



Campus Yearbook 2016

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A Word from the Dean

What does it mean to be human? This is the central question with which all education should wrestle and it is the question which drives and motivates everything you will experience at Cornerstone Institute. By choosing to study here, you have also chosen to become part of a learning community that will challenge and stretch you to consider more seriously what it means to be a contributing, critical and active citizen.

Your journey here at Cornerstone will be a journey with others, your life overlapping with the many who make up this community. Sometimes the overlapping will be deeply unsettling as you encounter views of the world so vastly different from your own. At other times, you will find great joy and significant connection as you wrestle together with your lecturers and peers. This journey, then, is about your formation as a person. It is about the kind of education that is committed to responding to life's most profound questions with openness and authenticity.

Along the way, you will discover that while education is, primarily, about achieving a qualification that will set you up for success in the job market, it is ultimately about learning to engage the world in which we find ourselves. Our approach to education is committed to creating the kinds of spaces that lead to authenticity, the practice of “letting go of who we think we’re supposed to be and embracing who we are” becoming (Brene Brown, *The Gifts of Imperfection*, p. 56).

We are excited to share in this journey with you and encourage you to be an active citizen of our learning community; to embrace the opportunity to wrestle with your subject matter, engage with your fellow learners; and to be open to becoming an agent of change in our society.

Yours together in learning to change the world,

Rev. Rob Stegmann
Dean of Humanities

Purpose

Mission and Vision

Learn to Change the World: To develop dynamic ethical leaders prepared to act as responsible citizens in a global society, and catalysts for transformation.

Core Values

- Respect
- Integrity
- Excellence
- Unity
- Creativity
- Inclusivity

Philosophy of Education

At the heart of our educational philosophy is the fundamental belief, captured so well in our tagline, *Learn to Change the World*, that education is for transformation. Faculty and Staff are committed to creating catalytic spaces for the transformation of students by stretching their thinking, believing and acting. Transformed students become agents of transformation as they take their place within the civic structures of our society. In all of our programmes and activities we encourage students to hold a high value for people, personal integrity and growth toward wholeness.

We strive for academic excellence, which includes a commitment to academic citizenship, an ability to think creatively and critically, with an openness to continual learning. We aim to produce graduates who are self-managing individuals, contributing workers, and critically engaged citizens.

The faculty is committed to using educational approaches accommodating diverse learning styles which encourage the above values. We seek to avoid approaches to teaching and learning that dehumanise or promote unhealthy competition.

Cornerstone exists to provide higher education and training for as wide a group as possible. No one will be excluded on the basis of, for example, race, religion, gender or physical disability. At the same time we intentionally include and support the educationally disadvantaged.

Recognising that our students come from a variety of backgrounds, the curriculum is structured to give them the skills needed to implement transformation in a diverse community and complex world in a spirit of love and reconciliation, justice and peace.

Accreditation and Legal Status

Accreditation Status

Cornerstone Institute (RF) NPC is registered by the Department of Higher Education and Training as a Private Higher Education Institution under the Higher Education Act, 1997. Registration Certificate No. 2001/HE08/006.

Legal Status

Cornerstone Christian College is an Association incorporated under Section 21 of the Companies Act. Registration Number: 2004/025078/08.

The Board of Directors

Directors

Edward Boateng
Bernard Fanaroff
Marcel Golding (Chairperson)
Gary Jansen
Nokukhanya Mncwabe
Ncebakazi Fezela Mnukwana
Nazeema Mohamed
Adrian Sayers
Heather Sonn
John Volmink (President)
Michael Weeder

Senior Management

<i>Name</i>	<i>Degree</i>	<i>Position</i>	<i>Nationality</i>
Noel Daniels	MA	Chief Executive Officer	South African
Caroline de Wet	BTh(Hon)	Registrar	South African
Philip Donald	BTh	Operations Manager	South African
Basier Dramat	BCom	Finance Manager	South African
Grant Nuss	MTh	Marketing Manager	South African
Rob Stegmann	MA	Dean of Humanities	South African
Serahni Symington	PhD	Director of Student Services	South African

Academic Staff

<i>Full Faculty</i>	<i>Degree</i>	<i>Subject</i>	<i>Nationality</i>
Natalie Adams-Adonis	MA	Psychology	South African
Adrian Coates	MTh	Theology	South African
Thulani Dube	BCom(Hons)	Business Studies	Zimbabwean
Geraldine Franciscus	MPsych	Psychology	South African
Nick Hardwick	BA(Hons)	Psychology	South African
Richard Mee	MTh	Practical Theology	South African
Darryl Meekins	MTh	Theology	South African
Peter Pedersen	MHMS	Education	South African
Rob Stegmann	MA	Biblical Studies	South African
Cindy Swartbooi	MA	Psychology	South African
Sandy Wilcox	MA	Education/Anthropology	South African
<i>Associate Faculty</i>			
Msizi Cele	MBA	Business	South African
Pieter Cloete	MA	Sociology	South African
Cornie Groenewald	DPhil	Sociology	South African
Selena Headley	MA	Sociology	Canadian
Wynand Louw	BA (Hons)	Sociology	South African
Narissa Philander	MA	Psychology	South African
Melanie Steyn	MA	English	South African
<i>Part-time Faculty</i>			
Clinton Abrahams	MPsych	Psychology	South African
Elzette Brown	BEd	IT	South African
Arnaud Dakgopan	MA	Sociology	Benin
Desiree de Villiers	MTh	Counselling	South African
Denise Francis	BA	Practical Theology	South African
Jim Harris	PhD	Theology	South African
Sonya Hunt	MTh	Theology	South African
Serena Isaacs	MA	Psychology	South African
Sharon Johnson	PhD	Psychology	South African
Tamryn Jones	MTh	Theology	South African
Chris Kamalski	MA	Theology	USA

<i>Part-time Faculty</i>	<i>Degree</i>	<i>Subject</i>	<i>Nationality</i>
Sandra Kruger	MEd	Education	South African
Janine Lange	MA	Sociology	South African
Megan Marais	MEd	Human Biology	South African
Sergio Milandri	MTh	Theology	South African
Desir�e Moodley	MEd	Education	South African

Henk Mostert	BTech	Business	South African
Martin Mostert	MTh	Practical Theology	South African
Linda Pauw	BA(Hons)	Education	South African
Hayley Seha	BA (Hons)	Psychology	South African
Glenn Stavridis	MTh	Theology/ Philosophy	South African
Celeste Treu	MPsych	Psychology	South African
<i>Faculty Emeritus</i>			
Margaret Gustafson	MA	Leadership	USA

Administrative Staff

Joshua Coleman, AdDipFilm	Video Editor
Beverly Dankers, BSocSci(Hon)	Student Services, International Partnership Coordinator
Caroline de Wet, BTh(Hon)	Registrar
Philip Donald, BTh	Operations Manager
Basier Dramat, Bcom	Finance Manager
Jaime de Gouveia	Video Editor
Tamlyn Hughes	Recruitment Officer
Jeanette Harris, SRN	Librarian
Lindsay Henn	Finance Administrator
Merlyn Manuel	Finance Bursar
Megan Marais, Med	Curriculum Specialist
Kenneth Meyer	Network Administrator
Grant Nuss, MTh	Sales and Marketing Manager
Claudine Salick	Registrar Assistant
Celeste Swart, BA(Hon)	Psychology Administrator
Serahni Symington, PhD	Director of Student Services
Marcelle van Rensburg	Faculty Secretary
Leon Vergottini	Systems Analyst

Support Staff

Shahieda Arrison	Cleaning Technician
Stanton Arrison	Factotum
Dameena Ohlsson	Cleaning Technician
Aimee Tshibenji	Barista

Accreditation Status of 2016 Programmes

- *Bachelor of Arts (Honours) in Psychology*: registered by the Department of Higher Education and Training (DHET). Accredited by the Council on Higher Education (CHE) as a 130-credit learning programme for higher education at NQF level 8. SAQA ID: 79046; CHE reference: H/PRO96/E002CAN
- *Postgraduate Certificate in Education in Intermediate Phase* registered by the DHET. Accredited by the CHE as a 130-credit learning programme for higher education at NQF level 7. SAQA ID: 87386. CHE reference: H/PRO96/E007CAN
- *Bachelor of Arts* registered by the DHET. Accredited by the CHE as a 376-credit learning programme for higher education at NQF level 7. SAQA ID: 87406. (A maximum of 24 credits are added if the student has to complete Academic Development) CHE reference: H/PRO96/E006CAN
- *Bachelor of Theology in Community Leadership*: registered by the DHET. Accredited by the CHE as a 376-credit learning programme for higher education at NQF level 7. SAQA ID: 57225. (A maximum of 24 credits are added if the student has to complete Academic Development). CHE reference: H/PRO96/K005CAN
- *Higher Certificate in Community Counselling*: registered by the DHET. Accredited by the CHE as a 128-credit learning programme for higher education at NQF level 5. SAQA ID: 58205. CHE reference: H/PRO96/K002CAN
- *Higher Certificate in Community Development*: registered by the DHET. Accredited by the CHE as a 120-credit learning programme for higher education at NQF level 5. SAQA ID: 60609. CHE reference: H/PRO96/E001CAN
- *Higher Certificate in Christian Ministry*: registered by the DHET. Accredited by the CHE as a 122-credit learning programme for higher education at NQF level 5. SAQA ID: 36027. CHE reference: H/PRO96/K001CAN
- *Higher Certificate in Business Studies*: registered by the DHET. Accredited by the CHE as a 122-credit learning programme for higher education at NQF level 5. SAQA ID: 73349. CHE reference: H/PRO96/E003CAN
- *Higher Certificate in Interior Design and Decoration*, registered by the DHET. Accredited by the CHE as a 122-credit learning programme for higher education at NQF level 5. SAQA ID: 86068. CHE reference: H/PRO96/E004CAN

Language Policy

All classes and communication with students, staff and the public are in English.

Access Tests

All new undergraduate students are required to complete the National Benchmark Test (NBT) in order to assess the level of their academic literacy and quantitative literacy.

Mode of Instruction

Classroom instruction includes lectures, group work, in-class presentations, multi-media presentations, interviews and written assignments (e.g. reports, skill development exercises, case study responses, research papers, journals, verbatim).

Experiential learning strategies can include counselling placements (including interviews with clients, treatment plans, session notes and supervision sessions), psychometric evaluations, quantitative research, self-directed ministry projects, community assessments, focus groups, placements in community projects and envisioning of local community-based initiatives.

Recognition of Prior Learning (RPL) and Credit Accumulation and Transfer (CAT)

Recognition of Prior Learning (RPL) is rooted within the context of life-long learning and the need to redress inequities of the past as it provides alternative routes of access to higher education. It is the process through which non-formal and/or informal learning is measured, evaluated and “translated” into their perceived formal equivalents for recognition across different contexts. Its intended outcome is the recognition of such prior learning for the purposes of alternative access and admission to higher education learning programmes, or for advancement within qualification programmes.

