academically? Is there supporting documentation, either provided by the student or the knowledge of someone on campus (specifically, Student Development). Factors to be considered may be student physical or mental health challenges, illness or death of a family member or close friend, other trauma, or other life event.
2. Has the student demonstrated that the circumstances have changed so that he will be able to succeed again?
3. Has the student succeeded academically in the past? Is it reasonable to expect that he has the academic ability to complete the degree?

If the student is granted financial aid eligibility, he must be placed in one of the following statuses.

Financial Aid Probation
If a student placed on Financial Aid Suspension has been granted both re-admission and financial aid eligibility by the Academic Appeals Committee, the student is placed on Financial Aid Probation for one semester. If SAP is not met at the end of the probation semester,

the student will be placed on Financial Aid Suspension without the opportunity to appeal unless the student encountered different extenuating circumstances during the semester.

Financial Aid Plan
If the committee wishes to allow the student more than one semester to regain good standing, the student may be placed on an academic plan. Generally this will involve a minimum GPA requirement for each semester until the student is back in good standing.

Denial of Appeal
If the committee finds that the student's circumstances are not sufficient to grant the appeal, the student will be notified of the decision, generally by phone and letter. All pending federal aid will be removed from the student's account, and the Student Billing Specialist will be notified so that payment arrangements can be made. The student will not be eligible for any federal financial aid unless he reestablishes eligibility by one of the means below.

Regaining Eligibility
Withdrawals: If a student completely withdraws from Cornerstone University and has received federal financial aid for the semester from which he withdraws, the student must be readmitted and meeting SAP before he will be eligible for financial aid in any subsequent semesters.

Inadequate SAP: If a student is denied financial aid because of SAP, he will not be eligible for any type of federal or state financial aid until SAP is achieved. To regain financial aid eligibility, the student may:

1. Complete the necessary coursework to satisfy the GPA and/or pace requirements of SAP by continuing at Cornerstone University at his/her own expense.

2. Transfer in credits to support the progress of the student's academic plan.

Once financial aid eligibility is reinstated for a student on Financial Aid Suspension, financial aid will be awarded based upon the availability of funds and the student's financial need. A student who has financial aid eligibility reinstated because he transferred in credits may be admitted under the status of Financial Aid Probation.

Types of Financial Aid

For more information on the following types of financial aid, please reference the financial aid page(s) of the CU website.

Scholarships and Grants (https://www.cornerstone.edu/tuition-financial-aid/apply-for-aid/scholarships-grants/)

Military and Veterans Benefits (https://www.cornerstone.edu/tuition-financial-aid/military-veterans-benefits/)

Loans (https://www.cornerstone.edu/tuition-financial-aid/apply-for-aid/loans/)

Payment of Bills

- The balance for total tuition and fees is reduced by all financial aid awards a student receives for that semester.
- Bills will be sent to students prior to the beginning of each semester provided the student registers in a timely manner.
- Students have two choices for paying the balance due:
  - Pay in Full: Full payment is due by the first day of the semester.
  - Payment Plan: Students may choose to pay the balance due in four or five monthly installments. Payment must be made by the 25th of the month and paid in full before the end of the semester. A payment plan fee of $60 will be charged for each plan, each semester.
- Students who do not make payments as required may have CU network access suspended. Further failure to pay may result in all classes being dropped.
- Late payment fees may be added to accounts not paid as arranged. Accounts are expected to be paid in full before receiving diplomas or registering for subsequent term. All prior balances should 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.
- Notice from a student that he/she will be receiving employee reimbursement is not acceptable as payment. If a student is employed by an organization that will pay the tuition directly to Cornerstone University, the employer must make payment on or before the first session of each course. The employer must also provide a voucher or letter of "intent to pay" for any course(s) that will be covered under the organization's direct bill policy. A voucher, which can have any number of courses listed, must be received on or before the first session of class of the earliest courses being submitted.
- Readmitted students who have filed for bankruptcy where we are listed as a creditor must pay all applicable outstanding balances in full and the first course with all fees upfront. A charge for one course and associated fees are due in full prior to the semester starting as shown on the billing statement. If the payment is not made on time, the student will be dropped from the classes.
- 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:
  a. The date on which payment from VA is made to the institution.
  b. 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.

**GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the* official U.S. government website *(*https://www.benefits.va.gov/gibill/*).*

Payment Options

Payments may be made by cash, check, credit/debit card, cashier's check or money order at the accounting office. Off-campus students may mail their payments to the attention of the accounting office,

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Electronic check payments can be made through My.Cornerstone.edu (http://My.Cornerstone.edu)> Self-Service. Students may also make credit card payments through My.Cornerstone.edu (http://My.Cornerstone.edu)>Self-Service or by calling the accounting office. There is a 2.5% processing fee for all credit and debit card transactions.

Financial Aid Plan

A student may apply for financial aid online at www.studentaid.gov/h/apply-for-aid/fafsa (http://www.studentaid.gov/h/apply-for-aid/fafsa/). Any student interested in financial aid must complete a Free Application for Federal Student Aid (FAFSA), and provide any additional requested information to complete a financial aid file. In addition, a student interested in student loans must complete a Master Promissory Note, www.studentaid.gov/mpn/ (http://www.studentaid.gov/mpn/), and entrance counseling at www.studentaid.gov/entrance-counseling (http://www.studentaid.gov/entrance-counseling/). It is very important that the student applies in a timely manner and that he/she follows up on any aid or loan if a response has not been received within four to six weeks. Financial aid guidelines are strict and if all information is not submitted within certain time limits, the student will be ineligible for any aid. Also, students will need to reapply by filing a FAFSA for each year for the balance of their educational program. Students are responsible for any charge not covered by their financial aid. Students should contact their financial aid specialist for more information.

Tuition and Fees

2025-26 Tuition and Fees

On-Campus Programs

Tuition, Per Semester	Amount
1 through 11 credit hours, per credit hour	$915
12 through 18 credit hours, block rate	$11,000
19 plus credit hours, per credit hour	$610
(J-term credit hours are included as part of Spring load)	
Student Services Fee, per semester (fall & spring)	$700
Student Services Fee, per semester (summer)	$500
CU Advantage Fee, per semester - fall & spring (Sophomore, Junior, Senior)	$100
Summer School, 2025; per credit hour	$395
Audit, per credit hour	$200
Dual Enrolled, per credit hour	$199
Study Trip Tuition, per credit hour	$395

Online Programs

Tuition, Per Semester	Amount
Tuition, per credit hour	$395
Audit, per credit hour	$200
Student Services Fee, per semester	$500

Supplemental Fees

Fee	Amount
Replacement ID card	$10
Payment Plan fee, per semester	$60
Late payment fee, initial charge	$100
Late payment fee (monthly, after initial charge, if financial obligations not fulfilled)	$25
NSF fee	$25
Lab fee, per semester	Varies
Independent Study/Directed Reading/Independent Enrollment (per credit)	$95
Private music lesson fee, per semester. One-half hour lesson	$363
Private music lesson fee, per semester. One hour lesson	$726
Music Recital Fee	$75
Vehicle registration fee, per semester (consortium students only)	$100
Student Insurance (International Students Only)	$1354/year

Room & Board, per semester

Fee	Amount
Residence Hall Style	$3,835
Apartment Style	$3,835
Residence Hall Deposit	$150

Meal Plan Options

Fee	Amount
18 meals per week (Freshmen and above)	$2,415
15 meals per week (Freshmen and above)	$2,150
10 meals per week (Juniors and above)	$1,575
25 meals per semester (Seniors in Apartment Style only)	$275
Commuter meal plan (25 meals per semester)	$275

Students should budget for additional personal expenses related to their enrollment. These may include, but are not limited to, books, transportation (gasoline and maintenance), childcare, meals, snacks and miscellaneous personal supplies.

Student Services Fee

The Student Services Fee is designed to cover the cost associated with providing program technology resources and software, academic advising and registration support, academic success services and workshops, writing center, disability services, campus safety, parking, as well as technology support and the help desk.

Veterans

Veterans

Cornerstone University cooperates with the U.S. Department of Veterans Affairs in processing benefits for the training of honorably discharged, active-duty service members, dependents, and spouse. Veteran benefit eligible students 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.

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. In addition any forms requested by the School Certifying Official must be completed before VA benefits are processed. Enrollment 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. With other benefit types, the Department of Veterans Affairs will pay the school directly. All Veterans benefit students 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.

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. More information is available on the CU website (https://www.cornerstone.edu/tuition-financial-aid/military-veterans-benefits/).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA)

Withdrawals and Refunds

On-Campus Undergraduate Refund Tables

Refunds: Withdrawal from Individual Courses

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

Withdrawn	Effect
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 or those who are dismissed or suspended will be computed as follows:

Withdrawn	Effect
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.

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.

Online Undergraduate Refund Tables

Withdrawal from Individual Courses

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

For 15-Week Courses:

Withdrawal	Percentage
One week or less	100% of tuition
Second week	86% of tuition
Third week	80% of tuition
Fourth week	73% of tuition
Fifth week	66% of tuition
Sixth week	60% of tuition
Seventh week	53% of tuition
Eighth week	46% of tuition
Ninth week	40% of tuition
More than nine weeks	No refund

For 7-Week Courses:

Withdrawal	Percentage
One week or less	100% of tuition
Second week	70% of tuition
Third week	55% of tuition
Fourth week	40% of tuition
More than four weeks	No refund

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

Withdrawal from the Institution

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

For 15-Week Courses:

Withdrawal	Percentage
One week or less	100% of tuition
Second week	86% of tuition
Third week	80% of tuition
Fourth week	73% of tuition
Fifth week	66% of tuition
Sixth week	60% of tuition
Seventh week	53% of tuition
Eighth week	46% of tuition
Ninth week	40% of tuition
More than nine weeks	No refund

For 7-Week Courses:

Withdrawal	Percentage
One week or less	100% of tuition
Second week	70% of tuition
Third week	55% of tuition
Fourth week	40% of tuition
More than four weeks	No refund

Refund Policies

Return of Financial Aid Funds

Students receiving federal or state financial aid who withdraw prior to the end of a semester may be required to return some of those funds to the respective financial aid program. To determine the portion of financial aid a student is eligible to receive, a calculation will be made based on the amount of time from the student's enrollment to the student's withdrawal date. It is important that the student consult with the student financial services office when considering withdrawal.

- For Federal Title IV aid, if a student withdraws before completing 60 percent of the semester for which aid was received, the institution must determine the percentage of Title IV assistances 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) and the student could owe a balance to Cornerstone. Contact the student financial services office for a copy of the full policy.
- 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.

Outstanding Balance

Should Title IV funds have to be returned to the government, or a withdrawal took place leaving an outstanding balance, it is the student's responsibility to repay Cornerstone University.

In line with the Student Financial Agreement, we will attempt to collect on all outstanding balances through postal mail, email and text communication. Payment plan arrangements can be made based on student's available resources. After a series of attempts to rectify the debt have been made, the account will be turned over to an outside collection agency. The outside collection agency will charge up to an additional 40.00% of the principal balance and the debt will be reported to all credit bureaus.

In the event that a bankruptcy is filed, any funds returned to Title IV on the student's behalf will be exempt from discharge, per Bankruptcy 11 U.S. Code § 523(8)(a) - Exceptions to discharge

(8) unless excepting such debt from discharge under this paragraph would impose an undue hardship on the debtor and the debtor's dependents, for—
(A) (i) an educational benefit overpayment or loan made, insured, or guaranteed by a governmental unit, or made under any program funded in whole or in part by a governmental unit or nonprofit institution; or
(ii) an obligation to repay funds received as an educational benefit, scholarship, or stipend

Refund of Overpayment on Student Account

If a student's account is overpaid and a credit balance currently exists on the account (from non-Title IV sources), the student may keep those funds on his/her student account to be applied for other expected expenses or may request a refund of the credit balance.

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Academic Policies and Procedures

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Academic Grievance and Appeal Policies

Grade Appeal Policy
Students may appeal a grade issued by an instructor if the student believes that the grade has been miscalculated or graded unfairly. Students have a period of 60 calendar days from the day grades are issued to question the accuracy and completeness of the official grade submitted. The academic record after that period will be considered final.

Step 1 The student should attempt to resolve the issue directly with the faculty member. If not resolved in 30 days, the student may proceed with step 2.

Step 2 The student presents the request in writing, with all supporting evidence, to the academic appeals committee within 60 calendar days of the grade being issued. After review, a written response will be sent to the student. The committee will make a determination within 30 calendar days of written request. The committee's decision is considered final.

Step 3 The student may appeal to the Vice President for Academics if he/she believes proper procedure was not followed. The Vice President will make a determination within 30 calendar days of written request.

Academic Integrity Appeal Policy
Students may appeal a notification of an academic integrity violation issued by an instructor or the University if the student believes that the violation is inaccurate. Students have a period of 60 calendar days from the day the notification is issued to question the accuracy of the official notification and/or grade issued due to such a violation notice. The academic record after that period will be considered final.

Step 1 The student presents a request in writing, with all supporting evidence, to the academic appeals committee within 60 calendar days of the notification being issued. After review, a written response will be sent to the student. The committee will make a determination within 30

calendar days of written request. The committee's decision is considered final.

Step 2 The student may appeal to the Vice President for Academics if he/she believes proper procedure was not followed. The Vice President will make a determination within 30 calendar days of written request.

Academic Grievance
Students may appeal decisions related to academic dismissal or other academic policies.

The student may contact the Associate Vice President for Academics, in writing, within 30 days of the incident. After review, a written response will be sent to the student.

If the student believes proper procedure was not followed, he/she may appeal to the Vice President for Academics and further determination will be made within 30 days of the written request.

Academic Integrity

Undergraduate Academic Integrity Policy

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 online 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 and using notes without permission.

· **Fabrication:** Submitting altered or contrived information in any academic assignment. Examples include but are not limited to using artificial intelligence, 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 and doing work for another student.

· **Self-Plagiarism:** Self-plagiarism is submitting written papers or other work in a current class that students have previously submitted in a previous class. Once a student has received a grade and academic credit for work submitted in one class, a student may not re-use that assignment, in its same form, for another class. Exceptions to this policy: (1) If a student completed work for a class but did not receive official credit for that class and is re-taking the course, he or she may submit the former work for credit in the current class. (2) Faculty may allow students to use previous work in prior classes or previous work in the current class for assignments due in the current class based on developmental educational purposes. An example of this would be a literature review completed for the first class in a doctoral program that is later used (and built on) in subsequent classes within a program. Other examples would include using developmental, rough draft narratives submitted for earlier assignments in the current class for later assignments in the same class. A third example would be work submitted for discussion forums that faculty approve to be used in current or future papers. Even these instances, though, should require a change to the assignment in some way so that the student is not simply submitting a previously-submitted assignment in a current class for the purpose of avoiding work. Finally, students should always ask their current professor for permission before submitting previously written and completed work unless this approval is explicitly stated in the course materials, thus obviating the need for such approval.

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

First offense

· The faculty member will file a written report with the appropriate dean and send a copy to the student. Normally, the student should receive a substantial reduction or no credit for the assignment or test on which he or she has been dishonest.

· The dean will review the faculty member's report and a letter will be issued to the student.

Second offense

· The faculty member will file a written report with the appropriate dean and send a copy to the student.

· The dean will update the student's file recording the violation of the academic integrity policy. Written notification will be given to the faculty member who reported the policy violation indicating that the student who violated the academic integrity policy should fail the course.

· The student will be placed on probation.

· The student must provide a written account of the academic integrity violation and the steps they will take to prevent future instances.

Third offense

· The faculty member will file a written report with the appropriate dean and send a copy to the student.

· The dean will update the student's file to reflect a third violation of the academic integrity policy. Written notification will be given to the faculty member who reported the policy violation indicating that the student who violated the academic integrity policy should fail the course.

· The student may face suspension or dismissal from the university, depending on the severity of the violation.

· If a student is permitted to continue in their program, they must provide a written account of the academic integrity violation and the steps they will take to prevent future instances.

Fourth Offense

- If the student is allowed to continue at or return to Cornerstone and there is a 4th offense, the student may be expelled from the university.

Students seeking to appeal academic integrity disciplinary decisions should consult and employ the policies outlined in the academic catalog (p. 142).

Graduate and Seminary Academic Integrity Policy

Cornerstone University and Cornerstone Theological Seminary are committed to a high standard of academic honesty and integrity among its students. Academic integrity is absolutely necessary in the search for

and advancement of truth. Dishonesty in any form is not acceptable. 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 online 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 and using notes without permission.

· **Fabrication:** Submitting altered or contrived information in any academic assignment. Examples include but are not limited to using artificial intelligence, 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 and doing work for another student.

· **Self-Plagiarism:** Self-plagiarism is submitting written papers or other work in a current class that students have previously submitted in a previous class. Once a student has received a grade and academic credit for work submitted in one class, a student may not re-use that assignment, in its same form, for another class. Exceptions to this policy: (1) If a student completed work for a class but did not receive official credit for that class and is re-taking the course, he or she may submit the former work for credit in the current class. (2) Faculty may allow students to use previous work in prior classes or previous work in the current class for assignments due in the current class based on developmental educational purposes. An example of this would be a literature review completed for the first class in a doctoral program that is later used (and built on) in subsequent classes within a program. Other examples would include using developmental, rough draft narratives submitted for earlier assignments in the current class for later assignments in the same class. A third example would be work submitted for discussion forums that faculty approve to be used in current or future papers. Even these instances, though, should require a change to the assignment in some way so that the student is not simply submitting a previously-submitted assignment in a current class for the purpose of avoiding work. Finally, students should always ask their current professor for permission before submitting previously written and completed work unless this approval is explicitly stated in the course materials, thus obviating the need for such approval.

FIRST OFFENSE:

The penalty for first offense academic integrity violation includes failure in the course assignment or failure in the course and academic probation for one academic year. Penalties are imposed by the individual faculty member and the academic dean. Continuing enrollment following such violation requires a letter acknowledging that one understands what constitutes an academic integrity violation, taking full responsibility for the present offense and pledging to avoid such conduct in the future.

SECOND OFFENSE:

The penalty for second offense academic integrity violation includes failure in the course and suspension from the seminary or graduate program for up to one year. Penalties for second offense violations are imposed by the academic dean and Vice President for Academics. Readmission to the seminary or graduate program following a second offense violation requires a letter acknowledging that one understands what constitutes an academic integrity violation, taking full responsibility for the present offense and pledging to avoid such conduct in the future. Readmission will require the meeting of all conditions stipulated in the letter of suspension. No course work, internships or field education completed at other institutions during the period of suspension may be transferred to Cornerstone University or CTS for credit or used to fulfill Cornerstone or CTS degree program requirements.

THIRD OFFENSE:

The penalty for third offense academic integrity violation at CTS or Cornerstone University graduate programs includes failure in the course and permanent suspension from the program. Penalties for third offense violations are imposed by the Vice President for Academics.

Students seeking to appeal academic integrity disciplinary decisions should consult and employ the policies outlined in the academic catalog (p. 142).

Academic Policy Exception

Advisors and/or Faculty may request course substitutions and/or waivers for course/major/minor requirements in their respective schools. An online form is available on the Registrar's Office page of MyCU.

All general education core exceptions are granted by the Associate Vice President for Academics.

Academic Standing

Academic Standing relates to a student's trajectory toward graduation, which includes continual registration for classes, successful completion of courses, and a passing Grade Point Average (GPA). In general, If a student is making good progress toward earning their degree by maintaining at least a 2.0 GPA as an undergraduate or a 3.0 GPA as a graduate student, then that student is in "good academic standing" with the University. While there may be higher school or program GPA requirements, the general rule is that good academic standing equates to making forward progress by successfully taking the classes required to earn a degree. When a student falls below the GPA thresholds noted above or stops making forward progress, then he or she may be placed on probation, suspended, or expelled from the University. Specific requirements by student type are noted below.

Undergraduate Students - On-Campus & Online
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.

A student on academic probation should not enroll in more than 14 credit hours and may be required to enroll in IDS-109 LEARNING STRATEGIES or IDS-097 ACADEMIC ACCOUNTABILITY. 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 may be academically

suspended. Students on suspension may appeal to the Academic Appeals Committee.

***Note**: There are standards of* satisfactory progress *(p. 136) related to financial aid and Veterans' benefits.*

Students must declare a major and have degree-seeking status prior to earning 25 credit hours or at the end of their second semester if taking courses on a full-time basis. Non-degree seeking, visiting students may take up to 24 credit hours.

Undergraduate Students - SOAR™
Students may continue to progress within a course begun in one term into a subsequent term, except as noted in the Academic Progress Policy.

Academic Progress is based on two criteria: **(1)** cumulative grade point average and/or term grade point average; and, **(2)** successful and timely completion of courses per term and/or year.

Cumulative/term grade point average is based on both GPA and class status as follows: 1.85 or better for freshmen and sophomores (0-57 credits) and 2.0 or better for juniors and seniors (58+ credits)

Successful and timely completion of courses criteria is unique to the SOAR program. Students must complete an average of 2 courses per term to remain in good standing during an academic year, with the exception of a student's first term. The first term is not calculated into the courses per term requirement.

SOAR Platform students may complete up to 24 credit hours in a term as part of the SOAR block. Students seeking to complete more than 24 credit hours must request permission in writing to the Vice President for Academics.

Students may be placed on probation after any term in which they do not complete 2 courses and/or meet standard GPA requirements, after a student's first term.

Students may be suspended from the SOAR platform if they do not resolve issues that led to their probation in the previous, immediate term or if they do not meet the progress policy standards overall after multiple probationary terms.

SOAR students who cannot regularly complete 2 courses per term and are suspended from the SOAR program or placed on probation, but who are in good standing otherwise, may transfer to CU Online or Main Campus programs if they meet all other requirements.

Graduate Students (non-Seminary) - On-Campus & Online
At the end of each semester, the student's academic standing is reviewed by the registrar's office and deficiencies are reported to the dean's office and the Vice President for Academics. Any student who does not earn the minimum cumulative GPA for his/her classification will be placed on academic probation. Classifications and minimum GPA requirements are as follows:

Classification	GPA
Graduate	3.0
Doctoral[1]	3.0

[1] For students in the Ed.D. program, any course with a final grade below a C must be retaken and all repeated courses must be taken at Cornerstone University. To successfully complete the program, students must earn a minimum 3.0 GPA overall.

Cornerstone Theological Seminary Students - On-Campus & Online
Any student who does not achieve the minimum required cumulative GPA of 2.5 after attempting nine credits will be placed on academic probation. Students placed on academic probation will be notified in writing immediately following the determination, usually at the close of an academic semester. Students on academic probation will not be allowed to enroll in more than six credits per semester and may be required to take remedial courses or work with an assigned academic tutor. Probation is not designed to punish students but serves as an indication to students that they are not progressing at a satisfactory rate toward graduation.

Students who, after one semester of academic probation, fail to achieve the minimum required cumulative GPA of 2.5 may be academically suspended. Students placed on suspension will be notified of such action in writing immediately following the determination. Academic suspension means that the student will not be permitted to enroll in courses on a credit or audit basis throughout the duration of the suspension. Students on suspension may be considered for readmission after one semester. Readmission of suspended students will require the approval of the CTS Admissions Committee. In addition, any student suspended for a second time will be dismissed from Cornerstone Theological Seminary with no option for future enrollment. Student appeals concerning academic probation, suspension and dismissal should be put in writing to the attention of the Academic Appeals Committee within five business days of the date of notification of probation, suspension or dismissal. The judgment will be rendered within 10 business days of receipt of the appeal. The response to the appeal will be in writing, and all judgments of the Academic Appeals Committee are final.

Attendance Policy

On-Campus
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 may fail 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.

Online
Students are expected to attend all classes. For online students to be counted present in an online course, students must participate in

weekly activities such as posting in forums and completing assignments. Students who participate in a graded discussion or submit a graded assignment within the appropriate course week are counted present for that week. The week is measured from the day the class starts through the 7-day week (usually Tuesday through Monday).

SOAR™
Students must have an Academic Event at least once every 60 days to meet the University's SOAR attendance policy. An "Academic Event" is a graded activity, such as a quiz or a reflection assignment, within a course. Failure to produce an academic event within a 60-day period may result in administrative withdrawal from a course and/or suspension from the program.

Audit Policy

Students may audit courses (see Tuition and Fees in 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).

Auditing is not available in the SOAR program.

Classification of Students

A full-time undergraduate student is defined as one taking a minimum of 12 credits each semester.

Classification	Semester Hours
Freshman	1-25 semester hrs.
Sophopmore	26-57 semester hrs.
Junior	58-89 semester hrs.
Senior	90+ semester hrs.

Credit By Exam

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[1], 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.
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) 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 (https://www.cornerstone.edu/university-offices/registrar/credit-by-exam/) 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.

[1] Some exceptions for a score of 3 are noted on the CU website.

Dean's List

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

- A student must earn a 3.5 GPA for that semester.
- A student must be enrolled as a full-time student (12 credit hours for undergraduates, 6 credit hours for graduate and seminary students).
- 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.

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.

Final Exams

Final Exams

Exam times for on-campus students 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. Exam times for online students are determined by faculty. 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.

Generative AI and Academics

Cornerstone University exists to educate students to be Christ-like influencers in their careers, with an emphasis on developing and instilling critical thinking, curricula knowledge and ethical decision making. Generative AI, such as text-generating apps and software, can be a valuable tool for research and brainstorming. However, it is important to note that submitting work generated by Generative AI as one's own is considered an act of academic dishonesty and plagiarism.

While students have the autonomy to use Generative AI to explore ideas and concepts, it is required that any work submitted for academic credit accurately reflects the student's own thoughts, research, and understanding of the subject matter. This includes properly citing all sources used.

Failure to adhere to this requirement may result in disciplinary action, such as receiving a failing grade on the assignment, a failing grade in the course, or other consequences as outlined in the university's academic integrity policy. Students are encouraged to seek guidance from their professors or the Center for Academic Success if they have any questions or concerns about the appropriate use of Generative AI and their coursework. Professors reserve the right to discern if Generative AI usage is essential to a course's learning outcomes and communicate approved usage to students.

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.
   a. Cross-cultural internships are approved by the appropriate school dean. 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.

Code	Title	Hours
BUS-215	INTERNATIONAL BUS. EXPERIENCE	3
BUS-317	INTERNATIONAL BUSINESS	3
COM-311	INTER-CULTURAL COMMUNICATION	3
ECN-335	INTERMEDIATE MACROECONOMICS	3
LIN-100	LANGUAGE IN CULTURE	3
MGT-339	INTERNATIONAL MANAGEMENT	3
MKT-359	INTERNATIONAL MARKETNG	3
PSY-448	CROSS-CULTURAL PSYCHOLOGY	3
SOC-352	INTER-CULTURAL COMMUNICATION	3
SOC-417	HUMAN DIVERSITY	3
SSC-312	CONTEMP GLOBAL ISSUES	3
SWK-417	HUMAN DIVERSITY	3

4. Students with non-US high school diploma are exempt.

Grading

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:

Grade	Interpretation	Honor Points (Per Class Hour)
A	Exceptional	4.00
A-		3.70
B+		3.30
B	Good	3.00
B-		2.70
C+		2.30
C	Average	2.00
C-		1.70
D+		1.30
D	Below Average	1.00
D-		.70
F	Failure	0.000
CR	Credit Received	
F/W	Failed to Withdraw	W (Withdrawn)
I	Incomplete	W/E (Withdrawn - Failing)
NC	No Credit	W/P (Withdrawn - Passing)

Grade Changes

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

For details on appealing a grade, see Grade Appeal Policy (p. 142).

Incomplete Grades

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 instructor with the permission of the dean under the following conditions:

1. A student is unable to complete his/her work due to illness or other physical impairment or other unavoidable circumstances; and
2. The student has done satisfactory work in the course and, in the instructor's opinion, can complete the work in a satisfactory manner. ***A student should have completed at least 75% of the coursework to be considered for an incomplete grade.***

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 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.

SOAR™ Students
Incomplete Grades do not apply to SOAR platform courses. Once a student has recorded an academic event in a course, the student will earn a grade in the course, if he or she completes 50% or greater of the course requirements before the end of the subsequent term. Students completing less than 50% of a course's requirements will be administratively withdrawn and awarded a grade of "W."

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 Grand Rapids campus major to 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:

- All internship and field experience credit hours must be achieved in increments of (3) credit hours.
- 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 unless field experience hours are being completed through XXX-381. 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.
- Online programs (including SOAR) substitute a 3-credit course focused on practical issues in place of an internship.

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/login/)) or contact 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.

Math and English Placement

English Placement

English placement is based upon SAT information provided at the time of enrollment. Students placed in classes lower than ENG-212 WRITING IN CULTURE must progressively move to the next level course (i.e. A student enrolled in ENG-100 INTRO TO ENGLISH WRITING must also take ENG-114 COLLEGE COMPOSITION and ENG-212 WRITING IN CULTURE.)

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. Information about which math course satisfies mathematics competency for a given degree program can be found in the list of requirements for each major in the academic catalog and in the student's "My Progress" tab of Student Self-Service.

There are several courses that fulfill Cornerstone University's core mathematics competency requirement. These include:

Code	Title	Hours
MAT-108	MATH FOR NURSING (Nursing students only)	3
MAT-109	MATH FOR ELEM TEACHERS (Teacher Education students only)	4
MAT-110	COLLEGE MATHEMATICS	3
MAT-121	COLLEGE ALGEBRA	3
MAT-122	PRE-CALCULUS	4
MAT-131	CALCULUS I	4
MAT-132	CALCULUS II	4

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 COLLEGE MATHEMATICS, and an examination in College Algebra which can be used for credit in MAT-121 COLLEGE ALGEBRA.
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.

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 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. Policies and an updated listing of short-term study trip options can be found on the CU website (https://www.cornerstone.edu/academics/undergraduate-degrees/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)
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) | https://www.cccuglobaled.org/scio/
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 2024-2025 academic year, s/he must submit the application no later than the Friday before Cornerstone's Spring Break in 2024. The application is available to current university students on MyCU.

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.

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 the CU website (https://www.cornerstone.edu/academics/undergraduate-degrees/off-campus-study-programs/).

Pathway Program

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 requirement for provisionally accepted students at Cornerstone University. Incoming students are classified as provisionally accepted if their incoming high school GPA falls between 2.0 – 2.49. Pathway consists of study labs, individualized learning, and intensive scholastic counseling to sharpen academic readiness. Pathway is completed in two years after a student completes the study lab course their fourth semester. 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 Director of Academic Success can work closely with faculty to promote individualized academic success strategies for students while preserving rigorous academic coursework.

Pathway Study Labs

Each semester, for four semesters total, a 1-credit study lab is included in semester courses. The Director of Academic Success instructs these study labs to assist students in all 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 Director of Academic Success to mentor and counsel students to foster academic success.

Additional Services

Additional Pathway services Pathway breakout sessions during New Student Orientation, utilization of a student cohort model, academic intervention plans for courses with low grades, and all free academic services offered by the Center for Academic Success.

Pathway Course & Timeline

IDS-109 Learning Strategies (2-Credits, taken first fall semester)

IDS-102 Pathway Study Lab I (1-Credit, taken first fall semester)

IDS-105 Pathway Study Lab II (1-Credit, taken second spring semester)

IDS-212 Pathway Study Lab III (1-Credit, taken third fall semester)

IDS-214 Pathway Study Lab IV (1-Credit, taken fourth spring semester)

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. Knowledgeable and advised on all necessary courses and requirements to obtain the bachelor's degree of student's choice.

Prior Learning Credit

Students may be awarded college credit for college-level learning experiences if they are able to provide documentation for their learning. Learning may have occurred through workshops, seminars, licenses, professional schools or other significant learning experiences. An academic advisor will work with students to help them identify life-learning experiences or professional training worthy of potential credit consideration. Upon submission, life-learning essays (LLE) and professional schools and training (PST) petitions are evaluated by appropriate faculty members. A student may petition for up to 30 credit hours in LLE and/or PST.

Students interested in pursuing prior learning assessment credit should contact their academic advisor to enroll in the online Prior Learning Seminar. A non-refundable $50 tuition deposit is required. You will have access to the Prior Learning Seminar for six months from the date of payment.

Registration

- Course Add Form (p. 150)
- Course Withdrawal (p. 150)
- Drop and Add Period (p. 151)
- J-term Enrollment Policy (p. 151)
- Online Registration Policy (p. 151)
- Special Enrollments (p. 151)

Course Add Form

Students* may complete an online form in order to request permission for a course be added to their schedule during the registration period for the following reasons:

- Prerequisite hasn't been met
- Time conflict/overlap exists between courses

The student is asked to provide detailed rationale for the request.

Permission is granted by the instructor of record or dean, if the instructor has not been assigned to the course.

*Does not apply to students in the SOAR program.

Course Withdrawal

On-Campus and Online Students

Students who wish to withdraw from a course, may do so through week 11 of a 15-week course and through week 4 of a 7-week course (see the academic calendar (p. 6) for specific dates each term). Students must submit the Course Withdrawal form on the Registrar's page of MyCU. The Registrar's Office will process the withdrawal by notifying the instructor and issuing a grade of "W." A course with a grade of "W" does not factor into GPA.

Course withdrawals will not be permitted after the withdrawal deadline. Students will remain on the course roster and receive a final grade at the end of the term.

Students who wish to appeal a grade may follow the grade appeal policy. *(p. 142)*

SOAR™ Students
Students who register for and undertake coursework within their first class on the SOAR platform have 10 calendar days from the date of registration (which will occur at the time of your first Academic Event**) to withdraw from the program without academic consequences. The withdrawal will also eliminate any tuition fees accrued to date for the class and program. Students must contact the Registrar's Office to formally withdraw. The Drop Policy is only in effect for the first course on the SOAR platform during a student's continuous matriculation. The university assumes that students on the SOAR platform are continuously enrolled and engaged in courses due to the self-paced nature of the SOAR platform programs. Gaps in active course participation, after the 10-day drop period, are expected and common, and do not constitute a formal withdrawal from the course or program.

Once a student has recorded an academic event in a course, the student will earn a grade in the course if he or she completes 50% or greater of the course requirements before the end of the subsequent term. Students completing less than 50% of a course's requirements will be administratively withdrawn and awarded a grade of "W."

**Students must have an Academic Event at least once every 60 days to meet the University's SOAR attendance policy. An "Academic Event" is a graded activity, such as a quiz or a reflection assignment, within a course. Failure to produce an academic event within a 60-day period may result in administrative withdraw from a course and/or suspension from the program.

Drop and Add Period

On-Campus and Online Students
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 (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 in the Financial Information section of the catalog.

SOAR™ Students
Students who register for and undertake coursework within their first class on the SOAR platform have 10 calendar days from the date of registration (which will occur at the time of your first Academic Event**) to withdraw from the program without academic consequences. The withdrawal will also eliminate any tuition fees accrued to date for the class and program. Students must contact the Registrar's Office to formally withdraw. The Drop Policy is only in effect for the first course on the SOAR platform during a student's continuous matriculation. The university assumes that students on the SOAR platform are continuously enrolled and engaged in courses due to the self-paced nature of the SOAR platform programs. Gaps in active course participation, after the 10 day drop period, are expected and common, and do not constitute a formal withdrawal from the course or program.

**Students must have an Academic Event at least once every 60 days to meet the University's SOAR attendance policy. An "Academic Event" is a graded activity, such as a quiz or a reflection assignment, within a course. Failure to produce an academic event within a 60-day period may result in administrative withdraw from a course and/or suspension from the program.

J-term Enrollment Policy

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

Online Registration Policy

On-campus students must enroll in 9+ credits on campus (GR main campus), but can take online courses to fill the rest of their schedule up to 18-credit hours. Students who desire to take more than 18 hours must complete an Over 18-Hour Waiver Form provided by the Registrar's Office.

Special Enrollments

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 dean of the school 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. 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. Deans 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.

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.

The appropriate dean 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, the school dean 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 dean of the school 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. 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. Deans 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.

Retake 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.

Technology Requirements

Students enrolled at Cornerstone University must have a desktop and/or laptop computer that is no older than four years old with reliable access to high-speed Internet. Your computer needs to be running the current versions of Microsoft Windows, Apple macOS or Google ChromeOS. If you are taking an online course, it is expected that you will own a computer that meets the requirements below and that you have access to the Internet from your home. E-mail and Internet connections are a primary means of participating in courses and are thus necessary and significant contributors to academic success at Cornerstone. Please review your computer's specifications to determine whether they meet or exceed the minimum requirements listed below.

Recommended Browsers

- Google Chrome
- Microsoft Edge

Bandwidth Requirements

Check with your local Internet Service Provider to confirm that your service meets minimum speed requirements.

Rate	Minimum	Recommended
Upload	> 1.2 mbps	> 4 mbps
Download	> 2.6 mbps	> 4 mbps

Computer Requirements

Type	Windows	Mac
Operating System	Microsoft Windows 10	Newest MacOS Release or one prior
Computer Memory	>8 GB is recommended	>8 GB is recommended
Available Disk Space	120 GB	120 GB

* Tablet devices, such as the Apple iPad, are great supplemental tools but do not meet CU's minimum technology requirements.

Software Requirements

Microsoft Office 365 is available for free to all actively enrolled students at Cornerstone University (see My Cornerstone>Tools>Office 365 for installation instructions).

ED.D. IN ORGANIZATIONAL LEADERSHIP & DEVELOPMENT

Doctoral students are expected to complete capstone projects using mainstream quantitative or qualitative data analysis software (SPSS, JMP, LISREL, Minitab, NVivo, WINKS). If a student knows how to use open-source software (such as *R*), he or she will be permitted to do so but assignments and data analysis must conform to normative output, reporting procedures and criteria. Moreover, the student will be responsible for knowing and demonstrating mastery of the software program.

ONLINE DEGREE PROGRAMS

Select online courses include a requirement for live or recorded presentations conducted via the web (i.e. Google Meet or Microsoft Teams). **A webcam, microphone and speakers/headphones will be**

required to participate in these assignments. When there is a live web-based presentation or online meeting required in an asynchronous online course, professors schedule the meeting(s) in advance with multiple options so students can make the necessary arrangements to participate.

SOAR™ Program
Students must own or have ongoing access to required technology, specifically an iPhone XR through 15 with iOS of 16.4 or higher, or an Android version 7.0 or higher.

Transcripts

Transcripts will be issued upon request through the National Student Clearinghouse (https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.studentclearinghouse.org%2F&data=05%7C02%7Camy.bakker%40cornerstone.edu%7Cf697d778f8c94f9a605808dda77e26fb%7C3306eba9786b44e486dcee973f6878ad%7C0%7C0%7C638850882440777575%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=EmIKw0GYuK5P6jg9wlsh70TAbCvXcnmz5QZxqVs0PlQ%3D&reserved=0). A nominal fee will be assessed for each request.

Transfer Credit

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.
- The evaluation of foreign educational credentials for possible transfer credit to Cornerstone University must be evaluated by an outside agency. The student is responsible for following the procedure required by the agency and for paying the required fees. Cornerstone recommends the following agency:

  Educational Credential Evaluators, Inc.
  P.O. Box 514070
  Milwaukee, WI 53203-3470
  Phone: (414) 289-3400
  Fax: (414) 289-3411
  E-mail: eval@ece.org

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

  1. All regionally accredited institutions.
  2. All Accrediting Association of Bible Colleges institutions.
  3. All Association of Biblical Higher Education (ABHE) institutions.
  4. All Association of Theological Schools (ATS) institutions.
  5. Non-accredited institutions, if those institutions supply three letters of acceptance from regionally accredited institutions (directly to the Registrar's Office).
  6. 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.
  7. Technical and vocational institutions in the area of liberal arts course work; however, other credits may be accepted in consultation with academic deans.

- 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.
- Students may transfer up to 75% of their degree.
- Transfer credit will not be given for remedial or non-college level work.
- Bible/religion/ministry courses taken at CCCU, ABHE or Cornerstone-approved institutions may count toward specific graduation requirements. Non-CCCU/ABHE approved credit may be used toward general electives.
- Transfer credit must meet the minimum grade requirements below:
  - C- or higher for undergraduate and graduate (non-seminary) students.
  - C or higher for seminary students
  - B or higher for EdD students
- Appropriate graduate-level courses may be accepted into the EdD program only if completed within 5 years of the date of admission to Cornerstone. All other graduate programs (non-seminary) require completion of the course within seven years of admission to Cornerstone.
- Students pursuing the MS in Clinical Mental Health Counseling, who wish to transfer credits, must submit a course syllabus for review by CU faculty. The courses must be at least 3 credits, with a grade of B or higher. The following courses must be taken at Cornerstone: COU-503, COU-610, COU-612, COU-782, COU-784, COU-785
- GPA does not transfer with the credit transferred. Some transfer credits may not necessarily apply toward a particular degree program.
- 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.
- Courses in the research sequence for the Ed.D. program are directly relevant to the capstone project process. Students who want to transfer any course considered part of the research sequence (shown below) must receive prior written approval from the Ed.D. Program Committee.

Code	Title	Hours
EDL-900	DOCTORAL STUDIES SEMINAR	4
RES-905	RESEARCH METHODS & MODES OF INQUIRY	4
RES-910	QUALITATIVE INQUIRY, EVAL, ACTION RES	4
RES-915	QUANTITATIVE RESEARCH DESIGN/DATA ANAYS	4
RES-921	PROJECT PROPOSAL I	2
RES-922	PROJECT PROPOSAL II	1
RES-925	ORGN LEAD & DEVL PROJECT	8

TECHNICAL CREDIT

A maximum of 40 technical hours may be transferred.

MILITARY CREDIT

Military transcripts are received through the Joint Services Transcript website at https://jst.doded.mil.

NETPDTC
ATTN: JST Operations Center N615
6490 Saufley Field Road
Pensacola, FL 32509
Email: jst@doded.mil

NURSING CREDIT

A maximum of 62 semester hours (including technical hours) may be transferred from an accredited nursing program.

Transfer of Majors and Minors

Transfer of Majors and Minors

Transfer credit will be granted such that the equivalent of a minor is the maximum allowable in any discipline. Students taking a minor at another institution must complete the minor prior to their final 24 hours at Cornerstone. The residency hour graduation requirement is still enforced. All students must complete 24 of their last 33 hours at CU. Students are not eligible to receive financial aid at both institutions if enrolled during the same semester. Also, students may not be considered full-time for insurance purposes. Please take these matters into serious consideration when making this decision.

A complete major may not be transferred without permission of the Associate Vice President for Academics (at least 12 hours of the major must be completed in residence). An entire minor for which Cornerstone University has an equivalent may be transferred from another institution. A minor for which Cornerstone University has no equivalent may be transferred with the permission of the Associate VP if the requirements for the minor at the sending institution have been completed.

Veterans

Veterans

Cornerstone University cooperates with the U.S. Department of Veterans Affairs in processing benefits for the training of honorably discharged, active-duty service members, dependents, and spouse. Veteran benefit eligible students 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.

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. In addition any forms requested by the School Certifying Official must be completed before VA benefits are processed. Enrollment 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. With other benefit types, the Department of Veterans Affairs will pay the school directly. All Veterans benefit students 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.

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. More information is available on the CU website (https://www.cornerstone.edu/tuition-financial-aid/military-veterans-benefits/).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA)

Withdrawal from Institution

On-campus and Online Students

Students who wish to withdraw from all courses, prior to the term course withdrawal deadline (p. 150), should contact the University Advising Office for help with the withdrawal process. After the withdrawal deadline has passed, students will remain enrolled and receive grades at the end of the term.

Students who stop attending, but do not officially withdraw from a course by completing a withdrawal form, will receive a failing grade for that course.

Students who wish to appeal a grade may follow the grade appeal policy *(p. 142).*

SOAR™ Students
Students who register for and undertake coursework within their first class on the SOAR platform have 10 calendar days from the date of registration (which will occur at the time of your first Academic Event**) to withdraw from the program without academic consequences. The withdrawal will also eliminate any tuition fees accrued to date for the class and program. Students must contact the Registrar's Office to formally withdraw. The Drop Policy is only in effect for the first course on the SOAR platform during a student's continuous matriculation. The university assumes that students on the SOAR platform are continuously enrolled and engaged in courses due to the self-paced nature of the SOAR platform programs. Gaps in active course participation, after the 10 day drop period, are expected and common, and do not constitute a formal withdrawal from the course or program.

**Students must have an Academic Event at least once every 60 days to meet the University's SOAR attendance policy. An "Academic Event" is a graded activity, such as a quiz or a reflection assignment, within a course. Failure to produce an academic event within a 60-day period may result in administrative withdrawal from a course and/or suspension from the program.

Student Resources

- Academic Advising (p. 155)
- Academic Assistance (p. 155)
- Accessibility Services (p. 156)
- Center for Academic Success (p. 156)
- Center for Career and Life Calling (p. 156)
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Academic Advising

Students are assigned to a professional or faculty advisor who offers counsel and direction and assists with registration. A schedule of registration dates is posted on the Registrar's page of MyCU. The upcoming course schedule is available in the Course Catalog in Self-Service for planning, typically four weeks prior to the first day of registration.

While the university offers helps 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 Assistance

The Center for Academic Success functions in a dual role as both an academic resource center and an accessibility services sub-department for disability-related accommodations. In the first capacity, the Center for Academic Success will provide tutoring services and academic support to the undergraduate community on an "as needed" basis. In the second capacity, the Center for Academic Success will be the contact point for all accessibility services on campus, including academic and residential. In addition, the Writing Center provides writing tutors for the undergraduate community.

