



Cornerstone
UNIVERSITY®

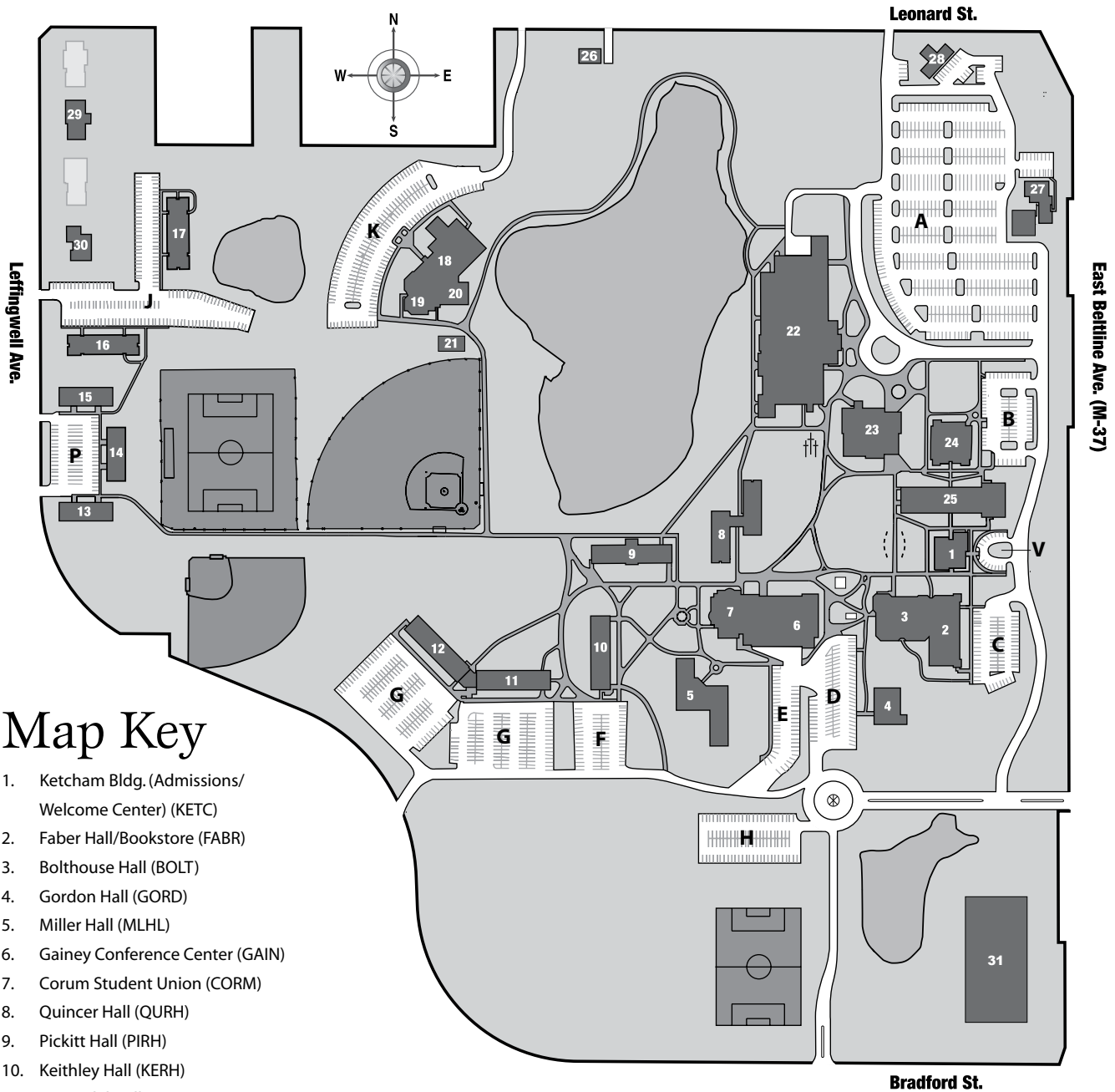
SOAR

Grand Rapids, Michigan

**Undergraduate Academic Catalog
2008 • 2009**

Table of Contents

ABOUT CORNERSTONE	4
CAMPUS LIFE.....	17
ADMISSIONS	21
FINANCIAL INFORMATION.....	25
ACADEMIC INFORMATION	33
DEGREE INFORMATION.....	53
DESIGNING A PROGRAM	57
BIBLE, RELIGION & MINISTRY DIVISION.....	61
BUSINESS DIVISION	75
COMMUNICATION & MEDIA STUDIES DIVISION	93
FINE ARTS DIVISION	113
HISTORY & SOCIAL SCIENCE DIVISION	127
HUMANITIES DIVISION	143
KINESIOLOGY, SCIENCE & MATHEMATICS DIVISION	157
TEACHER EDUCATION DIVISION	187
INDEX	211