RPL is used at Cornerstone for Access: To provide an alternative access route into a programme of learning for those who do not meet the formal entry requirements for admission.

Procedure for access:

- No more than 10% of students may be admitted to the bachelor degree or higher certificate programmes on this basis. This includes those with mature age exemption and those who have been disadvantaged because of their inability to obtain formal qualifications or who have inadequate entrance qualifications, but who have obtained work or life experience that qualifies them to be admitted as students.

- The candidate must submit a portfolio (CV/description) of the work experience focusing on the following:
 1. length of service
 2. amount of hours worked per month
 3. responsibilities
 4. supervisory tasks/positions
- The English and thinking skills of bachelor and higher certificate applicants are assessed before the commencement of studies through the National Benchmark Test (NBT).
- The application form with academic records, references and RPL portfolio (when necessary) is screened by the Selection Committee, who could request an interview of the applicant. The Selection Committee makes the final decision regarding acceptance. Certain cases might be subject to Senate discretionary approval.
- If an RPL student in the bachelor or higher certificate programmes fails more than 20% of modules taken during the first semester, they are required to take the first year over two years and to register for the Academic Development Programme.
- All students are accepted provisionally for one semester to determine whether they manage academically and financially. The Deans, Registrar, Director of Student Services and Financial Director give permission for the final acceptance letters. RPL students are assessed particularly at this stage to monitor their academic capabilities.

Credit Accumulation and Transfer (CAT) The purpose of CAT is to provide for mobility of learners and enhance their chances to successfully complete their qualifications. It is the mechanism for promoting articulation between qualifications within a sub-framework of the NQF, and also between studies that do not lead to qualifications (for example, non-degree purpose studies) and those that do. CAT also provides for articulation across two or all three sub-frameworks of the NQF in order to facilitate life-long learning and access to the workplace.

CAT is used at Cornerstone for *Credits*: To give students credit for some of the modules in a programme because of acceptable prior learning earned through formal learning.

- Credit accumulation can take place intra-institutional (total amount of credits within a specific institution/department) or inter-institutional (recognition of credits between two or more institutions).
- Credits can be carried either horizontally at the same level of study or vertically from a lower to a higher level of study. Horizontal transfer refers to credits at the same level carried over between institutions where the outcome/curriculum statements (subject content) are identical or comparable. Vertical transfer is where credits of a preceding level of study at one

institution are accepted for entry into the next level of study at another institution.

- The recognition of credits for the purposes of transfer from one qualification to another is determined by the nature of the qualifications, the relationship between them, the nature, complexity, and extent of the curricula associated with the specific subjects to be recognised for exemption and/or inclusion, and the nature of the assessment used. A maximum of 50% of the credits of a completed qualification may be transferred to another qualification, provided that no more than 50% of the credits required for the other qualification are credits that have been used for a completed qualification. This principle seeks to protect the integrity of qualifications, by ensuring that the exception does not become the norm

Credit transfer can take place in the following forms at the discretion of the institution within the guidelines of its admission policies:

Block transfer: The credit is guaranteed by an institution on commencement of a qualification based on previous study and specific articulation agreements between institutions. Agreements between different institutions should specify the number of credits that can be transferred from a programme at one institution, in one block, to another programme at another institution.

Specified transfer: Credits are transferred within or between institutions for similar courses/modules between qualifications based on a comparison of the qualifications undertaken at another institution. Courses taken previously at another institution will be evaluated on course equivalency to determine relevance and

fulfilment of the curriculum objectives/outcomes of the particular course/module.

Unspecified transfer: Stand-alone courses or training completed outside of a structured programme of study may be considered for credit transfer. Credits can be transferred within or between institutions which may not be similar but which are deemed relevant to the purpose of the qualification.

Procedure for credits

Applicants requesting credits for certain modules as a result of formal or experiential prior learning, need to have the prior learning assessed to determine whether the applicant has the knowledge and skills that the modules require. If the previous work completed is at the same NQF level, then credit for credit is given. If not, the following is applied:

1. Applicants must submit a portfolio of evidence (e.g. transcript, class notes, assessments) which is assessed by a qualified assessor. If the assessor is satisfied, full credit is given. If not, step 2 must be followed.
2. Applicants are assessed for each module for which credit is sought, by means of assignment or examination. 25% of the normal tuition for the module is payable.

General Admissions Policy and Related Issues

Specific admissions requirements for each programme offered are dealt with under their respective headings below.

1. Probationary Acceptance

Students are accepted for a probationary period of one semester from the time of registration in order to determine whether they meet the financial and academic requirements. The probationary period may be extended at the discretion of the Selection Committee.

2. Registration

Registration occurs annually at the on-campus session before classes for that academic year commence.

3. Late Registration

Students may register late at the Registrar's office during the first week of on-campus session. A service charge is added to the student's account for late registration. Students who cannot register during this time may petition the Registrar's office for permission to register in the second week. Under no circumstances may students register after the close of the third week.

4. Module Changes

After registration has been completed, modules may be added or withdrawn with the approval of the Registrar's office. No module may be added after the second week of the semester. See "Fees" on page 15 for the amount that must be paid for withdrawal of modules.

A final year student who is granted an extension by the faculty for the Senior Project Paper / Fieldwork / Business Plan / Practical will be charged a continuation fee per semester until the module is completed.

5. Orientation

Orientation occurs during the first three weeks of the academic year for all new students. Students register during this time and are informed in matters of academic and general policies. The computer skills of students are tested and they attend the Research and Study Skills class. In addition, orientation serves as an opportunity to meet the faculty, staff and fellow students.

6. Withdrawal

Students who withdraw from a programme before its completion need to complete and sign a "Programme Withdrawal Form" obtained from the Registrar's office. The student must ensure that arrangements are made to settle any accounts.

Academic Assessment, Credit Accumulation and Progression

All modules at Cornerstone are designed to utilise continuous assessment. This includes both formative assessment (i.e. assessment designed primarily to give students feedback as to their progress) and summative assessment (i.e. assessment designed primarily to make a judgment about the student's achievement of the module outcomes). Such assessments take many forms, including written assignments, examinations, group presentations, quizzes, case studies, etc.

A final mark of at least 50% is required to pass each module.

Examinations/Assessments

Final Examinations

Students who are required to write a final examination are expected to write it at the scheduled hours. In the case of serious illness or an emergency, arrangements can be made to write an exam at another time. The Dean and Department Head must approve such arrangements.

Re-Evaluation Examinations

Re-evaluation examinations take place twice a year, during the third week of each semester. These examinations are designed to assess all the outcomes of the module and will be scheduled for students who have qualified for such from the previous term. Students will be notified of re-evaluation exams at least two weeks prior to the scheduled examination date. Students who pass a re-evaluation exam will be given a minimum pass mark for the module, whilst students who fail the re-evaluation exam will fail the module and will be required to retake the module at a later time. Results are available two weeks after the re-evaluation exam is written.

Progression Policy

Students who fail to pass half (50%) of the modules in which they have enrolled in any semester will be placed on academic probation for the following semester. Students on academic probation must pass at least 75% of their modules. Failure to do so may result in the student being asked to (1) leave Cornerstone immediately; (2) change to a part-time status; and/or (3) leave Cornerstone after the completion of the current year of study. Failure to meet minimum pass rates may also jeopardise a student's bursary status.

Students must complete 2/3 of the modules for the prior year before enrolling in modules for the following year. Students who have not met this requirement may only enrol in the prior year modules that they have not completed. In addition, students must have completed all of their first-year modules prior to enrolling in any third-year modules. These requirements are in addition to the normal module sequencing requirements, and are subject to the constraints of the module timetable.

Students who fail to comply with the above requirements may appeal to the Dean in writing at least two weeks prior to the beginning of the following semester, if they wish to be granted special permission to continue. In extraordinary circumstances the Dean, in consultation with the faculty, may grant such requests if there are reasonable grounds to believe that the most recent results are not a true indication of the student's capabilities. The decision of the faculty is final.

Library

We have a well-stocked library comprising some 16 000 volumes. The library area includes a computer laboratory with computers for student use, internet access, photocopiers, reference section with books and journals, plus is a small collection of videos and DVDs. There is also access to a number of online resources in all subjects.

Although we encourage students to purchase their own textbooks where possible, a selection of textbooks, in limited numbers, is kept on reserve each term for use in the library only. Students may borrow from a large selection of books on a wide variety of topics in the lending section. New titles are continually being added to update our resources. There will be times, however, when students will need to explore the resources at public or university libraries as well.

There is a full-time librarian and a team of student helpers to assist with student needs.

Library hours:	Monday and Thursday	09h00 – 20h00
	Tuesday	09h00 – 18h00
	Wednesday	09h00 – 18h00
	Friday	09h00 – 17h00
	Saturday	09h00 – 13h00

Computer and Internet Policy

The computer facilities at Cornerstone Institute are for educational purposes and for communicating in an acceptable manner with other users. Staff and students at Cornerstone are expected to limit their usage to the following purposes:

- Educational purposes.
- Accessing information.
- Constructive communication with other Internet users.

The use of the computers and the Internet is a privilege and not a right, and may be revoked if abused. The Chief Executive Officer (or his/her appointed delegate) has the right to investigate the computer and Internet usage of any staff member or student who, in his/her opinion, has transgressed the rules. Offences deemed worthy of automatic suspension of privileges include compromising the security of a Cornerstone computer or network, accessing illicit content via the Internet, and abuse of time restrictions for Computer Lab usage.

Non-refundable Registration Fee payable at or before registration (included in tuition fee)	Full-time 80+ credits	R10 500
	Part-time 60 to 79 credits	R5 250
Additional Administration Costs		
Application Fee	All new students	300.00
Later Registration Fee	All students	500.00
Credit Transfer Fee per module (max R250.00)	New students	50.00
Orientation Camp	Campus students	500.00
Student Card	All 1 st Years/Replacement	100.00
Student-access Tag	All 1 st Years/Replacement	100.00
Student Services Fee	All students annually	900.00
Technology Fee	All students annually	500.00
Monthly Payment Plan Fee	All students annually	2000.00
Other Costs		
Re-evaluation Assessment	Per module fee	300.00
Dean's Assessment	Graduating students only	600.00
Continuation Fee: Senior Project Papers and Fieldwork	Per annum payment	600.00

GENERAL

- The annual fee is determined by the number of modules the student registers for in the academic year. Each module is assigned a specific credit value which also determines the time needed to do this module. Please plan accordingly.
- Tuition fee rate is double for students from non-African countries.
- Students studying for non-credit purposes pay half of the tuition fee applicable.
- Campus-based international students must pay 60% of the tuition fee before a visa letter will be issued.

PAYMENT OF FEES

- Students are responsible for the full payment of all fees and expenses according to their payment plan.
- R2000.00 discount on tuition fees with full payment at registration.