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

IDS-097 ACADEMIC ACCOUNTABILITY (1 Credit)
This course is a continuation of academic support for students admitted to the university conditionally and probationary students who have completed CSS-100. This flexible course is designed to provide accountability and resources for students as they transition to good academic standing. The course will feature a combination of self-directed projects, progress reports, and individual and group meetings. 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.
Prerequisite: None

IDS-102 PATHWAY LAB I (1 Credit)
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.
Prerequisite: None

IDS-105 PATHWAY STUDY LAB II (1 Credit)
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: Take IDS-102

IDS-109 LEARNING STRATEGIES (2 Credits)
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.
Prerequisite: None

IDS-212 PATHWAY STUDY LAB III (1 Credit)
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.
Prerequisite: IDS-102, IDS-105

IDS-214 PATHWAY STUDY LAB IV (1 Credit)
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-212 provides additional tutoring and support for additional semester courses as requested.
Prerequisite: IDS-212

MAT-096 PRE-ALGEBRA (3 Credits)
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.
Prerequisite: None

Accessibility Services

Citing the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973 and the Fair Housing Act, Cornerstone University is committed to ensuring all students have full access to their coursework by providing reasonable academic and residential accommodations to qualified students with a documented disability.

To establish eligibility for disability-related accommodations and services, students must complete our Accessibility Services application and provide recent and detailed documentation of disability/disabilities. Students are encouraged to apply as early as possible, as the review and approval process may take 1-3 weeks to complete. Incoming freshmen are encouraged to submit their application and documentation in the semester preceding their enrollment as a Cornerstone University student. Additional information, including the web application, can be accessed by clicking HERE (https://www.cornerstone.edu/university-offices/center-for-academic-success/accessibility-services/).

Center for Academic Success

The Center for Academic Success commits to providing academic support to all students, with resources available for both in-person and online studies. Academic success requires more than just knowledge of subjects—it requires awareness of university academic support options and full accessibility.

Academic Resources: A fully dedicated website is available with 100+ academic success resources. These academic resources are designed to support all students and applicable to both in-person and online learning. Additionally, if individualized support is needed, one-on-one Academic Success coaching is available by appointment in either the Center for Academic Success or virtually via Microsoft Teams. The following is a list of topics that academic resources are available for: time management & procrastination, memory & concentration, note-taking & study aids, technology & software, motivation & attitude, critical reading, writing & rhetoric, learning preferences, and academic anxiety. The Academic Resources website can be accessed by clicking HERE (https://sites.google.com/cornerstone.edu/cu4academics/home/?pli=1).

Academic Tutoring / Academic Coaching: Free tutoring is provided to students to assist in achieving academic success. A Peer Academic Tutor is for subjects such as math, history, etc., and meets one-hour a week to help cement classroom learning. A Peer Academic Coach, on the other hand, assists a student with studying techniques, organizational skills, and serves as an accountability partner as it relates to course learning outcomes and requirements. Interested students will complete a brief Academic Assistance Survey to receive tailored support in either academic tutoring, writing support, academic success coaching, and/or an accessibility services referral. NetTutor (https://my.cornerstone.edu/groups/44/files/?folder=3876), a 24/7 virtual tutoring option is also available for CU online students.

** Cornerstone Theological Seminary students should utilize their courses' professor and peer coach due to the specificity of the seminary's writing format and Greek / Hebrew courses.*

The Writing Center: The Writing Center is a service for all enrolled students. Located in the Archive Room of the Miller Library, the center assists students with grammar, syntax, formatting, citations, style, as well as general writing-related questions. Scheduled appointments can be made via Microsoft Booking (https://outlook.office365.com/book/TheWritingCenterCornerstoneUniversity@cornerstone.edu/?ae=true), while walk-in appointments are available to students during designated open hours, usually advertised on MyCornerstone, the Miller Library website (https://library.cornerstone.edu/about/hours/) and campus posters.

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 (https://cornerstone.joinhandshake.com/login/) is Cornerstone's online career platform where students can find various career-related resources (resume development, interviewing, etc) and instructions on how to register for internships, as well as internship and professional employment opportunities.

Miller Library

Miller Library strives to provide high-quality academic resources, community-focused service, and an environment that fosters intellectual, cultural, and spiritual growth.

Library Hours

The library facility, which is located on Cornerstone University's campus in Grand Rapids, is open during the following hours:

Fall - Spring

Day	Hours
Monday-Thursday	8:00 am - 10:00 pm
Friday	8:00 am - 8:00 pm
Saturday	12:00 pm - 8:00 pm
Sunday	5:00 pm - 8:00 pm

Summer

Day	Hours
Monday - Friday	10:00 am - 6:00 pm
Saturday	Closed
Sunday	Closed

Hours of operation will vary over breaks and holidays. Please refer to the library's website to note any changes in library hours or call the circulation desk at 616-222-1458.

Miller Library Resources

Many of the library resources are web-based and are accessible online 24/7. Miller Library resources include:

- Research assistance by professional librarians and library staff (see contact information on the website)
- SummonTM Power Search – a Google-like search tool for navigating most of the library's resources in one place
- Access to nearly 300,000 eBooks
- Access to scholarly journals, trade journals, newspapers, popular magazines, and other periodicals through various databases
- Access to nearly 100,000 print books in the library
- Access to additional print books through Puritan Reformed Theological Seminary (PRTS) and Kuyper College, both of which share a collection with us through Cornerstone University Library Network (CULN)
- Access to print books in libraries across Michigan through MeLCat (http://www.mel.org/). Students can submit requests for materials from Michigan libraries to be sent to Miller Library for pick-up. Students can also check out books while visiting other MeLCat library locations.
- Access to other resources, including books, articles, DVDs, etc. throughout the nation through the Interlibrary Loan (ILL) service.
- Public computers, group study rooms, printers, copiers, scanners, and more available inside library

Using Miller Library's Web Site

The Miller Library website (https://library.cornerstone.edu/home/) is the online hub of information and research resources for Cornerstone students, faculty, and staff. Resources on the website include:

1. **SummonTM Power Search** – a Google-like search tool that connects to most of the source material at the library including books, e-books, journal articles, and more
2. **Databases** – provide searchable access to collections of information and resources, primarily journal articles
3. **Subject Guides** – a collection of web pages carefully curated with resources related to a specific subject
4. **Catalog** – the most effective tool for finding books, e-books, and media
5. **FAQ** – find concise answers to hundreds of common research and library questions
6. **Live Chat** – get online help with finding resources by contacting a librarian or staff member directly using the chat feature on the homepage and subject guides

Research Help

Miller Library is committed to helping students, faculty, and staff with their research needs by providing research assistance through chat, email, or scheduled appointment. Subject specialist librarians are available for in-person or virtual appointments during the weekdays. Visit the staff page (https://library.cornerstone.edu/about/staff/) on the library website (https://library.cornerstone.edu/home/) to find a list of subject specialists and their contact information.

Borrowing Materials

Loan Periods

The standard loan period for circulating materials for students, alumni and guest patrons is four weeks (28 days). The faculty and staff loan period is one semester. Items checked out from the DVD and video collections have a seven-day loan period regardless of patron type.

Reference books must be used in the library and cannot be checked out.

Renewals

If materials are needed longer than the normal borrowing period, they may be renewed at Miller Library or online at the Miller Library website.

Holds for Requested Material

A hold enables a borrower to reserve the next use of an item that is currently in circulation. If several patrons place a hold on the same item, a queue sorted by request date will be used to distribute the item fairly. A patron will be notified via email of the item's availability when it is returned.

Overdue Material

Items that are not returned by the due date are considered overdue. An overdue notice will be emailed to the patron 14 days after the item is due. If the item is still not returned within 28 days, a second overdue notice will be sent along with a replacement bill. The bill will include a $40 default cost for any item and a $30 processing fee for a total of $70. If the item is still not returned within 60 days, a third overdue notice will be sent along with a bill that includes the replacement fee ($70) and a $5 late fee. The patron's borrowing privileges are suspended at this time. If the material is later returned, the replacement fee charges will be removed except for the $5 billing fee, per item. Unpaid fines of more than $5 can result in blocking of registration, diploma, transcripts, and library privileges.

Questions?

For further help or questions, please contact Miller Library at 616.222.1458, email us at library.reference@cornerstone.edu, or visit the library website to chat with a library staff member.

Textbooks

Textbooks required for courses are available through the Slingshot Campus Store (https://cornerstone.slingshotedu.com/#/landing) in partnership with CU. A Slingshot account is created for all new students upon enrollment. Students are initially opted into Slingshot's auto-fulfillment program with a rental preference set as the default. Course material format and order delivery method preferences can be changed in the student's Slingshot account. In addition, students' class schedules, a list of required course materials, the transaction history of bookstore charges, and any digital course materials can all be accessed from their Slingshot accounts.

All bookstore charges are posted to the student's account so that any financial aid can be directly applied to the balance due. Once you are registered for courses, you can login to your Slingshot account using your Cornerstone email address. You will need to set a password. All rented materials must be returned to the campus store at the end of each term by their due dates to avoid incurring late fees.

The campus store is located in Warren Faber Hall. All textbook questions should be directed to the store manager.

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Course Levels

Number	Level
001-099	Remedial Undergraduate (do not count toward graduation)
100-299	Lower Level Undergraduate
300-499	Upper Level Undergraduate
500-999	Graduate

Course Types

Abbreviation	Type
ACC	Accounting
BBL	Biblical/Exegetical Theology
BIO	Biology
BUS	Business
CHM	Chemistry

CIS	Computer Information Systems
CMI	Christian Ministry
COM	Communication
CRI	Creativity and Innovation
CSC	Computer Science
COU	Counseling
DES	Design Thinking & Innovation
ECN	Economics
ECO	Ecology
EDU	Education
EGR	Engineering
ENG	English
FAM	Family Studies
FAR	Fine Arts
FIN	Finance
FRN	French
GER	German
GRK	Greek
HEB	Hebrew
HIS	History
HLT	Healthcare
HUM	Humanities
IDS	Interdisciplinary
KIN	Kinesiology
LAT	Latin
LIN	Linguistics
MAT	Math
MDA	Media
MGT	Management
MIN	Ministry Theology
MKT	Marketing
MUA	Music - Applied
MUP	Music - Performance
MUS	Music
NPL	Nonprofit Leadership
NUR	Nursing
PAD	Public Administration
PHI	Philosophy
PHY	Physics
PSY	Psychology
REL	Religion
RES	Research
SCI	Science
SOC	Sociology
SPA	Spanish
SSC	Social Science
SWK	Social Work
THE	Systematic/Historical/Philosophical Theology

Accounting (ACC)

ACC-221 ACCOUNTING I (3 Credits)
An introduction to the fundamental principles of financial accounting. Accounting cycle, asset valuation, short-term liabilities, payroll, income determination, and financial reporting are emphasized.
Prerequisite: None

ACC-222 ACCOUNTING II (3 Credits)
A continuation of ACC-221 and managerial accounting topics. Long-term liabilities, owner's equity, cash flow and interpretation of financial statements. Cost accounting and managerial accounting and analysis will be introduced.
Prerequisite: ACC-221

ACC-321 INTERMEDIATE ACCOUNTNG I (3 Credits)
The practice and theory of accounting as applied to assets and liabilities. Emphasis on developing analytical abilities and applying accounting principles to a wide variety of business situations.
Prerequisite: ACC-222

ACC-322 INTERMEDIATE ACCOUNTING II (3 Credits)
The practice and theory of accounting as applied to stockholders' equity, leases, pensions, revenue recognition, tax allocation, and financial reporting and analysis.
Prerequisite: ACC-321

ACC-324 PRINCIPLES OF FINANCIAL ACCT (3 Credits)
An examination of the development and use of accounting information for the purposes of planning, control and decision-making. Topics include accounting cycles, asset valuation, liabilities, forms of owner's equity and income determination.
Prerequisite: None

ACC-325 MANAGERIAL ACCOUNTING (3 Credits)
A focus on managerial accounting, cost accounting, managerial performance reports, segment reporting, variable costs, cost, profit and volume analysis, capital budgeting and interpretation of published financial statements.
Prerequisite: ACC-324

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

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

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

ACC-380 INTERNSHIP (3 Credits)
This course is aimed at practical work experience in a business setting. Students will have opportunities to apply classroom knowledge to business world situations in accounting.
Prerequisite: Junior or Senior status required

ACC-381 ACCOUNTING FIELD EXPERIENCE (3 Credits)
This course is aimed at practical work experience in a business setting. Students will have opportunities to apply classroom knowledge to business world situations in accounting. Students will acquire and document professional field experience and will receive 1 credit hour for every 40 hours of verified work.
Prerequisite: Junior or Senior status required

ACC-421 ADVANCED ACCOUNTING (3 Credits)
A study of specialized accounting topics. Emphasis is placed on accounting for business combinations. Additional topics include partnerships, governmental, nonprofit organizations, estates and trusts, and accounting procedures for insolvency.
Prerequisite: ACC-321

ACC-423 AUDITING (3 Credits)
Functions of financial audits and auditors' reports, audit evidence and techniques, internal control review and evaluation, application to selected financial statement topics, applications of statistics, audit of EDP systems, auditors' ethical and legal responsibilities.
Prerequisite: ACC-321, BUS-211 or MAT-151

ACC-525 ACCOUNTING FOR DECISION MAKING (3 Credits)
An examination of contemporary accounting issues for managers, such as principles, techniques and uses of accounting in the planning and decision making of organizations. The use of information technology plays a key role in this course. Areas of emphasis include the budgetary process, performance evaluation techniques, product costing methods, constraint management and ethics.
Prerequisite: None

ACC-531 FRAUD EXAMINATION I (3 Credits)
An overview of fraud examination, equipping students with the skills necessary to detect, prevent, and investigate fraudulent activities in various contexts. Students will explore the types of fraud, common schemes, and the psychological factors that motivate fraudulent behavior.
Prerequisite: None

ACC-532 FRAUD EXAMINATION II (3 Credits)
A continuation of ACC-531 Fraud Examination I, this course will provide an overview of fraud examination, equipping students with the skills necessary to detect, prevent, and investigate fraudulent activities in various contexts. Students will explore the types of fraud, common schemes, and the psychological factors that motivate fraudulent behavior.
Prerequisite: ACC-531

American Sign Language (ASL)

ASL-101 INTRODUCTORY ASL I (3 Credits)
This introductory course provides a comprehensive foundation in American Sign Language (ASL), the primary language of the Deaf community in the United States. Students will develop essential receptive and expressive skills, including basic vocabulary, grammar, and sentence structure. Through engaging activities and interactive exercises, students will gain proficiency in everyday ASL conversations and interactions.
Prerequisite: None

ASL-102 INTRODUCTORY ASL II (3 Credits)
Building upon the foundation established in ASL 101, this course further enhances ASL proficiency through a focus on more complex vocabulary, grammar structures, and conversational skills. Students will explore ASL in real-world contexts, expanding their ability to express thoughts, ideas, and narratives in a fluent and natural manner.
Prerequisite: ASL-101

Arabic (ARB)

ARB-101 INTRODUCTORY ARABIC I (4 Credits)
An elementary-level Arabic course in which the four basic skills in language learning are taught: speaking, reading, writing, and listening.
Prerequisite: None

ARB-102 INTRODUCTORY ARABIC II (4 Credits)
An elementary-level Arabic course that builds on ARB 101. More sophisticated grammar concepts are presented in a communicative setting.
Prerequisite: ARB-101

ARB-201 INTERMEDIATE ARABIC I (3 Credits)
An intermediate-level Arabic course that builds on material presented in ARB 102. The student will communicatively investigate the Arabic world with grammar integrated into the written and oral work.
Prerequisite: ARB-101 and ARB-102

ARB-202 INTERMEDIATE ARABIC II (3 Credits)
An intermediate-level Arabic course that builds on ARB 201. The student will communicatively investigate topics of interest (university life, home life, social issues, etc.) relevant to life in the Arabic-speaking world. The primary emphasis will be on conversation and composition with grammar integrated into the communicative framework. Respective worldviews will be highlighted.
Prerequisite: ARB-201

Bible (BBL)

BBL-103 BIBLICAL HERMENEUTICS (3 Credits)
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.
Prerequisite: None

BBL-104 OLD TESTAMENT LITERATURE (3 Credits)
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.
Prerequisite: None

BBL-130 OT LITERATURE - BRM MAJORS (3 Credits)
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.
Prerequisite: None

BBL-204 NEW TESTAMENT LITERATURE (3 Credits)
New Testament Literature continues the purposes of Old Testament Literature and Biblical Hermeneutics: to integrate a Christian worldview with Bible study and scripture. In this course, the student will continue to learn how to read the Bible, while studying the inter-testamental period and the New Testament.
Prerequisite: None

BBL-218 INTRODUCTION TO THE BIBLE (3 Credits)
A general introduction to the Bible and the principles of biblical interpretation.
Prerequisite: None

BBL-226 INDUCTIVE STUDY OF EPHESIANS (3 Credits)
An analysis of the epistle to the Ephesians designed to put into practice the inductive study skills learned in REL-228. The course reviews background, theme and analytical study of the epistle to understand and apply principles that are relevant in ministry leadership.
Prerequisite: REL-228

BBL-228 PRINCIPLES OF BIBLICAL STUDIES (3 Credits)
An introduction to various methods of Bible study. Emphasis is placed upon inductive study with the intent to provide a method by which ministry leaders become independent students of Scripture. The inductive method is applied to various literary genres of both the Old and New Testaments.
Prerequisite: None

BBL-231 MOSAIC LITERATURE (3 Credits)
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.
Prerequisite: None

BBL-232 THE GOSPELS (3 Credits)
A study of the four Gospels including their backgrounds, themes, outlines and distinguishing features, distinctive portrayals of Christ and His life and ministry as set forth in the Gospel of Mark.
Prerequisite: None

BBL-233 INTERP ANALYSIS OF OT LIT (3 Credits)
A study of the basic principles of biblical interpretation. Emphasis is placed upon the cultural, historical, grammatical and theological method of interpretation. The application of these principles is drawn specifically from the Old Testament scriptures. The course is designed to provide ministry leaders with a method to properly interpret the Bible.
Prerequisite: None

BBL-234 WRITINGS OF PAUL (3 Credits)
A survey of the writings of Paul including backgrounds, themes, outlines and distinguishing features with special attention given to the book of Romans.
Prerequisite: None

BBL-235 INTRO/OT WISDOM LIT (3 Credits)
An introductory survey of the Old Testament books of wisdom including a study of major themes, characteristics of Hebrew poetry and principles that can be applied to Christian living.
Prerequisite: None

BBL-236 NT LITERATURE- BRM MAJOR (3 Credits)
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.
Prerequisite: Old Testament Literature

BBL-237 INTER ANALYSIS OF NT LITERATURE (3 Credits)
A study of the basic principles of biblical interpretation. Special emphasis is given to the method of reading Scripture through a range of New Testament texts. Aspects of this method include attention to cultural, historical, grammatical and theological interpretation.
Prerequisite: None

BBL-242 OLD TESTAMENT SURVEY 1 (3 Credits)
An overview of the Old Testament from Genesis to Job, noting its historical perspective and spiritual application.
Prerequisite: None

BBL-244 OLD TESTAMENT SURVEY 2 (3 Credits)
An overview of the Old Testament from Proverbs to Malachi, noting its historical perspective and spiritual application.
Prerequisite: None

BBL-246 NEW TESTAMENT SURVEY 1 (3 Credits)
An overview of the New Testament Scriptures, Matthew-Acts, guiding one to understand the historical and biblical context of the New Testament.
Prerequisite: None

BBL-248 NEW TESTAMENT SURVEY 2 (3 Credits)
An overview of the Pauline Letters, General Epistles, and Revelation, guiding one to understand the historical and biblical context of the New Testament.
Prerequisite: None

BBL-330 PENTATEUCHAL LITERATURE (3 Credits)
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.
Prerequisite: Old Testament, New Testament

BBL-333 WISDOM LITERATURE (3 Credits)
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.
Prerequisite: Old and New Testament Lit

BBL-334 PROPHETIC LITERATURE (3 Credits)
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.
Prerequisite: Old and New Testament Lit

BBL-335 PAULINE LITERATURE (3 Credits)
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.
Prerequisite: Old and New Testament Lit

BBL-336 GENERAL EPISTOLARY LITERATURE (3 Credits)
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.
Prerequisite: Old and New Testament Lit

BBL-339 GOSPEL LITERATURE (3 Credits)
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.
Prerequisite: Old and New Testament Lit

BBL-344 HIST/GEOGRAPHIC SETTING OF BIBLE (3 Credits)
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.
Prerequisite: None

BBL-357 O T HISTORY & THEOLOGY (3 Credits)
A study of the periods of Israel's history from the Patriarchs to the Restoration in relation to the surrounding nations of the Near East and the unfolding theological revelation of these periods centered in the Abrahamic Covenant, the Mosaic institutions, Israel's response of apostasy and formalism, and the prophetic reactions to that defection.
Prerequisite: Old Testament Lit

BBL-358 N T HISTORY & THEOLOGY (3 Credits)
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: New Testament Lit

BBL-380 INTERNSHIP (3 Credits)
Practical field experience in a ministry context designed to help the student develop ministry skills and to clarify the student's sense of vocation.
Prerequisite: Junior or Senior status required

BBL-434 JUDGES (3 Credits)
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.
Prerequisite: Old and New Testament Lit

BBL-435 PSALMS (3 Credits)
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.
Prerequisite: Old and New Testament Lit

BBL-436 REVELATION (3 Credits)
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.
Prerequisite: Old and New Testament Lit

BBL-438 ROMANS (3 Credits)
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.
Prerequisite: Old and New Testament Lit

BBL-501 BIBLICAL HERMENEUTICS (3 Credits)
An introduction to the process of determining the original meaning and contemporary significance of biblical texts . The course includes lecture, discussion and individual research . The course must be completed within the first 15 credits of enrollment .
Prerequisite: None

BBL-510 GREEK I (3 Credits)
A study of the elements of Koine Greek.
Prerequisite: None

BBL-511 GREEK II (3 Credits)
A continuation of Greek I with exercises in reading the Greek New Testament, introduction to NT Textual Criticism and the use of basic lexical and syntactical tools.
Prerequisite: BBL-510

BBL-514 OLD TESTAMENT FOUNDATIONS (3 Credits)
An introduction to the historical and cultural contexts of the events and authors of the Old Testament, as well as an examination of the literary features and theological emphases of each book.
Prerequisite: None

BBL-515 NEW TESTAMENT FOUNDATIONS (3 Credits)
An introduction to the historical and cultural contexts of the events and authors of the New Testament, as well as an examination of the literary features and theological emphases of each book.
Prerequisite: None

BBL-516 HEBREW I (3 Credits)
An introduction to the basic grammar and vocabulary of biblical Hebrew.
Prerequisite: None

BBL-517 HEBREW II (3 Credits)
A continuation of Hebrew I with emphasis on grammar, syntax and expansion of vocabulary by means of translating simple texts.
Prerequisite: BBL-516

BBL-520 GENESIS (3 Credits)
A study of the message of Genesis (English text), with emphasis on interpretive method as well as the foundational theology of this book for understanding the place of humanity in God's created order and the call on those of faith to be a blessing to all nations . For students with Hebrew, the course involves exegesis of selected portions of Hebrew text.
Prerequisite: BBL-501

BBL-523 PSALMS (3 Credits)
A study of the Book of Psalms (English text), with emphasis on interpretive method as well as the continued relevance of psalms for individual spirituality, corporate worship and the cry for God's coming kingdom and its King, Jesus the Messiah. For students with Hebrew, the course involves exegesis of selected portions of Hebrew text.
Prerequisite: BBL-501

BBL-524 DANIEL (3 Credits)
An analysis of the English test of Daniel, its structure and message, and its contributions to Old Testament biblical theology, especially eschatology. Pre-requisite: BBL-501
Prerequisite: BBL-501

BBL-529 GOSPEL OF MARK (3 Credits)
A literary and theological study of Mark with a focus on how the narrative configures the identity and mission of Jesus Christ in relation to the God of Israel and what it means to be disciples of Jesus. Special attention will be given to the Gospel's narrative devices, its use of the Scriptures and its relevance for discipleship and ministry.
Prerequisite: None

BBL-550 GOSPEL OF MATTHEW (3 Credits)
Exposition of this Gospel with emphasis on its themes of Christology, kingdom and church.
Prerequisite: BBL-501

BBL-552 GOSPEL OF LUKE (3 Credits)
An examination of the Gospel of Luke with concentration on its message and preparation of narrative material for preaching and teaching.
Prerequisite: BBL-501

BBL-553 ACTS OF THE APOSTLES (3 Credits)
An exegetical examination of the Acts of the Apostles with concentration on the biblical theology of the Book of the Acts, the historical background of events and the theological emphasis of the speeches. Special attention is given to the relationship between the church and Israel in the early church era.
Prerequisite: BBL-501

BBL-554 ROMANS (3 Credits)
An exposition of this letter in terms of its significance for biblical and systematic theology.
Prerequisite: BBL-501

BBL-555 GALATIANS (3 Credits)
The course engages students in readings, critical reflection, online discussion and in reflective and exegetical writing related to the Book of Galatians . Consideration is given to the history of interpretation, exegetical method for interpretation, difficult issues related to interpretation and to theological development. The course culminates for the student in the development of a written exegetical research commentary on one section of the Book of Galatians.
Prerequisite: BBL-501

BBL-556 PASTORAL EPISTLES (3 Credits)
Interpretation of 1 and 2 Timothy and Titus in relationship to ministry and church life.
Prerequisite: BBL-501

BBL-557 HEBREWS (3 Credits)
A verse-by-verse interpretation of the epistle with special attention to the literary structure, the use of the Old Testament, the Christology and the problem of apostasy.
Prerequisite: BBL-501

BBL-558 JAMES (3 Credits)
The text of James will be studied with special emphasis on its connections to the Old Testament, the Gospels, Second Temple Judaism and its contribution to wisdom and ethical literature in the New Testament.
Prerequisite: BBL-501

BBL-559 REVELATION (3 Credits)
An exposition of the Apocalypse in view of genre, history of interpretation, structure and theological significance.
Prerequisite: BBL-501

BBL-604 EXPER THE ANCIENT WORLD OF THE BIBLE (3 Credits)
Through extensive travel and on-site study, this course provides a detailed study of the history, culture and geography of ancient Israel, the ancient Near East and the Mediterranean Basin from the Late Bronze Age through the Roman period with an emphasis on illuminating the world of the Bible. In cooperation with GTI Tours, this intensive study trip includes interaction with maps, archaeological resources and ancient Near Eastern and Second Temple period comparative literature. This course is open as an elective to all students in any program (degree-seeking and non-degree-seeking) and may be taken for credit or as an audit. In addition to tuition, each student will be charged a course fee to cover the travel and accommodation costs associated with the study tour. The fee is due upon approval of participation and must be paid directly to the Cornerstone University Accounting Office. Scholarships are available; application determines eligibility
Prerequisite: None

BBL-627 EPHESIANS (3 Credits)
A literary and theological study of the letter with special attention to its structure, the character of its argument, its theological orientation within its ancient ideological and cultural setting and its vision for the church.
Prerequisite: None

BBL-630 WISDOM LITERATURE (3 Credits)
A study of the Old Testament wisdom literature (English text of Proverbs, Job, Ecclesiastes, the Song of Songs and wisdom psalms), with emphasis on the theology of wise living and the relevance of these books to biblical theology and contemporary culture. For students with Hebrew, the course involves exegesis of selected portions of Hebrew text.
Prerequisite: BBL-501

BBL-632 ISAIAH (3 Credits)
A study of the message of Isaiah (English text), with emphasis on the prophet's vital contribution to the unfolding message of God's kingdom-the role of his royal, suffering Servant. For students with Hebrew, the course involves exegesis of selected portions of Hebrew text.
Prerequisite: BBL-501

BBL-637 MINOR PROPHETS (3 Credits)
A study of the message of selected Minor Prophets in their original contexts (English text), with emphasis on interpretive method as well as relevance for spiritual formation and engagement with contemporary culture. For students with Hebrew, the course involves exegesis of selected portions of Hebrew text. The following two groupings are offered regularly. AMOS AND HOSEA A study of the message of two prophets who ministered as judgment dawned on the northern kingdom, calling Israel back to its covenantal obligation to social justice and loving devotion to God. MICAH, ZEPHANIAH, HABAKKUK A study of the message of three prophets who served at crisis points in the history of the southern kingdom, calling the nation's leadership to account and offering hope to the faithful remnant who suffered in the face of national calamity.
Prerequisite: BBL-501

BBL-640 HEBREW EXEGESIS I (3 Credits)
An introduction to the methods of Hebrew exegesis, including textual criticism, syntactical and discourse analysis and lexical studies, with further development of skills in translating and understanding Hebrew narrative.
Prerequisite: BBL-516 (C or higher), BBL-517 (C or higher)

BBL-641 HEBREW EXEGESIS II (3 Credits)
A study of the content and biblical theology of Genesis through Deuteronomy, including exegesis of selected texts from various literary genres. This course engages questions of composition, ancient history and culture, New Testament correlation, contemporary challenges to religion and ethics in the Old Testament, as well as the relevance and communication of the canonical message of these texts to contemporary culture.
Prerequisite: BBL-516 (C or higher), BBL-517 (C or higher)

BBL-642 OT III: EXEGESIS IN THE PROPHETS & WRIT (3 Credits)
A study of the content and biblical theology of Joshua through Malachi, including exegesis of selected texts from the Prophets, Psalms and wisdom literature. This course engages questions of composition, ancient history and culture, New Testament correlation, as well as the relevance and communication of the canonical message of these texts to contemporary culture. Emphasis is placed on the message of Isaiah, Psalms and selected wisdom themes.
Prerequisite: BBL-640

BBL-650 GOSPEL OF JOHN (3 Credits)
Study and analysis of the purpose, structure, emphases and significance of the English text of the fourth Gospel.
Prerequisite: BBL-501

BBL-651 I CORINTHIANS (3 Credits)
A detailed study of the text of 1 Corinthians with emphasis on the relevance of this epistle for the contemporary church.
Prerequisite: BBL-501

BBL-672 GREEK EXEGESIS I (3 Credits)
An introduction to the theory of translation and practice of exegesis. Selections in the Pauline epistles are used to apply grammatical and hermeneutical principles of Greek exegesis. The life and writings of Paul are introduced.
Prerequisite: BBL-510 (C or higher), BBL-511 (C or higher)

BBL-677 GREEK EXEGESIS II (3 Credits)
An introduction to the study of the Gospels, emphasizing exegetical method. Students will become aware of the rudiments of historical, source, form, redaction and literary critical methods. They will also develop their own skills in the exegesis of Gospel texts with a view to biblical theology and the ministry of the word.
Prerequisite: BBL-510 (C or higher), BBL-511 (C or higher)

BBL-678 NT III: THE GENERAL EPISTLES (3 Credits)
An introduction to the study of Hebrews, the General Epistles and Revelation, emphasizing Greek exegesis and biblical theology. Students will consider the historical setting of these books and develop their exegetical skills by working with selected texts. Growth in doing biblical theology and expository ministry is also targeted.
Prerequisite: BBL-510, BBL-511, BBL-672

BBL-688 BIB, THEO & HIS FOUNDATION OF JUSTICE (3 Credits)
This course will aid students in constructing and enacting a theology of public justice by integrating sound biblical exegesis, theology that is grounded in the historic Christian tradition and appropriating insights from contemporary justice movements.
Prerequisite: None

BBL-689 CAPSTONE COURSE (3 Credits)
This course will aid students in constructing and enacting a theology of public justice by integrating sound biblical exegesis, theology that is grounded in the historic Christian tradition and appropriating insights from contemporary justice movements. This course serves as a capstone for the Master of Arts in biblical studies.
Prerequisite: None

BBL-742 BIBLICAL ARAMAIC (3 Credits)
An introduction to the grammar, vocabulary and syntax of biblical Aramaic. The course will focus on reading selections from Daniel and Ezra but will also include readings in extra-biblical Aramaic texts.
Prerequisite: BBL-516, BBL-517

BBL-762 PARABLES OF JESUS (3 Credits)
Methods of interpreting Jesus' parables are surveyed and then an eclectic model drawing on the best insights of each is applied to each of the major narrative parables in the Gospels. Conclusions are drawn concerning the theology and significance of this portion of Jesus' teaching.
Prerequisite: BBL-501

BBL-770 INTERMEDIATE GREEK GRAMMAR (3 Credits)
A more advanced study of Greek grammar than Greek I and II with emphasis on learning grammatical labels and applying them to the Greek text.
Prerequisite: BBL-510, BBL-511

BBL-772 GREEK EXEGESIS OF EPHESIANS (3 Credits)
This course is an exegetical and theological study of the Greek text of the New Testament epistle to the Ephesians. The text will be translated and grammatically and structurally analyzed in relation to selected commentary and journal literature on the epistle.
Prerequisite: BBL-510, BBL-511

BBL-782 THESIS READINGS & PROPOSAL (1 Credit)
This guided course will equip the student to survey relevant scholarship and prepare a thesis proposal and outline.
Prerequisite: None

BBL-783 INDEPENDENT STUDY: OT (1-3 Credits)
Individual research in a particular area under the direction of a member of the Old Testament faculty. Registration for this course requires adviser approval.
Prerequisite: None

BBL-784 INDEPENDENT STUDY: NT (1-3 Credits)
Supervised independent study for advanced students in New Testament. Registration for this course requires adviser approval.
Prerequisite: None

BBL-789 ADVANCED TOPICS: BIBLE (3 Credits)
A formal class which addresses the interests of students and faculty. Courses may include current issues, biblical and theological areas and other subjects which call for special analysis.
Prerequisite: None

BBL-792 MASTER'S THESIS (3 Credits)
The student will write a thesis (50-75 pages) under the supervision of a faculty thesis adviser on a significant approved topic in the major field. The thesis format should be governed by "A Manual for Writers of Papers, Theses and Dissertations" (current edition) by Kate L. Turabian, along with any supplemental materials and/or instructions provided by the seminary . Registration for this course requires adviser approval. Each enrolled student will be charged an additional fee of $100 .00 for thesis review and binding.

BBL-840 ADVANCED LANGUAGE STUDY (4 Credits)
Guided study in Aramaic, or if competency already is demonstrated for Aramaic, then Ugaritic, Akkadian or Middle Egyptian may be substituted.
Prerequisite: None

BBL-841 ADV STUDY HIST/CULTURE ISRAEL (4 Credits)
Guided study of critical issues in the history and culture of ancient Israel within the context of the ancient Near East. In addition to extensive reading in biblical and ancient Near Eastern literature, archaeology and historical geography, students will present a final paper before the faculty of Old Testament.
Prerequisite: None

BBL-846 ADV STUDY OF OLD TESTAMENT (4 Credits)
Guided study of critical issues and contemporary methods in the study of the Old Testament. In addition to extensive reading in the various subfields of biblical criticism, students will present a final paper before the faculty of the Old Testament.
Prerequisite: None

BBL-848 ADVANCED OT EXEGESIS (4 Credits)
Guided exegesis in selected texts in a variety of genres. The student will incorporate a variety of constructive approaches to biblical criticism and demonstrate competency using the advanced search capabilities of electronic tools. The final paper will be an exegetical commentary on a selected text.
Prerequisite: None

BBL-870 GRAMMAR AND TRANSLATION (4 Credits)
For this course, the student will be expected to have a working knowledge of Greek grammar and to have translated the entire Greek New Testament.
Prerequisite: None

BBL-872 NT INTRO & HISTORICAL BACKGROUND (4 Credits)
The student will be expected to know the basis, history and methodology of textual criticism . The student must have a general awareness of those significant historical developments from the Persian period through the Bar Kokhba's revolt which form the backdrop for the New Testament.
Prerequisite: None

BBL-874 EXEGESIS OF GOSPELS & ACTS (4 Credits)
The student will sight-read the Greek text and discuss the exegetical issues with the major professor. They will also prepare a list of major exegetical problems for each book.
Prerequisite: None

BBL-876 EXEGESIS OF PAULINE EPISTLES (4 Credits)
The student will sight-read the Greek text and discuss the exegetical issues with the major professor. They will also prepare a list of major exegetical problems for each book.
Prerequisite: None

BBL-877 EXEG OF GEN EPISTLES/REVELATION (4 Credits)
The student will sight-read the Greek text and discuss the exegetical issues with the major professor. They will also prepare a list of major exegetical problems for each book.
Prerequisite: None

BBL-880 ENRICHMENT (4 Credits)
The student will select, with the guidance of the academic adviser, an enrichment module outside the program major.
Prerequisite: None

BBL-884 ADV STUDY OF OT THEOLOGY (4 Credits)
Guided study of classic and contemporary Old Testament theologies, engaging as well at the interface with Israelite religions. In addition to written review of the primary literature, the student will present a final paper before the faculty of the Old Testament on a topic that demonstrates their own method.
Prerequisite: None

BBL-890 MASTER OF THEOLOGY THESIS (6 Credits)
The student will write a thesis (60-100 pages) on a significant and approved topic in the major field. The thesis format should be governed by "A Manual for Writers of Term Papers, Theses and Dissertations" (current edition) by Kate Turabian, along with supplemental materials and/or instructions provided by the seminary. The thesis will be supervised by a thesis adviser and defended before a faculty committee. Each enrolled student will be charged an additional fee of $125.00 for thesis review and binding.
Prerequisite: None

Bible, Theology, Ministry (BTM)

BTM-212 WORLD RELIGIONS (3 Credits)
An introduction to world religions including their historical developments, beliefs, and practices. The course takes an empathetic approach to religion, understanding and appreciating religion as a response to the question of human existence. The religions studied include, but are not limited to, Judaism, Christianity, Islam, Hinduism, Buddhism, and East Asian religions. Special attention is given to the similarities and differences among world religions.
Prerequisite: Sophomore status required

BTM-280 TOPICS IN RELIGION (1-3 Credits)
Prerequisite: None

BTM-338 2ND TEMPLE JUDAISM/DEAD SEA (3 Credits)
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.
Prerequisite: Old and New Testament Lit

BTM-462 SENIOR SEMINAR CAPSTONE: BRM (3 Credits)
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.
Prerequisite: Senior status required

BTM-470 READINGS IN RELIGION/BIB STUDIES (1-3 Credits)
Guided readings and reports in the student's areas of interest and need.
Prerequisite: None

BTM-480 ADVANCED TOPICS SEMINAR (3 Credits)
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.
Prerequisite: None

BTM-481 ANCIENT STUDIES THESIS PROJECT I (2 Credits)
Prerequisite: Senior status required

BTM-490 INDEPENDENT STUDY (1-3 Credits)
Consult with division chair concerning possible studies.
Prerequisite: None

Biology (BIO)

BIO-111 INTRO TO BIOLOGICAL SCIENCE (4 Credits)
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.
Prerequisite: None

BIO-121 BIOSTATISTICS (3 Credits)
This course teaches the statistical methods and principles of biostatistics. Students will learn to use the statistical program R to understand, interpret, and analyze data used in the biological sciences.
Prerequisite: Complete math core

BIO-151 GENERAL BIOLOGY (4 Credits)
This course is designed to provide a natural science foundation for all science majors and minors. Foundational concepts in cell biology/chemistry, genetics (classical and molecular) and microbiology will be stressed in both lecture and lab. This course satisfies the core requirement for Lab Science. Course fee applied.
Prerequisite: None

BIO-161 HUMAN BIOLOGY (4 Credits)
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.
Prerequisite: None

BIO-171 INTRODUCTION TO MICROBIOLOGY (4 Credits)
This course will provide students with an introduction to the microbial world. The lectures cover topics including microbial growth and metabolism, microbial diversity, ecology, and a survey of common diseases and control mechanisms. The laboratory sessions introduce proper culture and identification, microscopy, aseptic transfer, and medical tests involving microorganism. Lecture and lab. Course fee applied.
Prerequisite: None

BIO-225 BOTANY (4 Credits)
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.
Prerequisite: BIO-111 or BIO-151

BIO-233 ZOOLOGY (4 Credits)
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.
Prerequisite: BIO-111 or BIO-151

BIO-241 ANATOMY & PHYSIOLOGY I (4 Credits)
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.
Prerequisite: None

BIO-242 ANATOMY & PHYSIOLOGY II (4 Credits)
A systems approach to the structure and function of the human body with special emphasis on disease process as it relates to dysfunction, along with practical applications for a life-style of healthful living. Includes cardiovascular, digestive, respiratory, lymphatic, urinary, and reproductive systems. Laboratory experiences will use microscopic and lab animal investigation. Stresses the homeostatic function and intricacy of the body and its analogies to the Body of Christ, the Church. Lecture and lab. This course satisfies the core requirement for Lab Science. Lab fee applied.
Prerequisite: BIO-241, C- or higher

BIO-331 ORNITHOLOGY (4 Credits)
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.
Prerequisite: None

BIO-347 INTRODUCTION TO NUTRITION (3 Credits)
This course is designed to study foods and their effects upon health, development, and performance of the human body. Students will develop an understanding of healthful and performance nutrition as it relates to optimal health and physical performance. Also, students will study energy pathways in the body and the six basic nutrients related to performance. Additionally, students will investigate body composition and weight control.
Prerequisite: None

BIO-351 GENETICS (4 Credits)
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 Credits)
A survey study of the structure and function of micro-organisms, with an emphasis on bacteria. Lab included basic techniques in the isolation, identification and culture of micro-organisms. Lecture and lab. Course fee applied.
Prerequisite: BIO-233 or BIO-151

BIO-353 PATHOPHYSIOLOGY (3 Credits)
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.
Prerequisite: BIO-241, BIO-242

BIO-400 CAPSTONE SEMINAR: BIOETHICS & ARGUMENT (3 Credits)
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: None

BIO-431 VERTEBRATE ZOOLOGY (4 Credits)
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 Credits)
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 SPECIAL TOPICS BIOLOGY (1-3 Credits)
Prerequisite: None

Business Administration (BUS)

BUS-111 INTRO TO BUSINESS (1 Credit)
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.
Prerequisite: None

BUS-113 EXCEL (3 Credits)
A study of the features of Microsoft ExcelTM by applying it to authentic workplace scenarios. Course material will provide students with the preparation needed to sit for the Microsoft Office Specialist 77-240 certification exam.
Prerequisite: None

BUS-114 DATA ANALYSIS & VISUALIZATION (3 Credits)
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.
Prerequisite: None

BUS-211 BUSINESS STATISTICS (3 Credits)
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: BUS-114, Complete math core

BUS-212 STATISTICS FOR MANAGERS (3 Credits)
A study of the descriptive and inferential data analysis tools necessary for managers and leaders to make data-driven decisions in the 21st-century knowledge economy. Emphasis will be given to central tendencies, variation, probability, the standard error, and basic data analysis tools for problems managers will face in the performance of their professional practice.
Prerequisite: None

BUS-213 BUSINESS COMMUNICATION (3 Credits)
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.
Prerequisite: None

BUS-215 INTERNATIONAL BUS. EXPERIENCE (3 Credits)
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.
Prerequisite: Sophomore status required

BUS-217 INTRO TO GLOBAL BUSINESS (3 Credits)
A study of globalization and its impact on the world and the individual. A variety of topics is explored including culture, regional trading-blocks and challenges and opportunities facing business today.
Prerequisite: None

BUS-219 BUSINESS TECHNOLOGY (3 Credits)
A study of emerging technological issues facing management in order to enable students to integrate technology with business strategy. Topics include E-commerce, management information systems, strategic information systems, decision support systems, executive information systems and issues of technology and culture.
Prerequisite: None

BUS-234 CUR PROB IN BUSINESS: CASE STUD (3 Credits)
A case study course in which students integrate current social issues with functional business strategies. Students analyze problems faced by specific companies and thereby learn to understand the causes for these problems, the many alternative solutions available and the impact of solutions on both the company and society in general. General topics may include strategic management of social issues, political and community responsiveness, human investment, consumer welfare, the environment and multi-national corporations.
Prerequisite: None

BUS-236 EXPERIENTIAL LEARNING PRACT (3 Credits)
The objective of this course 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.
Prerequisite: None

BUS-239 BUSINESS IN A FREE SOCIETY (3 Credits)
This course provides students with a description and the analytical tools to utilize the political economy methodology of economic science. Students will examine the variations of the method used by differing schools of thought and will articulate the consequences and contrast between the schools that adopt the homo economicus versus the acting man view of human nature. This will allow them to articulate the role of business within society under free market conditions versus the conditions of interventionism. Students will compare and contrast writings from the Scholastics, Classical and Neo Classical, Austrian, Monetarist, and Keynesian perspectives and apply them to modern problems in business, policy-making, and in society.
Prerequisite: ECN-231 or ECN-232

BUS-241 PERSONAL FINANCE (3 Credits)
A study of the principles and practices of personal stewardship throught 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.
Prerequisite: None

BUS-242 BIBLICAL PRINCIPLES OF PERSONAL FINANCE (3 Credits)
A survey of the relationships between biblical principles and personal finances. Using materials from Crown Financial Ministries®, topics covered include stewardship, debt counsel, honesty, giving, work, investing perspectives, budgeting and eternity from a biblical perspective.
Prerequisite: None

BUS-280 TOPICS IN BUSINESS (1-3 Credits)
Prerequisite: None

BUS-302 PRINCIPLES OF SELF-MANAGEMENT (3 Credits)
An examination of personal strengths and identification of areas that may assist in personal and professional growth, particularly in a business setting. Self-management includes the development of communication and management of individual and professional priorities. Emphasis is also placed on the nurture and development of personal faith and Christ-centered worldview. Other topics include communication processes within teams and cross-functional groups, goal setting and time and project management.
Prerequisite: None

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

BUS-318 GLOBAL BUSINESS PERSPECTIVES (3 Credits)
An in-depth study of globalization and various global business practices. Emphasis is given to a review of global organizations and global business models in various parts of the world. Topics explored include organizational culture, global strategy, cultural intelligence and emerging markets.
Prerequisite: None

BUS-337 QUANTITATIVE METH/QUALITY CONTRL (3 Credits)
Inspection techniques and statistical quality control as it applies to production processes and purchasing function.
Prerequisite: BUS-211

BUS-339 CREATING WORKPLACE SPIRITUALITY (3 Credits)
An exploration of the opportunities to mix an individual's Christian faith with everyday business interactions. Students explore the concepts of finding meaning in a chosen work and the challenges that come to a religious workforce. Emphases include developing a working biblical definition of integrating work and faith and understanding the impacts of integrating spirituality in the workplace.
Prerequisite: None