Map Key

- | | |
|---|--|
| 1. Ketcham Bldg. (Admissions/
Welcome Center) (KETC) | 23. Miller Library (MLLB) |
| 2. Faber Hall/Bookstore (FABR) | 24. Administration Building (ADMN) |
| 3. Bolthouse Hall (BOLT) | 25. Daverman Hall (DAVR) |
| 4. Gordon Hall (GORD) | 26. Tech. Planning & Training Ctr. (TPTC) |
| 5. Miller Hall (MLHL) | 27. Cornerstone University Radio |
| 6. Gainey Conference Center (GAIN) | 28. Professional & Graduate
Studies Building (PGSB) |
| 7. Corum Student Union (CORM) | 29. PGS Accounting Office
1158 Leffingwell (PGSA) |
| 8. Quincer Hall (QURH) | 30. Herald Office
1128 Leffingwell (HRLD) |
| 9. Pickitt Hall (PIRH) | 31. Future expansion |
| 10. Keithley Hall (KERH) | |
| 11. VanOsdel Hall (VORH) | |
| 12. Cook Hall (CKRH) | |
| 13. Fuller Hall (FURH) | |
| 14. Knoll Hall (KNRH) | |
| 15. Morris Hall (MORH) | |
| 16. Babcock Hall (BKRH) | |
| 17. Crawford Hall (CDRH) | |
| 18. Wood Seminary Bldg. (WOOD) | |
| 19. Matthews Auditorium (MATA) | |
| 20. Pirsig/DeBruyn Chapel (PDCH) | |
| 21. Theatre Storage Building | |
| 22. Hansen Athletic Center (BHAC) | |

About Cornerstone



2008-2009 Academic Calendar

Fall 2008

Leadership Journey™	Aug. 10-22
Faculty Work Days.....	Aug. 20-21
Classes Begin	Aug. 25
Labor Day (No Classes).....	Sept. 1
Fall Break	Oct. 9-10
Mid-Terms.....	Oct. 13-17
Registration Begins	Oct. 20
Senior Assessment.....	Nov. 3-8
Thanksgiving Break	Nov. 26-28
Classes Resume	Dec. 1
Final Day of Classes.....	Dec. 5
Final Exams.....	Dec. 8-11
Last Day for withdrawal without W/P or W/E.....	Oct. 27
Last day for withdrawal without W/E.....	Nov. 24

Spring 2009

J-Term.....	Jan. 5-16
Leadership Journey™	Jan. 10-16
Classes Begin	Jan. 19
Mid-Terms	March 2-6
Spring Break.....	March 9-13
Classes Resume	March 16
Registration Begins	March 16
Junior Assessment	March 23-29
Senior Assessment.....	March 30 – Apr. 4
Good Friday (No Classes)	April 10
Easter Sunday	April 12
Classes Resume (Tues.).....	April 14
Final Day of Classes.....	May 1
Final Exams.....	May 4-7
Commencement	May 9
Last Day for withdrawal without W/P or W/E.....	March 30
Last day for withdrawal without W/E.....	April 27

2009-2010 Academic Calendar

Fall 2009

Leadership Journey™	Aug. 9-21
Faculty Work Days.....	Aug. 19-20
Classes Begin	Aug. 24
Labor Day (No Classes).....	Sept. 7
Senior Assessment.....	Oct. 10
Fall Break	Oct. 15-16
Mid-Terms.....	Oct. 19-23
Registration Begins	Oct. 26
Senior Assessment.....	Nov. 14
Thanksgiving Break	Nov. 25-27
Classes Resume	Nov. 30
Final Day of Classes.....	Dec. 4
Final Exams.....	Dec. 7-10
Last Day for withdrawal without W/P or W/E.....	Oct. 26
Last day for withdrawal without W/E	Nov. 23