- R1000.00 discount on tuition fees with payment of the registration fee at registration and balance of tuition fees by end of February.
- If a student is being sponsored, it is the student's responsibility to contact sponsors to ensure payments are met.
- Students must always use their student number as a reference for ALL correspondence with the financial office.
- Students must ensure that they check their statements. Statements will be considered correct if no written communication is received within 30 days of date of statement. Enquiries can be made at the financial office at bursar@cornerstone.ac.za
- Receipts are only issued for cash payments.
- When making EFT payments, students should email proof of payment to bursar@cornerstone.ac.za
- Statements are sent via email. Copies can be obtained directly from the finance office.
- Promotional discounts may be offered from time to time. Conditions apply.

PAYMENT PLAN

- A NON-REFUNDABLE Registration Fee of R10 500.00 is paid at registration for students completing 80 plus credits for the year.
- A NON-REFUNDABLE Registration Fee of R5 250.00 is paid at registration for students completing 60 to 79 credits for the year.
- All levies/ administration fees are NON REFUNDABLE and due **at registration**.
- The NON-REFUNDABLE Registration Fee is applied to the tuition fee and the remaining tuition fee will be divided over a maximum of
 - 7 (seven) months from March to September (January intake)
 - 3 (three) months from August to October (July intake)
- The payment plan method must have a complete debit order form **and a fee contract**.

REFUND OF FEES

- **All administration fees due at registration will not be refunded.**
- Cancellation AFTER the first 10 (ten) working days at the start of a semester: only tuition fees in advance of the student's **current** semester will be refunded.
- Failure to complete the correct withdrawal/cancellation form required will result in NO refunds.

NON-PAYMENT OF FEES

Students who are more than 30 days outstanding will be put on financial suspension, resulting in the following consequences:

- The student may not attend class.

- Access to course material will be withheld.
- Examination results and/or qualifications will be withheld.
- Registration for the following year is not permitted unless the student's account is settled in full.
- Financial Aid money received from Cornerstone Institute and its donors will be reversed and the student will become liable for the amount received.
- Failure to meet agreed payment plan will result in the outstanding fees being handed over for collection with costs.

BANKING DETAILS

ACCOUNT NAME: CORNERSTONE CHRISTIAN COLLEGE
 BANK: NED BANK
 BRANCH NUMBER: 102510 (Parow)/198765 (universal code)
 ACCOUNT NUMBER: 107 503 0269
 INTERNATIONAL: Swift No: NEDSZAJJ
 REFERENCE: **STUDENT NUMBER/STUDENT SURNAME**

Financial Aid

The Financial Aid Programme is established to assist needy students, where possible, to access tertiary study and to succeed at this study through the provision of financial assistance. Financial assistance is usually in the form of partial remission of fees and is dependent on the availability of funds and the criteria below. The responsibility for financing the balance of the fees rests with the student, according to the Payment Terms, specified in the Yearbook.

Cornerstone provides financial aid from external funding as well as from internal resources as determined from time to time by Management. External funders include individual funders, organisations, trusts, churches or donors. As a private higher education institution, Cornerstone does not receive any financial assistance or subsidy from government.

Allocations for current students are prioritised according to the following criteria:

- nearness to completion of studies
- attitude and conduct
- ministry/community involvement
- continuing financial need
- academic progress
- indication of their own initiative to secure other funding

Allocations for new students:

- character, ministry/community involvement

- financial need as indicated on the Financial Aid Application Form
- prior academic record
- indication of their own initiative to secure other funding

Additional eligibility criteria may be considered as per a donor's requirements.

Take note of the following:

- Financial Aid Application forms can be downloaded from the Cornerstone website. Only completed applications with all supporting documents will be considered.
- Only South African students and students from SADC countries may apply for financial aid. The latter category are eligible for a maximum of 40% financial assistance per year.
- The student must pay the specified registration fee at registration to activate their approved funding.
- Returning students have to ensure that their student account is up to date before they can be considered for financial aid for the next academic year.
- All financial aid recipients are required to submit a bi-annual Funder Thank-you Letter to the Director of Student Services and to update their Personal Profile, to be made available for funders.
- The student must commit to complete the qualification (failing which all monies granted must be repaid) and sign an undertaking accordingly.
- Module failures as well as additional modules taken are not eligible for financial aid.
- Failure of an applicant to disclose information that may influence the awarding of financial aid will result in cancellation of funds awarded.

Student Development and Support Services (SDSS)

1. The Office of Student Development and Support Services

The Office of SDSS work to enhance the experience of students at all stages of their time at Cornerstone Institute through the provision of a range of support services/programming. The Student Development Services is responsible for the provision of student leadership development and to give support to the student governance structure. The Academic Support Service aims to develop student-centred strategies and interventions that enhance students' academic thinking and assist them to achieve their full academic and personal potential in order to graduate within the minimum period. The Therapeutic service in collaboration with the Psychology department provides professional and confidential counselling and psychological services for personal, social, familial and other problems and concerns. The interventions are usually based on brief-term psychotherapy principles but will utilise referral for longer-term or medical support. Student Welfare Service provides information, advice and assistance for Cornerstone students on a wide range of practical and personal issues.

2. Student Representative Council (SRC)

The SRC exists to serve the student body by promoting the interests and welfare of students, coordinating student activities, providing leadership and support, directing students toward integrating Cornerstone students' diverse cultures, representing students on joint faculty/student committees and planning various social events. The student body elects the council each year. The SRC works closely with the Director of Student Services in serving the student community

3. Conflict Resolution

Students who have private concerns or grievances with others in the Cornerstone community, which do not involve violations of institutional standards, should first try to resolve their conflicts with those involved. (In most cases, discussion on a one-to-one basis is advised.) There are times, however, when a student may feel such an attempt at clarification was inadequate or misunderstood, leaving the conflict unresolved. If this situation occurs, the student may make an appointment with the Director of Student Services, who will discuss the concern with the student and help him or her locate resources to resolve the problem.

4. Professional Classroom Behaviour

Inclusion and Empowerment

Cornerstone is a community that vigorously embraces diversity and works to empower the minority voice in our society, be that of a gender, racial, ethnic, doctrinal or political perspective. All faculty of Cornerstone are expected to use gender inclusive language when conducting lectures and ensure the minority perspective in the room is given voice and respectful response. Faculty, have an important responsibility and privilege to help those previously and currently

marginalised to express their own thoughts and opinions as part of their learning journey to find their voice.

Sexual Harassment

Cornerstone is committed to creating an environment free of sexual harassment. Wherever sexual harassment occurs it impinges on the basic human rights of the individual and it undermines the values contained in the South African Constitution, as well as the integrity of Cornerstone.

The main aim of Cornerstone's policy on sexual harassment is to prevent the occurrence of sexual harassment. Cornerstone expects that all staff and management will refrain from any form of sexual harassment.

Definition: Sexual harassment refers to behaviour typically experienced as offensive, by means of which sexual approaches are made within the context of a relationship of equal/unequal power or authority. Sexual harassment is a form of discrimination on the grounds of gender. It is unwanted and may be experienced as an expression of power, authority and control of a sexual nature. It creates a hostile environment that impedes the individual's capacity to learn and/or work.

For the full definition of sexual harassment and procedures for addressing a claim, please see the Sexual Harassment Policy on Funda under Resources TAB - Policies and Documents.

Rules/Code of Conduct

As members of the Cornerstone community, students are expected to adhere to the following commitments:

1. Personal Integrity

To live in a manner that inspires trust and confidence, showing regard for self and the other. This includes respect for the building and visitors to Cornerstone campus. Student areas for informal conversation will be limited to the coffee shop area. In order to show respect to visitors and the library, students will be asked to refrain from having loud conversations in the reception area at the side entrance of the Cornerstone campus.

2. Family Responsibility

To give priority to fulfilling family responsibilities, and to preserving the family.

3. Responsible Lifestyle

To seek to avoid activities that are offensive to others or that lead to addiction. We therefore expect there to be no alcohol, tobacco or addictive substances on campus, at Cornerstone activities or in any public place or context where the name of the institution can be brought into disrepute. All Cornerstone students, both in their

personal and public life, are expected to abstain from the use of illicit drugs and excessive use of alcohol.

4. Appearance

To ensure that at all times our appearance and dress will be neat and modest, avoiding pride, elaborateness and sensuality. We require that students be sensitive to the cultural and fashion differences of the community. The Director of Student Services will monitor and advise in this area.

5. Social Obligation

To fulfil our role in society in a responsible way, we seek in our activities and attitudes to address injustices in a spirit of love and understanding. We aim to cultivate a community that is sensitive to cultural differences.

6. Procedures for Student Discipline

On occasion, Cornerstone staff may deem it necessary to discipline a student due to actions that are contrary to the values held by Cornerstone, and which adversely affect the student body and life of the institution. In such circumstances, discipline will be administered through the following procedure:

- The Director of Student Services and/or Dean will meet with the student(s) to determine the facts.
- If needed, the Director of Student Services and/or Dean will meet with further eyewitnesses of the event to gain clarity of the facts given.
- The Director of Student Services will then meet with the Principal/CEO and/or the Dean to discuss the matter.
- If further guidance is needed to determine discipline necessary for a given case, the student(s) will be required to attend a hearing with a full disciplinary committee, consisting of the chair or vice-chairperson of the Student Representative Council, a senior staff member, a member of the Board of Directors, the Director of Student Services, the Dean and the Principal/CEO. This committee will then determine the necessary disciplinary action. Written records are kept of each action taken.
- Prior to a full disciplinary hearing, the SRC is to be informed as to the student(s) concerned and the perceived need for the hearing. This information will be conveyed to the SRC via the Director of Student Services. The matter will be discussed with due respect for confidentiality issues.

Medical Precautions

Universal precautions for managing all blood or body fluid will be strictly adhered to in all circumstances. A fully equipped first-aid kit, including rubber gloves, is available at reception to ensure adequate wound management. A trained first-aid officer is available. Selected students are also sent on first aid training in case of emergency.

No student or employee may participate in contact games or sport with an open wound, sore, break in skin or open skin lesion. Open wounds, scratches and skin lesions should be kept covered completely with waterproof dressings and plasters at all times.

Students and employees with infectious illnesses should stay away from Cornerstone to protect all other members of the community. This is in light of those whose immune systems may be impaired by HIV/AIDS.

HIV/AIDS Policy

- This policy aims to reflect the needs, ethos and values of Cornerstone Institute and is based on the framework of the National HIV/AIDS Policy (National Education Policy Act 1996).
- Because of the explosive infection rates worldwide, Cornerstone Institute acknowledges that both its students and employees will increasingly form part of the HIV/AIDS infected population and therefore takes into account those affected and infected by HIV/AIDS.
- Cornerstone therefore encourages its employees and students to be partners in the campaign against AIDS.
- All students and employees, regardless of their HIV/AIDS status, should be treated in a just, humane and life-affirming way. Cornerstone Institute therefore supports all measures that purport to uphold the human rights and dignity of its employees and students.
- No student may be denied admission or continued attendance on account of his or her HIV/AIDS status.
- No employee may be denied the right to be appointed in a post, to teach or be promoted on account of his or her HIV/AIDS status or perceived status.
- Compulsory disclosure of HIV/AIDS status will not be advocated. Testing for HIV/AIDS for employment or attendance at Cornerstone is prohibited. Voluntary disclosure of a student's or employee's HIV/AIDS status to the appropriate authority should be welcomed and an enabling environment should be cultivated in which the confidentiality of such information is ensured and in which unfair discrimination is not tolerated.
- A counselling facility is available at Cornerstone, in the Student Services Department for students and employees with HIV/AIDS. Medical counselling should be sought in order to assess risks to their own health as well as the risks of HIV/AIDS transmission to others.
- Sexual education, morality, life skills and HIV elements are present in our modules and will be supplemented where necessary with additional programmes/ presentations. Lecturers receive training in order to present these programmes/presentations in a meaningful and effective way. Where this is not sufficient, outside professional assistance will be enlisted to meet these needs.