BUS-361 BUSINESS LAW (3 Credits)
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.
Prerequisite: None

BUS-362 LEGAL BUSINESS ENVIRONMENT (3 Credits)
A study of the legal foundations of business for managers in the 21st-century workplace. A priority will be given to the various areas of administrative law, agency, and employment law applicable for sound business decision-making. Emphasis is placed on the practical application of legal concepts in business and the ways in which a Christ-centered worldview and the Christian virtues inform business law concepts.
Prerequisite: None

BUS-380 INTERNSHIP (3 Credits)
This course is aimed at practical work experience in a business setting. Students will have opportunities to apply classroom knowledge to business world situations.
Prerequisite: Junior or Senior status required

BUS-381 BUSINESS FIELD EXPERIENCE (3 Credits)
This course is aimed at practical work experience in a business setting. Students will have opportunities to apply classroom knowledge to business world situations. Students will acquire and document professional field experience and will receive 1 credit for every 40 hours of verified work.
Prerequisite: Junior or Senior status required

BUS-401 BUSINESS ETHICS AND VALUES (3 Credits)
A study of representative theories as they relate to various contemporary problems in business. Special consideration is given to the application of Christian ethical principles, values clarification and decision making.
Prerequisite: None

BUS-461 COST/QUALITY/TEAM MANAGEMENT (3 Credits)
An exploration of a variety of project management principles necessary to manage the resources of a project. Specific topics include project budgeting, cost estimation and control, quality assurance and control, acquiring, developing, and managing a project team, conflict management, and negotiation skills.
Prerequisite: None

BUS-462 COMMUNICATION/RISK MANAGEMENT (3 Credits)
A study of the principles of effective communication, including managing stakeholder expectations and managing risks and issues. Topics include the methodology for identifying, measuring, and responding to risks and issues, as well as the professional and social responsibilities of project management.
Prerequisite: None

BUS-463 FUNDAMENTALS OF PROJECT MANAGEMENT (3 Credits)
An exploration of the framework and fundamental methodologies of project management. Topics include foundational concepts around requirements gathering, scope management, change control, and time management, as well as an introduction to common tools and techniques and the process required to become a certified Project Manager.
Prerequisite: None

BUS-469 CASE STUDY/ANALYSIS (3 Credits)
This course will cover a range of business scenarios through the case study methodology. Students will be asked to apply business knowledge and analytical frameworks to identify, analyze, and solve business programs with a focus on strategic thinking and innovative solutions. This course offers practical experience in informed decision-making and recommendations in high-stakes, real-world context. Prerequisite: Junior or Senior status
Prerequisite: None

BUS-470 DIRECTED READINGS (1-3 Credits)
Prerequisite: None

BUS-480 ADVANCED TOPICS (3 Credits)
Prerequisite: None

BUS-490 INDEPENDENT STUDY (1-3 Credits)
Prerequisite: None

BUS-503 ETHICS, VALUES & SOCIAL RESPONS. (3 Credits)
A theoretical and practical overview of ethics theory, values formation and ethical decision making within the context of management and leadership. Ethics and values are presented from a Judeo-Christian perspective with emphasis on workable models for ethical decision-making and social responsibility at both the professional and personal level
Prerequisite: None

BUS-504 ETHICAL/LEGAL/REGULATORY ISSUES FORÝHEALTHCARE ADMINISTRATORS (3 Credits)
A study of the historical and current views of ethics and regulations of health care delivery and the impact of the regulatory environment on availability of services. Students examine principles and practical applications of ethics and laws that affect operational decisions of health care providers, health plans, third-party payers and managers. Additional topics include a discussion of the for-profit and not-for-profit delivery models
Prerequisite: None

BUS-505 RESEARCH METHODS (3 Credits)
An examination of research methods available for the 21st century organization and statistical concepts useful for data-driven decision making. Focus is placed on the systematic process of collecting, analyzing and interpreting research articles and data to answer a specific research question. The course will also introduce students to basic descriptive and inferential statistical tools within the context of a business related problem.
Prerequisite: None

BUS-507 QUANTITATIVE ANALYSIS (3 Credits)
A study of quantitative techniques useful in business decision-making. Topics include research design, data collection, exploratory analysis, descriptive statistics, and inferential statistics: t-tests, analysis of variance, correlation, regression, and chi-square analysis.
Prerequisite: BUS-505

BUS-509 INTERNATIONAL BUS. PRACTICES (3 Credits)
An examination of the environmental and cultural issues facing global organizations. Emphasis is given to global business operations and processes in practice. Additional issues covered include allocation of global resources, theoretical foundations surrounding global trade and financial management, and the challenges and opportunities of developing strategies for the global organization.
Prerequisite: None

BUS-511 GLOBAL BUSINESS EXPERIENCE (3 Credits)
An examination of opportunities and conflicts facing global business and/or health care. Topics explored include elements of culture, changes in the global business and/or health care environment, as well as the effects of education, religion, customs and values on international business and/or health care organizations. The self-directed study is fulfilled by participation in an overseas trip.
Prerequisite: None

BUS-516 GLOBAL BUSINESS LEADERSHIP (3 Credits)
Global Business Leadership will allow students to comprehend, apply, synthesize, analyze and evaluate concepts, models, theories and ideas related to the complexities of cultural differences within a globalized business environment. Topics will include cultural differences, cultural intelligences, the effects of culture on ethical decision-making, and Hofstede's classic model and typology of national cultures, along with critiques of this model, critiques of cultural intelligence, and what empirical research indicates about solving business problems in a multi-cultural, multi-ethnic, multi-religions society, both in the United States and internationally.
Prerequisite: None

BUS-530 FUNDAMENTALS OF PROJECT MANAGEMENT (3 Credits)
An exploration of the framework and fundamental methodologies of project management. Topics include foundational concepts such as requirements gathering, scope management, change control and time management, as well as an introduction to common tools, techniques and the process required to become a certified Project Manager.
Prerequisite: None

BUS-531 COST, QUALITY & TEAM MANAGEMENT (3 Credits)
An exploration of a variety of project management principle necessary to manage the resources of a project. Specific topics include project budgeting, cost estimation and control, quality assurance and control, acquiring, developing, and managing a project team, conflict management and negotiation skills.
Prerequisite: BUS-530

BUS-532 COMMUNICATION & RISK MANAGEMENT (3 Credits)
A study of the principles of effective communication, including managing risks, issues and stakeholder expectations. Topics include the methodology for identifying, measuring and responding to risks and issues, as well as the professional and social responsibilities of project management.
Prerequisite: BUS-530, BUS-531

BUS-661 BUSINESS LAW FOR ORGANIZATIONAL LEADERS (3 Credits)
An examination of the legal environment and its effect on business decisions and operations. Contracts, commercial and consumer law, and ethical awareness in corporate life are studied, along with guidelines for executive actions that produce a moral organizational culture.
Prerequisite: None

Chemistry (CHM)

CHM-110 GEN/ORGANIS/BIO CHEM FOR HEALTH SERVICE (3 Credits)
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.
Prerequisite: Take MAT-108 or MAT-121

CHM-111 PRIN GENERAL CHEMISTRY (4 Credits)
Investigates properties of substances and the changes they can undergo. Special emphasis on laws of chemical combination, theories of atomic structure, periodic trends, kinetic theory, and chemical and physical equilibria as well as activities to communicate the centrality of chemistry to historical development, modern civilization, and life itself. Explores proper biblical stewardship in chemical manufacturing, disposal, and use. Lecture and lab. This course satisfies the core requirement for Lab Science. Course fee applied.
Prerequisite: None

CHM-121 GENERAL CHEMISTRY I (4 Credits)
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.
Prerequisite: None

CHM-122 GENERAL CHEMISTRY II (4 Credits)
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, minimum grade C-

CHM-212 PRINCIPLES OF ORGANIC & BIOCHEM (4 Credits)
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, minimum grade C-

CHM-230 ORGANIC CHEMISTRY LAB I (2 Credits)
This course develops laboratory principles, methods and techniques for synthesis and analysis of organic molecules. Course fee applied.
Prerequisite: CHM-231

CHM-231 ORGANIC CHEMISTRY I (3 Credits)
A study of carbon compounds including nomenclature, structures, bonding, reactions, mechanisms, and spectroscopic characterization.
Prerequisite: CHM-122, minimum grade C-

CHM-232 ORGANIC CHEMISTRY II (3 Credits)
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, minimum grade C-

CHM-233 ORGANIC CHEMISTRY II LAB (2 Credits)
Continuation of Organic Chemistry Lab I. This course develops laboratory principles, methods and techniques for synthesis and analysis of organic molecules. Course fee applied.
Prerequisite: CHM-232

CHM-280 ADVANCED TOPICS (1-4 Credits)
Prerequisite: None

CHM-411 PERSPECTIVES IN CHEMISTRY (2 Credits)
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.
Prerequisite: Three CHM courses, Junior or Senior status required

CHM-470 READINGS IN CHEMISTRY (1-3 Credits)
Prerequisite: None

CHM-472 BIOCHEMISTRY (4 Credits)
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.
Prerequisite: CHM-232

CHM-480 ADVANCED TOPICS IN CHEMISTRY (3 Credits)
Formal class dependent upon student demand and interest of the professor.
Prerequisite: None

CHM-490 INDEPENDENT STUDY (1-3 Credits)
Prerequisite: None

Communication (COM)

COM-112 COMMUNICATION IN CULTURE (3 Credits)
An introduction to the purposes, theory and practice of human communication. Students will develop knowledge, skills and attitudes needed to communicate confidently, effectively and charitably as wise citizens in interpersonal, small group, public speaking and mediated contexts.
Prerequisite: None

COM-201 NEWSWRITING (3 Credits)
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.
Prerequisite: None

COM-211 BUSINESS COMMUNICATION (3 Credits)
Prerequisite: None

COM-212 INTERPERSONAL COMMUNICATION (3 Credits)
Study of the theory and practice of interpersonal communication. This course emphasizes the cultural, social, psychological, semantic, developmental and practical variables which influence communication in significant relationships. Students develop competence through a variety of learning experiences.
Prerequisite: None

COM-215 PUBLIC RELATIONS (3 Credits)
A study of the major theories, concepts and principles of public relations. Covered topics include the functions of public relations, the impact of contextual influences and the major skills and activities associated with its practice. Students will develop skills in public relations planning, research, writing and campaigns.
Prerequisite: None

COM-244 VOICE & ON CAMERA PERFORMANCE (3 Credits)
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.
Prerequisite: None

COM-311 INTER-CULTURAL COMMUNICATION (3 Credits)
An investigation into the many variables extant among people and groups with different cultural backgrounds, including the study of similarities and differences across cultures.
Prerequisite: Junior or Senior status required

COM-312 PERSUASION (3 Credits)
A study of the major theories, principles and strategies associated with persuasion and social influence. The course examines how a variety of factors impact attitudes, beliefs and behaviors with a focus on applying the understanding of those factors to the design of persuasive messages.
Prerequisite: None

COM-315 COMMUNICATION THEORY (3 Credits)
Examination and evaluation of general, thematic, and contextual theories of communication. The course includes philosophical assumptions that impact the theoretical development of a Christian perspective for communication studies.
Prerequisite: None

COM-321 GROUP COMMUNICATION (3 Credits)
The study of general and specific group communication theories and their relationship to communication in a variety of group settings. Topics include group formation, cohesiveness, groupthink, norms, leadership, decision-making and conflict. Students become better leaders and participants through a variety of experiential learning opportunities.
Prerequisite: None

COM-322 INNOVATIVE MESSAGE PRESENTATION (3 Credits)
Advanced training in the effective and appropriate design and oral presentation of ideas. While the course focuses on oral presentation, its emphasis on innovative message design extends to many communication contexts.
Prerequisite: Junior or Senior status required

COM-326 ORGANIZATIONAL COMMUNICATION (3 Credits)
A study of the theory and practice of communication within organizations. Topics include communication and organizational structure, organizational climate and culture, communication networks and information flow, organizational communication competence (including leadership, conflict management, relationships with peers, etc) and effective oral and written communication in organizational contexts.
Prerequisite: None

COM-339 SOCIAL MEDIA (3 Credits)
The course aims to provide students majoring in communication and other fields with knowledge about finding and distributing information in conversations over social media. Students will be introduced to common platforms, techniques and ethical considerations.
Prerequisite: None

COM-354 ANNOUNCING & REPORTING (3 Credits)
Advanced training in voice and on-camera performace for commercials, news and voice-over narration. Students report on sports, news, and feature story topics that specifically interest them. This course is designed to polish and prepare students going into broadcast communication.
Prerequisite: MDA-271

COM-364 SPECIAL EVENTS/PROMOTIONS (3 Credits)
Examines the elements of the event planning process, creative brainstorming, budgeting, overcoming obstacles, attracting sponsorships, soliciting volunteers, and evaluating success. Practical field experiences include meeting professional meeting planners, visiting venues and assisting with real events.
Prerequisite: None

COM-380 INTERNSHIP (3 Credits)
Practical work experience using communication theory and skills in an appropriate setting relevant to the student's area of emphasis.
Prerequisite: Junior or Senior status required

COM-400 CAPSTONE SEM: COM STUDIES (3 Credits)
This course is the senior capstone for student majoring in Communication, Broadcast Communication and Strategic Communication. The course addresses the intersection of Christian worldview and communication theory and practice as well as ethical issues in the field of Communication Studies. Attention is also given to key issues related to the transition from university to employment or graduate education in communication. Students engage in the process of vocational self-evaluation and produce a capstone project (portfolio, sample reel, etc) that reflects the knowledge, values and skills developed through their coursework.
Prerequisite: Senior status required

COM-433 NONVERBAL COMMUNICATION (3 Credits)
This course focuses on the cultural, social, psychological and practical variables relating to nonverbal communication. Students will become familiar with the classic and contemporary research and scholarship of nonverbal communication. In addition, students will understand the impact of nonverbal behavior in professional and personal contexts and will develop their own nonverbal competence through a variety of practical learning experiences.
Prerequisite: COM-112

COM-435 THE AVERSIVE SIDE OF COMMUNICATION (3 Credits)
A study of the research and theories on various negative, destructive and harmful aspects of communication. Topics such as aggression, coercion, revenge and transgressions are discussed in a seminar format.
Prerequisite: Junior or Senior status required

COM-490 INDEPENDENT STUDY (1-3 Credits)
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: COM-112

Computer Info Systems (CIS)

CIS-211 FOUNDATIONS OF INFORMATION SYSTEMS (3 Credits)
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.
Prerequisite: None

CIS-380 INTERNSHIP (3 Credits)
This course is aimed at practical work experience in a situation where decisions are made concerning equipment, programming or workflow operations.
Prerequisite: Junior or Senior status required

CIS-381 COMPUTER INFO SYS FIELD EXP (3 Credits)
This course is aimed at practical work experience in a situation where decisions are made concerning equipment, programming or workflow operations. Students will acquire and document professional field experience and will receive 1 credit hour for every 40 hours of verified work.
Prerequisite: Junior or Senior status required

CIS-470 DIRECTED READINGS (1-3 Credits)
Prerequisite: Junior or Senior status required

CIS-480 ADVANCED TOPICS (3 Credits)
Prerequisite: None

CIS-490 INDEPENDENT STUDY (1-3 Credits)
Prerequisite: Junior or Senior status required

Computer Science (CSC)

CSC-131 INTRO PROGRAMMING USING PYTHON (3 Credits)
An introduction to programming and computer science using the Python programming language. Topics include structured imperative program design, data types, control structures, strings, lists, dictionaries, computational problem solving, program implementation, testing and debugging.
Prerequisite: Take MAT-121 (C or higher) May be taken concurrently.

CSC-132 INTERMEDIATE PROGRAMMING USING PYTHON (4 Credits)
A continuation of CSC-131. Further development of problem solving and programming skills using additional features of the Python programming language. Topics include exception handling, user defined classes, modules, data visualization and GUI and event driving programming. Introduction to software engineering practices for version management, coding conventions and automated testing.
Prerequisite: CSC-131 (C or higher), Take MAT-122 previously or concurrently

CSC-216 DATABASE MGT SYSTEMS (3 Credits)
An introduction to the analysis, design, and implementation of database management systems with an emphasis on the relational model. Topics include data modeling, entity-relationship models, normal forms, query languages, database security and integrity.
Prerequisite: CSC-132 (C or higher)

CSC-225 PROGRAMMING LANGUAGE CONCEPTS (3 Credits)
A study of programming language concepts. Topics include language definition, lexical analysis, parsing, translation of high level languages to assembly language, alternative programming paradigms and the history and evolution of programming languages. Several languages are introduced and examined.
Prerequisite: CSC-231 (C or higher)

CSC-231 INTRO DATA STRUCTURES USING C++ (3 Credits)
A study of classical data structures and their implementations using the C++ programming language. Topics include abstract data types, contiguous vs linked structures, containers, dictionaries and trees. Introduction to time complexity analysis using Big O notation. Further development of advanced programming concepts including programmer-defined classes, recursion, indirection, dynamic memory allocation, iterators, polymorphism and templates.
Prerequisite: CSC-132 (C or higher), EGR-112 (C or higher)

CSC-322 OPERATING SYSTEMS (3 Credits)
An introduction to the principles of operating system design and implementation. Topics include processes, threads, and parallelism, inter-process communication and synchronization, deadlock, memory management and shared memory, processor scheduling, file systems, input/output devices, client-server systems, distributed systems, protection and security.
Prerequisite: EGR-226 (C or higher)

CSC-325 WEB APPLICATION DEV (3 Credits)
An introduction to full-stack development of dynamic web applications. Topics include both front-end and back-end programing and development technologies.
Prerequisite: CSC-216 (C or higher)

CSC-343 DATA STRUCTURES AND ALGORITHMS (3 Credits)
A continuation of CSC-231 that includes more advanced data structures and an overview of classical algorithms and their applications. The course emphasizes computational problem solving techniques and includes time and space performance analysis and an introduction to computational complexity. Topics include sorting, searching, hashing, heaps, string proessing, as well as graph, geometric and mathematical algorithms. Algorithms are implemented primarily in C++ and Python.
Prerequisite: CSC-231 (C or higher), MAT-243 (C or higher), MAT-245 (C or higher), MAT-251 (C or higher)

CSC-350 SOFTWARE ENGINEERING (3 Credits)
A study of software engineering concepts, methodologies, and tools. Topics include: system analysis and design, requirements management, system lifecycle management, software project management, waterfall vs agile, software quality assurance, testing, maintenance, continuous integration and delivery, legal and ethical principles as they pertain to software engineering projects.
Prerequisite: CSC-325 (C or higher), CSC-231 (C or higher), EGR-226 (C or higher)

CSC-380 INTERNSHIP (3 Credits)
This course provides students with the opportunity for practical work experience in a supervised setting. The experience must include the application of concepts and skills the student has learned in the Computer Science program.
Prerequisite: Junior or Senior status required

CSC-422 DATA COMMUNICATION SYSTEMS (3 Credits)
An introduction to the concepts of data communication and networks. Topics include physical media, modulation, multiplexing, error detection and correction, the layered network architecture of the Internet, the services and protocols at each level, addressing, reliable data transfer, routing, naming, and network security.
Prerequisite: EGR-226 (C or higher)

CSC-452 SOFTWARE ENGINEERING CAPSTONE PROJECT (4 Credits)
This course is the capstone design experience for computer science majors. Students integrate and apply the knowledge, skills, and experience that they have gained throughout the program to complete a significant computing project. Students consider the legal and ethical principles that pertain to computing systems as well as their impacts on society.
Prerequisite: CSC-350 (C or higher)

Cornerstone Theological Seminary (CTS)

CTS-500 CHRISTIAN COUNSELING PHILOSOPHY (3 Credits)
This course aids the student in developing an integrated and comprehensive philosophy of counseling as discipleship informed by a Christian Worldview. Personal beliefs that impact the delivery of counseling services are identified and critiqued. Discussions will include the roles of the counselor and client. Students will develop an understanding of how to implement ethical standards and assess legal considerations when counseling in a church or pastoral setting.
Prerequisite: None

CTS-502 PROGRAM INTRODUCTION (3 Credits)
This course serves as an introduction to graduate theological education at Cornerstone Theological Seminary. It prepares students for the rigors of graduate scholarship by honing the skills of graduate research, reading, writing, and citations
Prerequisite: None

CTS-521 FOUND OF MARRIAGE & FAMILY COUNSELING (3 Credits)
A study of contemporary marital and family living issues considering a theological understanding of family relationships and responsibilities. Family lifespan issues and parent education issues include singleness, courtship, child-rearing practices and effects through developmental stages and factors known to affect family health.
Prerequisite: None

CTS-610 COUNSELING TECHNIQUES (3 Credits)
This course provides an exploration of counselor characteristics and behaviors that influence the counseling process. Students will explore various counseling methodologies, techniques, and strategies useful in the change process when working with an individual, marital, couple, and/or family. Students will study specific techniques for effective risk assessment and crisis/trauma intervention.
Prerequisite: None

Cornerstone Univ Core (CSU)

CSU-100 FOUNDATIONS OF INQUIRY (3 Credits)
An introductory course emphasizing the knowledge and skills necessary for academic and personal success in a Christian framework. Topics include goal setting, decision making, time management, computer and information retrieval skills, learning skills, relationships and personal health.
Prerequisite: None

CSU-101 INTRODUCTION TO SOAR (0 Credits)
This introductory course is designed to equip you with the essential knowledge and skills for successful online learning within the SOAR mobile platform. We'll delve into best practices in adult learning, identify common obstacles to academic success, and provide you with practical strategies to overcome them. By the end of this course, you'll be well-prepared to thrive in your Strategic Business Management major.
Prerequisite: None

CSU-107 ACADEMIC FOUNDATIONS (3 Credits)
Academic Foundations is a freshman first-year experience course that aims to equip students with essential skills and knowledge for a successful transition to college life. The course covers five units: Transition Foundations, Spiritual Foundations, Foundations of Citizenship, Biblical Financial Wisdom, and Vocation, Career, and Life Calling. Through professional panels, group discussions, and class content, students will develop critical thinking, problem-solving, and leadership skills in academic, spiritual, and personal domains. They will also gain an understanding of Cornerstone's approach to a Liberal Arts Education, which emphasizes critical thinking, effective communication, and self-evaluation. Additionally, students will learn to navigate the college environment and utilize available resources through various activities and assignments. The course promotes academic excellence, Christian leadership, and holistic development toward a fulfilling and purposeful life.
Prerequisite: None

CSU-108 SERVICE LEARNING (1 Credit)
This course combines learning objectives around service and provides a practical learning experience with guided reflection. A significant portion of this course is active participation and practical learning within the service component at one of the service locations. Students are expected to serve 2hrs per week during the semester at a service location except for the initial and final weeks
Prerequisite: None

CSU-112 CRITICAL THINKING & WRITING (1 Credit)
Prerequisite: None

CSU-510 INTRO TO GRADUATE STUDIES (3 Credits)
An introduction to graduate-level coursework with particular emphasis on effective writing & technology skills for academic success. Students will also explore foundational concepts in leadership and management as a basis for the program.
Prerequisite: None

Counseling (COU)

COU-501 COUNSELING THEORIES (3 Credits)
This course provides a history, survey, and the development of various theoretical approaches to counseling. Through study, interaction, and research of the diverse linear and systemic theoretical models, students are given the opportunity to evaluate the models and establish a personal theoretical orientation to counseling.
Prerequisite: None

COU-502 COUNSELING ETHICS & ISSUES (3 Credits)
This course is a study of the professional roles, legal requirements, and ethical codes for professional counselors. Discussions include legal and ethical problems commonly encountered within the counseling profession. Students will engage an ethical decision- making model to effectively utilize the ACA Code of Ethics (2014), AAMFT Code of Ethics (2015). This course must be taken within the first 15 credits of enrollment at PGS.
Prerequisite: None

COU-503 INTRODUCTION TO COUNSELING/PROF DEVELOP (3 Credits)
This course provides an introduction to counseling, professional development, and consultation. This course aids the student in developing an understanding of the essential elements of the counseling profession, including history and philosophy of counseling and systemic work; responsibilities, functions, and roles of the professional counselor; collaboration and consultation skills with other professionals, groups and organizations; theories of supervision and consultation; and various professional practice settings. Students will articulate personal model of counseling that includes the development of multicultural counseling competencies and integration of a Christian worldview.
Prerequisite: None

COU-520 CHILD AND ADOLESCENT COUNSELING (3 Credits)
This course is designed to provide an understanding of the unique developmental issues of the child and adolescent years. Included are strategies, theories, and methodologies necessary to successfully counsel these important groups.
Prerequisite: None

COU-521 FOUNDATIONS OF MARRIAGE & FAMILY COUNSE (3 Credits)
The purpose of this course is to provide historical, theoretical, conceptual, ethical, and practical foundation for counseling diverse couples and families from a systemic perspective. Students will explore a variety of theories, including a systems approach perspective to address the needs of couples and families in counseling. Students will also learn how to engage in the family assessment process to effectively treatment plan and implement therapeutic interventions to assist with promoting optimal wellness and growth with couples and families.
Prerequisite: None

COU-525 SOCIAL & CULTURAL FOUNDATIONS IN COUNS (3 Credits)
This course will examine substantive and theoretical constructs concerning the inherently complex dynamics involved in counseling people from diverse cultural contexts. An emphasis will be placed on expanding awareness about diverse cultures, personality theory development, and counselor personal bias in the effort to enhance cultural sensitivity and diffuse potential barriers in the counseling relationship and process. Current research about specific cultural issues will be addressed, including race, ethnicity, socioeconomic class, gender, age, marital status, sexual orientation, and disability.
Prerequisite: None

COU-531 INTRO TO MARRIAGE & FAMILY (3 Credits)
A study of contemporary marital and family living issues considering a theological understanding of family relationships and responsibilities. Family lifespan issues and parent education issues include singleness, courtship, child-rearing practices and effects through developmental stages and factors known to affect family health.
Prerequisite: None

COU-602 CLINICAL ASSESSMENTS (3 Credits)
This course will examine the purpose of clinical assessments in counseling and how the usage of assessments can enhance the mental health services provided to clients. Students will become familiar with statistical concepts as well as ascertain basic competency in the selection, administration, scoring, interpreting, and relaying the results generated from psychological, educational, and vocational assessments utilized in clinical practice. Students will gain the necessary skills to effectively utilize information gathered through standardized and non-standardized instruments to serve as a supportive indicator for diagnosing, intervention planning and clinical recommendations that contribute to symptom reduction, behavioral change, and client wellness.
Prerequisite: None

COU-610 COUNSELING TECHNIQUES (3 Credits)
This course provides an exploration of counselor characteristics and behaviors that influence the counseling process. Students will explore various counseling methodologies, techniques, and strategies useful in the change process when working with an individual, marital, couple, and/or family. Students will study specific techniques for effective risk assessment and crisis/trauma intervention.
Prerequisite: None

COU-611 CAREER DEVELOPMENT (3 Credits)
This course prepares the student to facilitate a client's career and personal development. Relevant career development theories, models and approaches will be explored. Students will gain competency in the use of assessment tools related to career and life decision making. Students will be charged an additional course fee for course materials.
Prerequisite: None

COU-612 GROUP TECHNIQUES (3 Credits)
This course is designed to expose students to the theories and dynamics of group counseling. A variety of group settings and formats will be explored. Students will learn about group formation, therapeutic factors and effective group leadership techniques that impact the group process. Students will gain direct experience as a member and leader of a counseling group.
Prerequisite: None

COU-620 CHRISTIAN COUNSELING TECHNIQUES (3 Credits)
This course provides an exploration of counselor characteristics and behaviors that influence the Christian counseling process. Students will explore various micro skills and strategies useful in Christian counseling (non-clinical), as it relates to working systemically with individuals, marriages, couples, families and groups within the church setting.
Prerequisite: None

COU-642 SOCIOLOGY OF TRAUMA (3 Credits)
This course provides an in-depth exploration of the sociological aspects associated with the context of traumatic events from a local and global perspective. Extensive consideration is given to the elements that contribute to natural and human-generated disasters from a systemic theoretical construct. Various aspects of society, the existing infrastructure in an environment and culture will be studied, including barriers, challenges, resources, corruption, oppression, poverty, disease, depravity, and other factors that impact a community's ability to prevent and respond to traumatic related events.
Prerequisite: None

COU-643 TRAUMA INFORMED ADVOCACY & CRISIS INTER (3 Credits)
This course is designed to prepare students to become aware of diverse critical incidents that are potentially traumatic, with specific attention given to how to respond and intervene in crisis situations. These circumstances can include situations with homicidal or suicidal clients, school shootings, natural disasters (such as earthquakes or fires), terrorism, war, sex/drug trafficking and other dangerous instances. The ethical guidelines and professional protocol will be emphasized for the purpose of preparing students for effective immediate response to the psychological impact of life- threatening situations from a professional counseling perspective to serve individuals, families, marriages/couples, and communities.
Prerequisite: None

COU-644 TRAUMA COUNSELING & RECOVERY (3 Credits)
This course provides an opportunity to explore the current research about traumatology from a Christian worldview, which includes the most effective counseling theories and techniques for counseling children and adults that are recovering from traumatic events. These include instances of physical, sexual abuse and domestic violence as well as natural disasters that could cause a client to experience the symptoms of post-traumatic stress disorder or complex trauma. There will be an emphasis on helping clients increase their capacity for emotional/cognitive restoration, coping skills, resiliency, and ability to optimize functioning. There will also be considerable attention given to issues associated with vicarious trauma and compassion fatigue, which can promote healthy stress management for the counselor and clients that are served.
Prerequisite: None

COU-651 CLINICAL DIAGNOS ASSESSMENT ADDICTIONS (3 Credits)
This course will provide the clinical knowledge that is necessary to facilitate an initial intake and diagnostic orientation for the client in the counseling process. Students will learn the diagnostic skills necessary to administer a comprehensive and thorough evaluation for the purpose of determining effective treatment plans for clients who are suffering from diverse addictive and compulsive disorders. An emphasis will be placed on integrating and analyzing current research in the field of addictions counseling assessment from a Christian worldview.
Prerequisite: None

COU-652 SOCIOLOGY OF ADDICTIONS (3 Credits)
This course introduces sociological and systems perspectives of addictions counseling from a Christian worldview. The environmental context of the client will be considered to promote cultural competence and an awareness of the sociopolitical and economic aspects of addictions. Special attention will be devoted to expanding awareness about collaboration, consultation, case management, client education, service coordination and how to develop a referral network in the community.
Prerequisite: None

COU-653 ADDICTIONS COUN: TREATMENT/INTERVENTION (3 Credits)
This course is designed to help the student become more knowledgeable about counseling philosophy, techniques, theory, and professional/ethical standards that are most effective in counseling clients who have been diagnosed with an addictive or compulsive disorder. Current research about the most effective and practical theoretical counseling models that foster personal growth, recovery, healing, and change are studied. There will be a concentration on documentation/record keeping, crisis intervention, treatment planning and the important aspects of clinical supervision. Students will also have an opportunity to learn and critically examine how their intrapersonal awareness can enhance the counseling process.
Prerequisite: None

COU-661 PSYCHOPATHOLOGY & DIAGNOSIS (3 Credits)
This course will examine the neurobiological and medical etiology of mental health, co-occurring and addiction disorders and normalcy across the lifespan. Students will gain experience in making efficient diagnoses using the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR) and the International Classification of Diseases (ICD). Relevant cultural factors, differential diagnosis and evidence-based approaches will be emphasized to make appropriate diagnoses.
Prerequisite: None

COU-662 HUMAN GROWTH & DEVELOPMENT (3 Credits)
This course is designed to introduce students to a meaningful exploration of human development throughout the lifespan. Core themes from the disciplines of individual and family developmental psychology will be emphasized with consideration to a multicultural context. Special attention will be devoted to studying broad theoretical perspectives about the various aspects of optimal human development as well as factors that impede or diminish a person's ability to thrive and flourish.
Prerequisite: None

COU-672 TREATMENT MENTAL/EMOTIONAL DISORDERS (3 Credits)
Students will become knowledgeable in the development of measurable client outcomes, effective treatment plans and biopsychosocial/spiritual case conceptualizations. Consideration will be given to relational, systematic, trauma-informed, and community-based strategies that impact treatment planning. Students will be exposed to classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral.
Prerequisite: None

COU-675 TECHNOLOGY ASSISTED COUNSELING (1 Credit)
This course is designed to inform students about telemental/telehealth counseling, ethical and legal requirements to ensure competency and best practices to serve clients. This course provides an overview of technology requirements needed for HIPPA compliance, to ensure effective assessment competencies to manage emergency situations, and appropriateness of services with diverse individuals, relationships, and families.
Prerequisite: None

COU-680 PSYCHOPHARMACOLOGY & NEUROSCIENCE COUN (2 Credits)
This course is a presentation of basic neuroscience competencies, theory, research, practice issues, and the psychological and physiological implications of psychopharmacology when treating mental disorders as a non-medical professional.
Prerequisite: None

COU-700 RESEARCH METHODOLOGY (3 Credits)
This course is a presentation of the basic research designs used by counselors. The student will be introduced to quantitative, qualitative, and mixed research methodologies. The course will explore research ethics, statistical analysis, needs assessment, evidence-based practice, and program evaluation.
Prerequisite: None

COU-720 ADV MARRIAGE & COUPLES THERAPY (3 Credits)
The study, application, and development of premarital, marital, and couple's theories, diagnosis/assessments, treatment planning, techniques, and interventions from a systemic methodology. Additional focus will include human sexuality and sex therapy, affair work, and other relevant topics when working with premarital, marital, and couples. This course is an extension of the Foundations of Marriage and Family Therapy with a focus on clinical skill development.
Prerequisite: COU-521

COU-730 ADV FAMILY THERAPY/ASSESS/SKILLS/PRACT (3 Credits)
The study, application, and development of family therapy theories, diagnosis/assessments, treatment planning, techniques, and interventions from a systemic methodology. This course is an extension of the Foundations of Marriage and Family Therapy with a focus on clinical skill development.
Prerequisite: None

COU-772 COUNSELING PRACTICUM LAB (0 Credits)
Students will complete this lab at the same time as COU-782. Students' clinical counseling abilities will be evaluated by both self- assessment and supervisory assessment throughout the placement. Students will adhere to the requirements of the current Practicum and Internship Handbook. Students who do not complete the 100 hours requirement will earn a "No Credit" and will repeat COU-772 prior to moving to COU-784. Registration for this course requires faculty supervisor approval and the submission of the EHS Special Enrollment Form with a signed CU Ethics Agreement and attached proof of student liability insurance.
Prerequisite: Take COU-782 concurrently

COU-774 COUNSELING INTERN I LAB (0 Credits)
Students will complete this lab at the same time as COU-784. Students' clinical counseling abilities will be evaluated by both self- assessment and supervisory assessment throughout the placement. Students will adhere to the requirements of the current Practicum and Internship Handbook. Students who do not complete at least a total of 200 hours (80 Direct / 120 Indirect) requirement will earn a "No Credit" and will repeat COU-774 prior to moving to COU-785. . Registration for this course requires faculty supervisor approval and the submission of the EHS Special Enrollment Form with attached proof of student liability insurance.
Prerequisite: Take COU-784 concurrently

COU-775 COUNSELING INTERN II LAB (0 Credits)
Students will complete this lab at the same time as COU-785. Students' clinical counseling abilities will be evaluated by both self-assessment and supervisory assessment throughout the placement. Students will adhere to the requirements of the current Practicum and Internship Handbook. Students who do not complete the 600 hours requirement by the end of COU-775 will earn a "No Credit" and will repeat COU-775. Registration for this course requires faculty supervisor approval and the submission of the EHS Special Enrollment Form with attached proof of student liability insurance.
Prerequisite: Take COU-785 concurrently

COU-779 INTERNSHIP III LAB (0 Credits)
Students will complete this lab at the same time as COU-788. Students' clinical counseling abilities will be evaluated by both self-assessment and supervisory assessment throughout the placement. Students will adhere to the requirements of the current Practicum and Internship Handbook. Traditional degree seeking students who do not complete the 300 hours direct hours of MFT requirement by the end of COU-779 will earn a "No Credit" and will repeat COU-779. Non-degree seeking students will continue to COU-789 and COU-781.
Prerequisite: Take COU-788 concurrently

COU-781 INTERNSHIP IV LAB (0 Credits)
Students will complete this lab at the same time as COU-789. Students' clinical counseling abilities will be evaluated by both self-assessment and supervisory assessment throughout the placement. Students will adhere to the requirements of the current Practicum and Internship Handbook. Students who do not complete the 300 hours direct hours of MFT requirement by the end of COU-781 will earn a "No Credit" and will repeat COU-781. Registration for this course requires faculty supervisor approval and the submission of the EHS Special Enrollment Form with attached proof of student liability insurance.
Prerequisite: Take COU-789 concurrently

COU-782 PRACTICUM: COUNSELING FIELD EXPERIENCE (3 Credits)
An introductory supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case conceptualization and documentation when working with individuals, couples and marital, family, and/or groups. Students' clinical counseling abilities will be evaluated by both self- assessment and supervisory assessment throughout the placement. Registration for this course requires faculty supervisor approval and the submission of the EHS Special Enrollment Form with a signed CU Ethics Agreement and attached proof of student liability insurance.
Prerequisite: Take COU-501, 502, 503, 521, 525, 602, 610, 661, 672

COU-784 INTERNSHIP 1: COUNSELING FIELD EXPERIEN (3 Credits)
An extended supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case conceptualization and documentation when working with individuals, couples and marital, family, and/or groups. Students' clinical counseling abilities will be evaluated by both self- assessment and supervisory assessment throughout the placement. Registration for this course requires faculty supervisor approval and the submission of the EHS Special Enrollment Form with attached proof of student liability insurance.
Prerequisite: COU-782 and COU-772, Take COU-774 concurrently

COU-785 INTERNSHIP 2: COUNSELING FIELD EXPERIEN (3 Credits)
An extended supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case conceptualization and documentation when working with individuals, couples and marital, family, and/or groups. Students' clinical counseling abilities will be evaluated by both self-assessment and supervisory assessment throughout the placement. Students will adhere to the requirements of the current Practicum and Internship Handbook. Registration for this course requires faculty supervisor approval and the submission of the EHS Special Enrollment Form with attached proof of student liability insurance.
Prerequisite: Take COU-784 and COU-774, Take COU-775 concurrently

COU-786 INTERNSHIP COMPLETION (1 Credit)
A continued supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case conceptualization and documentation when working with individuals, couples and marital, family, and/or groups. This course is intended for students who completed all course assignments for COU-784 Internship I and COU- 785 Internship II but need to complete outstanding hours remaining for COU-785 Internship II.
Prerequisite: Take COU-784 and 785

COU-788 INTERNSHIP III: COUNSELING FIELD EXP (3 Credits)
An extended supervised field experience that provides MFT clinical students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case conceptualization and documentation when working with individuals, couples and marital, family, and/or groups. Students' clinical counseling abilities will be evaluated by both self-assessment and supervisory assessment throughout the placement. Students will adhere to the requirements of the current Practicum and Internship Handbook. Registration for this course requires faculty supervisor approval and the submission of the EHS Special Enrollment Form with attached proof of student liability insurance.
Prerequisite: COU-785 and COU-774, Take COU-779 concurrently

COU-789 INTERNSHIP IV: COUNSELING FIELD EXP (3 Credits)
An extended supervised field experience that provides students the opportunity to practice clinical counseling skills in an established professional counseling setting. Students will have the opportunity to develop competencies in interviewing, clinical assessment, case conceptualization and documentation when working with individuals, couples and marital, family, and/or groups. Students' clinical counseling abilities will be evaluated by both self-assessment and supervisory assessment throughout the placement. Registration for this course requires faculty supervisor approval and the submission of the EHS Special Enrollment Form with attached proof of student liability insurance.
Prerequisite: COU-788 and COU-779, Take COU-781 concurrently

COU-790 READINGS: COUNSELING (1-3 Credits)
A formal class which addresses the interests of students and faculty. Courses may include current issues in counseling and other subjects which call for special analysis.
Prerequisite: None

COU-791 INDEPENDENT STUDY: COUNSELING (1-3 Credits)
Supervised independent study for advanced students in counseling. Registration for this course requires adviser approval.
Prerequisite: None

Creativity and Innovation (CRI)

CRI-101 CREATIVITY, INNOVATION & PROB SOLVING (2 Credits)
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.
Prerequisite: None

CRI-140 CIHI HONORS I (3 Credits)
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 such as Euthanasia, Virtues, and Oral History using interdisciplinary problem solving approaches, context lectures, emerging documentation and problem-based learning. Must be in the CIHI program.
Prerequisite: None

CRI-141 CIHI HONORS II (3 Credits)
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 such as Personality, Human Sexuality, and Problem of Evil using interdisciplinary problem solving approaches, context lectures, and problem-based learning. Must be in the CIHI program.
Prerequisite: Take IDS-140 or CRI-140

CRI-202 CREATIVITY IN THE CONCEPTUAL AGE (3 Credits)
A course outlining the six essential human abilities needed to survive in the Conceptual Age: Design, Storytelling, Systems Thinking, Empathy, Play and Meaning.
Prerequisite: None

CRI-205 STRATEGIES INNOVATIVE THOUGHT & DESIGN (3 Credits)
An examination of the latest Creative Problem Solving Techniques (CPS), Design Thinking Tools (DT), and Human Centered Design (HCD). Students will learn to use, lead others, and analyze CPS, DT and HCD effectively in real world situations. Emphasis will be placed on how innovative thought can be applied to their specific major and personal endeavors.
Prerequisite: None

CRI-240 CIHI HONORS III (4 Credits)
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 such as Culture Making Ecclesiology, and Family Systems using interdisciplinary problem solving approaches, context lectures and problem-based learning.
Prerequisite: Take IDS-141 or CRI-141

CRI-241 CIHI HONORS IV (4 Credits)
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 such as Just War, Diplomacy, and Evolution using interdisciplinary problem solving approaches, gamification, emerging documentation, and problem-based learning.
Prerequisite: Take IDS-240 or CRI-240

CRI-312 SCIENCE OF HUMAN INNOVATION (3 Credits)
This course examines the psychology and neuroscience behind creativity and the sociological research on situations, contexts, and networks of creative activity.
Prerequisite: IDS-202 or CRI-202

CRI-313 STRATEGIES FOR INNOVATION AND DESIGN II (3 Credits)
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: Take IDS-205 or CRI-205

CRI-340 CIHI HONORS V (1 Credit)
A seminar of the great books covering the 20th and 21st century from writers such as Churchill, Carsen and Derrida.
Prerequisite: Take IDS-241 or CRI-241

CRI-341 CIHI HONORS V (LAB SCIENCE) (1 Credit)
A field study of plants, soil and ecosystems with applications to planning, management and ecological sustainability. Includes analysis and interpretation of field data and the care of a community garden.
Prerequisite: Junior status

CRI-413 STRATEGIES FOR INNOVATION & DESIGN III (3 Credits)
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.
Prerequisite: Take IDS-313 or CRI-313

CRI-450 CREATIVE EMERGENCE (3 Credits)
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.
Prerequisite: IDS-202, Junior or Senior status required, IDS-205

CRI-480 ADVANCED TOPICS (3 Credits)
Prerequisite: None

Data Analytics (DAT)

DAT-340 BUSINESS INTELLIGENCE SOFTWARE (3 Credits)
This course provides an introduction into the effective use of business intelligence software and engages the student with agile approaches to data warehousing, the intelligence life cycle and architecture. Students will analyze and present the case for the use of business intelligence from an ethical and entrepreneurial point of view.
Prerequisite: BUS-114

DAT-342 SPREADSHEET ANALYSIS & DECISION MAKING (3 Credits)
This course provides students with the fundamental knowledge required to effectively handle data, utilize spreadsheet and database modeling and apply computational analysis to support business decision making. Students will utilize common software pacakages, such as Excel and Access, to produce actionable business intelligence using the relevant statistical techniques.
Prerequisite: BUS-211, MAT-122 or MAT-131

DAT-344 INTRO TO DATA MINING (3 Credits)
This course provides students with the skills necessary to effectively mine numeric and textual data, to discover their patterns, through an introduction to programming languages to cluster their analysis of such findings and to produce a data mining project that addresses a modern business context.
Prerequisite: BUS-211, CSC-131, MAT-122 or MAT-131

DAT-380 INTERNSHIP (3 Credits)
This course is aimed at practical work experience in data analytics. Students will have opportunities to apply classroom knowledge to business world situations. Students will acquire and document professional field experience and will receive 1 credit hour for every 40 hours of verified work.
Prerequisite: Junior or Senior status required

DAT-381 DATA ANALYTICS FIELD EXPERIENCE (3 Credits)
This course is aimed at practical work experience in data analytics. Students will have opportunities to apply classroom knowledge to business world situations. Students will acquire and document professional field experience and will receive 1 credit hour for every 40 hours of verified work.
Prerequisite: Junior or Senior status required

DAT-440 PROGRAMMING FOR BUSINESS (4 Credits)
This course provides students with the skills necessary to develop reasonable solutions to business problems through the application of commonly used business programming languages and how they inform database design and applications.
Prerequisite: BUS-114, DAT-344

DAT-444 STRATEGIC DATA MODELING (3 Credits)
This course equips students to apply analytical tools to build data models using the relevant statistical software in order to produce strategic business inelligence. Students will utilize standard statistical findings that improve decision-making that account for incentive structures which lead to outcomes for customers and businesses that are mutually beneficial.
Prerequisite: DAT-342

DAT-460 EMERGING TRENDS IN DATA ANALYTICS (3 Credits)
This course focuses on emerging trends in business data analytics and visualization. Students will be introduced to recent developments in the field of data analysis and explore industry impacts.
Prerequisite: DAT-342