Spring 2010

J-Term.....	Jan. 4-15
Leadership Journey™	Jan. 10-15
Classes Begin	Jan. 18
Mid-Term.....	March 1-5
Spring Break.....	March 8-12
Classes Resume	March 15
Registration Begins	March 15
Senior Assessment.....	March 20
Junior Assessment.....	March 27
Good Friday (no classes)	April 2
Easter Sunday	April 4
Junior Assessment	April 10
Senior Assessment.....	April 17
Classes Resume (Tues.).....	April 6
Final Day of Classes.....	April 30
Final Exams.....	May 3-6
Commencement	May 8
Last Day for withdrawal without W/P or W/E.....	March 29
Last day for withdrawal without W/E	April 26



A Letter from the President

Dear prospective student,

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

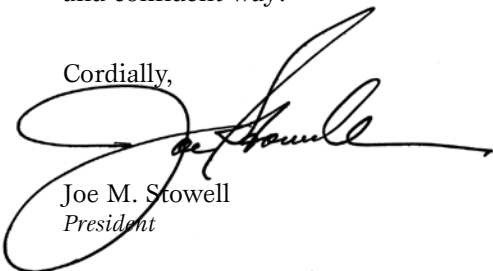
Given the importance of this decision, you can't imagine how thrilled I am that you have picked up the catalog for Cornerstone University. As you read through these pages you will find a lot of information that will be helpful as you navigate your decision. As president I can promise you that we make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

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

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

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

Cordially,

A large, stylized handwritten signature in black ink, which appears to read "Joe M. Stowell". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Joe M. Stowell
President

History of Cornerstone University

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

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

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

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

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

The Mission and Purpose of Cornerstone University

Cornerstone University is a theologically conservative institution of Christian higher education that enables individuals to apply unchanging biblical principles in a rapidly changing world.

Philosophy of Christian Liberal Arts Education

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

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

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

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

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

The Cornerstone Confession

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

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

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

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

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

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

University Goals

- Students will develop an integrated Christian worldview.
- Students will develop spiritual, intellectual, emotional, aesthetic, physical and social maturity.
- Students will acquire the knowledge and abilities necessary to engage in meaningful vocations and ministries.
- Students will cultivate the critical thinking skills and learning competencies which foster lifelong learning.
- Faculty will research, critique and contribute to the knowledge associated with each academic discipline.

Curricular Goals

CIVITAS LEARNING OBJECTIVES

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

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

WORLDVIEW LEARNING OBJECTIVES

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

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

1. Comprehend the general elements of worldview.
 - a. Describing characteristics of a worldview
 - b. Identifying a worldview from a description, case study, narrative or experience
 - c. Comparing and contrasting worldviews
 - d. Identifying historical roots of the concept of worldview
2. Evaluate assertions made in all areas of scholarship.
 - a. Identifying underlying assumptions/worldviews
 - b. Appraising assertions for logical consistency and biblical revelation
 - c. Formulating conclusions consistent with biblical revelation
 - d. Demonstrating responsibility for intellectual interpretation
3. Demonstrate the Spirit-directed relationship between the believer, the church and society.
 - a. Relating original and on-going responsibility of humanity to culture
 - b. Describing the role of the church in relationship of the believer to the community
 - c. Describing the role of the Christian in relationship to the church
 - d. Demonstrating intellectual faithfulness as disciple of Christ

LEADERSHIP LEARNING OBJECTIVES

Leadership is a process that begins with the behaviors of an individual (self), who builds collaborative relationships with others (others), in order to produce collective action or positive change (action), for the betterment of the body of Christ, the community, organization or the world (community). With that as the operational framework, leadership is the successful influence of people toward an intended goal and the following learning objective guide the student's learning.