Academic Responsibility

1. Violation of Academic Integrity

Students are expected to demonstrate academic integrity in all their assignments and examinations. Academic integrity requires that one gives proper credit to one's sources and never represents someone else's work as one's own. Violation of academic integrity can take several forms, the primary ones being plagiarism and cheating, both of which will be treated with appropriate penalties.

1.1 Plagiarism

Plagiarism is committed when a person represents someone else's work as his or her own, whether unintentionally or deliberately. Whenever one quotes directly from another source or uses an idea or structure from another source, that source should be properly acknowledged through the use of quotation marks, reference notes, and bibliographical entries, as appropriate.

- Plagiarism that is deemed to be due to carelessness or negligence will be noted and will result in a lowered grade for the assignment.
- Plagiarism that is deemed to be an intentional attempt to deceive (e.g. copying from the Internet with no acknowledgement of the source) is a serious violation of academic integrity and will result in failure of the module.
- Refer to the Academic Guidelines booklet for information regarding good academic integrity practice and how to plagiarism.

1.2 Cheating

Cheating on an examination or assignment may also take various forms, such as using unauthorised material during an exam, copying another student's work, or assisting another student in cheating. Such violations of academic integrity will be considered serious offences and will result in failure of the module.

2. Penalties

In all serious violations of academic integrity, as so deemed by the lecturer, the lecturer will report the violation to the Dean with a recommended penalty. The penalty may range from lowering of the grade for the paper (in cases of carelessness or negligence), failure of the module (in cases of deliberate covering up of sources), or full disciplinary review (in cases of recurrence of plagiarism). In the case of formative assessments, the lecturer must inform the student of the plagiarism and the need to report the matter to the Dean. The student may be allowed the opportunity to resubmit the paper at the discretion of the lecturer. In the case of summative assessments, the matter will be referred directly to the Dean, with no opportunity for the student to resubmit. When necessary, the matter will be reviewed by the faculty to confirm or amend the lecturer's recommended penalty. In all cases involving a serious violation of academic integrity, the Dean will issue a warning letter to the student, which will become part of the student's permanent record.

Unwillingness to uphold these standards may result in disciplinary action.

3. Absenteeism and Late Submission of Assignments

Attendance at all lectures is expected of all students. Although 100% attendance is expected, the faculty recognises that circumstances beyond the students' control may sometimes prevent them from attending a lecture. However, students who miss more than 30% of lectures for a module will fail the module.

The following rules apply to the late submission of assignments:

- Marks are deducted for late assignments at a rate of 3% per day.
- Assignments that are more than one week late will not be accepted.
- Assignments will not be accepted beyond the last day of evaluation week.

Programme Content and Particulars

Higher Certificate in Community Counselling *(minimum 1 year, maximum 3 years, 122/124 credits)*

Admission Requirements

- A National Senior Certificate or National Vocational (with certificate pass)
- A Matriculation Certificate or equivalent;
- Mature age of 45 years can be admitted, determined by the Recognition of Prior Learning (RPL) portfolio provided.

Programme Specified Outcomes

Students who have completed the qualification must be able to:

- Know the historical development and current status of psychology in understanding human behaviour.
- Be familiar with marriage development and family issues as part of a developmental psychology framework.
- Be familiar with dynamics of crisis and crisis intervention strategies in order to provide effective crisis counselling.
- Counsel young people in context of certain South African realities i.e. alcohol; teenage pregnancy; AIDS; violence; malnutrition, drug abuse, gangsterism.
- Address contemporary contextual social problems and intervention strategies e.g. HIV/AIDS.
- Describe the psychophysical systems of personality and have an understanding of personality disorders, causes and effects.
- Work in the community as mental health practitioners and carers.

Details of the Higher Certificate in Community Counselling (NQF5)

Psychology (30 credits)	Community Counselling (36 credits)	Family Studies (36 or 42 credits)
Developmental Psychology	Crisis Counselling	Conflict Resolution
Introduction to Abnormal Psychology	Community & Mental Health Issues	Family & Development
Introduction to Psychology	Counselling Modalities	Interpersonal Skills and Communication
Information Skills (8 or 12 credits)	HIV/AIDS Counselling	Life Skills
Research and Study Skills		South African History and Society (<i>only for those with NSC bachelor pass</i>)
English for Academic Purposes (<i>only for those with NSC diploma and certificate pass</i>)		Youth Issues
Computer Skills		

Module Descriptions

Psychology

Developmental Psychology (12 credits)

This module provides an overview of the major theories of Developmental Psychology. It aims to help the student understand the models of human development from conception to adolescence and early adulthood to death, to address contemporary concerns in life-span development, and to enhance the awareness of methodological approaches by which human development is investigated.

Introduction to Abnormal Psychology (6 credits)

This module focuses on the most frequently encountered types of abnormal behaviour, with an overview of the symptoms, the diagnostic process, and the

generally accepted treatment method of various psychological disorders. The emphasis is on development of recognition and management/referral skills within the framework of counselling.

Introduction to Psychology A (12 credits)

The module is a survey of persons, ideas, and principles in the scientific studies of human behaviour is given. The historical development and current status of psychology and investigative activities and significant findings are reviewed. The module also identifies and explains factors of personality, together with patterns of abnormal behaviour. The module also examines the interface between sociology and social psychology.

Community Counselling

Crisis Counselling (6 credits)

In this module students will gain an understanding of the dynamics of crisis counselling and knowledge to be equipped with strategies for crisis intervention. It prepares the mental health worker in basic counselling principles and skills in crisis situations and when dealing with initial trauma.

Community and Mental Health Issues (12 credits)

This module seeks to create awareness about various mental health issues in the South African context. Specific focus is given to the local community and interventions that target mental health issues. The role of the mental health worker in South Africa is examined and attention is given to the challenges in mental health care.

Counselling Modalities (12 credits)

In this module the student is introduced to counselling methodologies and techniques. These modules will focus on characteristics of an effective counsellor, crisis counselling and specialised counselling needs.

HIV/AIDS Counselling (6 credits)

This module prepares the mental health worker in basic counselling principles and skills for counselling people suffering from HIV/AIDS. It examines effective personal and community support structures to enhance the quality of life of the person living with HIV/ AIDS and maintains the focus of a Christian worldview on understanding HIV/AIDS in the context of trust, mutual sharing, support and learning.

Family Studies

Conflict Resolution (6 credits)

This module introduces students to the theory and practice of conflict resolution and teaches them specific communication skills to enhance their relationships. Students are provided with the opportunity to explore their attitude toward conflict

and to reflect on their personal approach to conflict. The module makes use of case studies to assist students to reflect on the strategies, tactics and approaches used during conflict situations and emphasises the link between communications, behaviour and conflict.

Family and Development (12 credits)

This module will survey the themes of marriage development and family issues. The student will be introduced to the dynamics of change within marriage and the family as part of a developmental psychology framework.

Interpersonal Skills and Communication (12 credits)

This module provides students with inter- and intrapersonal communication skills. Specific focus will be given to the students' personal development within the academic context highlighted through goal setting, stress and time management, and life skills development.

Life Skills (6 credits)

The module seeks to provide students with an introduction to life skills and psycho-educational training. Specific focus will be given to facilitation and workshop planning and development..

South African History and Society (6 credits) (*only for those with NSC bachelor pass*)

The module engages critically with the nature of history, including the effects of position, perspective and power reflected in its telling. It does so by exploring the histories of South Africa beginning with the original peoples and tracing the development, movement and stories of the peoples and cultures in the country, and outlines the ideas and events that shaped and continue to shape the nation of today.

Youth Issues (6 credits)

The module will enable students to understand the contemporary issues facing South African youth in the context of community and society, such as, alcohol and drug abuse, HIV/AIDS, teenage pregnancy and gang violence. The module also encourages the student to read and evaluate perspectives provided by South African social scientists and psychologists across the racial and cultural spectrum.

Information Skills

Research and Study Skills (4 credits)

This module enables a student to develop their critical thinking ability in order to source and evaluate academic material. Students will understand plagiarism and referencing and learn to write and reference a structured academic paper. This is primarily facilitated through an online programme called Cognician.

English for Academic Purposes (8credits) (*only for those without an NSC bachelor pass*)

This module concentrates on the skills needed for successful tertiary study. Special attention is paid to listening and reading for comprehension, writing clearly and logically, and giving proper credit to sources utilized. Students will develop these essential skills through exposure to readings and talks, and practice in a supportive environment where they will receive detailed feedback.

Computer Skills (4 credits)

Through doing this module students will learn to use a computer for emails, internet, word processing, spreadsheet development and electronic presentation suites. This will enable students to access the Virtual Learning Environment (VLE) known as Funda, which is used by Cornerstone for communication with lecturers and administrative purposes, as well as research and submission of assignments.

Higher Certificate in Business Studies
(minimum one year, maximum 3 years, 120 credits)

Admission Requirements

- A National Senior Certificate or National Certificate Vocational (with certificate pass)
- A Matriculation Certificate or equivalent
- Mature age of 45 years can be admitted, determined by the Recognition of Prior Learning (RPL) portfolio provided.

Details of the Higher Certificate in Business Studies (NQF5)

Leadership Studies (48 or 54 credits)	Business Studies (48 credits)	Information Skills (8 or 16 credits)
Intercultural Communication	Accounting	Research and Study Skills
Ethics	Economics	English for Academic Purposes (<i>only for those with NSC diploma and certificate pass</i>)
Leadership Studies	Introduction to Marketing	Business and Information Technology
Introduction to Project Management (<i>only for those with NSC diploma and certificate pass</i>) OR Project Management	People Leadership, Management and Administration	Practical (10 or 8 credits) Enterprise Leadership - Business Plan (<i>8 credits for those without an NSC bachelor pass</i>)
Personal Development in the Workplace		

Module Descriptions

Leadership Studies

Intercultural Communication (12 credits)

This is a foundational module in communication. It focuses on the critical study of human communication in a variety of formats such as verbal, non-verbal and written forms. The dynamics of interpersonal and organisational communication will be studied, focusing on the importance of gaining cultural intelligence and

communication skills, in order to participate more fully in a socially and culturally complex society. This module will include a study of topics such as public performance, audience analysis, active listening, rhetorical theory, cultural context and conflict management in order to achieve this aim.