DAT-480 ADVANCED TOPICS (1-6 Credits)
Prerequisite: None

DAT-490 INDEPENDENT STUDY (1-6 Credits)
Prerequisite: None

Design (DES)

DES-511 CREATIVE HABITS (3 Credits)
A survey of the habits of professional creatives and the barriers they face in creating work that is novel, feasible, and useful. Topics include creative emergence, creative habits, and resistance, with an emphasis in developing a philosophy of the creative life.
Prerequisite: None

DES-513 DESIGN THINKING & HUMAN CENTERED DESIGN (3 Credits)
A hands-on introductory exploration of the collaborative design tools of Design Thinking and Human-Centered Design. Topics include exploring and practicing the individual steps for each tool and understanding when and how to apply each tool in real-world examples and through case studies.
Prerequisite: None

DES-521 TEAM & GROUP DYNAMICS FOR DESIGN (3 Credits)
A theoretical and practical overview of team and group dynamics, conflict resolution theories, empathy skills, and co-creation frameworks. Group dynamics and conflict resolution are presented in a biblical framework with emphasis on honoring team member calling and gifts and love of neighbor in communication and collaboration. The course will also introduce students to introductory empathy tools and leading a team in co-creation.
Prerequisite: None

DES-523 SERVICE DESIGN & INNOVATION (3 Credits)
A hands-on intermediate exploration of the collaborative design tools of Design Thinking and Human-Centered Design, and an introduction to Service Design. Topics include exploring and practicing the individual steps for each tool and understanding when and how to apply each tool in real-world examples and through case studies.
Prerequisite: None

DES-615 PROJECT MANAGING THE DESIGN/INOV PROC I (3 Credits)
In this course, students identify a project in their work environment or other area of interest for which they would like to create new solutions and innovation through collaborative design. Students complete a project proposal, collaborative design process, and end-of-course reflection under the guidance of a faculty member.
Prerequisite: None

DES-625 PROJECT MANAGING DES/INNO PROCESS II (3 Credits)
In this course, students identify a project in their work environment or other area of interest for which they would like to create new solutions and innovation through collaborative design. Students complete a project proposal, collaborative design process, and end-of-course reflection under the guidance of a faculty member.
Prerequisite: None

DES-630 COLLABORATIVE DESIGN APPLIED (3 Credits)
A capstone designed for students to synthesize information received throughout the design program, create a plan for applying collaborative design in their workplace or area of interest, and write a real-world case study. Emphasis will be placed on personal integration of collaborative design principles and reflection on how to apply biblical principles of leadership and ethics to innovation processes. Pre-requisites: all other DES courses.
Prerequisite: None

Ecology (ECO)

ECO-241 ENVIRONMENTAL SCIENCE (4 Credits)
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. This course satisfies the core requirement for lab science.
Prerequisite: None

ECO-242 GEOGRAPHIC INFORMATION SYSTEMS (3 Credits)
This course introduces students to the theory and application of Geographic Information Systems (GIS), and the fundamentals of spatial data management. Students gain practical experience using ArcGIS software for mapping, modelling, and spatial analysis. Prerequisite: BIO-151 or BIO-233.
Prerequisite: BIO-151 or BIO-233

ECO-243 NATURAL RESOURCES MGT (3 Credits)
An exploration of the role of natural resource agencies in developing, sustaining and protecting natural resources. Emphasis is placed on the history of natural resource management in Michigan, management philosophies, politics that impact natural resources, species and ecology management, sustainability and carrying capacity.
Prerequisite: None

ECO-301 LAND & WATER RESOURCES - AUSABLE (4 Credits)
Systems-level perspective on land forms and ecosystems. Includes analysis and interpretation of on-site data recorded in the field, remote-sensing data derived from satellite and low-altitude aerial imagery and geographic information systems (GIS). Field trips to and analysis of forests, bogs, marshes, dunes, and rivers. Includes application to policy and land use planning.
Prerequisite: None

ECO-302 LAKE ECOLOGY & MGMT - AUSABLE (4 Credits)
Field study of lakes and streams with applications to planning and management. Includes an introduction to limnology and investigation of representative lakes and streams of the region.
Prerequisite: None

ECO-303 ECOLOGICAL AGRICULTURE - AUSABLE (4 Credits)
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.
Prerequisite: None

ECO-304 INTERNL DEVELOP & ENVIRON SUS - AUSABLE (4 Credits)
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.
Prerequisite: None

ECO-305 AGROECOLOGY (4 Credits)
Study a wide variety of current food production systems through visits with practicing farmers. Evaluate agrosystems in terms of soil quality, energy flow and nutrient cycling, pesticide fate, functional plant, animal, and genetic biodiversity, water use efficiency, energy flow, and population ecology. Learn to recognize, design, and implement sustainable agrosystems. Engage current social and economic food production systems and norms in the context of Christian faith, to steward the natural resources God has entrusted with us more effectively, improving both global environmental health and food security.
Prerequisite: None

ECO-308 ENVIRONMENTAL HEALTH (3 Credits)
Study of the interconnection between the health of people, animals, and their shared environment. This course includes topics such as toxicology, epidemiology, community health, radiation, and environmental justice. These topics are applied at the local, regional, and global scale.
Prerequisite: None

ECO-310 ENVIRONMENTAL LAW & POLICY - AUSABLE (4 Credits)
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.
Prerequisite: None

ECO-311 FIELD BOTANY - AUSABLE (4 Credits)
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: None

ECO-314 ENVIRONMENTAL JUSTICE (3 Credits)
Study of the treatment and involvement of all people in the development and enforcement of environmental laws, regulations, and policies. This course discusses historical, contemporary, and emerging threats to environmental justice.
Prerequisite: None

ECO-318 MARINE BIOLOGY - AUSABLE (4 Credits)
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: None

ECO-321 ANIMAL ECOLOGY - AUSABLE (4 Credits)
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: None

ECO-322 AQUATIC BIOLOGY - AUSABLE (4 Credits)
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.
Prerequisite: None

ECO-323 STREAM ECOLOGY - AUSABLE (4 Credits)
Prerequisite: None

ECO-324 FISH ECOLOGY & MGMT-AUSABLE (4 Credits)
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.
Prerequisite: None

ECO-330 GEOGRAPHIC INFO SYSTEMS/AUSAB (4 Credits)
An introduction to the theory and application of Geographic Information Systems (GIS) for applied social and ecological problem-solving. Through a series of readings, videos, and hands-on exercises covering a variety of environmental themes, issues, and scales, participants will learn the fundamentals of the types of maps, map projections, symbology, classification, analysis, and web mapping applications, and gain skills and confidence to be able to conduct their own field studies, do spatial analysis, and create their own maps and visualizations.
Prerequisite: None

ECO-332 ENVIRONMENTAL CHMSTRY - AUSABLE (4 Credits)
Principles and analysis of chemical movement and distribution both natural and human-induced in natural environments. Sampling and analytical methods are included for water, soil, and air. Work is conducted both on site in natural habitats and the laboratory.
Prerequisite: None

ECO-341 ECOLOGY (4 Credits)
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. This course satisfies the core requirement for lab science.
Prerequisite: BIO-121, MAT-151 or MAT-251, EGR-100 or BIO-225 and BIO-233

ECO-342 FIELD BIOLOGY (4 Credits)
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.
Prerequisite: EGR-100 or BIO-225 and BIO-233

ECO-343 TROPICAL AGRICULTURE -AUSABLE (4 Credits)
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.
Prerequisite: None

ECO-345 WILDLIFE ECOLOGY - AUSABLE (4 Credits)
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: None

ECO-354 ENVIRONMENTAL JUSTICE - AUSABLE (4 Credits)
Systems-level perspective on land forms and ecosystems. Includes analysis and interpretation of on-site data recorded in the field, remote-sensing data derived from satellite and low-altitude aerial imagery and geographic information systems (GIS). Field trips to and analysis of forests, bogs, marshes, dunes, and rivers. Includes application to policy and land use planning. Prerequisite: One year of introductory science.
Prerequisite: None

ECO-355 WATERSHEDS IN GLOBAL DVLPT - AUSABLE (4 Credits)
Principles of watershed ecology. Includes principles and practice of community-based water monitoring and watershed management for developing and developed countries and data access and analysis using an online relational database and data-to-action strategies. Designed for students in science and public policy, including students interested in missions and development and agencies involved in environmental assessment and community development. Prerequisite: One year of general biology.
Prerequisite: None

ECO-358 FIELD TECHNIQUES IN WETLANDS (4 Credits)
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: None

ECO-359 MARINE MAMMALS - AUSABLE (4 Credits)
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: None

ECO-360 APPLIED BIODIVERSITY GENETICS - AUSABLE (4 Credits)
A field class introducing recent advances in molecular biology techniques, computation and storage for applied ecological work. The ability to utilize these techniques is becoming more and more important to scientists for addressing fundamental questions in biology. This course will expose you to a broad range of techniques and concepts in molecular biology and phylogenetics. Emphasis is placed on the strengths and limitations of each method and its application to a wide range of organisms, including plants, animals and microorganisms. It will provide a foundation for molecular applications to issues of environmental stewardship. Prerequisites: Two years of biology, one year of chemistry.
Prerequisite: None

ECO-361 FIELD BIOLOGY IN SPRING-AUSABLE (4 Credits)
Springtime plants and animals, their field identification, field biology, behavior and landscape context with a focus on spring flora, amphibia, and birds.
Prerequisite: None

ECO-362 ENVIRONMENTAL APPS IN GIS - AUSABLE (4 Credits)
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.
Prerequisite: None

ECO-365 INSECT ECOLOGY = AUSABLE (4 Credits)
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.
Prerequisite: None

ECO-367 CONSERVATION/DEVELOPMENT OF INDIAN TROP (4 Credits)
Tropical ecology of South India, including an introduction to and comparative analysis of coastal ecosystems, the plains, and montane tropical ecosystems of the Western Ghats including altitudinal zonation. The course will be taught on-site at a variety of ecosystem preserves and national parks. If suitable arrangements can be made, a number of ecosystems will be studied on the Andaman Islands. Topics include tropical ecosystem structure and function, adaptations of flora and fauna, biodiversity surveys, past and present human interactions with the landscape, and autecology of selected plant and animal species. Prerequisites: Upper division standing and at least one ecology course (preferably completed at AuSable).
Prerequisite: None

ECO-368 FOREST ECOLOGY (4 Credits)
This course will focus on how plants interact with the abiotic environment and with other organisms. Field trips will provide opportunity to examine various physiological adaptations and population and community processes; and to introduce research approaches in different contexts. Quantitative skills including data collection, management, and basic analysis will be emphasized.
Prerequisite: None

ECO-371 FOREST MGMT - AUSABLE (4 Credits)
Introduction to site-level, landscape and multi- stakeholder approaches to forest management, including strateies of climate change adaptation 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 (such as 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.
Prerequisite: None

ECO-377 MARINE INVERTEBRATES - AUSABLE (4 Credits)
Prerequisite: None

ECO-385 URBAN ENVIRONMENTAL JUSTICE/AUSABLE (4 Credits)
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.
Prerequisite: None

ECO-390 DIRECTED INDIV STUDY - AUSABLE (1-4 Credits)
Field or laboratory study of a problem selected by the student in consultation with a professor, and presented as a written proposal in advance of the session in which the study is to be conducted. Normally, problems are outgrowths of previous coursework with a given professor at Au Sable. Prerequisite: A study proposal including goals and objectives, methods, protocols for evaluation; to be signed by the professor and program director.
Prerequisite: None

ECO-400 ENVIRONMENTAL BIOLOGY CAPSTONE (3 Credits)
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: None

ECO-442 ADVANCED FIELD STUDIES (1-6 Credits)
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. Instructor permission required.
Prerequisite: None

ECO-443 ADVANCED FIELD STUDIES LAB (1 Credit)
The laboratory field-oriented experience taken in conjunction with or after ECO-442. This course is designed to immerse students in a field-oriented experience focusing on the natural history, environmental issues and culture of the region or country studied in ECO-442. Instructor permission required.
Prerequisite: ECO-442 (previously or concurrently)

ECO-471 CONSERVATION BIOLOGY - AUSABLE (4 Credits)
Principles of conservation biology with applications to sustainable human society and biospheric integrity. An integrative approach to biology and society that interrelates population biology, ecological principles, biogeochemical cycles, ecosystem functions, and human society in the context of biospheric degradation. The course develops a stewardship perspective rooted in biological principles and directed at conservation of plant and animal species, biotic communities, ecosystems, and human society. Included are topics of human development, poverty, and economic growth.
Prerequisite: None

ECO-478 ALPINE ECOLOGY - AUSABLE (4 Credits)
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.
Prerequisite: None

ECO-480 ADVANCED TOPICS: ECOLOGY (1-4 Credits)
Prerequisite: None

ECO-482 RESTORATION ECOLOGY - AUSABLE (4 Credits)
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.
Prerequisite: None

Economics (ECN)

ECN-231 PRINCIPLES OF MACROECONOMICS (3 Credits)
Emphasis upon macroeconomic theories, principles and theories of national income determination, consumption, investment, savings, business cycles, prices and money, the banking system, and monetary and fiscal policy.
Prerequisite: None

ECN-232 PRINCIPLES OF MICROECONOMICS (3 Credits)
Emphasis upon general microeconomic theory, an introduction to theories of consumer behavior, product demand, cost and supply, production, the firm and its markets, and capital and pricing factors.
Prerequisite: None

ECN-311 MANAGERIAL ECONOMICS (3 Credits)
A survey of microeconomic/macroeconomic theory as related to the manager's environment. Topics include an introduction to theories of consumer behavior, product demand, cost and supply, production, the firm and its markets, capital and pricing factors, theories of national income determination, consumption, investment, savings, business cycles and monetary and fiscal policy.
Prerequisite: None

ECN-321 INTERMEDIATE MICROECONOMICS (3 Credits)
This course is designed to provide students with the tools from intermediate microeconomics, game theory, and industrial organization that they need to make sound managerial decisions. Topics include present value analysis, supply and demand, regression, indifference curves, isoquants, production, costs, and the basic models of perfect competition. Readings include essays by several Nobel Prize-winning economists.
Prerequisite: ECN-232

ECN-334 MONEY AND BANKING (3 Credits)
This course will focus on the role of money in the economy. Topics include money flows, the Federal Reserve System, banking regulation and performance.
Prerequisite: ECN-231

ECN-335 INTERMEDIATE MACROECONOMICS (3 Credits)
A detailed study of international trade and finance with both macro and micro applications. Topics include international accounting standards, exchange rates, foreign direct investment, international markets and financial control in an international setting.
Prerequisite: ECN-231 or ECN-232

ECN-336 INTERNATIONAL DEVELOPMENT ECONOMICS (3 Credits)
Theoretical and empirical investigation of economic development of under-developed countries. Includes a study into the nature and causes of poverty along with discussions on our role as Christians in the third world developing countries. The course includes a case-study of a low-income nation using various standard of living measures.
Prerequisite: ECN-231 or ECN-232

ECN-340 FAMILY ECONOMICS (3 Credits)
The purpose of this course is to utilize economic theory in order to analyze the decisions of households as well as how macroeconomic realities alter the decisions of families. The course will also examine the determinants of age at first marriage, family structure, fertility decisions and failure. In addition, the course will examine how intergenerational decision-making impacts children and their health, education and future family decisions. Special attention will be given to the Christian worldview of family structure while examining competing worldviews.
Prerequisite: ECN-231 or ECN-232

ECN-342 ECONOMICS OF SPORT (3 Credits)
This course applies concepts from principles of microeconomics to the analysis of the business of sport. Students will analyze the use of price controls and revenue sharing, ticket pricing and profit maximization, the economic impact and ethics of amateurism, collective bargaining and antitrust issues, monopsony and monopoly conditions, the determinants of professional salaries. Students will also be challenged to apply the Christian virtues of justice and wisdom in the midst of the economic realities of both amateur and professional sport.
Prerequisite: ECN-231 or ECN-232

ECN-344 HEALTH CARE ECONOMICS (3 Credits)
The purpose of this course is to introduce students to health economics, as well as the realities of scarcity, uncertainty, risk and government policy in the markets for health care. Attention will be given to U.S. health insurance markets and policy, preventative care, affordability for the poor via Medicare and Medicaid, asymmetric information between providers, insurers and consumers, pricing for pharmaceuticals under Medicare Part D, hospitalization and end of life care, as well as comparing the U.S. healthcare system with those of other nations. The Christian worldview will be articulated with respect to human dignity and mercy and how the Hippocratic principles compare to them.
Prerequisite: ECN-231 or ECN-232

ECN-380 INTERNSHIP (3 Credits)
This course will be aimed at practical work experience in a business setting. Students will have opportunities to apply classroom knowledge to business world situations in economics.
Prerequisite: Junior or Senior status required

ECN-381 ECONOMICS FIELD EXPERIENCE (3 Credits)
This course will be aimed at practical work experience in a business setting. Students will have opportunities to apply classroom knowledge to business world situations in economics. Students will acquire and document professional field experience and will receive 1 credit hour for every 40 hours of verified work.
Prerequisite: Junior or Senior status required

ECN-470 DIRECTED READINGS (1-3 Credits)
Prerequisite: None

ECN-480 ADVANCED TOPICS: ECONOMICS (1-3 Credits)
Prerequisite: None

ECN-490 INDEPENDENT STUDY (1-3 Credits)
Prerequisite: Junior or Senior status required

ECN-513 GLOBAL ECONOMIC ENVIRON. (3 Credits)
A focus on the global economic environment as a basis for decision making within a global business. Topics include the impact of globalization on the economies of the United States, Europe, Asia and other world economies, exchange rate theory and political regimes.
Prerequisite: ECN-530

ECN-530 ECONOMICS (3 Credits)
A study of the decision-making skills necessary for managers and entrepreneurs in the context of the macroeconomic environment and the application of microeconomic price theory as it pertains to human capital issues. Readings include essays by several Nobel prize-winning economists. Further, the course challenges students to develop a Christ-centered worldview regarding economic issues pertinent to managers.
Prerequisite: None

Education (EDU)

EDU-147 PE & HEALTH FOR WHOLE LEARNER (2 Credits)
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."
Prerequisite: None

EDU-220 FOUNDATIONS OF EDU & CLINICAL EXPERIENC (4 Credits)
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-212

EDU-221 CLASSROOM MGT/TAP TESOL (2 Credits)
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: ENG-212 and professional status in Teacher Education program, Take EDU-381 concurrently, Professional status in TE program

EDU-233 FOUND TEACHING EXCEPTIONAL LEARNER (3 Credits)
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.
Prerequisite: None

EDU-235 TCHR ASSIST PR TESOL/EARLY CHILD (1 Credit)
This course is designed for Early Childhood and TESOL Associate of Arts students to assist in a lower elementary classroom. Students enrolled in this course spend five hours a week in a classroom assisting the teacher with one-on-one and small group activities and preparing classroom materials as assigned. The hours are arranged by the student and the assigned classroom teacher. There is also a mandatory on-campus seminar requirement. Registration Information This course is taken during the fall semester of the second year concurrently with EDU-381 Educational Psychology. Applications must be submitted by the last Friday of September or February prior to the placement semester.
Prerequisite: EDU-220, EDU-381

EDU-262 EDUCATIONAL TECHNOLOGY INTEGRATION (3 Credits)
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.
Prerequisite: Conditional status in Teacher Education program

EDU-265 CREATIVITY FOR WHOLE LEARNER (3 Credits)
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.
Prerequisite: Conditional status in Teacher Education program

EDU-280 ADVANCED TOPICS IN EDUCATION (1-3 Credits)
Prerequisite: None

EDU-323 ADOLESCENT LITERATURE (3 Credits)
A study of literature suitable for middle school and senior high students. Appropriate instructional methodologies will be studied and modeled.
Prerequisite: ENG-212

EDU-328 LEARNER-CENTERED ASSESSMENT (3 Credits)
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: EDU-233, Conditional status in Teacher Education program

EDU-333 FOUNDATIONS EARLY CHILDHOOD EDUCATION (3 Credits)
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: None

EDU-334 ASSESSMENT/THE EXCEPTIONAL YOUNG CHILD (3 Credits)
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 in Teacher Education program, EDU-233

EDU-335 TEACHING EXCEPT LEARNER & CLINICAL EXP (4 Credits)
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: Professional status in Teacher Education program, EDU-233

EDU-338 ASSESS & DIAG OF EXCEPT LEARNER (4 Credits)
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 in Teacher Education program, EDU-233

EDU-343 ADOLESCENT LEARNING & ASSESSMENT (3 Credits)
To more effectively support teacher candidates' teaching and learning, all secondary education majors will further develop their skills in curricular planning, implementation, assessment, and reflection. In support of previous course work focused on teaching exceptional learners, an emphasis will be placed on teacher candidates addressing the needs of all learners. Professional tools and resources will be considered, evaluated, and incorporated throughout. This course is taught in conjunction with EDU 344 (Content Area Literacy and Field Experience) so that students will have hands on experience applying what they learn to a classroom setting.
Prerequisite: Conditional status in Teacher Education program, EDU-344 (concurrently), EDU-220

EDU-344 CONTENT AREA LITERACY/FIELD EXPERIENCE (3 Credits)
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.
Prerequisite: Conditional status in Teacher Education program, EDU-220

EDU-345 FOUNDATIONS OF LITERACY (4 Credits)
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: EDU-220

EDU-347 CHILDREN'S LIT & WRITING INST (3 Credits)
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: Conditional status in Teacher Education program, EDU-345

EDU-348 YOUNG ADULT LIT & WRITING INSTRUCTION (3 Credits)
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: Conditional status in Teacher Education program, EDU-345

EDU-352 TEACHING YOUNG CHILD (4 Credits)
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: Professional status in Teacher Education program

EDU-361 EARLY CHILDHOOD PRACTICUM (4 Credits)
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 150 hours during this practicum experience.
Prerequisite: Take EDU-381 concurrently

EDU-364 EQUITABLE & INCLUSIVE EDUCATION (3 Credits)
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 in Teacher Education program

EDU-365 EQUITABLE & INCLUSIVE CLINICAL EXPERIEN (1 Credit)
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 in Teacher Education program

EDU-371 YOUNG CHILD & COMMUNITY (3 Credits)
Communications and relationships with parents and community, strategies for parent involvement, parent-teacher organizations and school volunteer programs. Attention given to cultural pluralism and to curriculum modifications for children's cultural needs.
Prerequisite: Conditional status in Teacher Education program

EDU-373 TEACHING INFANTS/TODDLERS & CLINICAL EX (4 Credits)
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 in Teacher Education program

EDU-375 STRATEGIC PARTNERSHIPS (3 Credits)
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 in Teacher Education program

EDU-381 THE LEARNER AND LEARNING (3 Credits)
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 in Teacher Education program, Take EDU-386 or EDU-221 concurrently

EDU-386 CLASSROOM MGMT & TEACHER ASST PRACTICUM (3 Credits)
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 in Teacher Education program, EDU-381

EDU-430 STUDENT TEACHING CAPSTONE SEMINAR (3 Credits)
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 in Teacher Education and completion of all coursework

EDU-434 SPECIAL EDUCATION PRACTICUM & SEMINAR (6 Credits)
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 in Teacher Education program

EDU-436 TEACHING SECONDARY WRITING & LANGUAGE (3 Credits)
This course builds on foundational knowledge and skills presented in previous ELA content courses. Teacher candidates will learn evidence-based practices that engage and teach adolescents how to write and develop language skills in relevant and various learning contexts. This course will explore specific techniques that intentionally and effectively develop adolescents' understanding and communication of ideas such as peer conferencing, writing workshops, word study, using various forms of assessment and feedback, and multiple modalities for presentation (e.g., use of digital tools). Emphasis will be put on utilizing learners' strengths, contexts, and interests to develop a love for and effectiveness with written and oral language, including English learners. This methods course will be taken concurrently with the teacher candidate's Teacher Assistant Practicum in which they will practice these strategies in a classroom setting.
Prerequisite: Professional status in Teacher Education program, Take EDU-386 concurrently, ENG-226

EDU-446 EARLY LITERACY & LANG DVLPT (4 Credits)
This course builds on foundational knowledge and skills presented in EDU 345, 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 in Teacher Education program, EDU-345

EDU-447 TEACHING LITERACY I (4 Credits)
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 in Teacher Education program, EDU-345, EDU-347

EDU-448 TEACHING LITERACY II (4 Credits)
This course builds on foundational knowledge and skills presented in EDU 345, Foundations of Literacy and EDU 447, Teaching Literacy I, Age Five to Third Grade. EDU 448 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 in Teacher Education program, Take EDU-447, previously or concurrently

EDU-450 TEACHING SCIENCE (3 Credits)
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: EDU-220, SCI-202 and professional status in Teacher Education program

EDU-453 SECONDARY BIOLOGY PRACTICUM (3 Credits)
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. Application must be completed by the date designated by the Teacher Education office one semester prior to placement.
Prerequisite: Professional status in Teacher Education program, SCI-465

EDU-460 TEACHING SOCIAL STUDIES (3 Credits)
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 in Teacher Education program, HIS-115 or HIS-222, HIS-211

EDU-461 EARLY CHILDHOOD PRACTICUM (3 Credits)
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 150 hours during this practicum experience. Co-requisite: EDU-381
Prerequisite: None

EDU-462 B-K & K-12 SPECIAL ED PRACTICUM & SEM (9 Credits)
To support teacher candidates' all special education majors and early childhood birth to K majors will further develop their skills in conducting informal, formal assessments supporting previous coursework focused on diagnosing students with disabilities and developmental delays. Candidates will demonstrate their ability to diagnose student learning before planning instruction. They will plan an appropriate instructional sequence based on the diagnosis. They will effectively teach the instructional sequence and conduct a formative assessment to determine and document student progress or lack of progress on the instructional process to determine modifications to improve future student learning. Students will demonstrate]their learning in 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 a minimum of 420 hours during this practicum experience.
Prerequisite: Professional status in Teacher Education program

EDU-468 SECONDARY PSYCHOLOGY PRACTICUM (3 Credits)
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.
Prerequisite: EDU-220, Professional status in Teacher Education program

EDU-469 SECONDARY CHEMISTRY PRACTICUM (3 Credits)
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.
Prerequisite: Professional status in Teacher Education program, EDU-220

EDU-481 EARLY INTERVENTION & SUPPORTS (6 Credits)
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 hours during this practicum experience.
Prerequisite: Professional status in Teacher Education program, EDU-220

EDU-482 STUDENT TEACHING INTERNSHIP (12 Credits)
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.
Prerequisite: Approved application for student teaching, Take EDU-430 concurrently

EDU-483 ELEM STU TCHG INTERN/CROSS-CULT (12 Credits)
The practicum for directed teaching with International/Cross-Cultural experience is for one semester and must include the full school day. Students will ensure application of the knowledge, skills, and attitudes to meet program and performance standards specified in detail in the Teacher education Handbook. By the end of this practicum, student teachers must demonstrate personal qualities related to teaching, ability to assess and evaluate, and a professional character. The student and instructor will develop an agreement that will specify the duration, setting and learning objectives of the International/Cross-Cultural experience. Students are required to provide their own transportation.
Prerequisite: Approved application for student teaching, Take EDU-430 concurrently

EDU-484 SEC STUDENT TCHNG INTERNSHIP (12 Credits)
Prerequisite: Approved application for student teaching, Take EDU-430 concurrently

EDU-485 SEC STU TCH INTERN/CROSS-CULT (12 Credits)
The practicum for directed teaching with International/Cross-Cultural experience is for one semester and must include the full school day. Students will ensure application of the knowledge, skills, and attitudes to meet program and performance standards specified in detail in the Teacher education Handbook. By the end of this practicum, student teachers must demonstrate personal qualities related to teaching, ability to assess and evaluate, and a professional character. The student and instructor will develop an agreement that will specify the duration, setting and learning objectives of the International/Cross-Cultural experience. Students are required to provide their own transportation.
Prerequisite: Approved application for student teaching, Take EDU-430 concurrently

EDU-486 K-12 STUDENT TCHNG INTERNSHIP (12 Credits)
Prerequisite: Approved application for student teaching, Take EDU-430 concurrently

EDU-487 K-12 STUDENT TCHNG INTERN/CROSS-CULT (12 Credits)
The practicum for directed teaching is for one full semester and must include the full school day. Students will ensure application of the knowledge, skills, and attitudes to meet program and performance standards specified in detail in the Teacher education Handbook. By the end of this experience, student teachers must demonstrate personal qualities related to teaching, ability to plan instruction, knowledge of content and learning theories, classroom management skills, ability to assess and evaluate and a professional character. Students are required to provide their own transportation. Placement for Practicums EDU 482, 484 and 486 is within a fifty-mile radius of Cornerstone. Application must be submitted by the date designated by the Teacher Education Office one year prior to placement.
Prerequisite: Approved application for student teaching, Take EDU-430 concurrently

EDU-488 ADVANCED INTERNSHIP IN TEACHER EDUC (2-6 Credits)
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.
Prerequisite: Approved application for student teaching

EDU-489 TESOL PRACTICUM TE ONLY (6 Credits)
Students will teach in a multilingual setting under the supervision of an experienced TESOL teacher. They will implement lesson plans which they have developed, use a variety of teaching methods, audio-visuals, and other teaching resources and assess the educational, cultural, and linguistic needs of English language learners. Application must be submitted by the date designated by the Teacher Education Office one semester prior to placement.
Prerequisite: Complete all TESOL coursework

EDU-490 INDEPENDENT STUDY (1-6 Credits)
With faculty supervision, the student researches and reports on a topic or an area of interest.
Prerequisite: Requires dean approval

EDU-491 K-12 MUSIC STU TCHNG INTERN (9 Credits)
Prerequisite: Approved application for student teaching, Take EDU-430 concurrently

Educational Leadership (EDL)

EDL-900 DOCTORAL STUDIES SEMINAR (4 Credits)
This course provides an orientation to the Ed.D. program and the expectations and requirements for doctoral study. Learners will focus on and enhance their library research and academic writing skills. Emphasis will be given to organizational behavior and development issues that lead to problem formation and solution development by synthesizing theory-based, practical research. Important and current leadership issues and management dilemmas will be emphasized so that learners can connect academic writing and research to problem-solving within organizations. Special emphasis will be given to finding potential issues within a student's vocational context that will lead to the doctoral program's culminating capstone project. The first residency requirement will occur and be met upon successful completion of this course.
Prerequisite: None

EDL-901 ORG BEHAVIOR, THEORY & LEADERSHIP (4 Credits)
This course presents an overview of seminal leadership concepts and theories with an emphasis on their applications within 21st century organizations. Special emphasis will be given to individual differences at work, motivation, and the role of personality in leadership style, as well as the influence of work environment, teamwork, and social behavior on decision - making, communication and leadership effectiveness within organizations.
Prerequisite: EDL-900

EDL-902 LEGAL ISSUES, POLICY, LEADERSHIP, ETHIC (4 Credits)
This course will highlight the role of specific ethical theories for organizational decision making in legal and financial matters. Course content will also focus on legal issues such as constitutional, statutory, and case law concerning public and private organizations, as well as finance competencies such analyzing financial issues and developing financial strategies. Special attention will be given to developing organizational policies, financial planning, budgeting, and resource development.
Prerequisite: None

EDL-903 LEADERSHIP, HR MGT & DIVERSITY (4 Credits)
This course will emphasize relevant employment law issues for leaders and organizations within the context of human resources leadership. Central to this focus, learners will understand the legal foundation for diversity but also understand how cognitive diversity within organizations improves decision-making and organizational performance. This course examines the legal and regulatory aspects of HR and diversity, but will also highlight theoretical, research-based, and practical information related to employee and organizational development, staffing, recruitment, selection, training, and other key features of human resources administration, management, and leadership. A major emphasis in the course will be structuring the HR function as a strategic component of organizational leadership and development.
Prerequisite: EDL-900

EDL-904 ORGAN PLANNING, ASSESSMENT, QUAL IMPROV (4 Credits)
This course examines strategic thinking and planning to maximize organizational value, improve decision-making, and enhance leadership. Learners will comprehend and be able to apply concepts and information related to program quality and assessment. The course will emphasize specific planning models and actionable decisions made by leadership to set and implement an intentional direction for organizations in a way that also recognizes the need for reactive, emergent planning strategies. The course will include current systems for ensuring quality and establishing accountability.
Prerequisite: EDL-905

EDL-905 ORGANIZATION GOVERNANCE STRATEGY (4 Credits)
This course examines the basic structural forms and functions of organizational governance with an emphasis on the external and internal stakeholder constituent forces which shape organizational life. Systems thinking is used in conceptualizing all relationships including the tensions inherent between the external stakeholders, the Board of Directors, senior leadership, structures of governance, standards of monitoring system performance and organizational culture. Multiple models of behavioral understanding are offered, providing the student with a framework to observe, analyze, synthesize and have the capacity to take appropriate action regarding the functioning of an organization in multiple forms. Particular focus is given to strategic governance systems including governing and advisory board development and communication, along with issues in recruiting, selecting and evaluating boards.
Prerequisite: RES-910

EDL-906 ORGANIZATIONAL FINANCE & RESOURCE MGT (4 Credits)
This course will highlight the role of specific ethical theories for organizational decision making in legal and financial matters. Course content will also focus on legal issues such as constitutional, statutory, and case law concerning public and private organizations, as well as finance competencies such analyzing financial issues and developing financial strategies. Special attention will be given to developing organizational policies, financial planning, budgeting, and resource development.
Prerequisite: EDL-904

EDL-907 ORGANIZATION MARKETING & COMMUNICATION (4 Credits)
This course explores marketing and public relations as activities that create value for clients, customers and stakeholders. This course will examine competitive advantage, branding, and market orientation in traditional marketing structures in addition to the opportunities and issues associated with social media. The course will also emphasize role judgment, emotions, and choice play in consumer behavior with an emphasis on theory-informed research from behavioral economics that apply to individual and group decision-making along with practical marketing and communication strategies to increase an organization's viability in the marketplace.
Prerequisite: EDL-906

EDL-908 ORG CULTURE & CHANGE MGT (4 Credits)
This course includes an overview of change theories, concepts and models with a focus on understanding organizational and international culture and how proactive, deliberate strategies along with reactive, emergent strategies shape organizational functions and behavior. Learners in this course will comprehend how climate and culture influence structure, organization and behavior and how change can be understood and managed to produce sustainable competitive advantages for companies and organizations. The course will emphasize practical tools and strategies that can be implemented across organizations.
Prerequisite: RES-915

EDL-909 ADULT LEARNING IN ORGANIZATIONAL CONTEX (4 Credits)
This class introduces students to theories of adult learning and development relevant to organizational contexts. Students will analyze formal, informal, and nonformal modes of learning and consider best practices for training, teaching, and developing adults in a variety of organizational contexts.
Prerequisite: EDL-900

EDL-910 ORGANIZATIONAL ETHICS, LAW & FINANCE (3 Credits)
This course will highlight the role of specific ethical theories for organizational decision making in legal and financial matters. Course content will also focus on legal issues such as constitutional, statutory, and case law concerning public and private organizations, as well as finance competencies such as analyzing financial issues and developing financial strategies. Special attention will be given to developing organizational policies, financial planning, budgeting, and resource development.
Prerequisite: EDL-905

EDL-911 ETHICAL & LEGAL FRAMWORK FOR LEADERSHIP (4 Credits)
This course will explore the relevant legal and ethical issues in business leadership as well as the relevant theories and models that inform how they are addressed. Examining these issues using relevant court cases and other pertinent examples provides students with the ability to apply legal, ethical and theological principles in firms that operate in for profit, non-profit, public and private as well as local and international contexts.
Prerequisite: RES-905

Engineering (EGR)

EGR-100 INTRO TO ENGINEERING (1 Credit)
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)
Prerequisite: None

EGR-111 INTRO TO ENGINEERING GRAPHICS (1 Credit)
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)
Prerequisite: None

EGR-112 INTRO PROGRAMMING USING C++ (2 Credits)
An introduction to programming using the C++ programming language. Topics include structured imperative program design, data types, control structures, strings, lists, program implementation, testing and debugging.
Prerequisite: Take MAT-122 previously or concurrently

EGR-113 INTRO TO CAD/CAM (1 Credit)
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)
Prerequisite: EGR-111

EGR-185 FIRST YEAR ENGINEERING DESIGN (2 Credits)
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. Lab fee applied.
Prerequisite: EGR-112 (C or higher)

EGR-209 MECHANICS AND MACHINES (4 Credits)
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.
Prerequisite: Take MAT-132 and PHY-211, PHY-221

EGR-214 CIRCUIT ANALYSIS I (3 Credits)
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.
Prerequisite: PHY-222 (C or higher)

EGR-215 CIRCUITS LAB (1 Credit)
Laboratory activities associated with linear circuit analysis. Including the use of power supplies, multimeters, function generators, oscilloscopes, and electronic circuit CAD/CAM software packages. Lab fee applied.
Prerequisite: PHY-222 (C or higher), Take EGR-214 concurrently

EGR-220 MEASUREMENT & DATA ANALYSIS (1 Credit)
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. Lab fee applied.
Prerequisite: Take MAT-251 concurrently, MAT-131, ENG-212

EGR-226 INTRODUCTION TO DIGITAL SYSTEMS (3 Credits)
An introduction to the analysis and design of digital systems. Topics include boolean algebra, combinational and sequential logic circuits, models of hardware and software at various levels of abstraction, computer organization and architecture, machine language, and microcontroller architecture, programming, and interfaces.
Prerequisite: EGR-112 (C or higher), PHY-222 (C or higher)

EGR-227 DIGITAL SYSTEMS LAB (1 Credit)
Laboratory activities to design, build, and test various digital systems. Projects include combinational and sequential logic circuits, finite state machines, programming of microcontrollers, and microcontroller interfaces. Lab fee applied.
Prerequisite: Take EGR-226 concurrently

EGR-250 MATERIALS SCIENCE & ENGINEERING (3 Credits)
An introduction to the field of Materials Engineering 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.
Prerequisite: Take CHM-111, PHY-222

EGR-251 MATERIALS LAB (1 Credit)
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. Lab fee applied.
Prerequisite: Take CHM-111 and PHY-222 (C or higher), Take EGR-250 concurrently

EGR-309 MACHINE DESIGN I (3 Credits)
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: Take EGR-209

EGR-310 MACHINE DESIGN I LAB (1 Credit)
Introduction to finite element analysis for planar loading, strain gauges and rosettes, and experimental determination of state of stress in a body. Lab fee applied.
Prerequisite: Take EGR-209 (C or higher), Take EGR-309 concurrently

EGR-312 DYNAMICS (3 Credits)
Study of motion and the relationship between force, mass, and acceleration for particles and rigid bodies. Work-energy and impulse-momentum concepts.
Prerequisite: EGR-209 (C or higher), MAT-235 (C or higher)

EGR-330 PRODUCT DVLPT/PROJECT MGMT (4 Credits)
This course will examine the tactics and strategies needed to successfully complete engineering projects. Students will exercise their project management skills while engaging in a semester-long product development scenario utilizing the engineering design process. Design topics will include: gathering customer requirements, establishing specifications, generating alternative concepts, estimating feasibility, concept selection, embodiment design, design refinement, prototyping, testing and service model definition.
Prerequisite: EGR-100 and EGR-250

EGR-345 DYNAMIC SYSTEM MODELING & CONTROL (4 Credits)
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.
Prerequisite: EGR-214, MAT-235

EGR-350 VIBRATION (3 Credits)
Study of mechanical vibration of structures and engineering components. Free and forced vibration of single, two, and multi-degree of freedom systems. Modal analysis and mode summation. Elements of analytical dynamics. Approximate numerical methods. Random vibration. Vibration measurement, isolation, and control.
Prerequisite: Take MAT-235 (C or higher), PHY-222 (C or higher)

EGR-360 THERMODYNAMICS (3 Credits)
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.
Prerequisite: PHY-222 (C or higher), MAT-235 (C or higher)

EGR-365 FLUIDS (3 Credits)
This course provides students with a foundation in fluids, specifically, 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 turbomachinery, and open channel flow.
Prerequisite: EGR-360

EGR-367 MANUFACTURING PROCESSES (3 Credits)
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: EGR-250

EGR-368 MANUFACTURING PROCESSES LAB (1 Credit)
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. Lab fee applied.
Prerequisite: Take EGR-367 concurrently

EGR-380 INTERNSHIP (3 Credits)
This course provides an opportunity to work in a supervised engineering setting. The experience must include opportunities to apply the theories and concepts learned in the discipline of engineering.
Prerequisite: Take EGR-100, Junior or Senior status required

EGR-409 MACHINE DESIGN 2 (3 Credits)
The study of mechanical design. Topics include design of screws, clutches, brakes, belts, gears, journal bearings, roller bearings, and planetary gear trains.
Prerequisite: EGR-309

EGR-437 ENVIRONMENTAL ENGINEERING (4 Credits)
An analysis of the impact of human development (industrial, commercial and residential) on air, land, and water resources. Special emphasis is placed on environmental engineering practices related to environmental laws and regulations. Additional topics include the development of environmental engineering plans and designs. Lab fees applied.
Prerequisite: ECO-241, EGR-360

EGR-440 PRODUCTION MODELS (3 Credits)
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.
Prerequisite: EGR-113 (C or higher)

EGR-468 HEAT TRANSFER (3 Credits)
This course provides students with an in-depth study of heat transfer. The mechanisms by which heat is transferred in different media: conduction, convection, and radiation. One - and two-dimensional steady state conduction, transient conduction, finite differences, methods in conduction, forced and free convections, heat exchangers, radiation processing and properties, radiation exchange between surfaces.
Prerequisite: EGR-360 (previously or concurrently)

EGR-485 CAPSTONE PROJ & ETHICS I (3 Credits)
An independent investigation of theoretical or experimental design problems in engineering. The nature and scope of the project are determined by the student in consultation with the instructor and depend upon the facilities available. Normally this project is carried out during the entire senior year, with one-hour of credit during the first semester and two hours of credit during the second semester. A written technical report is required. All seniors meet together each week to discuss their projects with each other and their supervisor. Laboratory. Lab fee applied.
Prerequisite: Senior status required

EGR-486 CAPSTONE PROJ & ETHICS II (3 Credits)
Continuation of student's work in EGR 485. Both an oral report and a final written technical report are required. Lab fee applied.
Prerequisite: EGR-485, Senior status required

EGR-490 INDEPENDENT STUDY (1-3 Credits)
Prerequisite: None

English (ENG)

ENG-100 INTRO TO ENGLISH WRITING (2 Credits)
This course provides students with practice and instruction in writing with the goals of increased fluency and refinement of grammar, punctionation, and revision skills. Building writing confidence and increasing students' awareness of the variety of genres used in academic writing is also stressed.
Prerequisite: None

ENG-114 COLLEGE COMPOSITION (3 Credits)
The study and practice of the process approach to writing with attention paid to the rhetorical dynamic of the writer, text and reader. This course includes essays, a library orientation, a review of reading strategies and readings relevant to the study of written discourse. Grammar is studied as part of precise, effective written communication.
Prerequisite: ENG-100 or qualifying test score

ENG-118 INTRO TO WRITING AND RESEARCH (3 Credits)
A course designed to develop critical thinking, reading and writing skills with an emphasis on APA documentation style and research writing.
Prerequisite: None

ENG-119 PROFESSIONAL WRITING (3 Credits)
The study and practice of the various writing styles and skills required in a professional setting with emphasis on clear, concise expression aimed at a specific audience for a specific purpose. The course includes a library and research component, writing of professional letters, compilation of reports and graphs, use of computer technology and the writing of a research paper documented by APA standards.
Prerequisite: None

ENG-212 WRITING IN CULTURE (3 Credits)
Using effective and ethical research practices to develop and write persuasive essays on topics related to contemporary culture and social justice. Particular attention will be paid to rhetorical sensitivity, stylistic accuracy, and thoughtful worldview engagement.
Prerequisite: Successful completion of ENG-114, satisfactory ACT/SAT score or take CSU-112 concurrently

ENG-223 INTRODUCTION TO LITERATURE (3 Credits)
The study and application of various methods of literary interpretation and evaluation to develop critical and analytical skills in the various genres of imaginative literature.
Prerequisite: None

ENG-226 INTRO TO CREATIVE WRITING (3 Credits)
Introduction to the basic forms and techniques of writing poetry, fiction, and drama.
Prerequisite: ENG-212, C- or higher

ENG-227 INTRO TO PROFESSIONAL WRITING (3 Credits)
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.
Prerequisite: ENG-212, C- or higher

ENG-310 GRANT WRITING (3 Credits)
This course orients students to the essential elements of the grant writing process and provides practical experience in writing grant proposals.
Prerequisite: ENG-212; minimum grade C-

ENG-313 FEATURE WRITING (3 Credits)
Study of the types, principles, and methods of feature writing with emphasis on preparing and submitting articles for publication.
Prerequisite: ENG-212, C- or higher

ENG-315 POETRY WRITING (3 Credits)
An advanced workshop in poetry writing, with the intent of producing publishable work.
Prerequisite: ENG-226

ENG-316 FICTION WRITING (3 Credits)
A workshop in the writing of short stories and novel fragments, with the intent of producing publishable work.
Prerequisite: ENG-226

ENG-317 CREATIVE NON-FICTION (3 Credits)
Practice in the writing of prose that explores the boundaries between fiction, journalism, and personal essay.
Prerequisite: ENG-226

ENG-318 INTRODUCTION TO EDITING (3 Credits)
Provides principles and practice in the art of preparing manuscripts and articles for publication.
Prerequisite: ENG-212

ENG-319 ADVANCED GRAMMAR (3 Credits)
This course will explore the descriptive and prescriptive grammar of English, which will be analyzed according to traditional, structural, and transformational methods.
Prerequisite: ENG-212 (minimum grade C-)

ENG-320 ADVANCED WRITING WORKSHOP (3 Credits)
An advanced writing workshop that will cover the forms and techniques of creative writing.
Prerequisite: ENG-212 (minimum grade C-)