1. Students will qualify the relationship of worldview to leadership by:
 - a. Constructing a biblically based conceptualization of leadership
 - b. Enacting a Biblical mandate of justice, kingdom citizenship and shalom
2. Students will evaluate specific theories of leadership with the larger context of the liberal arts by:
 - a. Articulating a range of definitions and models of leadership
 - b. Formulating the skills, traits and values common to leaders
3. Students will manifest a holistic adherence to the qualities of leadership by:
 - a. Recognizing the essential nature of leadership is vital for all vocations
 - b. Interpreting leadership as framed as service to society
 - c. Demonstrating technology proficiencies needed for leadership in contemporary culture
 - d. Formulating a personal plan for leadership development

INFORMATION LITERACY LEARNING OBJECTIVES

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

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

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

Asia Baptist Theological Seminary

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

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



Institutional Research Office

Purpose of the Institutional Research Office

The Institutional Research Office collects, analyzes and distributes data for the purpose of providing a quality educational experience for each student through continual enhancement of programs and services guided by a data-based decision-making model.

Greetings!

The Institutional Research Office is pleased to have you as a member of this faith community of scholarship. As you join the Cornerstone University campus, you have our commitment that we will strive to provide you with an education which allows you to be an active and engaged citizen, capable of leading others while bringing God's grace to a needy world.

The Institutional Research Office exists to:

- provide a clearinghouse for university information.
- develop and maintain benchmark reports for multiple constituencies.
- perform the functions of assessing student learning.
- use data in performing predictive analytics.
- lead the institution in a data-based decision-making model.

Along with the other campus offices, we are concerned with improving the quality of your Cornerstone education today and making it more valuable as you face the challenges of tomorrow. So as you enter into this academic environment, be confident that the university is taking its role seriously in providing you with an education based on the stated learning objectives.

Please contact me if you have any questions or desire information regarding the nature of your education or the university providing it for you.

Dr. Tim Detwiler

Associate Provost for Traditional Programming



Student Development

Learning Goals:

LEARNING AT CORNERSTONE UNIVERSITY

Learning occurs in many contexts at Cornerstone University. Whether in the classroom or out, students are challenged to learn in a variety of settings, using a broad array of strategies. The Student Development Office contributes to the learning mission of Cornerstone University through programs and activities that include student leadership and service-learning opportunities, programs on topics such as personal safety, biblical discernment, health issues or vocational concerns, participation in campus activities, athletics, chapel, missions projects and community service, as well as Bible study groups and informal discussions with roommates, friends, or other members of the campus community. These programs and activities, when seamlessly partnered with the classroom-based programs and activities, combine to create a powerful and comprehensive learning environment at Cornerstone University.

Through our various programs and activities, the departments and staff who comprise the Student Development Office will promote student learning and development. Specifically, students will learn and develop...

Christian Worldview

- Discernment – The ability to understand and apply biblical discernment
- Christian story – A deeper knowledge and understanding of the Christian story
- Tolerance without compromise – The capacity to express Christ-like love toward diverse cultures, people and beliefs
- Calling/vocation – The ability to acknowledge and yield to God's calling in one's life

Citizenship

- Social Awareness – The requisite skills to positively contribute in society
- Accountability – A sense of one's responsibility to and for each other in the community
- Interpersonal Skills – Effective interpersonal skills; to relate to others appropriately

Leadership

- Lifelong – An understanding that God shapes leaders over a lifetime and effective leaders maintain a learning posture throughout life
- Biblical – An understanding that being involved in leadership demands being a passionate follower of Christ and letting him transform one's character
- Skills – Valid, personal, practical skills needed to function in leadership
- Service – A leadership praxis of service in order to become active participants of positive change therefore utilizing ones spiritual gifts, natural abilities, and acquired skills to influence the cultural ethos

Wellness

- Physical, mental, emotional – the proper understanding of stewardship with regard to one's mental, emotional and physical health
- Physical, mental, emotional – the practice of a mentally, physically and emotionally healthy lifestyle, which reflects a holistic balance in one's life

Spiritual Formation

- Service – The ability to identify, understand and apply one's gifts in various settings
- Worship – An appreciation and understanding of corporate and individual communion with God
- Discipleship – The lifestyle of a disciple and the ability to disciple others
- Character development – The ability and desire to consistently apply biblical integrity and love in one's daily life

The Student Development Office is comprised of the following departments:

- Athletics
- Campus Safety
- Career Services and Internships
- Counseling Services
- Health Services
- Leadership Development and Service Learning
- Residence Life
- Spiritual Formation
- Student Activities

Cross-Cultural Ministries

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

Residence Hall Discipleship Programs

We value community discipleship and work to enable students to experience spiritual development in their own lives and then reproduce that growth in others. Each residence hall has a spiritual life director (SLD) with staff from the office of spiritual formation mentoring the SLDs on a weekly basis. The SLDs are committed to discipling and encouraging the discipleship coordinators (DC). The discipleship coordinator is responsible for establishing small groups within their section of the residence hall, along with providing leadership and mentoring to small group leaders. One of the goals of the university is that every student be given the opportunity to receive discipling and mentoring. Those students then have the opportunity to disciple others, thus enabling the Cornerstone community to grow and mature in Christ.