Ethics (12 credits)

This module is designed to help the student build an ethical framework that takes into account a holistic understanding of the human person (head, heart and hands). Students are exposed to ethical theories that enable them to reflect on ways in which to respond to current moral, intellectual and social questions. Students will work to integrate ethical theory into their experience of life and explore how this contributes to the good of the world.

Leadership Studies (6 credits)

The purpose of this module is to provide a theoretically grounded overview of leadership, addressing multiple perspectives on leadership. It aims to develop people who are able to lead in the context in which they find themselves, and engage critically with leadership, especially in the South African and African context. Through the course of this module students will engage in the theory and practice of leadership as well as personal/character development.

Introduction to Project Management (6 credits) (for those without an NSC bachelor pass)

This module introduces student to project management, identifying systematic ways to managing projects effectively. Students are introduced to the basic concepts and terminology of project management, including project planning, scheduling, resource management, monitoring and evaluation and project life cycles. The module lays the theoretical foundation for project management, with application of the principles through case studies. OR

Project Management (12 credits) (for those with an NSC bachelor pass)

This module is designed to help the student plan bigger undertakings in a systematic way to ensure that the chances of successful implementation are optimised. The project management techniques have become the norm for undertaking bigger projects and initiatives for its thorough and systematic analysis, scheduling and control techniques.

Personal Development in the Workplace (12 credits)

This module explores the theory and practice of leadership in the context of the business as well as faith-based organizations. Attention will be given to issues such as understanding ourselves as leaders in light of Scripture, calling and temperament and our role as stewards of those we lead. Specifically, practical discussions will focus on the internal make-up of leaders, managing change – both internal and external, development of human resources, situational leadership styles and

working as a team. The module will focus on helping the student become more self-aware and evaluate their own development priorities.

Business Studies

Accounting (18 credits)

This module is designed to introduce students to underlying accounting transactions fundamental to completing the financial accounts of a business. The module focuses on the accounting treatment and disclosure of the transactions related to business activity from small businesses to large companies. In addition students will be introduced to value added tax, the analysis and interpretation of financial statements as well as communication and decision making utilising financial information.

Economics (6 credits)

This module introduces students to the basic concepts of economics, the study of the use of scarce resources. Students will engage with issues of the allocation of scarce resources and the effect on human dignity. They will be challenged to think practically and critically about how they personally engage in the allocation of their own resources as well as the production and consumption of goods and services, and the distribution of wealth.

Introduction to Marketing (12 credits)

This module introduces the fundamental principles of marketing management and emphasises management principles in dealing with such areas a customer service management, and marketing research for decision making. The module is framed in the South African context to help students grasp the fundamental concepts but it also places emphases on emerging markets.

People Leadership, Management and Administration (12 credits)

People are the most valuable asset in any business and business leaders need to know and understand people issues in a business environment. This includes recruitment and selection, staffing models and requirements, organisational development, remuneration management, morale and motivation management, legal requirements that impact on employing and dismissing staff, as well as administrative requirements and best practice. Moral leadership and values are integrated into this module.

Information Skills

Research and Study Skills (4 credits)

This module enables a student to develop their critical thinking ability in order to source and evaluate academic material. Students will understand plagiarism and referencing and learn to write and reference a structured academic paper.

English for Academic Purposes (8 credits) (*only for those with NSC diploma and certificate pass*)

This module concentrates on the skills needed for successful tertiary study. Special attention is paid to listening and reading for comprehension, writing clearly and logically, and giving proper credit to sources utilized. Students will develop these essential skills through exposure to readings and talks, and practise in a supportive environment where they will receive detailed feedback.

Business and Information Technology (4 credits)

This module is designed to help students understand information technology (IT) and how businesses can utilise it to achieve their business objectives.

Practical

Enterprise Leadership -Business Plan (10 credits for those with NSC bachelor pass, 8 credits for others)

This module is a practical application of the business leadership knowledge and skills developed in other modules in this programme. Students will prepare a full business proposal that will enable them to start up or improve the running of a profitable business enterprise, demonstrating sound financial, business and ethical principles.

Bachelor of Arts

(Minimum 3 years, 376 credits)

Admission Requirements

- National Senior Certificate (NSC) with a bachelor's pass or equivalent;
- A Matriculation Certificate (with university exemption) or equivalent
- A Higher Certificate or Advanced Certificate or Diploma in a cognate field
- Matriculation Certificate (with university exemption) or equivalent.
- National Benchmark Test (NBT) results

Alternative Admission Requirements (with Senate approval)

- A National Senior Certificate or National Certificate Vocational with a diploma pass (or equivalent) combined with the pass mark for the National Benchmark Test (NBT);
- Mature age of 23 and over during the first year of studies and a National Senior Certificate (or equivalent). The conditions of the Recognition of Prior Learning (RPL) Policy for Access and the results of the NBT are determining factors for admission. Contact the admissions office regarding RPL.
- Mature age of 45 years can be admitted, determined by the RPL conditions and the results of the NBT.

Academic Development Programme (ADP)

All new students take the NBT to assess academic and quantitative literacy. The NBT results determine whether mature age applicants register for the ADP. Applicants in the first category under *Alternative Admission Requirements* must register for the ADP. The ADP includes taking the prescribed subjects for the first year over two years, with the addition of the subject, English for Academic Purposes in the first year (20 credits).

The subject English for Academic Purposes is designed to work in two directions. Looking back, it attempts to strengthen students' foundational knowledge and use of English; looking forward, it aims to provide students with the skills they need to succeed at tertiary level. It includes training and exercises in listening and reading for comprehension. Short stories, talks and video clips are prescribed for guidance and discussion. Students receive guidance in academic writing, and detailed feedback on their language skills. Students are assisted to avoid plagiarism through detailed training on the reasons for and methods of proper academic citation.

Should a student score a minimum of 70% after the first semester (8 credits), they will be exempt from the remaining 12 credits.

Students who are admitted on the basis of prior learning and who want to complete the degree in three years, but who fail more than 20% of modules taken during the first semester, are required to take the first year over two years and to register for the ADP.

English Second Language

Candidates who speak English as a second language must take the NBT to determine whether they need to take English for Academic Purposes as an extra subject in their first year of studies.

Target Groups

The BA aims to provide access for Grade 12 learners to a degree programme equipping them with skills to be more effective leaders in the community in the areas of psychology and sociology. In addition to a career path for sociologists and psychologists, the programme is intended to provide students who are considering a career as teachers to advance to a Post-Graduate Certificate in Education with the required teaching subjects at an undergraduate level.

Programme Specified Outcomes

BA students must choose between a major in Psychology, Sociology, Theology or Media Studies. Each focus has its own specified core and elective modules from the curriculum below. Outcomes are set for each area of focus, as outlined below. Each module within the curriculum also has its own set of outcomes.

Psychology students who have completed the qualification must be able to:

- Identify psycho-social problems and understand the insights and methods psychology and sociology provide for dealing with them.
- Understand how psycho-social insights and methods should be utilised in the various spheres of mental health in South Africa.
- Counsel people who are facing problems of a psycho-social nature.
- Have an understanding of how and when to refer people to other agencies more suited to handling problems of a psycho-social nature.
- Conduct psychometric evaluations.
- Use group work as an intervention strategy.
- Develop, implement and evaluate psychologically-based training programmes.
- Conduct appropriate basic research into psycho-social questions.

Sociology students who have completed the qualification must be able to:

- Understand the principles, concepts, history and major approaches to the study of society.
- Understand sociological theory as it is applied to important institutions in society such as the family, religion, government and community life.
- Understand their own culture and appreciate the values of other cultures.
- Understand the psycho-social problems facing Africa today, with an emphasis on poverty and poverty alleviation.
- Analyse economic systems from a sociological perspective and identify the debates around the prevalent economic systems in the African context.

- Engage critically with contemporary examples of social, cultural, economic and political oppression and injustice within in our region, continent and globally
- Illustrate an in depth understanding of contemporary sociological theory and be able to evaluate and analyse these theories with reference to issues such as globalisation, conflict, the environment, gender and poverty, with a special focus on South Africa and the African continent.
- Conduct research into social issues. This includes the acquisition of skills such as: participatory research methodologies, evaluation research, report writing and proposal writing.

Theology students who have completed the qualification must be able to:

- Demonstrate an ability to engage with theological lenses and techniques in addressing real world questions and crises.
- Understand the principles, concepts, history and major approaches to the study of theology.
- Demonstrate skill in interpreting the Bible and showing its relevance to all of life, including pastoral needs in churches and communities, especially in an African context.
- Understand how people’s worldview influences their concept of God and practice of spirituality and be able to minister to and serve people in different cultural contexts.
- Articulate a personal sense of vocation, meaning and purpose in life, largely through engagement in theory that has a practical outworking.
- Demonstrate the necessary skills for understanding and engaging with a diverse and complex society.
- Understand a broad set of the contextual issues facing South Africa today and develop an integrative response (employing psychological, theological, sociological and/or other theories of practise) for engaging these challenges.

Media Study students who have completed the qualification must be able to:

- Apply critical and theoretical models for analysing a variety of media content and practices in relation to relevant political, economic, technological, social and historical contexts.
- Trace the development of media and relate current practices to historical antecedents in South Africa and globally.
- Demonstrate an ability to apply and defend professional ethics and the laws that govern the media industry in South Africa.
- Conduct independent research, drawing on both primary and secondary visual and written materials, to develop and present a cohesive argument using appropriate academic and professional discourse.

- Compose coherent visual and text-based media messages, adapted to clearly defined audiences, contexts and purposes, showing knowledge of fundamental media production principles.
- Engage in critical analysis and evaluation of personal creative work in a reflexive mode.
- Collaborate with peers to produce media content that demonstrates an ability to both provide and apply critical feedback within a group context.