ENG-324 LITERACY MODERN/ANGLO-AMER WRITERS (3 Credits)
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.
Prerequisite: ENG-212, minimum grade C-, ENG-223

ENG-326 CONTEMPORARY LITERATURE (3 Credits)
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.
Prerequisite: ENG-212, minimum grade C-, ENG-223

ENG-327 INTRO TO PUBLISHING (3 Credits)
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). Students will come away with an overview of publishing.
Prerequisite: ENG-212, minimum grade C-

ENG-328 SELECTED AUTHORS AND ERAS (3 Credits)
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.
Prerequisite: ENG-212, C- or higher, ENG-223

ENG-329 SELECTED TOPICS IN PROF WRITING (3 Credits)
A rotating topics course that focuses on particular topics in professional writing, including technical writing and writing for digital communication.
Prerequisite: ENG-212, C- or higher, ENG-227

ENG-334 AMERICAN RENAISSANCE IN 19TH CENTURY (3 Credits)
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.
Prerequisite: ENG-212, C- or higher, ENG-223

ENG-342 BRITISH ROMANTIC & VICTORIAN LITERATURE (3 Credits)
A survey of major Romantic and Victorian writers from historical, ideological and aesthetic viewpoints.
Prerequisite: ENG-212 (C- or higher), ENG-223

ENG-344 BRITISH LITERATURE TO 1700 (3 Credits)
A survey of important formative works, both in terms of language and of imaginative vision, from Beowulf up to The Fairie Queen.
Prerequisite: ENG-212, C- or higher, ENG-223

ENG-345 SHAKESPEARE (3 Credits)
A study of the representative comedies, histories, tragedies and romances with attention to themes, style, theatrical concerns and historical backgrounds.
Prerequisite: ENG-212; C- or higher, ENG-223

ENG-347 RELIGIOUS AUTHORS (3 Credits)
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.
Prerequisite: ENG-212; C- or higher, ENG-223

ENG-353 LINGUISTIC HISTORY OF ENGLISH LANGUAGE (3 Credits)
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.
Prerequisite: ENG-212; minimum grade C-

ENG-361 HOLOCAUST LITERATURE (3 Credits)
This course will examine the Holocaust as an historical event and examine the literature that it has produced and continues to produce.
Prerequisite: ENG-212; C- or higher, ENG-223

ENG-362 SPORTS IN LITERATURE (3 Credits)
A study of sport expressed in literature. Cultural and historical implications will be investigated.
Prerequisite: ENG-212; C- or higher, ENG-223

ENG-363 C S LEWIS/HIS LIFE OF FAITH (3 Credits)
A focus on the life and philosophy of C.S. Lewis through analysis of selections from his fiction and nonfiction works.
Prerequisite: None

ENG-364 WRITERS AND STYLES (3 Credits)
A reading course for writers, focused on analyzing the styles and techniques of well-regarded writers in various genres.
Prerequisite: ENG-212, C- or higher

ENG-370 PORTFOLIO (3 Credits)
In lieu of a traditional internship, this course guides students in creating a comprehensive professional portfolio that showcases their skills, knowledge and experiences in English. Through a series of hands-on exercises, reflective writing prompts and feedback sessions, students will learn to effectively curate and present their accomplishments, demonstrating their readiness for professional opportunities.
Prerequisite: None

ENG-380 INTERNSHIP (3 Credits)
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.
Prerequisite: Junior or Senior status required

ENG-400 CAPSTONE SEMINAR (3 Credits)
This course examines the ethical and vocational issues associated with the study of English literature and writing from a Christian worldview. Students will explore the relationships between philosophy, theory, criticism and evaluation. Through readings, discussions and writing assignments, students will develop their ability to think critically about literature and writing and to integrate Christian worldview perspectives on these topics.
Prerequisite: None

ENG-463 TEACHING SECONDARY READING (3 Credits)
In this course, students will build on foundational knowledge and skills presented in previous ELA content courses and explore evidence-based techniques to engage adolescent learners in effective reading and critical thinking. This course will present specific strategies for teacher candidates to deepen their learners' comprehension, strengthen fluency, develop metacognition, and create units of instruction for various genres, purposes, and contexts. Teacher candidates will also examine challenges that might hinder effective reading comprehension at the 7-12th grade levels, and determine which interventions are necessary to support adolescent learners including English learners. This methods course will be taken concurrently with the teacher candidate's Teacher Assistant Practicum in which they will practice these strategies in a classroom setting.
Prerequisite: Professional status in Teacher Ed program, EDU-386 (concurrently), ENG-226

ENG-470 DIRECTED READINGS (1-3 Credits)
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.
Prerequisite: ENG-212, 223 and instructor approval

ENG-480 ADVANCED TOPICS (3 Credits)
Seminars, groups or independent studies and research on topics in English, creative writing, or literature.
Prerequisite: ENG-212; minimum grade C- and ENG-223

ENG-490 INDEPENDENT STUDY (1-3 Credits)
With faculty supervision, the student researches and/or writes on a specific area of interest in English, literature, or creative writing.
Prerequisite: ENG-212; minimum grade C-, ENG-223, ENG-224, nine upper level credits from ENG

Finance (FIN)

FIN-280 TOPICS IN FINANCE (1-3 Credits)
Prerequisite: None

FIN-341 PRINCIPLES OF FINANCE (3 Credits)
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-222 (or take concurrently), ACC-221

FIN-342 CORPORATE FINANCE (3 Credits)
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-345 FINANCIAL MANAGEMENT (3 Credits)
A basic theoretical framework for decision making in financial management and the role of the financial manager in achieving liquidity and profitability. Ratio analysis, working capital management, capital project evaluation, valuation, risk and financial environment are covered.
Prerequisite: ACC-324, ACC-325

FIN-351 FINANCIAL FUNDAMENTALS FOR MANAGERS (3 Credits)
A study of the fundamentals of finance as they relate to management. Through fast-paced discussion, students will review basic concepts of accounting, finance, economics and international monetary issues. Specific topics will include review of basic organizational financial statements, ration analysis, debt and equity securities, security valuation and time value of money.
Prerequisite: None

FIN-371 INVESTMENTS (3 Credits)
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 Credits)
This course will focus on the securities industry and the brokerage business. Topics include financial ethics, the regulatory environment, client relations, investment planning, security analysis and transaction procedures.
Prerequisite: FIN-341, FIN-371

FIN-373 REAL ESTATE MANG/INVEST (3 Credits)
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 & RISK MGMT (3 Credits)
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 MGT OF FIN INSTITUTIONS (3 Credits)
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 (3 Credits)
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: Junior or Senior status required

FIN-381 FINANCE FIELD EXPERIENCE (3 Credits)
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. Students will acquire and document professional field experience and will receive 1 credit hour for every 40 hours of verified work.
Prerequisite: Junior or Senior status required

FIN-382 FOUND PERSONAL FIN PLANNING (3 Credits)
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, behaviorial 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, FIN-341

FIN-384 EMPLOYEE BENEF & RETIRE PLAN (3 Credits)
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-341

FIN-386 ESTATE PLANNING (3 Credits)
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: Take FIN-341

FIN-388 CERT FIN PLANNING ® CAPSTONE (3 Credits)
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.
Prerequisite: Take ACC-327, FIN-371, 374, 382, 384, 386

FIN-420 FINANCE IN HEALTHCARE (3 Credits)
Examination of the financial workings of hospitals, including third party payor reimbursement methods and requirements; budgeting, working capital analysis, long-term resources and obligations, and external reporting. An introduction to alternative payment models and the viability of concierge services, independent practices, or emerging models and other financing trends in healthcare.
Prerequisite: FIN-341

FIN-470 DIRECTED READINGS (1-3 Credits)
Prerequisite: None

FIN-640 MERGERS & ACQUISITIONS (3 Credits)
Research has shown that a majority of mergers and acquisitions actually destroy value for the stakeholders. Investors are disappointed that the ROI is never achieved. The employees of the acquired company is disappointed with a lack of career opportunities or a voice at the table. The acquiring company is disappointed that the perceived synergies were never attained. In this course we explore mergers and acquisition strategies that focus on integration, acclimation, cross pollination, and evaluation of the objectives compared to the reality.
Prerequisite: None

FIN-643 MANAGERIAL FINANCE (3 Credits)
A study of essential concepts of financial management including working capital management, capital budgeting, capital structures, planning, time value of money and dividend policy.
Prerequisite: ACC-525

FIN-644 BUDGETING & FINANCIAL RESOURCE MGMT (3 Credits)
A study of the key accounting and finance principles that provide managers with a better understanding of the financial aspects of organizations. Topics include interpretation and analysis of financial statements, budgeting, time value of money and investment alternatives.
Prerequisite: None

FIN-645 ADV MANAGERIAL FINANCE (3 Credits)
An exploration of advanced methods and techniques important to the financial success of an organization. Topics include cash management, capitalization issues, risk management, ethical and legal issues in financial decision-making and approaches to financial planning. Students learn to assess the financial operations and positions of an organization using various analysis methods.
Prerequisite: ACC-525, FIN-643

FIN-646 GLOBAL FINANCE (3 Credits)
A study of crucial concepts and tools to strategically manage international financial activities. Students will develop an understanding of policy issues affecting international trade and finance. Other topics covered include the role and impact of international trade policies on the global economy and financial markets, currency markets, international financial systems and management and macroeconomic policies.
Prerequisite: ACC-525, FIN-643, FIN-645

FIN-647 ENTREPRENEURIAL FINANCE (3 Credits)
An introduction to current thinking in the areas of valuation, real options such as mergers and acquisitions, and the economics of contracts to a new venture decision. Topics include investment analysis, financing the entrepreneurial firm, harvesting, the role of angel investors, incubators, venture capital and financial contracts.
Prerequisite: ACC-525, FIN-643, FIN-645, FIN-646

French (FRN)

FRN-101 ELEMENTARY FRENCH I (4 Credits)
A proficiency-oriented elementary level French course in which the four basic skills in language learning are taught: speaking, reading, writing and listening.
Prerequisite: None

FRN-102 ELEMENTARY FRENCH II (4 Credits)
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

FRN-201 INTERMEDIATE FRENCH I (3 Credits)
An intermediate-level French course that builds on the material in FRN-102. The student will communicatively investigate the French world with grammar integrated into the written and oral work. Great emphasis will be put on comparing the French worldview and the Christian perspective.
Prerequisite: FRN-101 & FRN-102

FRN-202 INTERMEDIATE FRENCH II (3 Credits)
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

FRN-280 TOPICS IN FRENCH (1-3 Credits)
Prerequisite: None

FRN-470 DIRECTED READINGS IN FRENCH (1-3 Credits)
Prerequisite: None

FRN-490 INDEPENDENT STUDY (1-3 Credits)
Prerequisite: None

German (GER)

GER-101 INTRODUCTORY GERMAN I (4 Credits)
An elementary-level German course in which four basic skills in language learning are taught: speaking, reading, writing and listening.
Prerequisite: None

GER-102 INTRODUCTORY GERMAN II (4 Credits)
An elementary-level German course that builds on GER-101. More sophisticated grammar concepts are presented in a communicative setting.
Prerequisite: GER-101

GER-201 INTERMEDIATE GERMAN I (3 Credits)
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

GER-202 INTERMEDIATE GERMAN II (3 Credits)
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

GER-280 TOPICS IN GERMAN (1-3 Credits)
Prerequisite: None

GER-480 ADVANCED TOPICS (3 Credits)
Prerequisite: GER-102

Greek (GRK)

GRK-101 GREEK GRAMMAR I (4 Credits)
An introduction to Greek grammar of Koine Greek.
Prerequisite: None

GRK-102 GREEK GRAMMAR II (4 Credits)
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 Credits)
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 Credits)
A study of select passages in the Septuagint (Greek Old Testament) with a view to advancing the student's facility in reading, translation and semantic analysis.
Prerequisite: None

GRK-470 READINGS IN GREEK (1-3 Credits)
Guided readings and reports in the student's area of interest and need.
Prerequisite: None

GRK-471 ADVANCED GREEK READING (1-3 Credits)
Prerequisite: None

GRK-480 ADVANCED TOPICS SEMINAR - GREEK (4 Credits)
Formal class dependent upon student demand and interest of the professor. May deal with a particular biblical book or issues of interpretation and methodology.
Prerequisite: None

GRK-490 INDEPENDENT STUDIES IN GREEK (1-6 Credits)
Consult with Division Chair and instructor in Greek concerning possible studies.
Prerequisite: None

Healthcare (HLT)

HLT-111 INTRO TO HEALTHCARE PROFESSIONS (3 Credits)
This course will provide an introduction to the healthcare industry, specifically the roles and responsibilities of healthcare professionals, education and certification requirements, and practice sites. Students will develop an understanding of the intricacies of healthcare and the challenges faced by healthcare professionals.
Prerequisite: None

HLT-330 HEALTHCARE OPERATIONS MANAGEMENT (3 Credits)
Management of operations, including design of prodUct or service; process selection; facility location and layout; job design and work measurement; learning models; forecasting scheduling, inventory and quality control/assurance; project management; operation information systems.
Prerequisite: MGT-333

HLT-335 LEGAL & ETHICAL ISSUES IN HEALTHCARE (3 Credits)
Ethical and philosophical issues arising in and from the health care system. Problems and conflicts posed by interpersonal, professional and client relationships. Questions dealing with the right to live, the right to die, informed consent, sterilization, abortion, and human experimentation, and the just allocation of limited resources, through the lens of patients as being made in God's image and through the Christian worldview.
Prerequisite: None

HLT-336 INTRODUCTION TO EPIDEMIOLOGY (3 Credits)
Utilize the concepts and tools to analyze and describe how diseases are distributed in populations. Students will address disease prevention measures, risk factors, and construct epidemiological studies using the currently appropriate and emerging technological tools in their analysis.
Prerequisite: BIO-121

HLT-337 FUND OF PUBLIC AND PRIVATE HLTH INSUR (3 Credits)
Students analyze the intentions and outcomes of and Medicaid and their delivery, payments, and financing. They will understand the fundamentals of health risks and insurance and alternative funding approaches along with integrated health care delivery systems, consumer-directed health plans, retiree, senior, and disability coverage, and long-term care insurance.
Prerequisite: ECN-344

HLT-338 DISEASE, ILLNESS & FAITH (3 Credits)
Overview of disease treatment that examines the impact of Christian faith along with social, psychosocial, mental health, and physiological factors. The multiple determinants of health provide a framework to investigate how a wide array of physical and non-physical realities contribute to health determination, disease, and healing.
Prerequisite: THE-102

HLT-420 HEALTHCARE & EMERGING TECHNOLOGY (3 Credits)
Students will engage with and become conversant with emerging technologies in medicine as tools for ethical and effective techiques in diagnostics, interpretation of tests, and healthcare records process and access. They will train A.I. and neural networds to learn from data sets that provide physicians and clinical leaders with actionable insights to improve health outcomes. They will also address the ethical, legal, and standards of care related to emerging technology.
Prerequisite: None

HLT-421 HEALTHCARE INFORMATICS (3 Credits)
"Hands-on" overview of trends and innovations in information technology, use of information systems in routine health care management processes and how data is captured throughout the process of providing patient care. Builds on basic computing skills and presents various health care databases, e.g. medical record systems, ADT, laboratory, patient accounting, decision support, clinical and financial information systems, with an emphasis on HIPPA and the legal and ethical questions surrounding data collection and use with tools like SQL.
Prerequisite: HLT-420

HLT-422 HEALTHCARE PROGRAM EVALUATION (3 Credits)
Developing a frame of reference for research and evaluation of health care programs. Research and evaluation methods, including setting objectives, measurement of attitudes, and presenting evaluation reports.
Prerequisite: HLT-420, HLT-421

Hebrew (HEB)

HEB-101 HEBREW I (4 Credits)
The fundamentals of biblical Hebrew with special attention to orthography, morphology, vocabulary, and the translation of simple texts.
Prerequisite: None

HEB-102 HEBREW II (4 Credits)
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 Credits)
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

HEB-470 READINGS IN HEBREW (1-3 Credits)
Guided readings and reports in the student's area of interest and need.
Prerequisite: None

HEB-480 ADVANCED TOPICS SEMINAR: HEBREW (3 Credits)
Formal class dependent upon student demand and interest of the professor. May deal with a particular biblical book or issues of interpretation and methodology.
Prerequisite: None

HEB-490 INDEPENDENT STUDIES IN HEBREW (1-6 Credits)
Consult with Division Chair and instructor in Hebrew concerning possible studies.
Prerequisite: None

History (HIS)

HIS-113 WORLD HISTORY TO 1500 (3 Credits)
A study of Western Civilization from Ancient through Medieval times with a focus on the development of societies, ideas, politics and people.
Prerequisite: None

HIS-114 MAKING MODERN WORLD: 1500 TO PRESENT (3 Credits)
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.
Prerequisite: None

HIS-115 AMERICAN STUDIES (3 Credits)
A study of American culture using a thematic approach and including topics such as Puritanism, colonization, the Native American experience, industrialization, religious trends, technology, reform movements, the role of women, the impact of war on American life, economic development and contemporary issues.
Prerequisite: None

HIS-211 MICHIGAN HISTORY (3 Credits)
A study of Michigan beginning with the territorial period to the present that emphasizes the economic, political, constitutional, social, and religious developments.
Prerequisite: None

HIS-221 UNITED STATES HISTORY I (3 Credits)
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.
Prerequisite: None

HIS-222 UNITED STATES HISTORY II (3 Credits)
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.
Prerequisite: None

HIS-223 HISTORY MATTERS (3 Credits)
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-225 MODERN WORLD HISTORY (3 Credits)
An exploration of modern history addressing five regions that cover the entire world over the time period from the 1950's until today. Emphasis is on how the ending of the Second World War as well as the Cold War, industrialism, religious conflict, terrorism and modern technology are affecting the world today.
Prerequisite: None

HIS-313 RELIGION IN AMERICA (3 Credits)
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.
Prerequisite: None

HIS-321 AMERICAN COLONIAL HISTORY (3 Credits)
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 20TH C. AMERICAN HISTORY (3 Credits)
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 Credits)
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.
Prerequisite: None

HIS-328 THEMES OF HISTORY (3 Credits)
A thematic study of an aspect of American, European or global history. Ths class may explore political, economic, intellectual, cultural, social or religious history in a regional, national or trans-national perspective. Possiblities include history of American business; history of Evangelisicalism; British-American foreign relations in the twentieth century; history of consumerism; Christiainity, War and Peace in the Twentieth Century.
Prerequisite: HIS-114

HIS-329 PUBLIC HISTORY (3 Credits)
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.
Prerequisite: None

HIS-341 MEDIEVAL HISTORY (3 Credits)
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: None

HIS-342 RENAISSANCE AND REFORMATION (3 Credits)
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.
Prerequisite: None

HIS-343 EARLY MODERN EUROPE (3 Credits)
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.
Prerequisite: None

HIS-345 EUROPE SINCE 1789 (3 Credits)
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.
Prerequisite: None

HIS-346 BRITAIN SINCE 1688 (3 Credits)
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.
Prerequisite: None

HIS-361 HOLOCAUST LITERATURE (3 Credits)
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 Credits)
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.
Prerequisite: None

HIS-370 PORTFOLIO (3 Credits)
In lieu of a traditional internship, this course guides students in creating a comprehensive professional portfolio that showcases their skills, knowledge, and experiences in History. Through a series of hands-on exercises, reflective writing prompts, and feedback sessions, students will learn to effectively curate and present their accomplishments, demonstrating their readiness for professional opportunities.
Prerequisite: Junior or Senior status required

HIS-380 INTERNSHIP (3 Credits)
Individualized opportunities with historical societies, museums, libraries, investigative journalism, and others.
Prerequisite: Junior or Senior status required

HIS-412 HIST/REL ANCIENT NEAR EAST (3 Credits)
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.
Prerequisite: Junior or Senior status required

HIS-442 LOCAL HISTORY & CIVIC STUDIES RESEARCH (3 Credits)
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.
Prerequisite: None

HIS-451 HISTORIOGRAPHY I (2 Credits)
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.
Prerequisite: 21 credits of history courses

HIS-452 CAPSTONE SEMINAR: HISTORIOGRAPHY II (1 Credit)
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.
Prerequisite: HIS-451

HIS-461 EARLY CHURCH HISTORY (3 Credits)
This course will investigate the foundations of the Church beginning with Greco-Roman and Judaic backgrounds through the 7th Ecumenical Council. Particular attention will be given to the theological developments, heresies and schisms and the most significant personages in this period. Persecution and the rise of monasticism will also be studied in detail.
Prerequisite: None

HIS-470 READINGS IN HISTORY 1 (1-3 Credits)
With faculty supervision, students read in a specific period or area that complements their major concentration.
Prerequisite: None

HIS-480 ADVANCED TOPICS (3 Credits)
Course possibilities include Great American Presidents, Presidential Assassinations, Russian History, America's Wars, British history, Civil War and Reconstruction, the Holocaust, and others.
Prerequisite: None

HIS-490 INDEPENDENT STUDY (1-3 Credits)
With faculty supervision, the student researches and/or writes on a specific period or area of his or her interest.
Prerequisite: None

Humanities (HUM)

HUM-280 TOPICS IN HUMANITIES (1-3 Credits)
Prerequisite: None

HUM-311 IMAGINATION IN CULTURE (3 Credits)
This course is an examination of the forms and structures of various literary, visual, and musical texts. Students will develop a charitable hermeneutic enabling them to discover and understand the worldviews embodied in various cultural artifacts and leading them to responsible cultural and civic engagement.
Prerequisite: PHI-211

HUM-382 HUMANITIES SEMINAR (3 Credits)
A seminar that is centered on themes that cross disciplinary boundaries in the Humanities. May be taken for up to 12 credits.
Prerequisite: None

HUM-421 CREATIVE ENDEAVORS (3 Credits)
Maximize the creative impulse. Engage soul-level tools that keep creativity fresh: journaling, filling the "well," and other exercises in Julia Cameron's The Artist's Way. Creative Endeavors frees, equips, and develops creativity regardless from which field the creativity arises.
Prerequisite: ENG-212 (minimum grade C-), ENG-223

HUM-480 ADVANCED TOPICS (3 Credits)
Prerequisite: None

HUM-490 INDEPENDENT STUDY (1-3 Credits)
Prerequisite: Junior or Senior status required

Interdisciplinary Study (IDS)

IDS-097 ACADEMIC ACCOUNTABILITY (1 Credit)
This course is a continuation of academic support for students admitted to the university conditionally and probationary students who have completed CSS-100. This flexible course is designed to provide accountability and resources for students as they transition to good academic standing. The course will feature a combination of self-directed projects, progress reports, and individual and group meetings. 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.
Prerequisite: None

IDS-102 PATHWAY LAB I (1 Credit)
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.
Prerequisite: None

IDS-105 PATHWAY STUDY LAB II (1 Credit)
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: Take IDS-102

IDS-107 ACADEMIC FOUNDATIONS (2 Credits)
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.
Prerequisite: None

IDS-109 LEARNING STRATEGIES (2 Credits)
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.
Prerequisite: None

IDS-131 DIGITAL LITERACY (3 Credits)
A competency-based course designed to ensure that students have basic technology skills that will enable them to be successful in their academic and professional lives. Foundational principles of computing and digital literacy are covered. This course also challenges those with existing competency in technology to further develop their knowledge and skills, preparing them to make use of emerging technologies and to be responsible citizens in our increasingly connected world.
Prerequisite: None

IDS-212 PATHWAY STUDY LAB III (1 Credit)
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.
Prerequisite: IDS-102, IDS-105

IDS-214 PATHWAY STUDY LAB IV (1 Credit)
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-212 provides additional tutoring and support for additional semester courses as requested.
Prerequisite: IDS-212

IDS-280 TOPICS IN INTERDISCIPLINARY (1-3 Credits)
Prerequisite: None

IDS-281 TOPICS IN INTERDISCIPLINARY II (1-3 Credits)
Prerequisite: None

IDS-302 PRINCIPLES OF SELF MANAGEMENT (3 Credits)
An examination of personal strengths and identification of areas of adjustment that may assist in personal growth. Self- management includes the development of group interaction skills and management of individual and professional priorities. Topics include communication processes within groups, goal setting, prioritizing, identifying personal values and time management.
Prerequisite: None

IDS-380 INTERNSHIP/THESIS (3 Credits)
Prerequisite: Junior or Senior status required

IDS-402 CHR FOUND IN PSYC-ISSUES/ETHICS (3 Credits)
A study of the nurture and development of personal faith and Christ-centered worldview in which students are challenged to develop and defend a Christ-centered worldview relating to diversity, society, the environment and questionable psychological practices. How to demonstrate love with truth and justice is emphasized.
Prerequisite: None

IDS-415 LEADING COMMUNITY BASED MIN (6 Credits)
An exploration of a systems approach to community based ministry for clergy leadership. Consideration will be given to theological foundations, theories of leadership and theories of change.
Prerequisite: None

IDS-416 SUSTAINABLE LEADERSHIP (9 Credits)
A facilitation of the students' knowledge and understanding of five core values essential in building blocks for developing and sustaining a healthy professional and personal life. The course is organized to enable students to identify obstacles to growth.
Prerequisite: None

IDS-470 DIRECTED READINGS (1-3 Credits)
Prerequisite: None

IDS-480 ADVANCED TOPICS (3 Credits)
Prerequisite: Junior or Senior status required

IDS-490 INDEPENDENT STUDY (1-3 Credits)
Prerequisite: None

IDS-510 INTRO TO GRADUATE STUDIES (3 Credits)
An introduction to graduate-level coursework with particular emphasis on effective writing & technology skills for academic success. Students will also explore foundational concepts in leadership and management as a basis for the program.
Prerequisite: None

Kinesiology (KIN)

KIN-100 TOTAL FITNESS & WELLNESS (2 Credits)
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.
Prerequisite: Take activity course concurrently

KIN-102 PERSONAL WELLNESS (3 Credits)
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. In addition, students will engage, record and reflect on various activities related to all aspects of personal wellness. This will help them make progress toward lifestye changes that will improve their overall wellness.
Prerequisite: None

KIN-111 BADMINTON (1 Credit)
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.
Prerequisite: None

KIN-113 GOLF (1 Credit)
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.
Prerequisite: None

KIN-114 COED BASKETBALL (1 Credit)
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.
Prerequisite: None

KIN-116 RACQUETBALL (1 Credit)
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.
Prerequisite: None

KIN-118 AEROBIC DANCE & STRETCH (1 Credit)
This class will include basic steps of aerobic moves with intervals of muscular strength and endurance exercises to burn calories with cardio-training to strengthen the heart for overall well-being. It will also introduce the student to various techniques of stretch and relaxation. Music and movement will be a regular part of the course as the students take a holistic approach to their overall wellness.
Prerequisite: None

KIN-121 OUTDOOR SKILLS (1 Credit)
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.
Prerequisite: None

KIN-124 PICKLEBALL (1 Credit)
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.
Prerequisite: None

KIN-129 BEGINNING DANCE (1 Credit)
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.
Prerequisite: None

KIN-132 COED SOCCER (1 Credit)
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.
Prerequisite: None

KIN-133 VOLLEYBALL (1 Credit)
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.
Prerequisite: None

KIN-143 JOGGING (1 Credit)
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.
Prerequisite: None

KIN-144 LADIES WEIGHT TRAINING & FITNESS CLASS (1 Credit)
This class will be and 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.
Prerequisite: None

KIN-146 PHYSICAL CONDITIONING (1 Credit)
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.
Prerequisite: None

KIN-148 WEIGHT TRAINING (1 Credit)
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.
Prerequisite: None

KIN-161 VARSITY BASEBALL (1 Credit)
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.
Prerequisite: None

KIN-162 VARSITY SOFTBALL (1 Credit)
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.
Prerequisite: None

KIN-163 VARSITY BASKETBALL (1 Credit)
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.
Prerequisite: None

KIN-164 WOMEN'S VARSITY VOLLEYBALL (1 Credit)
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.
Prerequisite: None

KIN-165 VARSITY SOCCER (1 Credit)
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.
Prerequisite: None

KIN-166 VARSITY TENNIS (1 Credit)
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.
Prerequisite: None

KIN-167 VARSITY TRACK (1 Credit)
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.
Prerequisite: None

KIN-168 VARSITY CROSS COUNTRY (1 Credit)
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.
Prerequisite: None

KIN-169 VARSITY WRESTLING (1 Credit)
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.
Prerequisite: None

KIN-171 VARSITY GOLF (1 Credit)
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.
Prerequisite: None

KIN-172 VARSITY BOWLING (1 Credit)
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.
Prerequisite: None

KIN-173 VARSITY CHEERLEADING (1 Credit)
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.
Prerequisite: None

KIN-174 MEN'S VARSITY VOLLEYBALL (1 Credit)
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.
Prerequisite: None

KIN-180 ADVANCED TOPICS (3.00 Credits)
Prerequisite: None

KIN-211 HISTORY & PRINCIPLES OF KINESIOLOGY (3 Credits)
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.
Prerequisite: None

KIN-212 PSYCHOLOGY OF SPORT & EXERCISE (3 Credits)
This course examines the psychological theories and principles that influence human behavior in sport and exercise. Specifically, the interactions between physical activity, sport, exercise, behavior and physiological adaptation will be explored. This course provides a foundational exploration of psychosocial determinants and the effects of adopting and maintaining an exercise program. Topics discussed include, but are not limited to, theories of behavior change, exercise psychology interventions and the relationship between exercise and mental health.
Prerequisite: PSY-111

KIN-220 INTRODUCTION TO ATHLETIC TRAINING (3 Credits)
This course introduces the profession of athletic training and the basic principles of preventative care commonly used in the profession. Topics will include athletic training facility organization and procedures, protective sports equipment, construction of protective devices and application of protective taping, braces, wrapping and protective pads. Areas to be studied include the role of the athletic trainer in sports medicine, mechanisms of athletic injuries, tissue response to injury, blood-borne pathogens, introductory techniques of assessment and evaluation of athletic injuries and emergency procedures. Each student who takes this course will have hands-on and practical exposure to what the field of athletic training encompasses so that the student is able to make an educated decision as to whether this career path will be a rewarding one for them to pursue. In this course, students are expected to apply what they learn in class by engaging with other students using a hands-on approach to learning. A biblical view of relationships will be presented as the model for client/trainer interaction.
Prerequisite: None

KIN-231 PRINCIPLES OF COACHING (3 Credits)
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.
Prerequisite: None

KIN-251 MOTOR DEVELOPMENT & LEARNING (3 Credits)
A study of childhood growth and development patterns as it relates to motor learning and motor skill acquisition. This course in 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.
Prerequisite: None

KIN-262 MIDWEST ACSM CONFERENCE (1 Credit)
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.
Prerequisite: None

KIN-280 ADVANCED TOPICS (3.00 Credits)
Prerequisite: None

KIN-327 PRINCIPLES OF STRENGTH & CONDITIONING (3 Credits)
This course will discuss the scientific principles of strength and conditioning as defined by the National Strength and Conditioning Association (NSCA). The application of physiological principles to the development of specific conditioning and training methods will be analyzed. Topics to be discussed include, but are not limited to, anatomy and physiology, metabolic energy systems and specific physical adaptations to exercise. Students will be adequately prepared to sit for the NSCA Certified Strength and Condition Coach exam after completion of this course.
Prerequisite: BIO-241, BIO-242

KIN-341 ANATOMICAL KINESIOLOGY (4 Credits)
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, BIO-242, Math core and junior/senior status

KIN-342 EXERCISE PHYSIOLOGY (3 Credits)
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.
Prerequisite: BIO-241, BIO-242 & KIN-346

KIN-345 MEASUREMENT & EVALUATION (3 Credits)
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: Complete math core requirement

KIN-346 EXERCISE TESTING & PRESCRIPTION (4 Credits)
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: Take BIO-242

KIN-361 ECG (ELECTROCARDIOGRAPHY) (2 Credits)
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, TREATMENT (3 Credits)
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 Defibrillation as well as Blood Borne Pathogen Training and Concussion Training. Course fee applied.
Prerequisite: BIO-241, BIO-242

KIN-364 CARDIOVASCULAR DISEASE RISK/MANAGEMENT (3 Credits)
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. Course fee applied.
Prerequisite: BIO-241, BIO-242, KIN-342 and KIN-346

KIN-370 PRACTICUM IN COACHING (1 Credit)
Prerequisite: None

KIN-380 INTERNSHIP (1-6 Credits)
An opportunity to gain practical experience in settings appropriate for exercise science and coaching.
Prerequisite: Junior or Senior status required

KIN-381 INTERNSHIP - CARDIC REHAB (12 Credits)
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.
Prerequisite: None

KIN-402 PROFESSIONAL CAPSTONE SEMINAR (1 Credit)
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. Course fee applied.
Prerequisite: KIN-346, Junior or Senior status required

KIN-403 PROF CAPSTONE RESEARCH PROJ (1 Credit)
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. Course fee applied.
Prerequisite: MAT-151, KIN-345, KIN-402, Senior status required

KIN-444 APPLIED EXERCISE PHYSIOLOGY (4 Credits)
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 asssessment will be important for understanding how all of the pieces of the human body work together as one, flawlessly in God's image. Course fee applied.
Prerequisite: KIN-342

KIN-480 ADVANCED TOPICS (2-3 Credits)
Prerequisite: None

KIN-490 INDEPENDENT STUDY (1-4 Credits)
With faculty supervision, the student will research and write on a specific topic or area. Outside involvement in topic is normally required.
Prerequisite: None

Linguistics (LIN)

LIN-100 LANGUAGE IN CULTURE (3 Credits)
This course gives strategies for students to develop the ability to communicate in a second language at a beginning level. Emphasis is on oral proficiency and listening skills. Students will also examine a Christian theology of language learning based on linguistic hospitality.
Prerequisite: None

LIN-225 INTRODUCTION TO LINGUISTICS (3 Credits)
Provides an understanding of the nature and structure of human language and introduces students to the goals, techniques, and subject matter of modern linguistics. Presents the properties of human language, and the scientific methods for analyzing it. Topics include basic aspects of the structure of language, language change, dialects and language variation, language acquisition, language and the brain. This course will look at the data from English and a variety of languages.
Prerequisite: ENG-212 or IDS-140

LIN-280 TOPICS IN LINGUISTICS (1-3 Credits)
Prerequisite: None

LIN-323 PHONETICS & PHONOLOGY (3 Credits)
This course explores the fundamental principles of the sound systems of human languages. The course covers the production, perception, and acoustics of speech sounds, as well as the organization and patterns of these sounds within languages.
Prerequisite: LIN-225

LIN-325 MORPHOLOGY & SYNTAX (3 Credits)
This course is an introduction to the study of word structure and sentence structure. Students will learn to analyze word formation processes and identify different types of morphological structures. The course also explores the principles of syntax, including grammatical categories, phrase structure rules, and sentence structure.
Prerequisite: LIN-225

LIN-327 CORPUS LINGUISTICS (3 Credits)
This course explores the use of large collections of text, known as corpora, to investigate linguistic patterns and variation. The course introduces students to the principles of corpus compilation, annotation, and analysis. Students will learn to use corpus software to search, extract, and analyze linguistic data. They will also gain hands-on experience with corpus-based research methods, such as frequency analysis, concordance analysis, and collocational analysis. The course will cover a variety of topics in corpus linguistics, including language variation, language change, and language acquisition.
Prerequisite: LIN-225

LIN-329 COMPUTATIONAL LINGUISTICS (3 Credits)
Computational linguistics is the interdisciplinary study of language and computers. It draws on theories and methods from linguistics, computer science, and artificial intelligence to develop computational models of language and to build systems that can process and generate human language.
Prerequisite: LIN-225

LIN-353 LINGUISTIC HISTORY OF ENGLISH (3 Credits)
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.
Prerequisite: ENG-212

LIN-371 SECOND LANGUAGE ACQUISTION (3 Credits)
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 Credits)
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 (3 Credits)
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.
Prerequisite: Junior or Senior status required

LIN-460 SELECTED LINGUISTS (3 Credits)
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 Credits)
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 TESOL METHODOLOGY I (3 Credits)
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.
Prerequisite: None

LIN-466 TESOL METHODOLOGY II (3 Credits)
A continuation of methods study with a specific focus on aspects of course development, curiculum design and assessment, such as how to correctly assemble a specific curriculum for a class and implement it. The course also reviews assessments available, how to decide which assessment to use and when to use it. The students explore their own personal focus as well as the methodology and philosophy of teaching to help self-evaluate as teachers and to use the resources provided in class to address issues.
Prerequisite: None

LIN-470 DIRECTED READINGS (1-3 Credits)
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.
Prerequisite: None

LIN-480 ADVANCED TOPICS (3-4 Credits)
Seminars, groups, or independent studies and research on topics in linguistics.
Prerequisite: None

LIN-489 TESOL PRACTICUM (3-6 Credits)
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: Complete all other TESOL courses, Senior status required

LIN-490 INDEPENDENT STUDY (1-3 Credits)
With faculty supervision, the student researches and/or writes on a specific area of interest in linguistics.
Prerequisite: None

LIN-501 ISSUES IN TESOL (2 Credits)
An exploration of issues that have an impact on the field of TESOL, including social, historical, legal and cultural influences. A broad scope of these issues may include philosophical differences, as well as classroom-specific difficulties.
Prerequisite: None

LIN-525 INTRO TO LINGUISTICS (3 Credits)
An introduction to the nature and structure of human language. Students focus on the goals, techniques and subject matter of modern linguistics.
Prerequisite: None

LIN-535 ADV ENGLISH GRAMMAR (3 Credits)
An exploration of the descriptive and prescriptive grammar of English, which is analyzed according to traditional, structural and transformational methods. Emphasis is also placed on preparing students to teach grammar. Students survey grammar teaching methodology in conjunction with the different areas of grammar studied.
Prerequisite: None

LIN-555 SOCIOLINGUISTICS (3 Credits)
An examination of language in its social and cultural contexts. This course presents the basic socio-cultural variables (such as gender, age and social status) and shows their relation to language use and language learning. Areas covered in the course include bilingualism, dialectology, language variation and style with their relation to multilingual educational situations.
Prerequisite: None

LIN-556 SECOND LANG ACQUISITION (3 Credits)
An examination of the process of learning a second language. This course surveys current SLA theory and learning models. Emphasis is given to the ways these theories and models shape pedagogical practices in ESL classrooms. Linguistic, cognitive, affective, cultural and social factors influencing the acquisition of another language are explored.
Prerequisite: None

LIN-557 ACTION RESEARCH (3 Credits)
An evaluation of claims based on research by reviewing current best practices as indicated by meta-research and discussing implications for TESOL. Action research that can be implemented in a TESOL setting and used for professional reflection and improvement of instruction is emphasized. Among the methods included are local data collection, structured interview, open- ended interview, case study, reflective case study, portfolio assessment and use of technology for self-assessment.
Prerequisite: None

LIN-558 MATERIALS/DEV & INTEGRATION (3 Credits)
An application of second language learning and teaching principles to the analysis, adaptation, development and integration of materials for the ESL/EFL classroom. Among the resources explored are media, realia, computers and the Internet for all language skills including reading, writing, speaking, listening and grammar. Pedagogic rationale for materials and their use with a specific group of learners is emphasized.
Prerequisite: None

LIN-559 TESOL LAB (3 Credits)
In this course participants will apply their theoretical learning within their own classroom environments via a lab course. This course will follow a 3 or 4-member peer-coaching format through which students will choose focus areas of instruction that they would like to grow. They will then work through a teach, record, reflect, share, and peer-coach process with their team. The goal is individual growth through peer- encouragement and accountability.
Prerequisite: None

LIN-565 TESOL METHODOLOGY I (3 Credits)
An examination of various methods and techniques used to teach language components (grammar, vocabulary, and 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 to match various ESL audiences and teaching contexts.
Prerequisite: None

LIN-566 TESOL METHODOLOGY II (3 Credits)
A continuation of methods study with a specific focus on aspects of course development, curriculum design and assessment, such as how to correctly assemble a specific curriculum for a class and implement it. The course also reviews assessments available, how to decide which assessment to use and when to use it. The students explore their own personal focus as well as the methodology and philosophy of teaching to help self-evaluate themselves as teachers and to use the resources provided in class to address issues.
Prerequisite: LIN-565

LIN-568 TESOL METHODOLOGY III (3 Credits)
A focus on the methods of teaching speaking (including pronunciation), listening, reading, and writing with particular focus on the micro-skills involved in each. The course will both analyze the four primary linguistic skills individually and in conjunction with each other. Students will practice techniques aimed at strengthening their learner's language abilities by connecting the various combinations of skills such as reading with writing and speaking with listening.
Prerequisite: LIN-565

LIN-571 PEDAGOGY L2 WRITING INSTRUC & ASSESSMEN (2 Credits)
This course will provide K-6 and 7-12 grade teachers with a theoretical and pedagogical framework for (1) identifying and addressing the needs of second language writers in their classrooms and (2) establishing assessment strategies that effectively provide feedback to L2 writers and assessment washback for teachers. This course framework will build on recommended evidence-based teaching strategies related to writing fluency and the writing process development, including writing for a variety of purposes, using a Model-Practice-Reflect instructional style, and using student assessment to inform instruction.
Prerequisite: None

LIN-572 GRAMMAR & VOCAB FOR L2 WRITERS (2 Credits)
This course will provide K-6 and 7-12 grade teachers with the theoretical and pedagogical framework for (1) identifying the structural and lexical needs of their second language writers and (2) developing instructional strategies and assessment that effectively target and assess these needs. This course framework will build on recommended evidence-based teaching strategies [from What Works Clearinghouse] related to word-level and sentence-level issues of second language writers including learners' orthographic, lexical, and grammatical instructional needs.
Prerequisite: None

LIN-573 CULTURALLY RESPONSIVE TEACHING (2 Credits)
This course prepares educators in all grade levels and content areas with culturally responsive teaching strategies for learners at all levels. The course covers the value of identifying the needs of diverse learners and then adapting instruction in a culturally appropriate way to support groups and individuals. This course is based on current best practices and evidence- based instructional strategies.
Prerequisite: None

LIN-574 LINGUISTICALLY RESPONSIVE TEACHING (2 Credits)
This course prepares educators in all grade levels and content areas with linguistically responsive teaching strategies for learners at all levels. The course covers the value of identifying the needs of diverse learners and then adapting instruction in a linguistically appropriate way to support groups and individuals. This course is based on current best practices and evidence-based instructional strategies.
Prerequisite: None

LIN-575 LANG & COMM SKILLS FOR HEALTHCARE (2 Credits)
This course will focus on developing needs analyses, individual development plans, and a curriculum that is designed to meet required English, communication, and testing competencies. The course will focus on graduate level healthcare professionals, but the principles and methods discussed will provide insight and application to other healthcare professions.
Prerequisite: None

LIN-576 INTRO TO ACADEMIC COACHING (1 Credit)
This course will explore and define academic coaching. Some of the topics will include the benefits of coaching, characteristics of a coach, coaching relationships, guidelines, communication with students, healthy boundaries, protocols for conducting coaching sessions, learning theories and styles, and the academic coaching process.
Prerequisite: None

LIN-577 ISSUES IN HEALTHCARE ESL PROFESSIONALS (2 Credits)
This course will overview of the scope of medical education and professional development of healthcare professionals. It will address the growing trend of international medical graduates, and other health professionals, in the United States. This trend has created a need for increased awareness,education,and training. Students will have a broad understanding of the practice of medicine and its training, competencies, and licensing. Research and employment opportunities will be discussed.
Prerequisite: None

LIN-578 LANG & COMM SKILLS FOR BUSINESS & ORG (2 Credits)
Business and Organization communication skills range from basic writing, speaking, reading and listening to planning and negotiation and everything else in between. This course is designed to take knowledge from TESOL methods and apply them to specific teaching settings in providing a needs analysis of an English Language Learner (ELL), including language level and learning goals, and to create a learning plan to match those goals.
Prerequisite: None

LIN-579 BUSINESS & ORG ENG FIELD PRAXIS (1 Credit)
This course draws learning into authentic application and continues in the TESOL Lab course. In this course students will network and establish contact with the ELL with whom they will work in the TESOL Lab course. After connecting with the ELL, students will create and perform a full needs analysis that will translate into the creation and implementation of a learning plan in the Lab course.
Prerequisite: None

LIN-582 LANG & COMM FOR CROSS-CULTURAL MINISTRY (2 Credits)
This course is designed to take knowledge from TESOL methods and apply them to specific teaching settings in providing a needs analysis of an English Language Learner (ELL), including language level and learning goals, and to create a learning plan to match those goals.
Prerequisite: None

LIN-583 CROSS CULTURAL MIN ENGLISH FIELD PRAXIS (1 Credit)
This course draws learning into authentic application and continues in the TESOL Lab course. In this course students will network and establish contact with the ELL with whom they will work in the TESOL Lab course. After connecting with the ELL, students will create and perform a full needs analysis that will translate into the creation and implementation of a learning plan in the Lab course.
Prerequisite: None

LIN-594 TESOL CAPSTONE (3 Credits)
A capstone course designed to allow students to integrate various principles of the TESOL program. This course includes two possible tracks: Thesis or Non-Thesis. Students seeking a Michigan Department of Education endorsement are required to choose the Non-Thesis option, which includes 60 hours of practicum.
Prerequisite: LIN-565

Management (MGT)

MGT-215 INTRO TO SPORT MGT (3 Credits)
An overview of the diverse field of Sports Management. This course includes an in-depth examination of various careers, training and necessary courses of study. Additionally, management skills along with related speaking and writing competencies are emphasized.
Prerequisite: None

MGT-221 NONPROFIT LEADERSHIP (3 Credits)
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.
Prerequisite: None

MGT-231 PRIN OF MANAGEMENT (3 Credits)
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.
Prerequisite: None

MGT-232 ENTREPRENEURSHIP (3 Credits)
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.
Prerequisite: None