Spiritual Formation

Spiritual formation is the dynamic, transforming process of being apprenticed to Christ, beginning with the event of Christian conversion, continuing daily in a walk of obedience from the heart that integrates faith and life, culminating ultimately in Christ likeness. This spiritual journey is nurtured under the direction of the Holy Spirit in the midst of a caring Christian community that challenges and prods followers to see beyond the horizons of their prevailing comfort zones and grasp new dimensions of what a relationship with Jesus Christ means.

Worship in the university setting is an encounter with the Trinitarian God where the individual or corporate response to God's grace is manifested through the historically accepted (orthodox) functions of praise, lament, prayer, the reading and proclamation of the word, song, repentance, thanksgiving, service and intellectual engagement, while allowing room for creativity in the forms which these activities may take. Through worship we are reminded of the principle acts of the Christian story (creation, fall, redemption and consummation) and respond to God's grace in these events in the forms that he has prescribed. It is also the time during the week in which the university community is able to reorient itself concerning its place and mission as a Christian, academic institution, as well as our role within culture. In other words, worship is an encounter between God and his people that ought to result in an engagement with culture and a better comprehension of our roles as obedient servants of God.

Therefore, spiritual formation remains a critical component of the mission of Cornerstone University.

Notice of Nondiscriminatory Policy Toward Students

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

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

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

Consumer Information

GRADUATION RATE INFORMATION

Available upon request from the Registrar's office.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

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

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

EQUITY IN ATHLETICS DISCLOSURE

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

CAMPUS SAFETY REPORT

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

THIRD-PARTY SERVICERS

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

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

DRUG AND ALCOHOL ABUSE PREVENTION INFORMATION

Available in the student handbook.

Campus Photography

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

President's Cabinet

Joseph Stowell, Ph.D., *President*

Bayard Baylis, Ph.D., *Provost*

Douglas L. Fagerstrom, D.Min., *President, Grand Rapids Theological Seminary*

Paul L. Baker, B.A., *Executive Vice President for Advancement*

Marc Fowler, M.B.A., *Senior Vice President for Operations & Chief Financial Officer*

Lee A. Geysbeek, B.A., *Vice President for Broadcasting*

Board of Trustees

TO SERVE THROUGH MAY 2008

Carole Bos, Grand Rapids, Mich.

Doug Bouma, Grand Rapids, Mich.

Jennie Afman Dimkoff, Fremont, Mich.

Steven Hawks, Grand Rapids, Mich.

J. William Luurtsema, Grandville, Mich.

David Pray, East Grand Rapids, Mich.

Robert Przybysz, Wyoming, Mich.

Lee Zuidema, Caledonia, Mich.

TO SERVE THROUGH MAY 2009

Judge Robert Holmes Bell, Grand Rapids, Mich.

Mark Campbell, Ada, Mich.

Don Denyes, Lansing, Mich.

Al Meredith, Fort Worth, Texas

Joe Slaughter, Indianapolis, Ind.

TO SERVE THROUGH MAY 2010

Wally Olsson, Grand Rapids, Mich.

Doug Schmidt, Troy, Mich.

Larry Thompson, Ft. Lauderdale, Fla.

Daniel Wielhouwer, Boca Raton, Fla.

HONORARY BOARD MEMBERS

Charles Alber, Ames, Iowa

Roy Clark, Grand Rapids, Mich.

C. John Miller, Kalamazoo, Mich.

Lewis Roberts, Kalamazoo, Mich.

Bruce Stewart, Middleville, Mich.

Cornerstone University Emeriti Faculty

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

Emeritus status is based on consideration of the following factors:

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

Emeritus Professors

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

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

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

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