Bachelor of Arts (NQF 7, 376 credits)

Option 1: Psychology

BASIC LEVEL (first year)	
Information Skills (8 credits) Leadership Studies I (24 credits) Philosophy I (24 credits) Psychology I (major) (24 credits) Counselling I (24 credits) Choose one other subject from Sociology I, English I, Biblical Studies I, Theology I or TESOL I (24 credits)	128
Human Biology I (24 credits) <i>can be taken as an extra subject only</i>	
INTERMEDIATE LEVEL (second year)	
Psychology II (major) (32 credits) Counselling II (32 credits) Leadership Studies II (32 credits) Continue with the other subject chosen in first year: Sociology II, English II, Biblical Studies II, Theology II or TESOL II (32 credits)	128
ADVANCED LEVEL (third year)	
Psychology III (major) (48 credits) Counselling III (48 credits) Practical (24 credits)	120

Option 2: Sociology

BASIC LEVEL (first year)	
Information Skills (8 credits) Leadership Studies I (24 credits) Philosophy I (24 credits) Sociology I (major) (24 credits) Choose two other subjects from Psychology I, English I, Counselling I, Biblical Studies I, Theology I or TESOL I (24 credits)	128
Human Biology I (24 credits) <i>can be taken as an extra subject only</i>	
INTERMEDIATE LEVEL (second year)	
Sociology II (major) (32 credits) Leadership Studies II (32 credits) Community Development II (32 credits)	128

Continue with one subject taken in first year from: Psychology II, English II, Counselling II, Biblical Studies II, Theology II or TESOL II (32 credits)	
ADVANCED LEVEL (<i>third year</i>)	
Sociology III (major) (48 credits) Community Development III (48 credits) Practical (24 credits)	120

Option 3: Theology

BASIC LEVEL (<i>first year</i>)	
Information Skills (8 credits) Leadership Studies I (24 credits) Philosophy I (24 credits) Biblical Studies I (24 credits) Theology I (24 credits) Sociology I (major) or Psychology I (major) (24 credits) Human Biology I and TESOL I (24 credits) <i>can be taken as extra subjects only</i>	128
INTERMEDIATE LEVEL (<i>second year</i>)	
Choose Counselling II and Psychology II (major) (2x32 credits) OR Community Development II and Sociology II (major) (2x32 credits) Biblical Studies II (32 credits) Theology II (32 credits)	128
ADVANCED LEVEL (<i>third year</i>)	
Choose Biblical Studies III OR Theology III (48 credits) Continue with Sociology III (major) OR Psychology III (major) (48 credits) Practical (24 credits)	120

Option 4: Media Studies

BASIC LEVEL (<i>first year</i>)	
Information Skills (8 credits) Leadership Studies I (24 credits) Philosophy I (24 credits) English I (24 credits) Media Studies I (24 credits) Choose Sociology I (major) or Psychology I (major) (24 credits) TESOL I (24 credits) <i>can be taken as an extra subject only</i>	128
INTERMEDIATE LEVEL (<i>second year</i>)	
Leadership Studies II (32 credits) English II (32 credits) Media Studies II (32 credits) Continue with Sociology II or Psychology II (major) (32 credits)	128
ADVANCED LEVEL (<i>third year</i>)	
Media Studies III (48 credits) Continue with Sociology III (major) OR Psychology III (major) (48 credits) Practical (24 credits)	120

Module Descriptions

Basic Level

Information Skills

Research and Study Skills (4 credits)

This module enables a student to develop their critical thinking ability in order to source and evaluate academic material. Students will understand plagiarism and referencing and learn to write and reference a structured academic paper.

Computer Skills (4 credits)

Through doing this module students will learn to use a computer for emails, internet, word processing, spreadsheet development and electronic presentation suites. This will enable students to access the Virtual Learning Environment (VLE) known as Funda, which is used by Cornerstone for communication with lecturers and administrative purposes, as well as research and submission of assignments.

Leadership Studies I

Intercultural Communication (12 credits)

This is a foundational module in communication. It focuses on the critical study of human communication in a variety of formats such as verbal, non-verbal and written forms. The dynamics of interpersonal and organisational communication will be studied, focusing on the importance of gaining cultural intelligence and communication skills, in order to participate more fully in a socially and culturally complex society. This module will include a study of topics such as public performance, audience analysis, active listening, rhetorical theory, cultural context and conflict management in order to achieve this aim.

Economics (6 credits)

This module introduces students to the basic concepts of economics, the study of the use of scarce resources. Students will engage with issues of the allocation of scarce resources and the effect on human dignity. They will be challenged to think practically and critically about how they personally engage in the allocation of their own resources as well as the production and consumption of goods and services, and the distribution of wealth.

Leadership Studies (6 credits)

The purpose of this module is to provide a theoretically grounded overview of leadership, addressing multiple perspectives on leadership. It aims to develop people who are able to lead in the context in which they find themselves, and engage critically with leadership, especially in the South African and African context. Through the course of this module students will engage in the theory and practice of leadership as well as personal/character development.

Philosophy I

Worldviews (6 credits)

This module provides a general introduction to worldviews, considering the multiple factors that play into the shaping of our view of the world. Within the framework of worldview, students acquire critical thinking skills in order to become critical readers, recognising the importance of social, political, ideological and religious location.

South African History and Society (6 credits)

The module engages critically with the nature of history, including the effects of position, perspective and power reflected in its telling. It does so by exploring the histories of South Africa beginning with the original peoples and tracing the development, movement and stories of the peoples and cultures in the country, and outlines the ideas and events that shaped and continue to shape the nation of today.

Ethics (12 credits)

This module is designed to help the student build an ethical framework that takes into account a holistic understanding of the human person (head, heart and hands). Students are exposed to ethical theories that enable them to reflect on ways in which to respond to current moral, intellectual and social questions. Students will work to integrate ethical theory into their experience of life and explore how this contributes to the good of the world.

Psychology I

Developmental Psychology 1 (12 credits)

This module provides an overview of the major theories of Developmental Psychology. It aims to help the student understand the models of human development from conception to, late adulthood and death and dying. This module addresses contemporary concerns in life-span development, and enhances the awareness of methodological approaches by which human development is investigated.

Introduction to Psychology (12 credits)

A survey of persons, ideas, and principles in the scientific studies of human behaviour is given. The historical development and current status of psychology and investigative activities and significant findings are reviewed. The module identifies and explains factors of personality, together with patterns of abnormal behaviour. The module also examines the interface between sociology and social psychology.

Counselling I

Counselling and Life Skills (12 credits)

In this module the student is introduced to counselling methodologies and techniques for individual counselling and life skills training. This module explores how to design life skills programmes and how to facilitate training groups.

Family and Development (12 credits)

This module will survey the themes of marriage development and family issues. The student will be introduced to the dynamics of change within marriage and the family as part of a developmental psychology framework.

Sociology I

Introduction to Sociology (12 credits)

This module introduces students to sociological interpretation and its linkages with other knowledge sources on society and social reality. It provides an overview of what sociologists study, the methods they use, the different ways of thinking (paradigms) within sociology as well as the key terminology (concepts) that serve as analytical tools to tackle the more challenging issues in society. It also introduces basic research tools used by sociologists and analytical frameworks in understanding of social change as reflected in South African history.

Diversity Studies (Sociology majors only) (12 credits)

This module explores the ways identity shapes and is shaped by diversity in terms of culture, class and gender, and the effects of diverse understandings of identity on groups, communities and social relations. A fundamental objective of the module will be to identify ways to promote mutual understanding, tolerance and cooperation among communities

Family and Development (Psychology majors only) (12 credits)

This module will survey the themes of marriage development and family issues. The student will be introduced to the dynamics of change within marriage and the family as part of a developmental psychology framework.

Biblical Studies I

Biblical Studies IA (12 credits)

The first half of this module is designed to introduce the student to the nature, purpose and interpretative process related to the Scriptures. Attention is given to the historical backdrop of the Old and New Testaments, and to the development of the biblical canon (Jewish, Protestant and Catholic). Tracing the narrative trajectory of the Bible, this module is designed to equip students with a basic skill set necessary for the artful and faithful interpretation of the biblical text both within the church and public space.

In the second half of this module, students are introduced to the scope of the New Testament, as the testimony of the early Church, concerning the crucified and resurrected Jesus. The module follows the canonical order of the New Testament.

Attention is given to historical background, interpretive issues related to literary genre, and to the theology and narrative integrity of the New Testament.

Biblical Studies IB (12 credits)

In this module focus is given to tracing the scope of the Old Testament, as a shared testimony, concerning its central character, Yahweh. The module follows the ordering of the Hebrew Bible. The first part of the module gives particular attention to the Torah and Early Prophets. The second half of the module traces out the meaning and theological significance of the remaining books of the Old Testament, giving particular attention to Israel's counter-testimony as recounted in the Latter Prophets and the Writings. Attention is given throughout to historical background, interpretive issues related to literary genre, and to the theological frame and narrative integrity of the Old Testament.

Theology I

Theological Integration (6 credits)

This module is designed to introduce students to the concept of integration and its implications both for Christian faith and praxis, and for the relationship between the disciplines of theology, psychology, and community development. The module frames these disciplines within their respective branches of knowledge, inviting students to consider how each discipline operates within a particular worldview. Students explore the necessity of moving from a compartmentalised understanding of their faith and vocation to thinking and living in ways that reflect integration between their faith life and their work life.

Introduction to Public Theology (6 credits)

This module provides students with an introduction to the discipline of Public Theology, focusing on the contact points between the Christian faith and public life. Students learn about the interdisciplinary and trans-disciplinary nature of Public Theology, exploring how theological discourse demands intellectually and practically rigorous engagement with the range of contextual issues in contemporary society.

Introduction to Theology (12 credits)

This module is designed to introduce the student to the methodology and discourse of both systematic and practical theology and provide a framework within which to make sense of these disciplines, how they overlap and intersect, what specific angles of vision they offer the church in its engagement, theologically and practically, with the world. Special attention is given to the relationship between theology and its cultural contexts, particularly within a South African context.

English I

Introduction to Literary Studies (12 credits)

This module introduces students to key concepts and terminology in literary studies and examines various approaches to the subject. The module explores the relationship between text and context using representative texts from different literary genres and diverse historical contexts. Students will develop their critical thinking and writing skills by engaging analytically with the literature studied.

Academic and Creative Writing (12 credits)

Academic Writing is designed to help students develop academic writing skills as preparation for further writing successes in varsity and the student's chosen career. The module will focus on analysing one's audience, developing thesis statements and arguments, and developing a variety of rhetorical skills.

Creative Writing is designed to introduce students to creative writing skills in a variety of literary genre, including poetry, fiction and blogs. The module includes instruction in literary techniques and conventions and exposure to exemplary texts by selected authors. Students will learn to give and receive constructive feedback through peer and lecturer evaluation of short creative writing texts.

Media Studies I

Media and Society (12 credits)

Media and Society introduces students to a theoretical framework for analysing mass media in its historical and contemporary contexts. The role of the media in society will be interrogated in terms of media ethics and ideological influence. Students will develop a critical lens through which to examine how meaning is constructed and communicated across various platforms in a media-saturated world. The module will also give students the opportunity to practise basic writing and editing skills that complement those acquired in other first semester modules.

Digital and Visual Media (12 credits)

The module offers students a critical introduction to different media forms and genres with a particular focus on digital and visual media. Provided with the basic vocabulary for the production and critique of film, television and photography, students will analyse content from various critical perspectives, including genre, spectatorship, framing and narrative theory. Digital media will be approached with an emphasis on evolving technology, user interactivity, problems of intellectual property, and the role of social media.

TESOL I

1A. TESOL Introduction (12 credits)

This is designed as a stand-alone module as well as an introduction to the TESOL specialisation within the BA and BTh. It also serves as an introduction to teaching additional languages other than English. Students are introduced to the four language skills, namely, listening, speaking, reading and writing, as well as grammar and vocabulary systems. Method, language learning theory, classroom dynamics and learner needs are explored. Trainees learn to plan, execute and

evaluate a short lesson. Students will be required to spend 10 hours observing in a language classroom.