MGT-233 LEADERSHIP STUDIES (3 Credits)
An overview of the fundamentals of leadership. Using a combination of both theory and practical applications from case studies, students explore issues involved with solving business problems, group interactions and techniques of group presentations.
Prerequisite: None

MGT-238 PRINCIPLES OF LEADERSHIP (3 Credits)
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.
Prerequisite: None

MGT-270 READINGS IN LEADERSHIP (1 Credit)
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.
Prerequisite: None

MGT-280 SPECIAL TOPICS (1-3 Credits)
Prerequisite: None

MGT-314 MANAGEMENT AND LEADERSHIP (3 Credits)
An examination of current leadership theories and their application to management problems. Leadership behavior and its relationship to both organizational structure and individual personality style is discussed, with an emphasis on the application of leadership theories to actual situations.
Prerequisite: None

MGT-315 NEGOTIATION &CONFLICT RESOLUTION (3 Credits)
A study of the development of communication and management skills necessary for successfully resolving conflict situations.
Prerequisite: None

MGT-316 MANAGING THE NOT-FOR-PROFIT ORG (3 Credits)
An examination of the role of management in the not-for-profit organization. Topics include marketing, legal issues, insurance, finance, fundraising, human resources and technology.
Prerequisite: None

MGT-317 ORGANIZATNL BEHAVIOR & PROCESSES (3 Credits)
An examination of organizational behavior, structure and processes. The course focuses on individual and group roles in the organization and the effects of cultural elements on motivation and productivity.
Prerequisite: None

MGT-319 STRATEGY/PLANNING FOR MINISTRY ORGANIZA (3 Credits)
An examination of the successful and unsuccessful strategic planning practices in organizations with emphasis on strategic planning's role in strengthening the ministry organization. Practical applications direct leaders in creating a planning process for their organizations.
Prerequisite: None

MGT-321 LEGAL/ETHICAL ISSUES IN SPORT (3 Credits)
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 Kindgom purposes.
Prerequisite: None

MGT-322 SPORT FACIL/MGT & DESIGN (3 Credits)
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.
Prerequisite: None

MGT-325 CREATING & MANAGING DIVERSITY PROGRAMS (3 Credits)
A focus on assessing diversity within an organization, designing a diversity plan, implementing the plan and measuring success. Leaders examine the impact Christian worldview and global strategies have on their diversity program.
Prerequisite: None

MGT-330 HUMAN RESOURCES MGT FOR NON-PROFITS (3 Credits)
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.
Prerequisite: MGT-221 or MGT-231

MGT-331 PROJECT MANAGEMENT INSTITUTE (3 Credits)
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.
Prerequisite: MGT-231

MGT-332 HUMAN RESOURCES MANAGEMENT (3 Credits)
The objectives, functions, and organization of personnel programs; recruitment, selection, training, evaluation, development, and promotion; wage incentives, fringe benefits, OSHA, and the collective bargaining process.
Prerequisite: MGT-231

MGT-333 OPERATIONS & SUPPLY CHAIN MGT (3 Credits)
This course surveys the field of operations management and focuses on the systematic planning, design and operation of processes to produce goods and services, including management tools, quality issues and process engineering and lean/continuous improvement.
Prerequisite: MGT-231, BUS-211 or MAT-151

MGT-335 ORGANIZATIONAL BEHAVIOR (3 Credits)
Presents integrative theory of organization behavior and human motivation as influenced by leadership, the organization itself, and social environment.
Prerequisite: MGT-231

MGT-336 PROJECT MANAGEMENT (3 Credits)
This course will examine key factors related to successful completion of both large and small projects. Topics will include project selection, chartering, scope, resources, scheduling, budgeting, controlling, termination and team leadership. Students will approach learning through a semester-long project planning activity.
Prerequisite: MGT-231

MGT-337 ENTREPRENEURSHIP (3 Credits)
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.
Prerequisite: None

MGT-338 LEADERSHIP IN ACTION (3 Credits)
This class focuses on how to make change. It compares telling, forcing, participating and transcending strategies, and moves students beyond the textbook to consider a Christian perspective. The primary learning techniques involve analyzing films and engaging in a real world project.
Prerequisite: MGT-238

MGT-339 INTERNATIONAL MANAGEMENT (3 Credits)
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 Credits)
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/GOVERANCE (3 Credits)
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 MGT (3 Credits)
Creating the goals and philosophy of events, event planning and scripting, entertainment programming, security, traffic and first-aid services, managing relations with the media, connecting with the community and philanthropic alignment. Practical field experience would be included.
Prerequisite: MGT-215

MGT-364 SPORT IN SOCIETY (3 Credits)
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: None

MGT-380 INTERNSHIP (3 Credits)
This course is 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: Junior or Senior status required

MGT-381 MANAGEMENT FIELD EXPERIENCE (3 Credits)
This course is 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. Students will acquire and document professional field experience and will receive 1 credit hour for every 40 hours of verified work.
Prerequisite: Junior or Senior status required

MGT-432 CAPSTONE SEMINAR: STRATEGIC MANAGEMENT (3 Credits)
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: 75 completed hours required

MGT-433 STRATEGIC BUSINESS FOUNDATION (3 Credits)
A case study course with application made to major functions of business within the context of social, technological, economic, political and physical environment. Completion of all courses in the Bachelor of Science in Business Administration & Leadership program is necessary for the successful completion of this course.
Prerequisite: None

MGT-434 ORGANIZATIONAL THEORY/DEV & CHANGE (3 Credits)
This course focuses on organizational theory with a special emphasis on the organizational development cycle and change management techniques.
Prerequisite: MGT-231, MGT-335

MGT-438 ORGANIZATIONAL STRATEGIC MANAGEMENT (3 Credits)
The study and application of tools and methodologies for strategic management of organizations. Course topics include SWOT analysis, internal and external factor analysis, competitive matrices and the development of appropriate organizational strategies.
Prerequisite: None

MGT-441 MANAGEMENT PROJECT (3 Credits)
A course in which students produce an individual capstone paper and presentation demonstrating the ability to apply and integrate the knowledge and techniques studied in previous courses to a current business problem. Completion of all courses in the Bachelor of Science in Organizational Management program is necessary for the successful completion of this course.
Prerequisite: None

MGT-470 DIRECTED READINGS (1-3 Credits)
Prerequisite: None

MGT-480 ADVANCED TOPICS (3 Credits)
Prerequisite: None

MGT-490 INDEPENDENT STUDY (1-3 Credits)
Prerequisite: None

MGT-531 ORGANIZATIONAL BEHAVIOR & CHANGE (3 Credits)
The study of the behavior of individuals and teams within organizations based on current management theory. Emphasis is given to understanding, predicting, motivating and changing work-related behaviors in organizations. Key topics include organizational structure, understanding culture, power, diversity, leadership and communication within the organization.
Prerequisite: None

MGT-532 ORGANIZATIONAL LEADERSHIP (3 Credits)
A survey of current literature on the topic of leadership. A foundation of research and theory is laid to form the context for more specific topical study throughout the program. Special emphasis is placed on the knowledge, skills, attitudes and values in servant leadership.
Prerequisite: None

MGT-534 THEORY & QUALITY OUTCOMES MGT (3 Credits)
A study of lean quality management principles, theories and application to the health care environment. Focusing on managing health care quality, safety and outcomes, the course emphasizes the use of tools and techniques to manage and lead quality improvements and drive successful clinical outcomes.
Prerequisite: None

MGT-536 MANAGING AND MAXIMIZING DIVERSITY (3 Credits)
A study of the knowledge and skills necessary to manage and maximize the potential of an increasingly diverse workforce. Emphasis is placed on the benefits of a systematic and systemic approach to assessment, measurement, design and implementation of a sustainable diversity initiative. Students identify values and beliefs about people who are different from themselves and develop specific leadership strategies for managing a diverse workforce.
Prerequisite: None

MGT-539 ENTREPRENEURSHIP/INNOVATION (3 Credits)
A focused study of the tools needed in identifying and capitalizing on entrepreneurial business opportunities, methods for managing those opportunities and critical thinking skills needed for innovation and growth. Students work with a team to design an entrepreneurial venture. Additional topics include stimulating new ideas, managing innovative ideas, adapting to change and individual and group roles in the creative process.
Prerequisite: None

MGT-540 ORGANIZATIONAL LEADERSHIP CAPSTONE (3 Credits)
An opportunity for students to synthesize information received throughout the degree program, create a leadership development plan for immediate and future use, and assess the impact of their personality and emotional intelligence (EI) on leadership performance. A distinctive feature of this class will be an assessment geared toward identifying each student's EI and a coaching session with a certified EI coach who will help the students identify leadership strengths and opportunities for growth. Prerequisites: All previous courses.
Prerequisite: None

MGT-542 ORGANIZATIONAL DECISION MAKING (3 Credits)
An opportunity to explore decision-making models within organizations for the purpose of improving problem-solving and individual performance within the context of working with, supervising and leading others. A specific emphasis in this course is on biases, unconscious judgments, cognitive blind spots and other limitations that mediate, moderate or impede effective decision-making within personal and professional contexts. Research, theories and models are presented to help improve organizational decision-making.
Prerequisite: None

MGT-543 TEAM LEADERSHIP & CONFLICT MANAGEMENT (3 Credits)
A course with an emphasis on research, theories and models that help learners understand and more effectively use strategies for improved leadership within a team-based context. Because it is inextricably tied to the challenges of working in teams, interpersonal conflict is investigated as part of the necessary leadership behavior that comes from working with and for others in addition to supervising and managing people and projects. Practical strategies are emphasized for improving leadership and conflict management.
Prerequisite: None

MGT-544 ORGANIZATIONAL CULTURE & VALUES (3 Credits)
An exploration of the strategic process involved in garnering senior leader ownership, accountability and buy-in developing sustainable organizational culture and values programs. Topics include organizational assessment, values alignment, marketing, training, and sustainability. Emphasis is given to theories, models, and methods for aligning culture to the organizational mission and vision.
Prerequisite: None

MGT-551 FOUND AND GOVERNANCE IN SPORT MGT (3 Credits)
This course will provide a fundamental framework for sport management by examining how governance issues provide oversite and control in secondary, collegiate, and professional sports. It will further examine this governance and its impact on the development, structures, and functions of sport related organizations.
Prerequisite: None

MGT-553 SPORT LAW (3 Credits)
This course will explore the foundational knowledge in law and sport as a strategic tool to understand critical topics ranging from contract law, negotiations, negligence, risk identification, mitigation, and constitutional protection for the sport management professional.
Prerequisite: None

MGT-555 ETHICS IN SPORT (3 Credits)
This course will investigate ethics as it relates to the context of sport. It will include a critical exploration of a myriad of ethical arenas in sport such as fair play, Title IX, the use of performance enhancing drugs, gambling, and sport agents.
Prerequisite: None

MGT-557 SPORT MARKETING (3 Credits)
Includes promotions, sales, fundraising, advertising, branding and sponsorship. Strategies need to be created for individuals, teams and/or events, depending on the marketing needs and projections.
Prerequisite: None

MGT-559 SPORT COMMUNICATIONS (3 Credits)
This course will explore the communication landscape in the sport industry. This includes fostering two-way communication with key stakeholders across a wide berth of platforms. This communication includes, but is not limited to social media, all aspects of media guides, press releases, websites, statistical archives, record keeping and game-day obligations.
Prerequisite: None

MGT-561 SPORT OPERATIONS (3 Credits)
This course will explore event and venue operations ranging from single to multi-day events. Focus will include strategic planning, situational analysis, emergency and risk management, execution and controlling of the operational functions by sport management professionals.
Prerequisite: None

MGT-620 HEALTH CARE INNOVATION & TECH MGMT (3 Credits)
This course explores the dynamic landscape of innovation and technology within the healthcare industry. It examines emerging technologies such as telehealth, artificial intelligence, wearable devices, big data analytics, and electronic health records, and analyzes their potential to transform healthcare delivery, improve patient outcomes, and enhance operational efficiency. The course will also delve into the strategic management of technology adoption and implementation in healthcare organizations, including considerations around cybersecurity, data privacy, interoperability, and the ethical implications of technological advancements. Students will develop an understanding of how to foster a culture of innovation and leverage technology to address key challenges and opportunities in the healthcare sector.
Prerequisite: None

MGT-630 GLOBAL HUMAN RESOURCE LEADERSHIP (3 Credits)
This course examines the critical role of human resources in achieving organizational strategy and competitive advantage in a global market for labor and capital. It focuses on developing a strategic mindset in HR leadership, aligning talent management practices with business goals, and understanding the impact of human capital on organizational performance for multinational corporations operating in a worldwide context. Topics include strategic workforce planning, international legal structures, the role of geopolitics in HR leadership, and change management that maximizes cultural competence to drive strategic decision-making. The Christian ethics surrounding employee engagement and development will be explored to uncover best practices and to plan for desirable business outcomes in an international setting.
Prerequisite: None

MGT-635 HUMAN RESOURCE ANALYTICS (3 Credits)
Exploration and application of core Human Resources business metrics, how they are measured, and how they support business strategy. Students will learn how to create key performance indicators, use regression analysis to identify impact areas, and develop strategic planning outcomes.
Prerequisite: None

MGT-638 HUMAN RESOURCE LEADERSHIP (3 Credits)
A focus on current issues in the field of human resource management emphasizing legal issues, career development, job definition and job qualification. Labor/management conflict from behavioral and institutional viewpoints is also examined.
Prerequisite: None

MGT-639 STRATEGIC LEADERSHIP (3 Credits)
An in-depth analysis and evaluation of corporate and business strategies. Students are expected to demonstrate that they have the ability to integrate the various disciplines in the program and practical management experience for the purpose of solving a management and leadership problem through case analysis and critique. Topics include crafting an executive strategy, managing diversification, global market competition and analysis of resources and competitive position.
Prerequisite: None

MGT-640 EMPLOYMENT DEVELOPMENT/PERFORMANCE MGMT (3 Credits)
An extension of information presented in the human resource course. This course focuses on supervisory responsibilities of developing employees through the entire performance management process, which includes coaching and caring for others, developing those for whom one is responsible, and utilizing an appraisal process that includes feedback, expectations and evaluation. The role of feedback, listening and humble inquiry are emphasized. Complications in employee development and performance management are highlighted as are practical strategies for effectively carrying out these functions from a supervisory perspective.
Prerequisite: None

MGT-642 SPORT MANAGEMENT APPLIED (3 Credits)
A capstone that is designed for students to synthesize information received throughout the sport management program. Students will create a plan for applying best practices to a specific scenario within the sport context. Once that plan is established, they will develop a realistic and pragmatic solution that will incorporate the integration of theory and practice within the sport industry. Further, the application of biblical principles of leadership and ethics to the sport industry will be included. Prerequisites: All prior courses in the program.
Prerequisite: None

MGT-644 ORGANIZATIONAL CONSULTING (3 Credits)
A focus on the critical role of Human Resources leaders as organizational development and change management consultants within their organizations. As an extension of information presented in the Organizational Behavior & Change course, students will use organizational development theories and models to assess, develop, and facilitate strategic solutions. Students will explore the role of curiosity, open-ended questions, and diagnostic inquiry in ensuring clarity and focus on the right issues. Emphasis will be given to developing both qualitative and quantitative tools to measure outcomes. An experiential learning project will be required as part of this course.
Prerequisite: None

MGT-646 CONTEMPORARY ISSUES IN SPORT (3 Credits)
The major outcome of this course will be to acclimate the sport management professional to the ever-changing sports environment and help them establish vocational skills to navigate the ecosystem. Further, a career-focused role in sport must be embedded in scripture and lived out with an integrated Christian worldview. This course will explore the responsibility of the sport management professional and how they operate across multiple contexts in sport.
Prerequisite: None

MGT-650 AGILE & HYBRID PROJECT MANAGEMENT (3 Credits)
This course provides students with insights and practice with the dynamic and increasingly prevalent methodologies of Agile and Hybrid project management. Building upon foundational project management principles, students will explore various Agile frameworks such as Scrum and Kanban, and learn how to apply their core tenets in adaptive project environments. The course will also examine the strategies and techniques for effectively blending traditional (waterfall) and Agile approaches to create hybrid methodologies that best suit specific project needs and organizational contexts. Topics include Agile planning, iterative development, continuous improvement, stakeholder collaboration in Agile settings, and navigating the complexities of hybrid project governance.
Prerequisite: None

MGT-697 APPLIED HEALTHCARE PROJECT (3 Credits)
A project-based capstone course in which the student will demonstrate the ability to integrate health care education and practical experience by selecting a problem of practice at work and implementing a plan for improvement and/or action research or a program evaluation to solve the problem or improve the issue.
Prerequisite: MGT-534, BUS-504

Marketing (MKT)

MKT-232 PERSONAL BRANDING STRATEGIES (3 Credits)
This course takes a proactive posture towards Name, Image, and Likeness as a highly relevant subject in both sport management and marketing. COSMA (Commission on Sport Management Accreditation) considers "??Excellence in sport management education requires that the design of each program offered by the academic unit/sport management program be consistent with current, acceptable practices and the expectations of professionals in the academic and sport management communities." This highly relevant area of NIL serves that specific purpose in both sport management and marketing.
Prerequisite: None

MKT-251 PRINCIPLES OF MARKETING (3 Credits)
An introduction to marketing centered on the areas of product, pricing, distribution, and promotion with specific application to market orientation and the marketing function.
Prerequisite: None

MKT-252 INTRODUCTION TO MARKETING (3 Credits)
An introduction to basic marketing principles focused on traditional marketing applications in decision-making and the marketing function. Emphasis is placed on marketing consumer and industrial goals as well as analysis of marketing functions and institutions. Marketing appropriate for 21st-century business environments will also be included, to include the influence of social media on principles and applications of marketing strategies.
Prerequisite: None

MKT-342 DIGITAL MARKETING (3 Credits)
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.
Prerequisite: None

MKT-350 MARKETING MANAGEMENT (3 Credits)
A systematic assessment of marketing strategies and plans, and the roles, responsibilities and tools of the marketing manager to develop, deploy and execute them. Application to cases, articles and current market dynamics will be leveraged.
Prerequisite: MKT-251 and junior or senior status

MKT-351 FUND OF APPL MARKETING MGMT (3 Credits)
This course focuses on the application of marketing principles for the 21st-century organizations with a focus on the traditional areas of product, pricing, distribution and promotion but also the ways in which technology and globalization have changed the marketing landscape for managers.
Prerequisite: None

MKT-352 MARKETING RESEARCH (3 Credits)
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.
Prerequisite: MKT-251, BUS-211 or MAT-151

MKT-353 MARKETING COMMUNICATIONS (3 Credits)
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

MKT-355 RETAILING (3 Credits)
A study of topics related to retail businesses. Topics include management methods, location analysis, store organization, personnel planning, merchandising, buying and pricing techniques, identifying target markets, public relations, and cost management.
Prerequisite: MKT-251

MKT-357 CONSUMER BEHAVIOR (3 Credits)
Develops awareness of various aspects of consumer motivation and behavior. Provides understanding of influences of business and environment and how each will affect consumer purchase decisions.
Prerequisite: MKT-251

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

MKT-359 INTERNATIONAL MARKETNG (3 Credits)
A study of global markets within the context of general, regional and country-specific environmental forces, including managerial challenges of implementing international marketing strategies. Emphasis is on environmental analysis, international marketing strategies, and current international marketing issues, including the challenges of standardization, adaptation, marketing laws and ethical considerations and practices.
Prerequisite: MKT-251

MKT-362 SPORT MARKETING AND SALES (3 Credits)
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 is included.
Prerequisite: MKT-251, MGT-215

MKT-380 INTERNSHIP (3 Credits)
This course is aimed at practical work experience in a business setting. Students will have opportunities to apply classroom knowledge to business world situations in marketing.
Prerequisite: Junior or Senior status required

MKT-381 MARKETING FIELD EXPERIENCE (3 Credits)
This course is aimed at practical work experience in a business setting. Students will have opportunities to apply classroom knowledge to business world situations in marketing. Students will acquire and document professional field experience and will receive 1 credit hour for every 40 hours of verified work.
Prerequisite: Junior or Senior status required

MKT-452 NEW PRODUCTS, SVCS AND MARKETS (3 Credits)
An in-depth view of the development of new products, services and markets leveraging Blue Ocean Strategy and case studies. Additional books, articles and guest speakers will further expand identifying, understanding, developing and exploiting new opportunities.
Prerequisite: MKT-350, Junior or Senior status required, MKT-352

MKT-470 DIRECTED READINGS (1-3 Credits)
Prerequisite: None

MKT-480 ADVANCED TOPICS (3 Credits)
Prerequisite: None

MKT-490 INDEPENDENT STUDY (1-3 Credits)
Prerequisite: None

MKT-515 STRATEGIC MARKETING MANAGEMENT (3 Credits)
An introduction to marketing management concepts, including the theory of service dominant logic, brand and product management, customer relationship management strategy, marketing leadership and decision making.
Prerequisite: None

MKT-517 MARKETING ETHICS (3 Credits)
Students will have the opportunity to wrestle through hot button issues in marketing, analyze complex situations with data privacy, customer security, phishing, etc., with an intentional Christian worldview focus.
Prerequisite: None

MKT-520 PROFESSIONAL SALES MGMT (3 Credits)
Students will explore the sales funnel concept, and learn about needs analysis tools, and practice sales skills, such as pitching and presenting, active listening, and effective communication.
Prerequisite: None

MKT-522 DIGITAL MARKETING (3 Credits)
Exploration and application of the digital marketing arena, including SEO/SEM, website design & management, email marketing, customer journey & retargeting, social media marketing, certification & simulation.
Prerequisite: None

MKT-611 MARKETING ANALYTICS (3 Credits)
Critical knowledge and application regarding marketing data analytics. Topics include cleaning data integration, cluster analysis, A/B testing, budgeting decisions, and report analysis.
Prerequisite: MKT-613

MKT-613 CONSUMER BEHAVIOR (3 Credits)
A hands-on approach to understanding the individual decision-making model using a student simulation. Exposure to the process of influencing purchase decisions, conducting focus groups, retooling marketing for a new target market, developing personality trait quizzes, and building buyer personas while aligning spending and resources to the decision-making model.
Prerequisite: MKT-522

MKT-625 STRATEGIC MARKETING APPLIED (3 Credits)
A capstone designed for students to synthesize information received throughout the marketing program, create a plan for applying best practices in their workplace or area of interest, and develop a relevant project or implementation plan. Emphasis will be placed on integration of theory and practice and application of biblical principles of leadership and ethics to the marketing industry.
Prerequisite: None

MKT-626 MARKETING RESEARCH (3 Credits)
This course would provide a rigorous exploration of advanced marketing research methodologies, integrating both quantitative and qualitative techniques to address complex marketing challenges. Students will learn to design, execute, and analyze comprehensive research projects using industry-standard tools and emerging technologies such as AI and data mining. The course emphasizes ethical research practices through the Christian Worldview and practical applications, enabling students to deliver actionable insights that drive strategic decision-making in dynamic market environments.
Prerequisite: None

MKT-651 MARKETING STRATEGIES (3 Credits)
A case-method course using real marketing issues as a means to learn how to synthesize marketing fundamentals into effective and practical solutions.
Prerequisite: None

Mathematics (MAT)

MAT-096 PRE-ALGEBRA (3 Credits)
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.
Prerequisite: None

MAT-107 ALGEBRA (3 Credits)
A study of number properties, variation, graphs and equations involving linear, quadratic and exponential functions. This course introduces the use of calculators and/or spreadsheets for the study of functions and data. It does not count toward a major or minor in mathematics. MAT-107 is designed to review the necessary foundations in algebra for MAT-110. Prerequisite: Qualifying score on math placement test; this course does not fulfill the core mathematics requirement.
Prerequisite: Requires qualifying placement score or MAT-096. C or higher

MAT-108 MATH FOR NURSING (3 Credits)
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.
Prerequisite: Qualifying placement score or MAT-096, C or higher

MAT-109 MATH FOR ELEM TEACHERS (4 Credits)
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.
Prerequisite: Take MAT-096 (C or higher) or qualifying placement score.

MAT-110 COLLEGE MATHEMATICS (3 Credits)
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. Prerequisite: Qualifying score on SAT or CU Math Placement Exam or MAT-107 or MAT-096, C or higher. *Warning: Math, Science, Engineering & Exercise Science Majors check with your advisor for the correct math course.
Prerequisite: Take MAT-096 (C or higher), or qualifying placement score

MAT-120 CONTEMPORARY MATH FOR BUSINESS (3 Credits)
by permission only
Prerequisite: None

MAT-121 COLLEGE ALGEBRA (3 Credits)
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.
Prerequisite: Take MAT-107 or qualifying placement score

MAT-122 PRE-CALCULUS (4 Credits)
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.
Prerequisite: Take MAT-121 or qualifying placement score

MAT-131 CALCULUS I (4 Credits)
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.
Prerequisite: Take MAT-122 or qualifying placement score

MAT-132 CALCULUS II (4 Credits)
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.
Prerequisite: MAT-131

MAT-151 STATISTICS (3 Credits)
Descriptive statistics including measures of central tendency and standard deviation, statistical inference with emphasis upon testing of hypotheses and measures of association, and application of these techniques to decision-making and planning. Computer software and/or graphing calculator is required (TI-83/84 preferred).
Prerequisite: Complete math core

MAT-209 TEACHING MATH I & CLINICAL EXP (4 Credits)
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.
Prerequisite: MAT-109, Conditional acceptance into TE division

MAT-233 DIFFERENTIAL EQUATIONS (3 Credits)
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.
Prerequisite: MAT-132

MAT-234 MULTIVARIATE CALCULUS (4 Credits)
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.
Prerequisite: MAT-132

MAT-235 DIFFER EQUAT & LINEAR ALG - ENGINEERS (4 Credits)
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.
Prerequisite: MAT-234

MAT-241 APPLIED LINEAR ALGEBRA (3 Credits)
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.
Prerequisite: None

MAT-243 DISCRETE MATHEMATICS (4 Credits)
A basic study of fundamental principles of discrete mathematics. Topics include sets, relations, functions, graph theory, combinatorics, probability and computability.
Prerequisite: MAT-121 or MAT-131

MAT-244 METHODS OF MATHEMATICAL RESEARCH (3 Credits)
Students in this course will be introduced to the typesetting language of LATeX, solving mathematical problems with Maple, understanding mathematical articles, locating and researching mathematical topics, and preparing mathematical presentations. Maple software required.
Prerequisite: ENG-212, MAT-245

MAT-245 MATHEMATICAL PROOFS (4 Credits)
A course in reading and constructing mathematical proofs. How to start proofs (direct proofs, proofs by cases, proofs by contrapositive, proofs by contradiction); proofs about sets, functions, numbers, inequalities, and equivalence relations; proofs by mathematical induction; understanding the theorems of calculus and linear algebra; and preparing to do proofs in Modern Algebra and Real Analysis.
Prerequisite: ENG-212

MAT-251 PROBABILITY & STATISTICS (3 Credits)
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.
Prerequisite: MAT-131, MAT-132

MAT-312 ELEM MATH METHODS & FIELD EXPERIENCE (4 Credits)
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.
Prerequisite: Professional Status and MAT 209
Prerequisite: Complete math core and have full acceptance into teacher ed program

MAT-315 TEACHING MATHEMATICS II (4 Credits)
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.
Prerequisite: MAT-209, Full acceptance into TE program

MAT-333 REAL ANALYSIS (3 Credits)
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.
Prerequisite: MAT-132, 241, 233 or 234 and MAT-245

MAT-341 MODERN ALGEBRA (3 Credits)
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.
Prerequisite: MAT-245, MAT-241

MAT-380 INTERNSHIP (3 Credits)
An individualized assignment arranged with an agency, business or other organization to provide guided practical experience in a mathematical sciences related career/ministry activity.
Prerequisite: Junior or Senior status required

MAT-400 CAPSTONE SEM: GEOM & HIST/MATH SCIENCES (3 Credits)
For Math Education 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.
Prerequisite: MAT-241 and 245

MAT-401 CAPSTONE SEMINAR FOR MATHEMATICS (3 Credits)
Students will research and present an important topic in mathematics using both library research and personal preparation.
Prerequisite: Fifteen credits of upper level MAT courses

MAT-402 MATHEMATICAL SCIENCE SEMINAR I (3 Credits)
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, applied statistics, regression, multivariate data analysis. 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: None

MAT-403 MATHEMATICAL SCIENCE SEMINAR II (3 Credits)
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, applied statistics, regression, multivariate data analysis. 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: Take MAT-402

MAT-470 READINGS IN MATHEMATICAL SCIENCES (1-3 Credits)
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.
Prerequisite: None

MAT-471 SECONDARY MATH METHODS (3 Credits)
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.
Prerequisite: MAT-132, MAT-151 or MAT-251 and acceptance into teacher ed program

MAT-480 ADVANCED TOPICS (1-3 Credits)
Selected topics in mathematical modeling, set theory, number theory; topology, complex variables; differential geometry, set theory, number theory; topology, complex variables; differential geometry, modern geometries; abstract linear algebra, advanced matrix algebra, vector analysis, numerical analysis, graph theory, combinatorics, computer programming. Advanced project topics in physics may be selected from Fourier series, transform calculus, partial differential equations, boundary value problems, complex variables, and vector calculus. Designed for mathematical sciences majors' current needs and for students planning graduate study in the physical sciences or applied mathematics. May be repeated. Prerequisite: Permission of instructor.
Prerequisite: None

MAT-490 INDEPENDENT STUDY (1-3 Credits)
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.
Prerequisite: None

Media (MDA)

MDA-111 INTRODUCTION TO STORY (3 Credits)
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.
Prerequisite: None

MDA-112 DRAWING I: DRAWING FOR NEW MEDIA (3 Credits)
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.
Prerequisite: None

MDA-161 AUDIO-VIDEO TECH PRODUCTION (3 Credits)
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.
Prerequisite: None

MDA-212 DRAWING II:DRAWING FOR CREATING GRAPHIC (3 Credits)
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: INTRO GRAPHIC DESIGN (3 Credits)
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.
Prerequisite: None

MDA-225 GRAPHIC DESIGN II: DESIGN PRINT & MEDIA (3 Credits)
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 INTRO TO DIGITAL PHOTOGRAPHY (3 Credits)
A beginning course in still/digital photography. Instruction covers basic photographic concepts, camera handling and the aesthetics of photography.`
Prerequisite: None

MDA-261 AUDIO PRODUCTION I (3 Credits)
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.
Prerequisite: None

MDA-262 LIVE AUDIO PRODUCTION (3 Credits)
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/VIDEO PRODUCTION I (3 Credits)
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.
Prerequisite: None

MDA-281 AUDIO PRODUCTION II (3 Credits)
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 & VIDEO PRODUCTION II (3 Credits)
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 Credits)
A "hands-on" class where students learn the basics of broadcast writing in one semester - news writing, advertising, documentaries, and dramatic script writing. Students are able to explore where their interests and skills lie and grow in learning to express themselves in all these different forms of media writing.
Prerequisite: Take ENG-212 (or IDS-140 and IDS-141)

MDA-321 SPIRITUALITY AND FILM HISTORY (3 Credits)
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.
Prerequisite: None

MDA-326 GRAPHIC DESIGN III: WEB & DEVICES (3 Credits)
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, MDA-225

MDA-327 USER INTERFACE DESIGN (3 Credits)
This courses 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 softwares to design user interface elements and UI layouts.
Prerequisite: MDA-213, MDA-225

MDA-341 ADVANCED PRODUCTION I (3 Credits)
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-342 ADVANCED PRODUCTION II (3 Credits)
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 MEDIA PRODUCTION (3 Credits)
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 / POST PRODUCTION (3 Credits)
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 & VIDEO PRODUCTION LABS (3 Credits)
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 Credits)
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 Credits)
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-380 INTERNSHIP (3 Credits)
Practical work experience using audio, film or video skills in an appropriate setting relevant to the student's area of emphasis.
Prerequisite: Junior or Senior status required

MDA-388 FIELD EXPERIENCE (3 Credits)
This course is aimed at practical work experience using audio, film, or video skills in an appropriate setting relevant to the student's area of emphasis. Students will have opportunities to apply classroom knowledge to relevant situations. Students will acquire and document professional field experience and will receive 1 credit for every 40 hours of verified work.
Prerequisite: Junior or Senior status required

MDA-400 CAPSTONE SEM: MEDIA STUDIES (3 Credits)
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: None

MDA-426 GRAPHIC DESIGN IV:COMPRHN CONCNT DESIGN (3 Credits)
This course teaches higher-level design strategies and techniques to students in the Graphic Design concentration at Cornerstone. Building upon previous coursework, students in this course will create three major projects; one for print, one for the web and one for user a interface. This is the highest-level course so students will be expected to create fully fleshed-out projects, complete from concept to execution, including preliminary drawings, all layout, accompanying graphics, and compositions. The three projects are: A 5-page print magazine with graphics, a three-page website for a technological product, and a user interface for a new breed of automobile. Students will work in small groups for one project and individually on the other two. Students are expected to have excellent typography, design skills, branding, iconography and Etc.
Prerequisite: MDA-326, MDA-225

MDA-441 ADVANCED PRODUCTION III (3 Credits)
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-442 ADVANCED PRODUCTION IV (3 Credits)
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-490 INDEPENDENT STUDY (1-3 Credits)
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: None

Ministry (MIN)

MIN-150 INTRODUCTION TO MINISTRY (3 Credits)
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.
Prerequisite: None

MIN-151 FOUNDATIONS OF CHRISTIAN SPIRITUALITY (3 Credits)
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.
Prerequisite: None

MIN-220 FOUNDATIONS OF GLOBAL MISSION (3 Credits)
This course provides a foundational understanding of the global mission of the church and how to effectively serve and partner globally for the gospel of Jesus Christ. Students develop a biblical theology of global mission, centering on the mission of God in the world and the mission of the church. Practical emphasis is given to how to foster healthy, mutual, global partnerships that and an overview o how churches and ministries approach global mission today.
Prerequisite: None

MIN-221 TEACH, LEARN FOR MINISTRY (3 Credits)
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.
Prerequisite: None

MIN-222 GLOBAL URBAN MINISTRY (3 Credits)
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 poverty and justice while engaging different strategies for effective relationships and Christian community development.
Prerequisite: None

MIN-302 PRINC OF SELF-MGT IN MINISTRY (3 Credits)
An examination of personal strengths and identification of areas of adjustment that may assist in personal growth, with emphasis on ministry leadership formation. Self-management includes the development of communication and management of individual and professional priorities. Emphasis is also placed on the nurture and development of personal faith, understanding the vocation of ministry leadership, and Christian worldview. Topics include communication processes within groups, goal setting, prioritizing, identifying personal values and time management.
Prerequisite: None

MIN-310 LEADING VOLUNTEER-BASED MINISTRY (3 Credits)
This course provides foundational training on how to lead volunteer-based ministry in both church and parachurch contexts. Special focus is given to recruiting and maintaining volunteers, identifying and training leaders, and functioning within a broader ministry system. Students explore the value of volunteering in the discipleship process, and they develop a plan for coordinating, evaluating, and training volunteers.
Prerequisite: None

MIN-311 EVANGELISM & DISCIPLESHIP (3 Credits)
The focus of the class will be on the process and skills for evangelism and basic discipleship (new believers, Bible engagement, prayer, obedience, community).
Prerequisite: None

MIN-312 PERSONAL GROWTH FOR EFFECT LDRSH (3 Credits)
A study and application of the various facets of personal growth necessary for effective leadership. These include the purpose and practice of spiritual disciplines, identifying one's spiritual gifts and natural abilities, and the importance of establishing relationships for accountability.
Prerequisite: None

MIN-331 PHILOSOPHY OF LEADERSHIP (3 Credits)
A study of the biblical concepts of ministry, theological presuppositions, skills, attitudes and values that shape one's philosophy. Students formulate a ministry philosophy providing the basis for constructing a pattern for program development.
Prerequisite: None

MIN-334 SPIRITUAL FORMATION (3 Credits)
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.
Prerequisite: None

MIN-338 MINISTRY ETHICS AND VALUES (3 Credits)
An examination of the principles and values that guide ethical decision-making, ethical relationships and ministry practices in parachurch and local church settings. The course focuses on helping students develop a personal code of ethics within the framework of a thoroughly Christ-centered worldview.
Prerequisite: None

MIN-375 CHURCH IN TRANSITION (3 Credits)
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

MIN-378 MINISTRY FIELD EXPERIENCE 1 (3 Credits)
This course is aimed at a practical work experience in a ministry setting.Students will have opportunities to apply classroom knowledge to ministry situations. Students will acquire and document supervised field experience and will receive 1 credit for every 40 hours of verified work.
Prerequisite: Junior or Senior status required

MIN-379 MINISTRY FIELD EXPERIENCE 2 (3 Credits)
This course is aimed at a practical work experience in a ministry setting. Students will acquire and document 120 supervised field experience hours use that experience to engage in classroom instruction, reading, and writing assignments during the spring semester.
Prerequisite: Junior or Senior status required

MIN-380 INTERNSHIP (1-6 Credits)
Practical field experience in a ministry context designed to help the student develop ministry skills and to clarify the student's sense of vocation.
Prerequisite: Junior or Senior status required

MIN-381 INTERNSHIP I: CAREER DEVELOPMENT (3 Credits)
Designed to help the student discover their gifts, talents, calling, interest and abilities as they relate to youth ministry and parachurch settings. A minimum of 120 hours in supervised ministry is required.
Prerequisite: Junior or Senior status required

MIN-382 INTERN II: TEACHER AND TEACHING TASK (3 Credits)
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.
Prerequisite: Junior or Senior status required

MIN-383 INTERNSHIP III: SPECIALIZATION (3 Credits)
Designed to help the students study and experience specialized topics that relate to youth ministry or parachurch settings. A minimum of 120 hours in supervised ministry is required.
Prerequisite: Junior or Senior status required

MIN-418 MINISTRY CAPSTONE (3 Credits)
An interactive framework that allows students to investigate distinct philosophical and ecclesiological views regarding how ministry relates to the church at large. Each student will design his/her own philosophy of ministry within the context of the local church and parachurch ministries.
Prerequisite: Junior or Senior status required

MIN-432 PRIN ADMIN/TEAM BUILDING (3 Credits)
An examination of administrative structures, organizational goal setting, current technical resources, budgeting, delegation and recruitment methods. Special emphasis is given to the team-building process as it relates to leadership and staff development.
Prerequisite: None

MIN-433 SYSTEMS FOR CULTURAL IMPACT (3 Credits)
A study of the attitudes of faithfulness, sensitivity and persistence needed to impact one's culture with the foundational truths of Scripture. Special attention is given to cross-cultural applications and developing a system for integrating evangelism and discipleship in one's organization.
Prerequisite: None

MIN-434 SPIRITUAL FORMATION II (3 Credits)
This course provides advanced teaching and experience in spiritual formation, with emphasis on discernment, spiritual community, and responding to suffering in life and ministry. Students continue to explore their stories and their relationship with God through Scripture, spiritual disciplines, and dialogue with key spiritual writers in the history of the Christian church. This course also includes a formation retreat experience where students engage in prayer and spiritual community.
Prerequisite: MIN-334

MIN-440 STUDENT & FAMILY MINISTRIES (3 Credits)
This course explores best practices for ministry to youth/adolescents and parents in both church and parachurch contexts. Special focus is given to understanding the current needs (spiritual, emotional, relational, developmental) of middle school and high school students and how to work with local schools and community leaders effectively.
Prerequisite: None

MIN-441 NONPROFIT MINISTRY & LEADERSHIP (3 Credits)
This course provides foundational training on the structure, finances, governance, and communications of churches and other nonprofit organizations. Students explore what it takes to explore and run a 501c3 nonprofit organization, including planning budgets, reading financial statements, working with a board, and communicating effectively through marketing and other messaging strategies.
Prerequisite: None

MIN-442 APPLICATIONS IN ORG LEADERSHIP (3 Credits)
A capstone module designed to allow students to integrate the various principles of the program with actual vocational environments. Case study analysis provides the basis for connecting ministry leadership objectives to vocational experiences. A special session is conducted on vocational search for leadership positions in ministry, service, or not-for-profit organizations. Completion of previous course work is necessary for successful completion of this course.
Prerequisite: None

MIN-451 SOUL CARE IN MINISTRY (3 Credits)
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.
Prerequisite: None

MIN-453 HOMILETICS (3 Credits)
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.
Prerequisite: None

MIN-480 CURRENT ISSUES/CRIT CONCERN (3 Credits)
Designed to address current issues or critical concerns that relate to youth ministry. Studies will specialize in various topics not covered in the catalog. May be taken two times with different emphasis.
Prerequisite: None

MIN-481 COUNSELING FAMILIES IN MINISTRY (3 Credits)
An in-depth look of the issues related to providing counseling to children, adolescents and their parents. Focus will be on addictive behaviors, abnormal development, intervention, spiritual abuse and awareness of when and to whom to refer individuals for professional therapy.
Prerequisite: Junior or Senior status required

MIN-500 CHRISTIAN SPIRITUAL FORMATION (3 Credits)
An investigation into the meaning of biblical Christianity and its relationship to faith and practice within contemporary cultural contexts. Special attention is given to the corporate dimensions of spirituality and spiritual formation. Each enrolled student will be charged an additional $175 .00 for specialized course materials. The fee will be automatically charged to the student's account upon registration. This course must be completed within the first 15 credits of enrollment.
Prerequisite: None

MIN-510 ORGANIZATIONAL LEADERSHIP (3 Credits)
This course sets a foundational framework of knowledge and critical thinking skills needed to develop intercultural and international organizational leaders. Students examine theories, issues and skills of leadership, motivation, decision-making and communication from a transcultural biblical values perspective using case studies and texts.
Prerequisite: None

MIN-515 LEADING COMMUNITY BASED MINISTRY (6 Credits)
This course is designed to facilitate the student's understanding and competency to lead theologically informed, community-based ministry. Through readings, standardized assessments, reflective writing and other assigned projects, the student will explore a systems approach to community-based ministry. Consideration will be given to theological foundations, theories of leadership and theories of change. The course will culminate in the development of a ministry transition plan.
Prerequisite: None

MIN-516 LEADERSHIP & ORGANIZATIONL DEVELOPMENT (9 Credits)
This course is designed to facilitate the student's understanding and competency to lead theologically informed urban youth ministry . Through readings, standardized assessments, reflective writing and other assigned projects, the student will explore a systems approach to urban youth ministry . Consideration will be given to theological foundations, theories of leadership and theories of change. The course will culminate in the development of a ministry transition plan.
Prerequisite: None

MIN-518 FOUNDATIONS OF STUDENT DEVELOPMENT (3 Credits)
This course is designed to provide a foundation for understanding the administrative and educational functions of student development while giving particular emphasis to the spiritually formative opportunities available during the season of post-secondary education. Topics include ethical and legal issues in higher education; student development theories and practices; program development and assessment; moral and faith development in college students; campus diversity; and supporting, developing and implementing institutional priorities and vision.
Prerequisite: None

MIN-525 INTRODUCTION TO CHAPLAINCY (3 Credits)
A foundational study of the chaplain ministry. This course is available on an individual basis and by special arrangement.
Prerequisite: None

MIN-526 BASIC CLINICAL PASTORAL EDU (3-6 Credits)
One unit of basic clinical pastoral education accredited by the Association of Clinical Pastoral Education may be credited for three hours of field ministry or three hours in the pastoral concentration. Students wishing to take this unit must be approved by one of the area training centers.
Prerequisite: None

MIN-527 GREAT APOLOGISTS AND MISSION OF THE CHU (3 Credits)
This course focuses on some of the great apologists of the Christian faith, including Blaise Pascal, C.S. Lewis, and Francis Schaeffer. The course will treat their strategies and emphasize the need and practical application of apologetics for the mission of the Church.
Prerequisite: None

MIN-529 ADMINISTRATION & CARE OF CHURCH (3 Credits)
This course is designed to develop both knowledge and skill in administration and pastoral care of persons. Administrative principles are developed and applied to ministry. A second focus develops the pastor's ability to care for people in both individual and group settings.
Prerequisite: None

MIN-530 PASTORAL COMPETENCIES (3 Credits)
This course provides for the pastoral specialization an introduction to the broad range of skills that a pastor must develop in the everyday work of the ministry . This includes the administration of ordinances, conducting weddings and funerals, caring for the sick and grief stricken, ministerial ethics, church service development, a preaching calendar, knowledge of the annual liturgical calendar and church life, financial integrity in one's personal life, church staff and officers development, cultivating life habits of professional development and song leading capacity, along with numerous timeless items that contribute to the science and art of pastoral ministry. The student will have contact with regional pastors in the acquisition of these skills and attitudes.
Prerequisite: None

MIN-534 EVANG/DISC MINISTRIES (3 Credits)
This class is designed to develop the ministry leader's knowledge and skill in evangelism and discipleship ministries. The course will examine personal as well as corporate models of evangelism and discipleship.
Prerequisite: None

MIN-545 TEACH & LEARN CHRISTIAN FORMATION (3 Credits)
A consideration of the various factors which influence the teaching and learning process . Students will engage in a critical analysis of how faith is formed through the teaching ministry of the church. This highly interactive skills course allows opportunity to practice various methods of creatively teaching the Bible.
Prerequisite: None

MIN-553 SOCIOLOGY OF YOUTH AND EMERGING ADULTHO (3 Credits)
This course provides an understanding of the development and characteristics of the three phases of adolescence: early (junior high), middle (senior high) and emerging adulthood (college age). Students will evaluate contemporary research on each phase and consider how to apply it toward effective church or campus ministries and counseling situations. Special attention will be given to exploring how faith is nurtured throughout each phase of adolescence.
Prerequisite: None

MIN-554 THEOLOGY OF WOMEN IN MINISTRY (3 Credits)
This course provides an in-depth opportunity for critical reflection about the roles of women in the church, home and community, informed and governed by the text of scripture. Substantial attention is given to examining and defining issues related to gender, understanding the impact of culture on identity development and seeking what God intends for women in ministry . Further emphasis is placed on understanding a historical context that reflects the experiences of women throughout the ages beginning with studying the women of the Bible.
Prerequisite: None