1B. TESOL Methodology (12 credits)

Language teaching methods as they have developed in the 20th and 21st centuries will be presented and evaluated. Students will develop their own eclectic teaching philosophy. Learner needs will be examined with particular reference to the South African and African contexts. Prescribed books and other teaching tools will be introduced. Students will produce and evaluate their own materials. Students will learn how to apply their understanding of methodology, learner needs and teaching tools, to plan and execute lessons that meet learner needs. Students will spend time in a language class observing and teaching with the help of an experienced teacher.

Human Biology I (24 credits)

This module is intended to help students gain a basic understanding of scientific approach, thought and method as it applies to Human Biology and an appreciation for the design evident in the structure and function of the human body. Sections covered include levels of structure, homeostasis, chemistry and the human body, cells, membrane transport and tissues, the nervous system, and the endocrine system. The second part of the module continues with blood and the lymphatic system; the cardiovascular system; the respiratory system and digestion and nutrition. The module ends with a multi-week study of the topic of Creation and Evolution. Students will be exposed to various views on origins and will have the opportunity to broaden and deepen their own view.

Intermediate Level

Leadership Studies II

Peace Studies (8 credits)

The purpose of this module is to lay the foundation for biblical and contemporary theoretical approaches to reconciliation and peace-making. While this module introduces to student the various models of peace-making at interpersonal levels, it is more specifically aimed at exploring reconciliation in social and political settings. The module will be squarely located in the concrete realities of South Africa, paying specific attention to South Africa's Truth and Reconciliation Commission (TRC). It will also explore themes such as forgiveness, restitution and re-humanisation in the context of communities of faith and in broader society.

Conflict Resolution (8 credits)

The purpose of this module is to introduce students to a foundation for a biblical and theological approach to conflict management that will guide church and community leaders in responding to interpersonal conflict both in the church and

in the community. Students are introduced to the theory and practice of conflict resolution, equipping them with specific communication skills to enhance their relationships (interpersonal and intrapersonal). Students explore personal attitudes and approaches to conflict. This module makes use of case studies to assist students to reflect on the strategies, tactics and approaches used during conflict situations and emphasises the link between faith, communication, behaviour and conflict.

Leadership and Empowerment (16 credits)

In this module students engage in the application of leadership theory as it relates to the three majors, namely Theology, Psychology and Community Development. Here students explore the practice of leadership in the context of the church, faith-based organisations and the public sector. Attention is given to issues such as the process of effectively utilising and developing human resources, sharing control and responsibility, teamwork, conflict management, strategic planning and managing diverse communication styles in the three areas of Theology, Psychology and Community Development.

Psychology II

Introduction to Research Methods and Statistics (16 credits)

This module is designed to introduce students to basic concepts in research methodology and quantitative statistics. Students will be able to select appropriate statistical techniques for various research situations, execute these techniques and interpret these results making appropriate inferences.

Psychotherapy (16 credits)

This module provides students with an introduction to the theories and principles of various current approaches to psychotherapy and brief therapy.

Counselling II

Family Counselling (16 credits)

This module provides a theoretical overview of family development and dimensions of healthy family functioning. These concepts are applied to the student's family of origin. This module also addresses family intervention strategies and family models.

Crisis Intervention and Trauma Counselling (16 credits)

In this module students will gain a theoretical understanding of the dynamics of crisis intervention, crisis and trauma counselling

Sociology II

Perspectives on Social Change and Transformation (16 credits)

This module reviews several perspectives on community development and the social transformation process. The overall objective is to acquire an understanding of and ability to apply community development as an approach towards providing

essential skills needed to work in a diverse community and broken world in a spirit of love and reconciliation, justice and peace

Sociology of Institutions (16 credits)

Sociological theory is applied to important institutions in society such as the family, media institutions, religion, education and political institutions

Community Development II

Sociology of Development (16 credits)

The aim of this module is to lay the conceptual foundation for further in-depth discussions on community development issues. The module will, therefore, introduce both macro theories pertaining to development and the basics of what we understand by community development. The underlying meaning of popular community development jargon will be critically revisited and debated to set the scene for further modules in community development. This module will also explore poverty as a development concern.

Community and Resource Mobilisation (16 credits)

The module introduces students to resource and community mobilisation, which are key elements within most development projects and programmes. Students will explore real cases of community and resource mobilisation, highlighting the value of community participation as key components of the development process.

Biblical Studies II

Hermeneutics (16 credits)

This module is comprised of two parts, namely Applied Hermeneutics and Theoretical Hermeneutics.

Part 1: Applied Hermeneutics: Reading from the Margins

Here students are introduced to the importance and value of reading the Bible with others (i.e., the marginalised, whether women, children, the poor, the illiterate). The module enables the student both to recognise the value of being a trained reader and the responsibility to use such training in transformative, public, connected, dialogic and integrated ways. The module combines both theoretical and practical outcomes. The theoretical outcome of the module is achieved by defining who the others are and by laying the conceptual framework for what it means to read with others and how practically to do so. The practical outcome is achieved by assigning students to an actual reading site in which they will participate by applying the theoretical framework.

Part 2: Theoretical Hermeneutics

In this part, the branch of knowledge known as hermeneutics is explored in greater detail. Concerned with the art and science of establishing meaning through interpretation, this part provides the necessary orientation for making sense of Scripture. This includes cultivating, in the student, an awareness of the otherness

of Scripture, both in its form and in its content; surveying the richness of the many ways in which one might approach the Scriptures and thereby appropriate its meaning; and, offering some guidelines for sensitive engagement with the Scriptures towards establishing meaning. A significant amount of time is dedicated to examining biblical texts within their socio-rhetorical setting.

Synoptic Gospels (16 credits)

This module is a focused study of one of the Synoptic Gospels (Matthew, Mark, Luke-Acts) within its historical and literary context and places a significant emphasis on the descriptive task (exegesis of representative passages within the specified Gospel) to note distinctive theological themes. Special attention is also given to the synthetic task of locating the Gospel within the broader canon of the NT Gospels.

Theology II

Christian Spirituality: Foundations (16 credits)

This module provides an introduction to Christian Spirituality as it has unfolded across time and explores different facets of contemporary spiritual life and practice. It surveys various forms of worship as expressions of the range of biblical and traditional understandings, and also examines the theory and practice of worship in contemporary communities of faith and life. This module also includes a compulsory tutorial for spiritual formation.

Human Identity and Christology (16 credits)

Building on our understanding of God's story and its trajectory in human history, this module looks at the question of human identity. It works from the premise that the meaning of life, of what it means to be human, to be created, comes into sharper focus when viewed biblically and theologically. Moving from the various biblical, theological and historical responses to the question of human identity, the module looks to the doctrine of Christ for its ultimate answer, unpacking the story of God's restoration in and through Jesus Christ. Implications of this doctrine are considered in the light of South African contextual realities.

English II

Historical Literature and Culture (16 credits)

This module explores important historical social, political, economic and cultural issues by way of readings in a range of English literature from a variety of historical and cultural contexts prior to the 20th century. The module will focus primarily on two genres: the novel and poetry.

Contemporary Literature and Culture (16 credits)

This module explores important contemporary social, political, economic and cultural issues by way of readings in a range of English literature from a variety of

historical and cultural contexts since the beginning of the 20th century. The module will include a significant focus on English literature produced in Africa.

Media Studies II

Media, Power & Popular Culture (16 credits)

Students in this module will explore the complex role of media as it relates to both power structures and the entertainment industry. The media's interaction with social, economic and political power will be discussed with a view to understanding the media's responsibility and the mutual pressures exerted. The notion of media producers as watchdogs or moral guardians will be contrasted with entertainment media, as well as the balancing act of satire.

Media in South Africa (16 credits)

The role of the media has been crucial in shaping global history over the past century, and the history of South Africa is no exception. This module will trace media influence through the apartheid era from propaganda to instrument of socio-political change, and how it continues to shape our political, social, and economic story as a nation. Practical constraints on media practitioners will also be examined in a particularly South African context, including media ethics, invasions of privacy, betrayal of sources, hate speech, obscenity, incitement, blasphemy, defamation, 'political correctness', and codes of conduct, as well as the intersection between government laws and rights to freedom of speech.

TESOL II

TESOL Skills and systems. (16 credits)

This is an advanced course in the theory and practice of reading, writing, speaking and listening skills. Vocabulary acquisition theory and practise will be taught. A significant portion of the course will cover English grammar and its role in Language learning. While the focus is primarily on teaching adults some attention will be given to teaching first and second additional language to young learners with particular reference to the South African curriculum. Students will observe and teach English First Additional Language in a school, specialist language school or NGO.

TESOL Language learning and practice. 16 credits.

This module will complete the process of preparing students, to continue to grow as professionals and to make a contribution to the TESOL profession. Some skills needed to thrive in a cross cultural context will be explored

Students will understand and evaluate some of the theories and practices that inform language learning, teaching and professional practice. Language learning and acquisition; bilingualism and immersion; language, communication and culture; as well as socio linguistics will be explored. Cross cultural communication and living skills will be taught and some ethical issues taught. .

There will be a significant practical teaching component in this module and wherever possible this will be in a cross cultural context.

Advanced Level

Psychology III

Abnormal Psychology (12 credits)

This module examines the diagnosis, symptoms, causes, management and treatment of mental health problems and psychological disorders, with a focus on clinical assessment, and referral skills and procedures.

Group Therapy (12 credits)

This module aims to provide the student with a basic theoretical understanding of groups, group processes, group dynamics and the stages in group development. The module also seeks to provide students with skills to be able to plan and facilitate psycho-educational workshops and groups.

Research Methods and Statistics (12 credits)

This is a foundational module presenting basic research and statistical methodologies in preparation for graduate studies in Human Sciences. Students will be able to select appropriate statistical techniques for various research situations, execute these techniques and interpret these results making appropriate inferences. Students will also acquire knowledge of research ethics and protocols.

Theories of Personality (12 credits)

This module aims to provide an overview of theories concerning the shaping of personality. It will examine the influences – both personal and environmental – that impact on personality development. A particular dimension of this is the impact of child-rearing practices on the shaping of personality. The module will examine personality traits, and theories behind personality traits. Students will also have an opportunity to receive an evaluation based on a personal personality inventory.

Counselling III

Community Psychology (12 credits)

This module will provide an introduction to the field of community psychology. This module focuses on social issues that influence individuals, groups, and organisations. Community psychology as a science seeks to understand the relationships between psycho-social and environmental conditions.

Psychological Interventions (12 credits)

The aim of this module is to equip students with a theoretical understanding of counselling and psychological interventions, directed towards an integrated, relevant and appropriate praxis within the South African context. Appropriate intervention strategies for issues such as HIV/AIDS, Crises Pregnancy, Trauma and Substance Abuse are addressed.

Advanced Counselling (12 credits)

This module will set the context in which the students will learn to develop appropriate interventions for couples, marriage. They will develop skills to create a therapeutic relationship and to use appropriate techniques during the counselling process.

Senior Project Paper (12 credits)

The Senior Project Paper is a theory and reflection paper based upon the final year student's fieldwork experience in a community setting. The student will need to demonstrate mastery of theoretical counselling modalities and utilising case studies derived from practical counselling experience gained whilst working in the community.