MIN-560 GLOBAL IMPACT (3 Credits)
This course is designed to help students develop a biblical theology of mission that shapes how the church intersects with the 21st century world. Students will consider the essence of missio Dei (the sending of God) and of missio ecclesia (the sending of the church) as rooted in the biblical narrative. Simultaneously, students will consider global trends and the implications of those trends for life and ministry. Students will examine the validity of traditional and emerging models for global missions in light of the above.
Prerequisite: None

MIN-565 PERSP: WORLD CHRISTIAN MOVEMENT (3 Credits)
A comprehensive presentation of the tasks of world mission and evangelization through a development of the biblical, historical, strategic and cultural perspectives of Christianity in the world . The lectures are delivered by a variety of individuals with reputations in academic and ministry settings. The course is offered to students through a cooperative agreement, and the location rotates year to year between several venues in Grand Rapids.
Prerequisite: None

MIN-567 CHURCH REL/POST-CHRIST CULTURE (3 Credits)
This course explores the transition from Christendom to a post-Christian society and considers how the church should appropriately respond to live out her mission. Students will critically evaluate various proposals for understanding the gospel, the church and the culture and how these relate to one another. This course culminates for the student in the development of a written philosophy of cultural engagement that might be applied to a church or parachurch setting.
Prerequisite: None

MIN-584 THESIS READINGS: MINISTRY (1-3 Credits)
An independent readings course in preparation for writing a master's thesis in a focused area of ministry. The student will read approximately 2,000 pages and structure a thesis proposal under the guidance of a thesis adviser and in accordance with seminary standards for form and style. Registration for this course requires adviser approval.
Prerequisite: None

MIN-625 THEO./PRACT. CHRISTIAN WORSHIP (3 Credits)
This course will examine the biblical basis for Christian worship and the major patterns of corporate worship and related devotional practices (public prayer and fasting) found in the early church, medieval period, Protestant Reformation, Puritan tradition, evangelical revival and contemporary Pentecostal and charismatic movements . Through critical reflection upon this historical material, students will develop an account of Christian worship, its structures and leadership, which is relevant to their own church context and integrates theological and practical components.
Prerequisite: None

MIN-630 SMALL GROUP MINISTRIES (3 Credits)
The design of this class is to give the pastor an understanding of group dynamics, to develop small groups in church ministry and to develop leadership skills in the congregation.
Prerequisite: None

MIN-636 HOMILETICS I (3 Credits)
An introduction to homiletics with attention to philosophy and purpose . Emphasis is given to study of available methods for gathering the biblical and non-biblical materials needed for sermons. The course includes a laboratory that allows basic instruction and evaluation regarding the student's communication style in the homiletical situation.
Prerequisite: BBL-501

MIN-637 HOMILETICS II (3 Credits)
A concentrated study of the organization of sermonic material with emphasis given to its application in expository preaching. Various types of expository sermons are examined, and attention is given to responsibilities related to the pulpit ministry. The laboratory allows instruction in and application of a variety of delivery techniques.
Prerequisite: MIN-636, BBL-501

MIN-640 EDU MINISTRIES FOR CHILDREN (3 Credits)
An investigation of the developmental aspects of children and societal influences on childhood. Special attention will be given to the church's and parent's task in nurturing Christian faith for this important age group. Students will also gain a foundational overview of leading and programming effective ministries for children.
Prerequisite: None

MIN-641 FOUNDATION FOR YOUTH TO EMERGING ADULT (3 Credits)
This course explores the ministry to emerging generations ranging from junior high through college age. Students will examine the context of adolescence in North America, consider the theological foundations for ministry and evaluate various contemporary proposals. This course culminates in the development of a written philosophy of ministry to youth and emerging adults.
Prerequisite: None

MIN-643 EDU MINISTRIES FOR ADULTS (3 Credits)
The course engages students in readings, critical reflection, online discussion and reflective and critical writing in areas foundational to adult religious education. Consideration is given to the nature of knowing, adult learning theory, learner-centered teaching, diverse learning styles and methods of instruction that facilitate adult learning. The course culminates for the student in the development of a written philosophy of adult religious education.
Prerequisite: None

MIN-644 CURRICULUM PLANNING (3 Credits)
Analysis of the concept of curriculum planning with special focus on the local church context. The various curriculum models that have shaped contemporary thought are investigated with a view toward their suitability to Christian education. A paradigm for producing a curriculum design at any level will be developed and the student will be expected to draft a curriculum design for a particular ministry application.
Prerequisite: None

MIN-660 CULTURAL INTELLIGENCE (3 Credits)
This course is designed to give leaders an introductory grasp of cultural intelligence, a person's ability to adapt successfully to different national, organizational and professional cultures. Literature from the fields of anthropology and sociology are used as well as studying cultural engagement in light of the biblical narrative as a way to develop missional communities of incarnational ministry.
Prerequisite: None

MIN-667 URBAN & LOCAL DEV: EXEGETING COMMUNITIE (3 Credits)
This course studies the brokenness in our own neighborhoods and explores practical ways for the church to embody the gospel in response to social inequities like racism, inequitable distribution of wealth, illiteracy, abuse, etc. It considers the literature of urban transformation and the use of measures like casework, education, microlending/ microenterprise development, etc
Prerequisite: None

MIN-685 MINISTRY RESIDENCY 1 (2 Credits)
The first course of three designed for the Ministry Residency. The student will get acquainted with their specific ministry culture. Through the student's ministry, interaction with their mentor, contact with other ministry residency students, and their own personal reflection, the student will lay a foundation for their journey in a ministry context while gaining feedback that will help them in preparation for ministry. Upon successful completion of this course, students will be able to articulate goals for personal growth and ministry competency; track and evaluate their time management; establish the discipline of journaling and reflection; apply regular feedback from their mentor; and be relationally connected with their ministry context.
Prerequisite: None

MIN-686 MINISTRY RESIDENCY 2 (2 Credits)
The second course of three that continues to build on the student's residency experience. In addition to further developing the competencies students began in Ministry Residency I, students will explore ministry topics including small group dynamics, working with board/elder meetings, pastoral duties (leading communion), strategic planning, and staff meetings.
Prerequisite: Requires prerequisities MIN-685;

MIN-694 ADVANCED TOPICS: MINISTRY (3 Credits)
A formal class which addresses the interests of students and faculty. Courses may include current issues related to ministry practice and other subjects which call for special analysis.
Prerequisite: None

MIN-720 ADVANCED CLINICAL PASTORAL EDUC (3-9 Credits)
Up to 9 hours of elective credit may be given for any of these three units. No more than a total of 12 hours will be given for basic and advanced units, including hours of field ministry. Students wishing to take advanced units must have completed the basic unit and must be approved by one of the area training centers. Information concerning application is available in the Academic Office.
Prerequisite: None

MIN-781 MINISTRY RESIDENCY 3 (2 Credits)
The third course of three that continues to build on residency experience. In addition to further developing of the competencies began in Ministry Residency I and II, students will explore ministry areas including classroom teaching, board/elder meetings, pastoral duties (weddings), implementing a ministry initiative, leadership, premarital counseling, cross-cultural immersion/engagement, focusing on specificity of ministerial call.
Prerequisite: Requires prerequisities MIN-685 and MIN-686.

MIN-792 INDEPENDENT STUDY: PASTORAL (3 Credits)
Prerequisite: None

MIN-793 IND STUDY:EDUCATIONAL MINISTRIES (1-3 Credits)
Supervised independent study for advanced students in educational ministries. Registration for this course requires adviser approval.
Prerequisite: None

MIN-794 INDEPENDENT STUDY: INTERCULTURAL (1-3 Credits)
Supervised independent study for advanced students in intercultural ministries. Registration for this course requires adviser approval.
Prerequisite: None

MIN-795 INDEPENDENT STUDY: CHAPLAINCY (1-3 Credits)
Supervised independent study for advanced students in the chaplaincy ministry. Registration for this course requires adviser approval.
Prerequisite: None

MIN-797 MASTER'S THESIS (3 Credits)
The student will write a thesis (50-75 pages) under the supervision of a faculty thesis adviser on a significant approved topic in the major field. The thesis format should be governed by "A Manual for Writers of Papers, Theses, and Dissertations" (current edition) by Kate L. Turabian, along with supplemental materials and/or instructions provided by the seminary. Registration for this course requires adviser approval.

Music (MUS)

MUS-099 PERFORMANCE LAB (0 Credits)
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.
Prerequisite: None

MUS-110 MUSIC FUNDAMENTALS (3 Credits)
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.
Prerequisite: None

MUS-124 MUSICIANSHIP I (1 Credit)
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: Take MUS-126 concurrently, MUS-110

MUS-126 MUS THEORY/ANALYSIS I (2 Credits)
A continuation of the Music Theory sequence, building on the materials covered in Music Fundamentals (MUS-110). Components include music notation writing skills, identifying and notating chords, 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, introduction to counterpoint and form.
Prerequisite: MUS-110, Take MUS-124 concurrently

MUS-143 CLASS PIANO I (1 Credit)
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.
Prerequisite: None

MUS-144 CLASS PIANO II (1 Credit)
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.
Prerequisite: None

MUS-161 VOCAL FUNDAMENTALS (1 Credit)
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.
Prerequisite: None

MUS-165 GUITAR FUNDAMENTALS (1 Credit)
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.
Prerequisite: None

MUS-171 INTRO TO MUSIC TECHNOLOGY (3 Credits)
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).
Prerequisite: None

MUS-221 MUSIC HIS, LIT & FORM I (3 Credits)
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.
Prerequisite: None

MUS-222 MUSIC HISTORY/LIT. II (3 Credits)
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.
Prerequisite: None

MUS-224 MUSICIANSHIP II (1 Credit)
A continuation of Musicianship 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.
Prerequisite: MUS-124, Take MUS-226 concurrently, MUS-126

MUS-226 MUS THEORY/ANALYSIS II (2 Credits)
A continuation of Music Theory I. Expansion on previous materials, including cadences and phrases and periods, harmonic analysis of more complex progressions and larger classical and popular works, non-chord tones, four-part writing, modulation, neapolitan and augmented sixth chords, chromatic harmony, chromatic modulation and employing common tones.
Prerequisite: Take MUS-124 and MUS-126, Take MUS-224 concurrently

MUS-227 POPULAR MUSIC (3 Credits)
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.
Prerequisite: None

MUS-228 EAR TRAINING III (1 Credit)
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.
Prerequisite: MUS-224, Take MUS-229 concurrently, MUS-226

MUS-229 MUS THEORY/ANALYSIS III (3 Credits)
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.
Prerequisite: MUS-224, Take MUS-228 concurrently, MUS-226

MUS-251 BASIC CONDUCTING & REHEARSAL TRAINING (2 Credits)
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.
Prerequisite: Take Ear Training II and Music Theory II

MUS-253 DICTION I (2 Credits)
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.
Prerequisite: None

MUS-255 DICTION II (2 Credits)
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.
Prerequisite: None

MUS-280 TOPICS IN MUSIC (1-3 Credits)
An investigation of a musical topic chosen by the instructor in conjunction with student demand.
Prerequisite: None

MUS-291 BRASS METHODS (1 Credit)
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.
Prerequisite: None

MUS-292 WOODWIND METHODS (1 Credit)
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.
Prerequisite: None

MUS-293 PERCUSSION METHODS (1 Credit)
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.
Prerequisite: None

MUS-294 STRINGS METHODS (1 Credit)
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.
Prerequisite: None

MUS-314 ORCHESTRATION & ARRANGING (3 Credits)
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.
Prerequisite: Take MUS-224 and MUS-226

MUS-315 SONG WRITING (3 Credits)
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.
Prerequisite: MUS-171, MUS-124, MUS-126

MUS-326 SURVEY OF WORLD MUSIC (2 Credits)
A survey of the traditional music from the world's non-Western cultures and the various methods of ethnomusicological research. The student acquires objective listening skills through the study of the traditional music of China, Japan, Southeast Asia, India, and Arabic countries as well as other cultures such as American Indian, Australian Aborigine, African, and Micronesian. These skills are used to develop the understanding that music, like any art form, is a cultural expression of the society that produced it.
Prerequisite: None

MUS-327 JAZZ FUNDAMENTALS (2 Credits)
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.
Prerequisite: MUS-224, MUS-226

MUS-334 MUSIC AND WORSHIP (3 Credits)
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.
Prerequisite: Sophomore status required

MUS-336 CROSS-CULTURAL WORSHIP (3 Credits)
A practice in Ethnodoxology by examining the worship music of the following cultures: African, Asian, Hispanic, Caribbean and Western cultures.
Prerequisite: MUS-334

MUS-337 WORSHIP MUSIC METHODS & MATERIALS (3 Credits)
A practical study of current denominational music practices including traditional, contemporary and alternative; students explore current resources including repertoire, literature, audio, video and Web based. Students are required to design musical components of worship services for a variety of settings.
Prerequisite: MUS-334

MUS-340 JR RECITAL (0 Credits)
One half-hour recital required of B.Mus performance majors. Students must submit an application to the Music division one semester prior to the recital.
Prerequisite: None

MUS-343 PIANO (3 Credits)
This course is designed to prepare students for the level of playing necessary to pass the piano proficiency exam. Orientation to the keyboard, basic technique, rhythm, tone conception, articulation and fingering are included, along with major and minor pentachord patterns, pedaling and phrasing, major scales, sight reading, harmonization/transposition with simple accompaniment patterns. I-IV-V progressions, an introduction to playing by ear, improvisation and appropriate solo repertoire.
Prerequisite: None

MUS-352 ADV CONDUCTING: CHORAL (3 Credits)
A one-semester course advancing the fundamental skills learned in Basic Conducting with a focus on choral ensembles. In addition to the development of conducting skills (physical, aural and theoretical) and rehearsal techniques necessary for preparing choral ensembles for performance, student have practical opportunities to develop self-confidence and leadership skills within a laboratory setting.
Prerequisite: MUS-251

MUS-353 ADV CONDUCTING: INSTRUMENTAL (3 Credits)
A one-semester course advancing the fundamental skills learned in Basic Conducting with a focus on instrumental ensembles. Students develop mastery of conducting skills (physical, aural and theoretical) with several opportunities for practical application within a laboratory setting. Preparing the instrumental music educator for conducting instrumental ensembles from creation to concert is the primary course focus.
Prerequisite: MUS-251

MUS-380 INTERNSHIP (3 Credits)
An experience outside of the classroom where the student gains practical experience in the area of desired employment. Includes church music, music/business, pedagogy, accompanying, and other areas related to music.
Prerequisite: Junior or Senior status required

MUS-440 SR RECITAL (0 Credits)
One half-hour recital required of B.A. music majors and B.Mus Music Education. One hour recital required of performance majors. Students must submit an application to the Music division one semester prior to the recital.
Prerequisite: MUS-441, Senior status required

MUS-441 CAPSTONE SEMINAR: SR RECITAL PROJECT (1 Credit)
The senior recital project represents the culmination of four years' work towards a music degree. Students will research and incorporate several elements into their final paper including the integration of faith in music, musicology and history, theory and analysis, performance practices and the art of programming.
Prerequisite: MUS-440, Senior status required

MUS-442 SPECIAL RECITAL (0 Credits)
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.
Prerequisite: None

MUS-450 MUSIC METHODS: MIDDLE/HS (3 Credits)
Development of a personal philosophy of successful teaching and administration. Areas covered include aesthetic basis of music education; curriculum development with sequential organization of concepts of the elements of music; general and special music classes; performance groups; select, non-select, ensembles and concert groups; understanding the changing voice of middle school boys and the vocal development and potential of ages 12-18; instrumental pedagogical techniques; rehearsal planning and techniques; choosing or arranging proper literature; exposure to classical, popular, jazz, folk and ethnic music as well as musical theatre; administration of musicals; classroom control; auditioning; festivals and contests, computer applications and current trends; budgets, purchasing procedures, scheduling, library organization, testing and measurement, public relations and ethics.
Prerequisite: MUS-251, Junior or Senior status required

MUS-457 MUSIC METHODS: ELEM SCHOOL (3 Credits)
Course designed for the music specialist. Study includes Kodaly, Dalcroze, Orff, MMCP, Gordon Learning Theory and ETM methodologies and applications; early training in Orff instruments, recorders and autoharp; systematic pedagogy of the basic elements of music; understanding, training and developing the singing voice, ages 4-12; teaching and leading singing; theory and practice of movement; call charts and listening experiences; lesson and program planning; handicapped, gifted, and multi-cultural education.
Prerequisite: EDU-230

MUS-460 MUSIC BUSINESS (3 Credits)
An introductory course presenting a structural overview of the music business and entertainment industries. Historical development of music as a business and the development of the marketplace for both music and musicians. Emphasis is placed on contemporary music business practices. Topics include songwriting, publishing, royalties and rights, artist management, arts management, professional organizations, copyright law, record industry, union and guilds, and career development.
Prerequisite: None

MUS-480 ADVANCED TOPICS (1-3 Credits)
An in-depth investigation of a musical topic chosen by the instructor in conjunction with student demand.
Prerequisite: None

Music - Applied (MUA)

MUA-101 FLUTE - APPLIED 1ST YR (1 Credit)
Prerequisite: None

MUA-103 OBOE - APPLIED 1ST YR (1 Credit)
Prerequisite: None

MUA-105 CLARINET - APPLIED 1ST YR (1 Credit)
Prerequisite: None

MUA-107 SAXOPHONE - APPLIED 1ST YR (1 Credit)
Prerequisite: None

MUA-109 BASSOON - APPLIED 1ST YR (1 Credit)
Prerequisite: None

MUA-111 FRENCH HORN - APPLIED 1ST YR (1 Credit)
Prerequisite: None

MUA-113 TRUMPET - APPLIED 1ST YR (1 Credit)
Prerequisite: None

MUA-115 TROMBONE - APPLIED 1ST YR (1 Credit)
Prerequisite: None

MUA-117 EUPHONIUM - APPLIED 1ST YR (1 Credit)
Prerequisite: None

MUA-119 TUBA - APPLIED 1ST YR (1 Credit)
Prerequisite: None

MUA-121 PERCUSSION - APPLIED 1ST YR (1 Credit)
Prerequisite: None

MUA-123 ORGAN - APPLIED 1ST YR (1 Credit)
Prerequisite: None

MUA-125 PIANO - APPLIED 1ST YR (1 Credit)
Prerequisite: None

MUA-127 COMPOSITION - APPLIED 1ST YR (1 Credit)
Prerequisite: None

MUA-129 VOICE - APPLIED 1ST YR (1 Credit)
Prerequisite: None

MUA-131 GUITAR - APPLIED 1ST YR (1 Credit)
Prerequisite: None

MUA-133 VIOLIN - APPLIED 1ST YR (1 Credit)
Prerequisite: None

MUA-135 VIOLA - APPLIED 1ST YR (1 Credit)
Prerequisite: None

MUA-137 CELLO - APPLIED 1ST YR (1 Credit)
Prerequisite: None

MUA-139 BASS - APPLIED 1ST YR (1 Credit)
Prerequisite: None

MUA-151 FLUTE APPLIED MAJORS 1ST YR (2 Credits)
Prerequisite: None

MUA-153 OBOE APPLIED MAJOR 1ST YR (2 Credits)
Prerequisite: None

MUA-155 CLARINET APPLIED MAJ 1ST YR (2 Credits)
Prerequisite: None

MUA-157 SAXOPHONE APP MAJ 1ST YR (2 Credits)
Prerequisite: None

MUA-159 BASSOON APP MAJ 1ST YR (2 Credits)
Prerequisite: None

MUA-161 FRENCH HORN APP MAJ 1ST YR (2 Credits)
Prerequisite: None

MUA-163 TRUMPET APP MAJ 1ST YR (2 Credits)
Prerequisite: None

MUA-165 TROMBONE APP MAJ 1ST YR (2 Credits)
Prerequisite: None

MUA-167 EUPHONIUM APP MAJ 1ST YR (2 Credits)
Prerequisite: None

MUA-169 TUBA APP MAJ 1ST YR (2 Credits)
Prerequisite: None

MUA-171 PERCUSSION APP MAJ 1ST YR (2 Credits)
Prerequisite: None

MUA-173 ORGAN APP MAJ 1ST YR (2 Credits)
Prerequisite: None

MUA-175 PIANO APP MAJ 1ST YR (2 Credits)
Prerequisite: None

MUA-177 COMPOSITION APP MAJ 1ST YR (2 Credits)
Prerequisite: None

MUA-179 VOICE APPLIED MAJ 1ST YR (2 Credits)
Prerequisite: None

MUA-181 GUITAR APPLIED MAJ 1ST YR (2 Credits)
Prerequisite: None

MUA-189 BASS APPLIED MAJ 1ST YR (2 Credits)
Prerequisite: None

MUA-201 FLUTE - APPLIED 2ND YR (1 Credit)
Prerequisite: Two semesters of flute lessons

MUA-203 OBOE - APPLIED 2ND YR (1 Credit)
Prerequisite: Two semesters of oboe lessons

MUA-205 CLARINET - APPLIED 2ND YR (1 Credit)
Prerequisite: Two semesters of clarinet lessons

MUA-207 SAXOPHONE - APPLIED 2ND YR (1 Credit)
Prerequisite: Two semesters of saxophone lessons

MUA-209 BASSOON - APPLIED 2ND YR (1 Credit)
Prerequisite: Two semesters of bassoon lessons

MUA-211 FRENCH HORN - APPLIED 2ND YR (1 Credit)
Prerequisite: Two semesters of french horn lessons

MUA-213 TRUMPET - APPLIED 2ND YR (1 Credit)
Prerequisite: Two semesters of trumpet lessons

MUA-215 TROMBONE - APPLIED 2ND YR (1 Credit)
Prerequisite: Two semesters of trombone lessons

MUA-217 EUPHONIUM - APPLIED 2ND YR (1 Credit)
Prerequisite: Two semesters of euphonium lessons

MUA-219 TUBA - APPLIED 2ND YR (1 Credit)
Prerequisite: Two semesters of tuba lessons

MUA-221 PERCUSSION APPLIED 2ND YR (1 Credit)
Prerequisite: Two semesters of percussion lessons

MUA-223 ORGAN - APPLIED 2ND YR (1 Credit)
Prerequisite: Two semesters of organ lessons

MUA-225 PIANO - APPLIED 2ND YR (1 Credit)
Prerequisite: Two semesters of piano lessons

MUA-227 COMPOSITION - APPLIED 2ND YR (1 Credit)
Prerequisite: Two semesters of composition

MUA-229 VOICE - APPLIED 2ND YR (1 Credit)
Prerequisite: Two semesters of voice lessons

MUA-231 GUITAR - APPLIED 2ND YR (1 Credit)
Prerequisite: Two semesters of guitar lessons

MUA-233 VIOLIN - APPLIED 2ND YR (1 Credit)
Prerequisite: Two semesters of violin lessons

MUA-235 VIOLA - APPLIED 2ND YR (1 Credit)
Prerequisite: Two semesters of viola lessons

MUA-237 CELLO - APPLIED 2ND YR (1 Credit)
Prerequisite: Two semesters of cello lessons

MUA-239 BASS - APPLIED 2ND YR (1 Credit)
Prerequisite: Two semesters of bass lessons

MUA-251 FLUTE APPLIED MAJOR 2ND YR (2 Credits)
Prerequisite: Two semesters of flute lessons

MUA-253 OBOE APPLIED MAJORS 2ND YR (2 Credits)
Prerequisite: Two semesters of oboe lessons

MUA-255 CLARINET APPLIED MAJ 2ND YR (2 Credits)
Prerequisite: Two semesters of clarinet lessons

MUA-257 SAXOPHONE APP MAJ 2ND YR (2 Credits)
Prerequisite: Two semesters of saxophone lessons

MUA-259 BASSOON APP MAJ 2ND YR (2 Credits)
Prerequisite: Two semesters of bassoon lessons

MUA-261 FRENCH HORN APP MAJ 2ND YR (2 Credits)
Prerequisite: Two semesters of french horn lessons

MUA-263 TRUMPET APP MAJ 2ND YR (2 Credits)
Prerequisite: Two semesters of trumpet lessons

MUA-265 TROMBONE APP MAJ 2ND YR (2 Credits)
Prerequisite: Two semesters of trombone lessons

MUA-267 EUPHONIUM APP MAJ 2ND YR (2 Credits)
Prerequisite: Two semesters of euphonium lessons

MUA-269 TUBA APP MAJ 2ND YR (2 Credits)
Prerequisite: Two semesters of tuba lessons

MUA-271 PERCUSSION APP MAJ 2ND YR (2 Credits)
Prerequisite: Two semesters of percussion lessons

MUA-273 ORGAN APPLIED MAJ 2ND YR (2 Credits)
Prerequisite: Two semesters of organ lessons

MUA-275 PIANO APP MAJ 2ND YR (2 Credits)
Prerequisite: Two semesters of piano lessons

MUA-277 COMPOSITION APP MAJ 2ND YR (2 Credits)
Prerequisite: Two semesters of composition

MUA-279 VOICE APPLIED MAJ 2ND YR (2 Credits)
Prerequisite: Two semesters of voice lessons

MUA-281 GUITAR APPLIED MAJ 2ND YR (2 Credits)
Prerequisite: Two semesters of guitar lessons

MUA-283 VIOLIN APP MAJ 2ND YR (2 Credits)
Prerequisite: Two semesters of violin lessons

MUA-285 VIOLA APPLIED MAJ 2ND YR (2 Credits)
Prerequisite: Two semesters of viola lessons

MUA-287 CELLO APPLIED MAJ 2ND YR (2 Credits)
Prerequisite: Two semesters of cello lessons

MUA-289 BASS APPLIED MAJ 2ND YR (2 Credits)
Prerequisite: Two semesters of bass lessons

MUA-301 FLUTE - APPLIED 3RD YR (1 Credit)
Prerequisite: Four semesters of flute lessons

MUA-303 OBOE - APPLIED 3RD YR (1 Credit)
Prerequisite: Four semesters of oboe lessons

MUA-305 CLARINET APPLIED 3RD YR (1 Credit)
Prerequisite: Four semesters of clarinet lessons

MUA-307 SAXOPHONE - APPLIED 3RD YR (1 Credit)
Prerequisite: Four semesters of saxophone lessons

MUA-309 BASSOON - APPLIED 3RD YR (1 Credit)
Prerequisite: Four semesters of bassoon lessons

MUA-311 FRENCH HORN APPLIED 3RD YR (1 Credit)
Prerequisite: Four semesters of french horn lessons

MUA-313 TRUMPET - APPLIED 3RD YR (1 Credit)
Prerequisite: Four semesters of trumpet lessons

MUA-315 TROMBONE - APPLIED 3RD YR (1 Credit)
Prerequisite: Four semesters of trombone lessons

MUA-317 EUPHONIUM - APPLIED 3RD YR (1 Credit)
Prerequisite: Four semesters of euphonium lessons

MUA-319 TUBA - APPLIED 3RD YR (1 Credit)
Prerequisite: Four semesters of tuba lessons

MUA-321 PERCUSSION - APPLIED 3RD YR (1 Credit)
Prerequisite: Four semesters of percussion lessons

MUA-323 ORGAN - APPLIED 3RD YR (1 Credit)
Prerequisite: Four semesters of organ lessons

MUA-325 PIANO - APPLIED 3RD YR (1 Credit)
Prerequisite: Four semesters of piano lessons

MUA-327 COMPOSITION - APPLIED 3RD YR (1 Credit)
Prerequisite: Four semesters of composition

MUA-329 VOICE - APPLIED 3RD YR (1 Credit)
Prerequisite: Four semesters of voice lessons

MUA-331 GUITAR - APPLIED 3RD YR (1 Credit)
Prerequisite: Four semesters of guitar lessons

MUA-333 VIOLIN - APPLIED 3RD YR (1 Credit)
Prerequisite: Four semesters of violin lessons

MUA-335 VIOLA - APPLIED 3RD YR (1 Credit)
Prerequisite: Four semesters of viola lessons

MUA-337 CELLO - APPLIED 3RD YR (1 Credit)
Prerequisite: Four semesters of cello lessons

MUA-339 BASS - APPLIED 3RD YR (1 Credit)
Prerequisite: Four semesters of bass lessons

MUA-351 FLUTE APPLIED MAJOR 3RD YR (2 Credits)
Prerequisite: Four semesters of flute lessons

MUA-353 OBOE APPLIED MAJORS 3RD YR (2 Credits)
Prerequisite: Four semesters of oboe lessons

MUA-355 CLARINET APPLIED MAJ 3RD YR (2 Credits)
Prerequisite: Four semesters of clarinet lessons

MUA-357 SAXOPHONE APP MAJ 3RD YR (2 Credits)
Prerequisite: Four semesters of saxophone lessons

MUA-359 BASSOON APP MAJ 3RD YR (2 Credits)
Prerequisite: Four semesters of bassoon lessons

MUA-361 FRENCH HORN APP MAJ 3RD YR (2 Credits)
Prerequisite: Four semesters of french horn lessons

MUA-363 TRUMPET APP MAJ 3RD YR (2 Credits)
Prerequisite: Four semesters of trumpet lessons

MUA-365 TROMBONE APP MAJ 3RD YR (2 Credits)
Prerequisite: Four semesters of trombone lessons

MUA-367 EUPHONIUM APP MAJ 3RD YR (2 Credits)
Prerequisite: Four semesters of euphonium lessons

MUA-369 TUBA APP MAJ 3RD YR (2 Credits)
Prerequisite: Four semesters of tuba lessons

MUA-371 PERCUSSION APP MAJ 3RD YR (2 Credits)
Prerequisite: Four semesters of percussion lessons

MUA-373 ORGAN APPLIED MAJ 3RD YR (2 Credits)
Prerequisite: Four semesters of organ lessons

MUA-375 PIANO APPLIED MAJ 3RD YR (2 Credits)
Prerequisite: Four semesters of piano lessons

MUA-377 COMPOSITION APP MAJ 3RD YR (2 Credits)
Prerequisite: Four semesters of composition

MUA-379 VOICE APPLIED MAJ 3RD YR (2 Credits)
Prerequisite: Four semesters of voice lessons

MUA-381 GUITAR APPLIED MAJ 3RD YR (2 Credits)
Prerequisite: Four semesters of guitar lessons

MUA-383 VIOLIN APPLIED MAJ 3RD YR (2 Credits)
Prerequisite: Four semesters of violin lessons

MUA-385 VIOLA APPLIED MAJ 3RD YR (2 Credits)
Prerequisite: Four semesters of viola lessons

MUA-387 CELLO APPLIED MAJ 3RD YR (2 Credits)
Prerequisite: Four semesters of cello lessons

MUA-389 BASS APPLIED MAJ 4TH YR (2 Credits)
Prerequisite: Four semesters of bass lessons

MUA-401 FLUTE - APPLIED 4TH YR (1 Credit)
Prerequisite: Six semesters of flute lessons

MUA-403 OBOE - APPLIED 4TH YR (1 Credit)
Prerequisite: Six semesters of oboe lessons

MUA-405 CLARINET - APPLIED 4TH YR (1 Credit)
Prerequisite: Six semesters of clarinet lessons

MUA-407 SAXOPHONE - APPLIED 4TH YR (1 Credit)
Prerequisite: Six semesters of saxophone lessons

MUA-409 BASSOON - APPLIED 4TH YR (1 Credit)
Prerequisite: Six semesters of bassoon lessons

MUA-411 FRENCH HORN - APPLIED 4TH YR (1 Credit)
Prerequisite: Six semesters of french horn lessons

MUA-413 TRUMPET - APPLIED 4TH YR (1 Credit)
Prerequisite: Six semesters of trumpet lessons

MUA-415 TROMBONE - APPLIED 4TH YR (1 Credit)
Prerequisite: Six semesters of trombone lessons

MUA-417 EUPHONIUM - APPLIED 4TH YR (1 Credit)
Prerequisite: Six semesters of euphonium lessons

MUA-419 TUBA - APPLIED 4TH YR (1 Credit)
Prerequisite: Six semesters of tuba lessons

MUA-421 PERCUSSION APPLIED 4TH YR (1 Credit)
Prerequisite: Six semesters of percussion lessons

MUA-423 ORGAN - APPLIED 4TH YR (1 Credit)
Prerequisite: Six semesters of organ lessons

MUA-425 PIANO APPLIED 4TH YR (1 Credit)
Prerequisite: Six semesters of piano lessons

MUA-427 COMPOSITION - APPLIED 4TH YR (1 Credit)
Prerequisite: Six semesters of composition

MUA-429 VOICE - APPLIED 4TH YR (1 Credit)
Prerequisite: Six semesters of voice lessons

MUA-431 GUITAR - APPLIED 4TH YR (1 Credit)
Prerequisite: Six semesters of guitar lessons

MUA-433 VIOLIN - APPLIED 4TH YR (1 Credit)
Prerequisite: Six semesters of violin lessons

MUA-435 VIOLA - APPLIED 4TH YR (1 Credit)
Prerequisite: Six semesters of viola lessons

MUA-437 CELLO - APPLIED 4TH YR (1 Credit)
Prerequisite: Six semesters of cello lessons

MUA-439 BASS - APPLIED 4TH YR (1 Credit)
Prerequisite: Six semesters of bass lessons

MUA-451 FLUTE APPLIED MAJ 4TH YR (2 Credits)
Prerequisite: Six semesters of flute lessons

MUA-453 OBOE APPLIED MAJ 4TH YR (2 Credits)
Prerequisite: Six semesters of oboe lessons

MUA-455 CLARINET APPLIED MAJ 4TH YR (2 Credits)
Prerequisite: Six semesters of clarinet lessons

MUA-457 SAXOPHONE APP MAJ 4TH YR (2 Credits)
Prerequisite: Six semesters of saxophone lessons

MUA-459 BASSOON APP MAJ 4TH YR (2 Credits)
Prerequisite: Six semesters of bassoon lessons

MUA-461 FRENCH HORN APP MAJ 4TH YR (2 Credits)
Prerequisite: Six semesters of french horn lessons

MUA-463 TRUMPET APP MAJ 4TH YR (2 Credits)
Prerequisite: Six semesters of trumpet lessons

MUA-465 TROMBONE APP MAJ 4TH YR (2 Credits)
Prerequisite: Six semesters of trombone lessons

MUA-467 EUPHONIUM APP MAJ 4TH YR (2 Credits)
Prerequisite: Six semesters of euphonium lessons

MUA-469 TUBA APP MAJ 4TH YR (2 Credits)
Prerequisite: Six semesters of tuba lessons

MUA-471 PERCUSSION APP MAJ 4TH YR (2 Credits)
Prerequisite: Six semesters of percussion lessons

MUA-473 ORGAN APPLIED MAJ 4TH YR (2 Credits)
Prerequisite: Six semesters of organ lessons

MUA-475 PIANO APPLIED MAJ 4TH YR (2 Credits)
Prerequisite: Six semesters of piano lessons

MUA-477 COMPOSITION APP MAJ 4TH YR (2 Credits)
Prerequisite: Six semesters of composition

MUA-479 VOICE APPLIED MAJ 4TH YR (2 Credits)
Prerequisite: Six semesters of voice lessons

MUA-481 GUITAR APPLIED MAJ 4TH YR (2 Credits)
Prerequisite: Six semesters of guitar lessons

MUA-483 VIOLIN APPLIED MAJ 4TH YR (2 Credits)
Prerequisite: Six semesters of violin lessons

MUA-485 VIOLA APPLIED MAJ 4TH YR (2 Credits)
Prerequisite: Six semesters of viola lessons

MUA-487 CELLO APPLIED MAJ 4TH YR (2 Credits)
Prerequisite: Six semesters of cello lessons

MUA-489 BASS APPLIED MAJ 4TH YR (2 Credits)
Prerequisite: Six semesters of bass lessons

Music Performance (MUP)

MUP-101 UNIVERSITY CHORALE 1ST YR (1.00 Credits)
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.
Prerequisite: None

MUP-121 SYMPHON/CHAMBER WINDS 1ST YR (1.00 Credits)
A select group of woodwind, brass and percussion players committed to the quality performance of outstanding wind ensemble and concert band literature. Each semester the Symphonic Winds and Chamber Winds perform formal concerts consisting of standard and contemporary masterworks. At the beginning of each fall term, a weekend retreat is held off-campus to foster musical growth and camaraderie among its members.
Prerequisite: None

MUP-131 JAZZ BAND 1ST YR (1 Credit)
Prerequisite: None

MUP-151 CHAMBER ENSEMBLE 1ST YR (1.00 Credits)
A variety of ensembles provide an opportunity to study and play representative standard chamber literature. Opportunities include woodwind quintet, brass quintet (CU Brass), percussion ensemble, string ensemble, opera workshop and vocal ensemble (Credo). CU Brass and Credo are university touring groups that perform throughout the community. Some ensembles require an audition. Two semester (fall and spring) commitment for CU Brass and Credo. Corequisite: MUA course in appropriate performance area.
Prerequisite: None

MUP-171 WORSHIP ENSEMBLE (1.00 Credits)
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
Prerequisite: None

MUP-201 UNIVERSITY CHORALE 2ND YR (1.00 Credits)
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.
Prerequisite: Two semesters of Chorale

MUP-221 SYMPHON/CHAMBER WINDS 2ND YR (1.00 Credits)
A select group of woodwind, brass and percussion players committed to the quality performance of outstanding wind ensemble and concert band literature. Each semester the Symphonic Winds and Chamber Winds perform formal concerts consisting of standard and contemporary masterworks. At the beginning of each fall term, a weekend retreat is held off-campus to foster musical growth and camaraderie among its members.
Prerequisite: Two semesters of symphonic winds

MUP-231 JAZZ BAND 2ND YR (1 Credit)
Prerequisite: Two semesters of Jazz Band

MUP-251 CHAMBER ENSEMBLE 2ND YR (1.00 Credits)
A variety of ensembles provide an opportunity to study and play representative standard chamber literature. Opportunities include woodwind quintet, brass quintet (CU Brass), percussion ensemble, string ensemble, opera workshop and vocal ensemble (Credo). CU Brass and Credo are university touring groups that perform throughout the community. Some ensembles require an audition. Two semester (fall and spring) commitment for CU Brass and Credo. Corequisite: MUA course in appropriate performance area.
Prerequisite: Two semesters of a chamber ensemble

MUP-271 WORSHIP SMALL ENSEMBLE - 2ND YEAR (1.00 Credits)
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
Prerequisite: Two semesters of Worship Ensemble

MUP-301 UNIVERSITY CHORALE 3RD YR (1.00 Credits)
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.
Prerequisite: Four semesters of Chorale

MUP-321 SYMPHON/CHAMBER WINDS 3RD YR (1.00 Credits)
A select group of woodwind, brass and percussion players committed to the quality performance of outstanding wind ensemble and concert band literature. Each semester the Symphonic Winds and Chamber Winds perform formal concerts consisting of standard and contemporary masterworks. At the beginning of each fall term, a weekend retreat is held off-campus to foster musical growth and camaraderie among its members.
Prerequisite: Four semesters of symphonic winds

MUP-331 JAZZ BAND 3RD YR (1 Credit)
Prerequisite: Four semesters of Jazz Band

MUP-351 CHAMBER ENSEMBLE 3RD YR (1.00 Credits)
A variety of ensembles provide an opportunity to study and play representative standard chamber literature. Opportunities include woodwind quintet, brass quintet (CU Brass), percussion ensemble, string ensemble, opera workshop and vocal ensemble (Credo). CU Brass and Credo are university touring groups that perform throughout the community. Some ensembles require an audition. Two semester (fall and spring) commitment for CU Brass and Credo. Corequisite: MUA course in appropriate performance area.
Prerequisite: Four semesters of a chamber ensemble

MUP-371 WORSHIP SMALL ENSEMBLE - 3RD YEAR (1.00 Credits)
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
Prerequisite: Four semesters of Worship Ensemble

MUP-401 UNIVERSITY CHORALE 4TH YR (1.00 Credits)
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.
Prerequisite: Six semesters of Chorale

MUP-421 SYMPHON/CHAMBER WINDS 4TH YR (1.00 Credits)
A select group of woodwind, brass and percussion players committed to the quality performance of outstanding wind ensemble and concert band literature. Each semester the Symphonic Winds and Chamber Winds perform formal concerts consisting of standard and contemporary masterworks. At the beginning of each fall term, a weekend retreat is held off-campus to foster musical growth and camaraderie among its members.
Prerequisite: Six semesters of symphonic winds

MUP-431 JAZZ BAND 4TH YR (1 Credit)
Prerequisite: Six semesters of Jazz Band

MUP-451 CHAMBER ENSEMBLE 4TH YR (1.00 Credits)
A variety of ensembles provide an opportunity to study and play representative standard chamber literature. Opportunities include woodwind quintet, brass quintet (CU Brass), percussion ensemble, string ensemble, opera workshop and vocal ensemble (Credo). CU Brass and Credo are university touring groups that perform throughout the community. Some ensembles require an audition. Two semester (fall and spring) commitment for CU Brass and Credo. Corequisite: MUA course in appropriate performance area.
Prerequisite: Six semesters of a chamber ensemble

MUP-471 WORSHIP SMALL ENSEMBLE - 4TH YEAR (1.00 Credits)
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
Prerequisite: Six semesters of Worship Ensemble

Nonprofit Leadership (NPL)

NPL-501 NONPROFIT STRATEGIC LEADERSHIP (3 Credits)
This course explores the theories and practice of nonprofit leadership. Topics include strategies for improved leadership within a team-based context, managing interpersonal conflict, and effective mission-based strategy.
Prerequisite: None

NPL-503 MARKETING & OUTREACH (3 Credits)
This course focuses on marketing strategies and principles necessary for nonprofit growth in today's economy. Emphasis will be placed on developing a marketing strategy, brand development, collaborative partnerships and digital communications.
Prerequisite: None

NPL-505 HUMAN RESOURCE MANAGEMENT (3 Credits)
A survey course that examines the concepts and practices of human resource management. Topics include recruitment, training and development, compensation, managing volunteers, and employee relations.
Prerequisite: None

NPL-601 FINANCIAL MANAGEMENT (3 Credits)
A study of the key accounting and finance principles that provide leaders with a better understanding of the financial aspects of organizations. Topics include interpretation and analysis of financial statements, budgeting, time value of money and financial planning.
Prerequisite: None

NPL-603 ADVANCEMENT & FUNDRAISING (3 Credits)
This course covers the principles and best practices of fundraising including fundraising strategy and sources of funds. It will also consider the importance of donor relations, confidentiality, and legal and ethical considerations in fundraising.
Prerequisite: None

NPL-607 GOVERNANCE: BOARDS & STRUCTURES (3 Credits)
This course discusses the elements of board governance in nonprofit organizations and the structures of these types of organizations. This includes understanding the roles of the board, executive director, and other staff, along with an examination of the ways in which organizational structure shapes these roles.
Prerequisite: None

NPL-790 CAPSTONE: ASSESS, PLAN & CHG MGMT (3 Credits)
This course is the capstone for the program and provides an emphasis on experiential learning within an organization. The focus of the class will center on a project connected to an organizational need related to assessment, planning, and change management.
Prerequisite: None

NPL-791 SOCIAL JUSTICE CAPSTONE (3 Credits)
This course is the capstone for the program and provides an emphasis on experiential learning within an organization. The focus of the class will center on applying theories and principles for social justice within an organizational context.
Prerequisite: None

Nursing (NUR)

NUR-201 FOUNDATIONS OF NURSING (3 Credits)
This didactic course will introduce students to the vocational and professional aspects of nursing care and provide a basis of understanding of topics including professional writing, dosage calculation, medical terminology and nursing study and testing strategies.
Prerequisite: None

NUR-221 HEALTH ASSESSMENT LAB (2 Credits)
This lab course focuses on health assessment skills that include obtaining a history, vital signs, documentation, and a head to toe assessment. Must be in the BSN program.
Prerequisite: Take MAT-108, BIO-241, BIO-242, ENG-212, COM-112, and BIO-151

NUR-231 PATHOPHYSIOLOGY (3 Credits)
This didactic course relates disease manifestation and risk factors regarding the underlying illness or injury as it relates to nursing interventions. Must be in the BSN program.
Prerequisite: Take MAT-108, ENG-212, COM-112, BIO-151, BIO-241 and BIO-242 Must be accepted into the BSN program

NUR-241 COMMUNITY HEALTH NURSING (3 Credits)
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. Must be in the BSN program.
Prerequisite: Take MAT-108, BIO-241 BIO-242, ENG-212, COM-112, and BIO-151, Take NUR-242 concurrently

NUR-242 COM HEALTH NURSING CLINICAL (1 Credit)
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. Must be in the BSN program. Pass/Fail
Prerequisite: Take MAT-108, BIO-241, BIO-242, ENG-212, COM-112 and BIO-151

NUR-243 NURSING SKILLS LAB (2 Credits)
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.
Prerequisite: Take NUR-221, 241 and NUR-242

NUR-245 FUNDAMENTALS OF NURSING (3 Credits)
This didactic course engages students in health care partnerships to learn how to support and improve equitable, population health outcomes.
Prerequisite: Take NUR-221, 241 and 242

NUR-246 FUNDAMENTALS CLINICAL (1 Credit)
This clinical course focuses on the application of concepts from Fundamentals of Nursing and Skills lab. Under the guidance of a registered nurse, students will have hands-on experiences in simulation and long-term care environments. Pass/Fail
Prerequisite: None

NUR-251 MENTAL HEALTH NURSING (3 Credits)
This didactic course explores evidence-based practice and historically relevant mental health concepts. Students have the opportunity to explore therapeutic communication and interviewing strategies.
Prerequisite: Take NUR-252 concurrently

NUR-252 MENTAL HEALTH NURSING CLINICAL (1 Credit)
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. Pass/Fail
Prerequisite: Take NUR-251 concurrently

NUR-341 ADULT HEALTH NURSING I (3 Credits)
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.
Prerequisite: Take PSY-235 and successfully complete all previous NUR courses, Take NUR-342 concurrently

NUR-342 ADULT HEALTH NURSING I CLINICAL (3 Credits)
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. Pass/Fail
Prerequisite: Take PSY-235 and all previous NUR courses, Take NUR-341 concurrently

NUR-346 PHARMACOLOGY I (3 Credits)
This didactic course focuses on the basic drug classification, concepts and principles of pharmacology with special consideration for the nurse's role.
Prerequisite: Take CHM-110, BIO-352 and all previous NUR courses

NUR-347 PHARMACOLOGY II (3 Credits)
This didactic course focuses on the advanced drug classification, concepts and principles of pharmacology with special consideration for the nurse's role.
Prerequisite: Successfully complete all previous NUR courses

NUR-351 ADULT HEALTH NURSING II (3 Credits)
This didactic course expands the response to adult health needs and concepts of leading within complex systems of health care.
Prerequisite: Successfully complete all previous NUR courses, Take NUR-352 concurrently

NUR-352 ADULT HEALTH NURSING II CLINICAL (3 Credits)
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. Pass/Fail
Prerequisite: Complete all previous NUR courses, Take NUR-351 concurrently

NUR-357 NURSING ETHICS (2 Credits)
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.
Prerequisite: Complete all previous NUR courses

NUR-380 INTERNSHIP (1-6 Credits)
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.
Prerequisite: Complete all 200-level NUR courses

NUR-429 RESEARCH IN NURSING PRACTICE (3 Credits)
The didactic course covers topics such as generation, synthesis, translation, application, and dissemination of knowledge to improve health and transform health care.
Prerequisite: Take BUS-211 or MAT-151 and all previous nursing courses

NUR-431 HEALTH & AGING (3 Credits)
This didactic course focuses on the role of the nurse in relation to the needs of aging patients in an adapting healthcare delivery system. Topics include providing holistic nursing care for the aging population addressed through discussions of social and cultural considerations, wellness, management of chronic disease, and navigation of end-of-life care.
Prerequisite: NUR-351 and NUR-347

NUR-441 MATERNAL/PED HEALTH NURSING (4 Credits)
This didactic course focuses on the health care needs of the pediatric population.
Prerequisite: Complete all previous NUR courses, Take NUR-442 concurrently

NUR-442 PEDIATRIC/MATERNAL HEALTH NURS CLINICAL (2 Credits)
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. Pass/Fail
Prerequisite: Complete all previous NUR courses, Take NUR-441 concurrently

NUR-451 NURSING CAPSTONE (3 Credits)
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.
Prerequisite: Complete all previous nursing courses, Take NUR-452 concurrently

NUR-452 NURSING CAPSTONE CLINICAL (3 Credits)
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.
Prerequisite: Complete all previous nursing courses, Junior or Senior status required

Philosophy (PHI)

PHI-211 PHILOSOPHY IN CULTURE (3 Credits)
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.
Prerequisite: None

PHI-213 PLATO AND ARISTOTLE (3 Credits)
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 Credits)
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 Credits)
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-321 ETHICS IN THE AGE OF AI (3 Credits)
As artificial intelligence reshapes our world, this course examines the ethical questions surrounding its development and impact through both philosophical and Christian worldview perspectives. Students will explore topics such as privacy, fairness, accountability and AI's influence on human dignity, personal autonomy and societal well-being. Using case studies and ethical frameworks, the course addresses critical issues like bias in machine learning,ethical design and the moral responsibilities of AI creators and users. Open to students from all disciplines, this course fosters interdisciplinary dialogue on ethical issues in the age of AI.
Prerequisite: PHI-211

PHI-353 PHILOSOPHICAL ETHICS (3 Credits)
A study of the development of important ethical theories from Greek sources to postmodern concerns.
Prerequisite: PHI-211

PHI-380 INTERNSHIP (3 Credits)
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.
Prerequisite: Junior or Senior status required

PHI-411 SELECTED THINKERS (3 Credits)
An in-depth analysis of one or more important philosophical thinkers. The course can be repeated for credit.
Prerequisite: PHI-211

PHI-412 PHILOSOPHY OF RELIGION (3 Credits)
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

PHI-413 GLOBALIZATION & LOCALIZATION (3 Credits)
A study of the issues and concerns surrounding the expansion of economic and political boundaries and alternative visions stressing the local.
Prerequisite: PHI-211

PHI-470 DIRECTED READINGS (1-3 Credits)
Guided readings and reports in areas of interest and need. The student may complete an in-depth study of specific areas of philosophy.
Prerequisite: None

PHI-480 ADVANCED TOPICS (3 Credits)
Formal class dependent upon student demand and interest of the professor. May deal with particular philosophers or philosophical problems.
Prerequisite: None

PHI-490 INDEPENDENT STUDY (1-3 Credits)
With faculty supervision, the student researches and/or writes on a specific area of interest in philosophy.
Prerequisite: None

Physics (PHY)

PHY-211 GENERAL PHYSICS I (4 Credits)
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. Course fee applied.
Prerequisite: Take MAT-121, 122, 131 or 132

PHY-212 GENERAL PHYSICS II (4 Credits)
An introductory survey of the basic concepts of electricity, magnetism, light and modern physics. Appropriate for students in life sciences. Lecture and lab. Course fee applied.
Prerequisite: PHY-211; minimum grade C-

PHY-221 PHYSICS FOR SCI & ENGINEERS I (5 Credits)
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. Course fee applied. This course satisfies the core requirement for lab science.
Prerequisite: Take MAT-131 concurrently

PHY-222 PHYSICS FOR SCI & ENGINEERS II (5 Credits)
An introductory survey of the electricity, magnetism, light and modern physics. Appropriate for students in the mathematical sciences and engineering. Lecture and Lab. Course fee applied. Mastering Physics software required.
Prerequisite: PHY-221; minimum grade C-

Psychology (PSY)

PSY-111 GENERAL PSYCHOLOGY (3 Credits)
A basic introduction to psychology covering influential people, concepts, theories and methods. Topics include development, personality, perception, learning, biopsychology, psychological disorders, and treatment.
Prerequisite: None

PSY-211 INTRODUCTION TO RELATIONSHIP (3 Credits)
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.
Prerequisite: None

PSY-221 INTERVIEWING & COUNSELING (3 Credits)
An introduction to theoretical concepts, primary principles, strategies and interventions implemented in the practice and delivery of human services to individuals and families using the human services interview techniques.
Prerequisite: None

PSY-222 HISTORY/SYSTEMS OF PSYCHOLOGY (3 Credits)
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-233 CHILD & ADOLESCENT PSYCHOLOGY (3 Credits)
Students will learn major developmental theories and seminal research in the field of child & adolescent 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 & adolescents develop and thrive within multi-leveled contexts. Course fee applies.
Prerequisite: None

PSY-235 LIFESPAN DEV PSYCHOLOGY (3 Credits)
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.
Prerequisite: None

PSY-239 ADULT PSYCHOLOGY (3 Credits)
An in-depth study of the psychological problems and development of the person from young adulthood through end of life.
Prerequisite: PSY-111

PSY-241 INTRO PSYCH THEORIES, HIST & SYSTEMS (3 Credits)
A study of the philosophical, socio-cultural and historical foundations of psychology as well as people, ideas and influences that have contributed to the modern-day science and practice of psychology. An overview of the study of heredity and physiology, development theories, learning and thinking, motivation and emotion, and theories of personality is included.
Prerequisite: None

PSY-322 THEORY OF PERSONALITY (3 Credits)
Addresses major theories with respect to the dynamics, structure, and development of personality.
Prerequisite: PSY-111

PSY-332 CROSS-CULTURAL PSYCHOLOGY (3 Credits)
A study of the relationship between culture and psychological processes affecting human behavior. Emphasis is placed on developing self-awareness through an examination of culture, values and biases. Other topics include an investigation of diversity and inclusion (historical context and contemporary issues), and a survey of research traditions studying dimensions of culture.
Prerequisite: None

PSY-343 PSYCHOLOGY OF LEARNING (3 Credits)
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

PSY-346 CHILD WELFARE (3 Credits)
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: SOC-111 or PSY-111

PSY-351 SOCIAL PSYCHOLOGY (3 Credits)
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 Credits)
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.
Prerequisite: None

PSY-353 ABNORMAL PSYCHOLOGY (3 Credits)
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-354 RESEARCH METHODOLOGY & STATISTICS (3 Credits)
An overview of major research designs and an introduction to basic statistical techniques using MS ExcelTM and APA style for documentation. Focus is placed on research methodologies, conceptualization, hypothesis and measurement of sampling techniques, and evaluation and synthesis of data using statistical measurements, tools and software.
Prerequisite: None

PSY-355 INTEGRATED STAT RESEARCH I (3 Credits)
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.
Prerequisite: Math Core Requirement, Minimum Junior status required (58+ credits)

PSY-356 INTEGRATED STATS/RESEARCH II (3 Credits)
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.
Prerequisite: PSY-355

PSY-363 POSITIVE PSYCHOLOGY (3 Credits)
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 & ADOLESCENT PRACTICUM (3 Credits)
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.
Prerequisite: None

PSY-380 INTERNSHIP (3 Credits)
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: Junior or Senior status required

PSY-400 CAPSTONE SEMINAR: PSYCHOLOGY (3 Credits)
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. Course fee applied.
Prerequisite: Senior status required

PSY-421 THEORIES OF COUNSELING (3 Credits)
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-423 ABNORMAL PSYCHOLOGY (3 Credits)
An examination of the causes, dynamics, classifications and treatment of major psychological disorders. Utilizing the Diagnostic and Statistical Manual of Mental Disorders to classify abnormal behavior by identifying the incidence, frequency and various types of dysfunctions that occur, as well as the classification of these disorders, theories used and potential treatments.
Prerequisite: PSY-241

PSY-424 INTRODUCTION TO COUNSELING (3 Credits)
An introduction to counseling psychology theory and techniques. Topics include a specific emphasis on the practical applica- tion of counseling theory and techniques from a Christ-centered worldview, along with a consideration of the required professional and ethical standards of counseling.
Prerequisite: None

PSY-425 ORGANIZATIONAL PSYCHOLOGY (3 Credits)
A study of human behavior within organizations and the workplace. Topics include leadership styles and development, the evaluation, management and development of employees, job satisfaction and motivation, organizational culture and change management.
Prerequisite: None

PSY-426 FAMILY LIFE CYCLE (3 Credits)
An examination of the institution of the family. Issues confronting the family, changes the family is undergoing, and the family life cycle are discussed. Addresses major theories with respect to the dynamics, structure, and development of family.
Prerequisite: None

PSY-441 PHYSIOLOGICAL PSYCH (3 Credits)
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.
Prerequisite: PSY-111, Junior or Senior status required

PSY-445 EXPLORING CREATIVE THERAPIES (3 Credits)
This experiential learning seminar investigates the historical development, theoretical grounding, empirical research, and practical techniques of art therapy and music-based therapies, with each student engaging actively in a variety of creative art-based projects and activities. The second week will focus on 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. This seminar is designed both to enhance academic knowledge, as well as to encourage personal growth and development. Course fee applied.
Prerequisite: PSY-111 or PSY-235

PSY-446 INTRO TO RELATIONSHIPS IN PSYCHOLOGY (3 Credits)
A study of the formation, maintenance and termination of relationships. Topics include friendship, courtship and marriage across cultures with an emphasis on currently changing values and cultural, social, cognitive and emotional bases of intimacy, commitment and family roles.
Prerequisite: None

PSY-447 CURRENT TRENDS & SPECIALTIES IN PSYCH (3 Credits)
An exploration of current trends and specialties in psychology including personal life coaching, art therapy, music therapy, play therapy, sports and exercise. Focus is on the investigation of careers and competencies needed to practice psychology in various fields.
Prerequisite: None

PSY-448 CROSS-CULTURAL PSYCHOLOGY (3 Credits)
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.
Prerequisite: None

PSY-452 TECH OF COUNSELING (3 Credits)
An advanced course designed to acquaint students intending to become counselors with biblically and psychologically sound techniques. Required reading and learning activities fulfill both practical and theoretical requirements.
Prerequisite: PSY-421

PSY-455 PSYCHOLOGY CAPSTONE (3 Credits)
A psychology capstone course integrating Christ-centered worldview, theory and real-life application. Students explore an area of their choosing, compiling resources for later use, sharing their findings with the class for mutual benefit, and celebrating completion of the bachelor's program.
Prerequisite: IDS-402, PSY-332, PSY-354

PSY-456 MARRIAGE & FAMILY COUNSELING (3 Credits)
This course provides an overview of the fields of premarital, marital and family counseling. Students are introduced to the unique contributions of the major theoretical approaches, with the intent to help the beginning counselor to develop basic skills necessary for clinical work.
Prerequisite: PSY-211

PSY-470 READINGS IN PSYCHOLOGY (1-3 Credits)
Prerequisite: None

PSY-480 ADVANCED TOPICS SEMINAR (3 Credits)
Prerequisite: None

PSY-490 INDEPENDENT STUDY (1-3 Credits)
Prerequisite: None

Public Administration (PAD)

PAD-501 FOUNDATIONS OF PUBLIC POLICY (3 Credits)
This foundational course introduces students to the concept of the nonprofit sector in America and to the sector's development over time. This is the social and legal environment surrounding nonprofit organizations, which provides both support and restrictions. Emphasis is given to the public policy framework of government partnerships with nonprofit organizations, and to similarities and differences between secular and faith-based nonprofits.
Prerequisite: None

PAD-503 ORGANIZATIONAL LEADERSHIP (3 Credits)
This course presents an overview of leadership concepts and theories with an emphasis on their applications within organizations. Special emphasis will be given to motivation, leadership styles, work environment, teamwork, and social behavior on decision -making, communication and leadership effectiveness within organizations.
Prerequisite: None

PAD-505 DIVERSITY, EQUITY & INCLUSION (3 Credits)
This course focuses on the importance of diversity, equity, and inclusion in the workplace with attention to a critical analysis of the systemic realities shaping these areas. Emphasis is placed on understanding the individual and organizational needs related to sustainable diversity, equity, and inclusion work.
Prerequisite: None

PAD-601 RESEARCH METHODS (3 Credits)
An examination of research methods available for data-driven decision making within organizations. Focus is placed on the systematic process of collecting, analyzing and interpreting data to answer a specific organizational issue. The course will also introduce students to basic descriptive and inferential statistical tools.
Prerequisite: None

PAD-603 ORGANIZATIONAL BEHAVIOR (3 Credits)
The study of the behavior of individuals and teams within public organizations based on current theory. Emphasis is given to understanding, predicting, motivating and changing work-related behaviors in organizations. Key topics include organizational structure, understanding culture, power, diversity, leadership and communication within the organization.
Prerequisite: None

Research (RES)

RES-901 INTRO TO SOCIAL SCIENCE RESEARCH METHOD (4 Credits)
This class introduces students to social science research methods. Students will explore how empirical research contributes to knowledge, how their worldview can shape their approach to research, and what role theory can play in a research study. The class will focus on engaging social science literature as a means to building a strong foundation for a research study. Students will learn about the role of literature reviews, especially those that support empirical research. The final deliverable for the class will be a small-scale literature review on a topic of interest to the student.
Prerequisite: EDL-900

RES-905 RESEARCH METHODS & MODES OF INQUIRY (4 Credits)
Building on the foundation laid in RES-901, this class introduces students to two forms of social science inquiry: empirical research and program evaluation. Students will receive a high-level overview of three research designs: qualitative, quantitative, and mixed methods. Each of these will receive particular attention in future research classes. In this class, students develop a purpose statement and research/evaluation questions to guide their study. They will select a research methodology that is responsive to their research questions and develop a plan for collecting and analyzing data. The final deliverable for the class will be a basic research proposal.
Prerequisite: EDL-901

RES-906 FUND OF STATISTICAL ANALYSIS (4 Credits)
The course introduces students to the use of data and statistics that form the basis of doctoral-level research. The organization, display, interpretation and description of statistics will be presented with the acknowledgement of how the Christian worldview and ethics inform the communication of statistical findings to lead researchers and their audiences closer to the discovery of truth.
Prerequisite: RES-905

RES-910 QUALITATIVE INQUIRY, EVAL, ACTION RES (4 Credits)
This course will focus on using classic qualitative research methods to address organizational problems. Along with narrative, phenomenological, case study, ethnographic, and grounded theory research, this course will also emphasize program evaluation and action research strategies. Learners will understand what qualitative research choices are available to help inform organizational decision making and problem solving. Specific emphasis will be given to conceptual understanding of the various qualitative techniques from a menu of choices so as to inform the culminating organizational leadership and development capstone. The second residency requirement will occur during this course.
Prerequisite: EDL-911

RES-915 QUANTITATIVE RESEARCH DESIGN/DATA ANAYS (4 Credits)
An exploration of practical statistics and data analysis choices within the framework of the respective research designs. Specific emphasis will be given to correlational (ex post facto) designs and quasi-experimental and experimental methods of organizational research. This course will focus on choosing the appropriate research design and statistical analysis to match corresponding research problems. In addition, "Big Data" and data analytics will be discussed briefly.
Prerequisite: RES-906

RES-917 COMPREHENSIVE EXAMINATION (1 Credit)
In this course students will demonstrate competency in analyzing organizational and leadership issues and applying program concepts and skills to those organizational issues. Students will conduct a case study analysis and an organizational issue analysis. They will present their analysis in two papers that will be submitted to program faculty for evaluation. The papers will demonstrate doctoral level analysis and synthesis. This course will be graded on a pass/fail basis.
Prerequisite: EDL-908

RES-920 PROJECT/RESEARCH PROPOSAL (3 Credits)
This course is designed to provide students the opportunity to complete a comprehensive literature review of current (within the last five years) and noteworthy older sources relevant to the theoretical and practical background for the student's project focus. Emphasis will be given to ensuring that all important research has been reviewed, integrated thoroughly into a unique discussion, and properly cited. This literature review should make clear the importance of the problem, clear explanation of what is known, and a clear demonstration of the need for further research. The culminating project will form Chapter Two of the capstone project and must be presented following the organization and style requirements of the Ed.D. Capstone Project Guide. Pre-requisites: all previous courses in the program.
Prerequisite: None

RES-921 PROJECT PROPOSAL I (2 Credits)
This course is designed at the end of the doctoral program course work to help students create a specific, relevant and realistic plan for the organizational leadership and development project. Using the prospectus developed in RES-905 and information learned in RES-910 and RES-915, students will expand the initial research prospectus into a full proposal that will be carried out during the last year of the doctoral program.
Prerequisite: RES-917

RES-922 PROJECT PROPOSAL II (1 Credit)
This course is designed at the end of the doctoral program course work to help students create a specific, relevant and realistic plan for the organizational leadership and development project. Students will expand their initial research prospectus into a full proposal that has been refined and improved from the RES-921 proposal, which will constitute the material for their proposal defense.
Prerequisite: RES-921

RES-925 ORGN LEAD & DEVL PROJECT (1-8 Credits)
The final project in the doctoral curriculum is designed to address a practical, real-world, organizational problem or leadership issue in an applied setting. Projects will be theory- and research-informed yet practical and will be completed in consultation with a research project mentor, the student, and a cooperating sponsor in the workplace or professional setting. The final project will focus on synthesizing knowledge, theory, research, and practice in such a way to be of benefit in a professional or clinical setting. Candidates will also be required to defend their proposal and final manuscript before a capstone project committee. Completion of the capstone must occur within seven years after starting the program.
Prerequisite: RES-922

Science (SCI)

SCI-119 CONTEMP ISSUES IN SCIENCE & TECH (3 Credits)
An exploration of current issues in physics, science, biology, health and medicine. The course provides an understanding of the scientific method and how to critically evaluate current issues from a scientific perspective.
Prerequisite: None

SCI-201 INTEGRATED SCIENCE ELEM EDU (3 Credits)
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. Course fee applied.
Prerequisite: EDU-230

SCI-202 FOUND OF INTEGRATED SCIENCE I (4 Credits)
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.
Prerequisite: EDU-220

SCI-212 FOUND OF INTEGRATED SCIENCE II (4 Credits)
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.
Prerequisite: Conditional Status with TE division, SCI-202

SCI-242 MEDICAL TERMINOLOGY (2 Credits)
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.
Prerequisite: None

SCI-261 ASTRONOMY (4 Credits)
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. Course fee applied.
Prerequisite: Math core requirement

SCI-262 GEOLOGY (4 Credits)
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. Course fee applied.
Prerequisite: None

SCI-263 ATMOSPHERE AND WEATHER (2 Credits)
This primarily on-line course is adapted from the American Meteorological Society Online Weather Studies. Students are led through the major aspects of atmospheric composition, weather production and parameters and forecasting models. Does not satisfy lab core requirement.
Prerequisite: None

SCI-311 SCIENCE IN CULTURE (3 Credits)
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.
Prerequisite: Lab science (music ed students take SCI-211 - elem ed students take SCI-201), Junior or Senior status required, PHI-211

SCI-345 GLOBAL HEALTH & EPIDEMIOLOGY (3 Credits)
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.
Prerequisite: None

SCI-346 PHARMACOLOGY (3 Credits)
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.
Prerequisite: BIO-151, 241 & 242

SCI-361 EVOLUTION & ORIGINS (3 Credits)
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.
Prerequisite: BIO-111 or 4 credits from SCI, BIO, CHM, PHY

SCI-380 INTERNSHIP (3 Credits)
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.
Prerequisite: Junior or Senior status required

SCI-400 CAPSTONE SEMINAR: INTEGRATED SCIENCE (2 Credits)
This course is designed to serve as the culminating course of science content for the integrated science major and minor, just prior to the directed teaching semester. Using the major themes motif, each subject will be explored for the common and varied approaches to understanding its physical, biological and earth/space science content and interconnections. Philosophical underpinnings and ethical considerations will be stressed for each theme along with its outworking. Students will be responsible for developing their own set of alternative solutions for each problem encountered, discovering strategies for communicating integrated content in their classroom and devising techniques to stimulate their students to join the quest.
Prerequisite: Junior or Senior status required

SCI-423 NEUROSCIENCE (3 Credits)
A special topics course which introduces workings of the brain and aspects of personality dealing with these at the level of the nerve cells and brain structures. Learned topics include: Perception, cognition, intelligence, the basis of emotional states, personality disorders and questions of guilt; progressive and degenerate diseases of the mind; nerve impulses and the synapses to understanding drug abuse and addictions; neural pathologies like speech disorders, attention deficit hyperactive disorder and the epilepsies; sensations, reflexes and movement control; brain waves, sleeping and arousal, awareness, consciousness and the soul, along with investigating the neural brain of gender differences.
Prerequisite: BIO-151, BIO-241 or PSY-441

SCI-465 SECONDARY SCIENCE METHODS (3 Credits)
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.
Prerequisite: Acceptance into teacher ed program

SCI-470 READINGS IN SCIENCE (1-3 Credits)
Prerequisite: None

SCI-480 ADVANCED TOPICS (1-4 Credits)
Prerequisite: None

SCI-490 INDEPENDENT STUDY (1-3 Credits)
Prerequisite: None

SCI-495 SENIOR RESEARCH PROJECT (1 Credit)
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.
Prerequisite: Senior status required

SCI-496 SENIOR RESEARCH SEMINAR (2 Credits)
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. Course fee applied.
Prerequisite: None

Social Science (SSC)

SSC-161 WORLD GEOGRAPHY (3 Credits)
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.
Prerequisite: None

SSC-211 AMERICAN GOVERNMENT (3 Credits)
An introductory study of the political structure, process and function of the American national, state and local (including urban) governments.
Prerequisite: None

SSC-223 CULTURAL ANTHROPOLOGY (3 Credits)
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.
Prerequisite: None

SSC-262 GEOGRAPHY OF NORTH AMERICA (3 Credits)
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.
Prerequisite: None

SSC-312 CONTEMP GLOBAL ISSUES (3 Credits)
A study of contemporary political problems within the international community involving the interplay of economics, religion, race, ideology and culture.
Prerequisite: None

SSC-442 LOCAL HISTORY & CIVIC STUDIES RESEARCH (3 Credits)
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.
Prerequisite: None

SSC-451 SOCIAL STUDIES RESEARCH I (2 Credits)
A capstone course which addresses the making of social studies knowledge. This will examine philosophy of history, select historians and schools of interpretation, a Christian worldview of history, and pertinent professional issues. It will focus on the development of professional research methods, skills and practices, as well as the transmission of such knowledge. This will entail a major research project based upon intensive primary and secondary research, and proper writing and presentation. Cross-referenced with HIS-451 Historiography.
Prerequisite: Complete 21 credits of social studies courses

SSC-452 SOCIAL STUDIES RESEARCH II (1 Credit)
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.
Prerequisite: SSC-451

SSC-464 SECONDARY SOCIAL STUDIES METHODS (3 Credits)
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.
Prerequisite: Acceptance into teacher ed program

SSC-490 INDEPENDENT STUDY (1-3 Credits)
Prerequisite: None

Social Work (SWK)

SWK-111 INTRODUCTION TO SOCIAL WORK (3 Credits)
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.
Prerequisite: None

SWK-221 HUMAN BEHAVIOR AND SOCIAL ENVIRON I (3 Credits)
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. Course fee applied.
Prerequisite: SWK-111, BIO-151, 161, 241 or 242 previously or concurrently, PSY-111 or SOC-111

SWK-222 HUMAN BEHAV AND SOC ENV II (3 Credits)
The study of theories and knowledge of human behavior and bio-psycho-social-spiritual development from middle to late adulthood. Application of social systems theory in the analysis of the interactions between human behavior and social environmental structures. Attention is given to the role of culture, ethnicity, social class, race, gender and sexual orientation in human development and behavior.
Prerequisite: SWK-111, BIO-151, 161, 241 or 242 previously or concurrently, PSY-111 or SOC-111

SWK-280 TOPICS IN SOCIAL WORK (1-3 Credits)
Prerequisite: None

SWK-311 SOCIAL WELFARE POLICY I: POLICY FOUNDAT (3 Credits)
This course examines the history of social welfare policy and the social, racial, cultural, economic, organizational, environmental and global influences on these policies. Students examine the ways in which social welfare policy has affected at-risk populations. Students explore the roles of different branches of government on the local, state and federal levels and the impact these roles have on social welfare policy. The ability to identify, read and understand social welfare policy is developed. Course fee applied.
Prerequisite: SWK-111, PSY-111, SOC-111

SWK-331 SOCIAL WORK PRACTICE I: INDIV/FAMILIES (3 Credits)
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. Course fee applied.
Prerequisite: Admission to the social work program, SWK-111, Take SWK-221 previously or concurrently

SWK-332 SOCIAL WORK PRACTICE II: GROUPS (3 Credits)
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.
Prerequisite: SWK-331, Acceptance into Social Work Program

SWK-333 SOCIAL WORK PRACTICE III: COMM/ORGAN (3 Credits)
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. Course fee applied.
Prerequisite: Admission to the social work program, SWK-332

SWK-344 SUBSTANCE ABUSE (3 Credits)
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.
Prerequisite: PSY-111 or SOC-111

SWK-346 CHILD WELFARE (3 Credits)
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

SWK-415 SOCIAL WELFARE POLICY II: PRACT & ADVOC (3 Credits)
Building off the knowledge and competency developed in SWK-311, this course will teach students how to analyze existing policy and ethically advocate for new or improved social policies. Students will learn about and apply various frameworks to critically evaluate social welfare policies. Based on appropriate research, students will formulate new or improved policies that advance human rights and social, racial, economic and environmental justice. Through ethical advocacy efforts, students will engage in social work policy practice.
Prerequisite: SWK-311

SWK-417 HUMAN DIVERSITY (3 Credits)
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.
Prerequisite: SOC-111, PSY-111 or CMI-223

SWK-441 GERONTOLOGY (3 Credits)
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 Credits)
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.
Prerequisite: Admission to the Social Work program, Take SWK-451 concurrently

SWK-451 FIELD PRACTICUM SEMINAR I (1 Credit)
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. Course fee applied.
Prerequisite: Admission to the Social Work program

SWK-460 FIELD PRACTICUM II (5 Credits)
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.
Prerequisite: Admission to the Social Work program, Take SWK-461 concurrently

SWK-461 FIELD PRACTICUM SEMINAR II (1 Credit)
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: Admission to the Social Work program, Take SWK-460 concurrently

SWK-462 CAPSTONE SEMINAR: SOCIAL WORK (3 Credits)
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 applied.
Prerequisite: Admission to the Social Work program, Senior status required

SWK-470 DIRECTED READINGS (1-3 Credits)
Prerequisite: None

SWK-480 ADVANCED TOPICS (3 Credits)
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.
Prerequisite: None

SWK-490 INDEPENDENT STUDY (1-3 Credits)
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: None

Sociology (SOC)

SOC-101 INTRO TO HUMAN SERVICES (3 Credits)
An introduction to the field of human services and the conditions in modern society that impact the health of individuals, families and communities. Topics include identification of populations served by human service workers, principles of human services and essential helping skills. Special emphasis is given to Christian involvement in human services and the role of faith-based social service agencies in American society.
Prerequisite: None

SOC-111 INTRO TO SOCIOLOGY (3 Credits)
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.
Prerequisite: None

SOC-201 INTERCULTURAL RELATIONS (3 Credits)
An examination of minority and ethnic groups' social issues, cultural beliefs, values, communication styles, learning styles and cultural influences and contributions. The course explores roles within families and society, surveys, demographics and their impact on individuals and society and introduces concepts of gender diversity and women's issues.
Prerequisite: None

SOC-211 CURRENT SOCIAL ISSUES (3 Credits)
An examination of current social issues in light of classical and contemporary theories. Emphasis is placed on the implications of these issues for American society.
Prerequisite: None

SOC-229 FIELD EXPERIENCE (3 Credits)
A capstone course requiring students to gain field experience through interviews (10) and a supervised work experience (20 hours) with an appropriate agency that is related to the student's area of interest.
Prerequisite: SOC-101, SOC-111, SOC-201 and PSY-221

SOC-232 MARRIAGE AND FAMILY (3 Credits)
An examination of the structure and function of marriage and family life from a biblical perspective. Topics include mate selection, parenting, divorce, transitions in relationships and the family life cycle. Students are exposed to difficult family issues such as blended families, spousal infidelity, midlife crisis and grief and loss in the home.
Prerequisite: None

SOC-243 SOCIAL PROBLEMS (3 Credits)
The study of social problems that are institutional in nature and of policies implemented to alleviate the problems. The course includes a discussion of causes, consequences, and intervention strategies used by private and governmental agencies.
Prerequisite: SOC-111

SOC-261 GRIEF & LOSS, DEATH & DYING (3 Credits)
An exploration of the physical, emotional, and spiritual dimensions of death and dying and the process of bereavement in the context of psychology and human services. Students will explore issues related to dying and bereaved persons, and develop their own psycho-social framework for understanding and facing death, terminal illness, life-threatening violence, grief and loss. Issues of worldview as well as beliefs about evil, suffering and life after death will be considered.
Prerequisite: None

SOC-344 SUBSTANCE ABUSE (3 Credits)
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.
Prerequisite: PSY-111 or SOC-111

SOC-346 CHILD WELFARE (3 Credits)
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: SOC-111 or PSY-111

SOC-351 SOCIOLOGY OF SMALL GROUPS (3 Credits)
A study of general and specific group communication theories and their relationship to communication in a variety of settings. Topics include group formation, cohesiveness, groupthink, norms, leadership, decision making and conflict. Students become better leaders and participants through a variety of experiential learning opportunities.
Prerequisite: SOC-111

SOC-352 INTER-CULTURAL COMMUNICATION (3 Credits)
A study of the programs of oral and written communication in world areas where cultural or linguistic boundaries must be crossed.
Prerequisite: SOC-111

SOC-353 SOCIAL PSYCHOLOGY (3 Credits)
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: SOC-111 or PSY-111

SOC-417 HUMAN DIVERSITY (3 Credits)
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.
Prerequisite: SOC-111, PSY-111 or CMI-223

SOC-432 SOCIOLOGY OF THE FAMILY (3 Credits)
An examination of the institution of the family. Issues confronting the family, changes the family is undergoing, and the family life cycle are discussed.
Prerequisite: SOC-111

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

SOC-470 READINGS IN SOCIOLOGY (1 Credit)
Prerequisite: None

SOC-480 ADVANCED TOPICS (3 Credits)
Prerequisite: None

SOC-490 INDEPENDENT STUDY (1-3 Credits)
Prerequisite: None

Spanish (SPA)

SPA-101 ELEMENTARY SPANISH I (3 Credits)
An elementary-level Spanish course in which the four basic skills in language are taught: reading, writing, listening, and speaking.
Prerequisite: None

SPA-102 ELEMENTARY SPANISH II (3 Credits)
An elementary-level Spanish course that builds on SPA 101. More sophisticated grammar concepts are presented in a communicative setting.
Prerequisite: SPA-101

SPA-201 INTERMEDIATE SPANISH I (3 Credits)
Intermediate Spanish I builds upon existing knowledge of Spanish grammar and vocabulary, propelling the student toward fluency and deeper cultural understanding. This course focuses on developing all four language skills: speaking, listening, reading and writing, within a rich cultural context. This course will explore diverse topics ranging from daily life and current events to art, literature and history. Students will engage in interactive activies, discussions and presentations, gaining confidence in expressing themselves clearly and naturally in Spanish.
Prerequisite: SPA-102

SPA-222 LITERARY ANALYSIS (3 Credits)
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.
Prerequisite: Take SPA-102 or one spanish course, minimum 200 level

SPA-223 SPANISH FOR PROFESSIONS (3 Credits)
Students will expand relevant vocational vocabulary and understanding the expectations of the Latino communities in particular professional settings.
Prerequisite: Take SPA-102 or one course in spanish, minimum 200 level

SPA-225 LINGUISTICS THEMED COURSE (1 Credit)
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.
Prerequisite: Take SPA-102 or one course in spanish, minimum 200 level

SPA-312 LATIN-AMERICAN VOICE (3 Credits)
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.
Prerequisite: Take SPA-202 OR two 200 level spanish courses OR one 300 level spanish course

SPA-313 SPANISH CONV AND COMP I (3 Credits)
A communicative-based course focusing on the development of advanced grammar, vocabulary and oral fluency through extensive written and oral practice, focusing on narrative and descriptive writing and speaking. Special emphasis placed on linguistic variation within the broader Spanish-speaking community.
Prerequisite: SPA-201 or equivalent proficiency in Spanish

SPA-314 EVOLUTION DIVERSITY IN SPANISH (3 Credits)
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.
Prerequisite: Take SPA-202 OR two 200 level spanish courses OR one 300 level spanish course

SPA-315 LATIN AMERICAN DIVERSITY (3 Credits)
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.
Prerequisite: Take SPA-202 OR two 200 level spanish courses OR one 300 level spanish course

SPA-316 CONVERSATION IN THE CITY (3 Credits)
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.
Prerequisite: Take SPA-202 OR two 200 level spanish courses OR one 300 level spanish course

SPA-317 CULTURAL PERSPECTIVES (3 Credits)
This course explores the diverse perspectives, traditions, and values of Spanish-speaking cultures globally and locally. Through engaging discussions, students will exchange opinions about these cultures in relation to their own backgrounds, identifying both commonalities and unique differences. Integrating a biblical worldview, the course equips students with cross-cultural communication strategies and cultivates respect for cultural diversity.
Prerequisite: SPA-201 or higher

SPA-318 WRITING WORKSHOP (3 Credits)
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.
Prerequisite: Take SPA-202 OR two 200 level spanish courses OR one 300 level spanish course

SPA-323 SPANISH CONVERSATION & COMP II (3 Credits)
A communicative-based course focusing on the development of advanced grammar, vocabulary and oral fluency through extensive written and oral practice, focusing on opinion and essay writing. Special emphasis placed on linguistic variation within the broader Spanish-speaking community.
Prerequisite: SPA-201 or equivalent proficiency in Spanish

SPA-334 SELECTED TOPICS IN SPANISH LIT & CULTUR (3 Credits)
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.
Prerequisite: Take SPA-202 OR two 200 level spanish courses OR one 300 level spanish course

SPA-380 INTERNSHIP (3 Credits)
Academic credit and evaluation for practical work learning experience developed in cooperation with Spanish majors and minors, the internship coordinator and a sponsoring organization.
Prerequisite: Junior or Senior status required

SPA-411 INTRO TO HISPANIC LIT (3 Credits)
A survey course studying the major works of Spanish and Latin American literature. Hispanic worldview will be contrasted with Christian worldview.
Prerequisite: SPA-313 or equivalent proficiency in Spanish

SPA-412 SPANISH CIV/CULTURE (3 Credits)
A comprehensive study of Peninsular culture and society and the role of culture in the formation of Spanish national character and attitudes.
Prerequisite: SPA-313 or equivalent proficiency in Spanish

SPA-465 WORLD LANGUAGE TEACHING METHODOLOGY (3 Credits)
This course will look at methods and techniques used to teach language components (grammar, vocabulary, pronunciation) and language skills (reading, writing, listening and speaking). Practice in developing and implementing balanced and effective language lesson plans will be provided along with evaluating and selecting appropriate ESL and/or Spanish teaching materials. Special focus on the use of technology will be discussed.
Prerequisite: EDU-230 and acceptance into teacher ed program

SPA-470 DIRECTED READINGS (1-3 Credits)
Guided faculty supervision in student areas of interest (Literature or language).
Prerequisite: None

SPA-490 INDEPENDENT STUDY (1-3 Credits)
With faculty supervision, the student researches and/or writes on a specific area of interest.
Prerequisite: SPA-313 and SPA-323

Theology (THE)

THE-102 CHRISTIAN WORLDVIEW (3 Credits)
A study of the biblical story of creation, fall, redemption, and consummation, and how this authoritatively informs our understanding of God, others, and ourselves, specifically in regard to bearing God's image, sex and marriage, and pursuing God's call upon our lives as citizens of his kingdom.
Prerequisite: None

THE-238 CHRISTIAN DOCTRINE 1 (3 Credits)
A systematic study of the basic biblical doctrines of Christianity including revelation, God, humanity, Christ and sin. The course reviews relevant Bible passages and emphasizes the practical application of biblical teachings in Christian living.
Prerequisite: None

THE-247 THE BIBLE & CONTEMPORARY CULTURE (3 Credits)
A study of contemporary issues from a biblical perspective. Particular emphasis is given to the way in which systemic study of the Bible can provide a basis for addressing issues as part of a Christian worldview.
Prerequisite: None

THE-345 CHRISTIAN DOCTRINE II (3 Credits)
A systematic study of the basic biblical doctrines of Christianity including the Holy Spirit, the Church, salvation and end times. The course reviews relevant Bible passages and emphasizes the practical application of biblical teachings in Christian living.
Prerequisite: None

THE-352 CHRISTIAN BELIEFS & HISTORY (3 Credits)
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.
Prerequisite: Core philosophy course, Junior or Senior status required, Old Testament, New Testament

THE-354 THEOLOGY I (3 Credits)
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.
Prerequisite: Old and New Testament, Junior or Senior status required, PHI-211

THE-356 THEOLOGY II (3 Credits)
A biblical, historical, and systematic treatment of the remaining theological topics: pneumatology, soteriology, ecclesiology, and eschatology. Like THE-354, the course emphasizes both orthodoxy and orthopraxy.
Prerequisite: Old & New Testament, Junior or Senior status required, PHI-211

THE-441 APOLOGETICS (3 Credits)
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.
Prerequisite: None

THE-502 PROGRAM INTRODUCTION SEMINAR (3 Credits)
This course serves as an introduction to graduate theological education at Grand Rapids Theological Seminary for students enrolled in the Urban Cohort program: Master of Arts in biblical studies (MABS) and Master of Arts in ministry leadership (MAML). It prepares students for the rigors of graduate research, reading and writing. This course is generally required during the first semester of enrollment but mandatory within the first 15 credits of enrollment.
Prerequisite: None

THE-515 HIST. THEO. I: EARLY CHURCH (3 Credits)
The church from the close of the New Testament canon through Augustine in the West and the council of Chalcedon in the East.
Prerequisite: None

THE-516 HIST THEO II: MEDIEVAL CHURCH (3 Credits)
The medieval church, primarily in the West, from Augustine through the forerunners of the Reformation.
Prerequisite: None

THE-517 HIST THEO III:REFORMATION CHURCH (3 Credits)
The reformation and post-reformation church from Martin Luther to early 18th century.
Prerequisite: None

THE-518 HIST THEOL IV: MODERN CHURCH (3 Credits)
The modern church from the early 18th century to the present.
Prerequisite: None

THE-540 SYSTEMATIC THEOLOGY I (3 Credits)
This course introduces and practices a metanarrative for doing theology. The biblical narratives and propositions are heard in the context of the story that begins with creation, is centered in Jesus' first coming and reaches its culmination in the new heavens and earth. The doctrines of the Scriptures and God are studied, and the foundation is laid for THE-640 Systematic Theology II and THE-641 Systematic Theology III.
Prerequisite: None

THE-550 THEOLOGY FOR COUNSELING I (3 Credits)
This course examines the fundamental concepts of the Christian worldview and demonstrates how to integrate them into counseling situations. The doctrines of Scripture, God and humanity are covered, and the foundation is laid for Theology for Counseling II.
Prerequisite: None

THE-551 THEOLOGY FOR COUNSELING II (3 Credits)
This course completes the survey of the Christian worldview by examining and applying to counseling scenarios the following doctrines: sin, the person and work of Jesus, the person and work of the Holy Spirit, the church, salvation and last things.
Prerequisite: THE-550

THE-572 CHRISTIAN WORLDVIEW (3 Credits)
An elaboration of the Christian perspective upon all of life and reality with emphasis on basic matters such as method, being, knowing and doing.
Prerequisite: None

THE-584 THESIS READINGS: THEOLOGY (1-3 Credits)
An independent readings course in preparation for writing a master's thesis in a focused area of theological study. The student will read approximately 2,000 pages and structure a thesis proposal under the guidance of a thesis adviser and in accordance with seminary standards for form and style. Registration for this course requires adviser approval.
Prerequisite: None

THE-640 SYSTEMATIC THEOLOGY II (3 Credits)
This course continues our metanarrative theology by examining the Christian story of creation, fall, redemption and consummation, with special attention given to the nature and task of humanity, the distortion of the world through sin and the redemptive work and person of Jesus Christ and the Holy Spirit.
Prerequisite: THE-540

THE-641 SYSTEMATIC THEOLOGY III (3 Credits)
This course will examine in detail the doctrine of salvation (soteriology), the church (ecclesiology), the basic elements of pastoral theology (internal and external call to the ministry, ordination, ministry of the word and sacraments, church discipline and pastoral spiritual formation) and the four last things (death, judgment, heaven and hell).
Prerequisite: THE-540

THE-670 CHRISTIAN SOCIAL ETHICS (3 Credits)
This course engages a number of contemporary social issues from a biblical and theological perspective. Through guest presentations, lectures, readings and interactive discussion, students consider such issues in Christian social ethics as work and economics, racism and affirmative action, marriage and homosexuality, domestic and international poverty, personal and corporate stewardship, differing roles of government, church, private initiative, entrepreneurship, power relations within the church and leadership integrity.
Prerequisite: None

THE-676 APOLOGETICS/MORAL ISSUES /CHRISTIAN MIN (3 Credits)
This course will help students preserve and steward their life and doctrine by evaluating the philosophical foundations of the Christian faith and various ethical problems encountered in pastoral care, spiritual direction and Christian counseling.
Prerequisite: THE-540

THE-688 BIB, THEO & HIS FOUNDATION OF JUSTICE (3 Credits)
This course will aid students in constructing and enacting a theology of public justice by integrating sound biblical exegesis, theology that is grounded in the historic Christian tradition and appropriating insights from contemporary justice movements.
Prerequisite: None

THE-689 CAPSTONE COURSE (3 Credits)
This course will aid students in constructing and enacting a theology of public justice by integrating sound biblical exegesis, theology that is grounded in the historic Christian tradition and appropriating insights from contemporary justice movements. This course serves as a capstone for the Master of Arts in theological studies.
Prerequisite: None

THE-710 SEMINAR:HIST CHRISTIAN THOUGHT (3 Credits)
An investigation and evaluation of the thought and influence of great theologians and theological movements.
Prerequisite: None

THE-782 READINGS: SYSTEMATIC THEOLOGY (1 Credit)
This guided course will equip the student to survey relevant scholarship and prepare a thesis proposal and outline.
Prerequisite: None

THE-784 IND. STUDY: HIST. THEOLOGY (1-3 Credits)
Individualized research and writing for the superior student, building upon a concentration in historical theology. Registration for this course requires adviser approval.
Prerequisite: None

THE-785 IND. STUDY: SYST THEOLOGY (1-3 Credits)
Individualized research and writing for the superior student, building upon a concentration in systematic theology. Registration for this course requires adviser approval.
Prerequisite: None

THE-786 IND STUDY: MORAL/PHIL THEOLOGY (1-3 Credits)
Individualized research and writing for the superior student, building upon a concentration in moral and philosophical theology. Registration for this course requires adviser approval.
Prerequisite: None

THE-788 ADVANCED TOPICS: THEOLOGY (3 Credits)
A formal class that addresses the interests of students and faculty. Courses may include current issues, biblical and theological areas and other subjects which call for special analysis.
Prerequisite: None

THE-792 MASTER'S THESIS (3 Credits)
The student will write a thesis (50-75 pages) under the supervision of a faculty thesis adviser on a significant approved topic in the major field. The thesis format should be governed by "A Manual for Writers of Papers, Theses and Dissertations" (current edition) by Kate L. Turabian, along with any supplemental materials and/or instructions provided by the seminary. Registration for this course requires adviser approval. Each enrolled student will be charged an additional fee of $100.00 for thesis review and binding.

SEARCH COURSES

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