Practical

Psychology Fieldwork and Community Interventions (24 credits)

This module aims to help the student gain practical fieldwork experience in a community setting. The student will be given opportunities to integrate theoretical counselling modalities, practical counselling skills and community interventions. The course exposes the student to a variety of mental health needs and issues in the community.

Sociology III

Community Research Methods (12 credits)

This module aims to skill the student in community based research (i.e. tools, techniques and methodologies); with the goal of helping a community identify an issue or problem, collect and analyse information and act upon the problem in order to find solutions and to promote economic, social and political development/transformation. The module will review methodologies and approaches appropriate to community based participatory research and provide opportunity for practical application of acquired knowledge and skills.

Population and Development (12 credits)

This module focuses on social demography, examining such themes as socio-demographic indicators, population profile, health profile, urbanisation and migration profile, education profile, and human development profile. Students focus on local communities, South Africa and the African continent as they analyse the consequences of social demographic factors for research, policy, planning and development.

Contemporary Sociological Theory in Context (12 credits)

Contemporary Sociological Theory in Context provides an in-depth exploration of contemporary sociological theory. The implications of these theories for the challenges faced by contemporary society are debated and the student is encouraged to engage critically with these theories in light of contemporary issues

such as globalisation, conflict, the environment, gender and poverty, with a special focus on South Africa and the African continent.

Senior Project Paper (12 credits)

This module provides an opportunity for final-year Sociology students to research and write a major paper about a topic of interest in their field.

Practical

Sociology Fieldwork (24 credits)

Fieldwork is a practical, community-based extension of the academic programme in a defined module of study in Sociology. Fieldwork is a multidisciplinary application of what has been learned theoretically. It measures the practical capabilities of the student within a field or sphere of learning.

Community Development III

Urban and Rural Development (12 credits)

This module seeks to explore in depth the dynamics that are involved in both cities and rural areas as unique spaces of social interaction. The module accords special attention to the impact of urbanization on the poor, elderly, youth, other marginalised groups, as well as rural areas. Specific themes discussed are the role of the urban and rural areas in the social and political economy of developing societies, and current approaches toward the management of the areas. It also seeks to help students outline the challenges facing urban and rural development in developing countries and in South Africa in particular. The various issues and themes are explored through field-based reflection, lectures and group discussions.

Community Development in Practice (12 credits)

This module covers the field of development from a sociological point of view with an emphasis on both the theoretical and practical facets of the developmental process. These themes will be related to current development challenges in SA and will be studied against the background of global trends as well as specific community issues. Whilst strong emphasis will be placed on a holistic and people-centred orientation to development theory and praxis, the economic prerequisites and requirements for development will also be stressed. Theoretical insights will be translated into skills required for hands-on community development.

Organisational Development (12 credits)

Organisational development' is a sociological exploration of the field of organisational studies in relation to social movements and community development by offering a systematic analysis of the challenge of compliance (or social order) that will equip students with the conceptual tools to understand the major issues in organisational strategy. A special emphasis is allocated to faith based organisations and the role of organisations in transformational social development that affects the totality of human life in an integral manner.

Comparative Studies of Development Challenges in Africa (12 credits)

This module explores the reasons behind the developmental backlogs in Africa, including case study material comparing specific nations. As the world enters a new developmental era – post-2015 millennium development goals – the quest for sustainability has become even more urgent amidst the impact of globalisation that mercilessly ignores or even worse, exploits, the losers in this process. Africa as a continent is the last region of the world that is not fully sharing in the benefits of a free market economy due to its dependency status within the global system and its prospects for high population growth. Africa has a particular strength that is encapsulated in a philosophical stance of humanity, solidarity, faith and collective citizenship – Ubuntu. Following the directives of this outlook, the module analyses and synthesises developmental challenges for 21st century Africa.

Biblical Studies III

Old Testament Prophets (12 credits)

This module is comprised of two parts, namely Early Prophets and Latter Prophets. Part 1: Joshua, Judges, Samuel and Kings provide the basis for a survey of Israel's history from conquest to exile. Special emphasis is given to the investigation of the relationship between Israel's historical traditions and its theological appropriation of these traditions around such themes as election, law, land and leadership. Part 2: The literary structure and theological significance of the latter prophets are examined with attention being given to seeing the prophets within their own historical context and in light of the New Testament. Exegesis of representative passages is included.

Pauline Writings (12 credits)

This is a focused module designed to provide students with points of orientation for understanding Paul and the letters attributed to him. The module enables students to navigate the Pauline Writings by setting both Paul (as author, pastor and missionary) and his letters within their historical, socio-cultural, theological, exegetical and ecclesiological setting. Within this matrix, students read and engage texts within the body of the Pauline Writings.

Biblical and Contemporary Worldviews (12 credits)

This module looks to the necessity and importance of an integrative approach to responding to a range of critical issues of relevance for both the church and public space. Within a worldview framework, students wrestle with contemporary issues – including personhood, community belonging, power, economics and education and the intersection of these issues – from a biblical and theological perspective.

Senior Project Paper (12 credits)

The Senior Project Paper is a supervised mini-thesis that provides Christian Ministry students with the opportunity to engage in higher level research. The research project provides students with the opportunity to demonstrate the

integration of skills acquired in biblical studies (exegesis), systematic theology and practical theology. Students will do this by exploring the relationship between the biblical text and a ministry related topic, integrating exegetical analysis (typical of biblical studies) with either a social science analysis (typical of the practical theology discipline), or a doctrinal and/or historical analysis (typical of the systematic theology discipline).

Theology III

Choose one from Congregational and Denominational Studies, Youth Studies, Pastoral Care and Practical

Congregational and Denominational Studies (12 credits)

This module is designed to orient the student to the theoretical underpinnings of congregational formation and governance. It addresses theories of organisational structure and management and sets the platform for denominational specific studies, offering students denominational specific learning (Methodist, Anglican, Baptist, etc., studies).

Youth Studies (12 credits)

This module exposes students to youth studies. Working from a theoretical framework that locates youth studies and youth ministry within the context of a congregational inclusive model, students are introduced to the nature and role of youth ministry by taking the South African contextual realities into consideration. Students look at such issues as: alcohol and drug abuse, HIV/AIDS, teenage pregnancy, gang violence and malnutrition. The module encourages the student to read and evaluate perspectives provided by South African social scientists and psychologists across the racial and cultural spectrum. The module also looks to the integration of a biblically informed ecclesiology that meaningfully unpacks the ministries of the church in relation to youth.

Pastoral Care and Practical (12 credits)

This module applies the approaches and skills learnt in Pastoral Care Theory to specific crises, such as illness, dying, bereavement, mental illness and family breakdown. Institutional ministries that deal with these issues are visited, providing students with practical experience in one such institution.

Church in the Power of the Spirit (12 credits)

Restoration of human identity (and of the cosmos) is signalled in the constitution of a community in Christ, called and empowered by the Spirit to stand as a sign of God's redemptive purposes. In this module, students wrestle with the role of the Spirit in restoration, enabling, commissioning and empowering, the establishment of a new community and its nature and purpose. The module has as its starting point the continuing work of the Spirit both in the restoration of the cosmos and in the establishment of the church as an expression of the eschatological trajectory of God's story. Implications of this doctrine are considered in the light of South African contextual realities.

Contemporary Theology (12 credits)

In the context of globalisation, this module traces some of the key theological trends and figures in the twentieth and twenty-first centuries. The module critically assesses the trends and figures by carefully considering how politics, economics, gender, ethnicity etc., inform and shape contemporary theological reflection. In so doing, the module is designed to challenge students to continue in critical theological reflection by returning to the beginning, to the biblical revelation of God, in response to the new challenges confronting the church.

Christian Spirituality: Formation (12 credits)

This module is designed to explore how people make meaning out of life's experiences. The primary theory of James W Fowler is given special attention. Consideration is also given to the application of this theory to the general areas of developmental psychology, the theology of Christian formation and maturity. Additionally, students explore meaningful ways in which to bring together the theory and practice of Christian spiritual formation. This module also includes a compulsory tutorial for spiritual formation

Media Studies III

Media in Practice: Writing and Editing (12 credits)

This module will follow an intensive programme designed to help students develop the journalistic art of storytelling – from rigorous research and imaginative conception, through to refined execution and delivery. Students will be encouraged to innovate, experiment and find fresh perspectives suitable to writing for online media. They will also learn how to write for newspapers, longer features, creative non-fiction, and magazine-style writing for print.

Media in Practice: Film and Television (12 credits)

The basic principles of television news, documentary and online video production will be outlined in theory and practice. Students will be introduced to shooting and editing techniques relevant to video production for television and online platforms. These skills will be developed through short video projects and tutorials by industry experts.

Supervised Media Project (24 credits)

The media industry in Cape Town and South Africa is growing, but highly competitive. It is essential, therefore, that our students are not only imbued with an intellectual understanding of media theory and ethics, but are also exposed to real-world skills, experience, and industry contacts. All these elements will merge to form the Supervised Media Project in which students will create a significant media product with the support and guidance of a lecturer or industry professional. The project is an opportunity for students to apply elementary skills developed in the first semester and will require regular meetings and feedback sessions on the work in progress.

Bachelor of Theology in Community Leadership

(Minimum 3 years, 376 credits)

Admission Requirements

- National Senior Certificate (NSC) with a bachelor's pass or equivalent;
- A Matriculation Certificate (with university exemption) or equivalent
- A Higher Certificate or an Advanced Certificate or Diploma in a cognate field
- Matriculation Certificate (with university exemption) or equivalent.
- National Benchmark Test (NBT) results

Alternative Admission Requirements (with Senate approval)

- A National Senior Certificate or National Certificate Vocational with a diploma pass (or equivalent) combined with the pass mark for the NBT;
- Mature age of 23 and over during the first year of studies and a National Senior Certificate (or equivalent). The conditions of the Recognition of Prior Learning (RPL) Policy for Access and the results of the NBT are determining factors for admission. Contact the admissions office regarding RPL.
- Mature age of 45 years can be admitted, determined by the RPL conditions and the results of the NBT.

Academic Development Programme (ADP)

All new students take the NBT to assess academic and quantitative literacy. The NBT results determine whether mature age applicants register for the ADP. Applicants in the first category under *Alternative Admission Requirements* must register for the ADP. The ADP includes taking the prescribed subjects for the first year over two years, with the addition of the subject, English for Academic Purposes (24 credits).

The subject English for Academic Purposes is designed to work in two directions. Looking back, it attempts to strengthen students' foundational knowledge and use of English; looking forward, it aims to provide students with the skills they need to succeed at tertiary level. It includes training and exercises in listening and reading for comprehension. Short stories, talks and video clips are prescribed for guidance and discussion. Students receive guidance in academic writing, and detailed feedback on their language skills. Students are assisted to avoid plagiarism through detailed training on the reasons for and methods of proper academic citation.

Should a student score a minimum of 70% after the first semester (12 credits), they will be exempt from the remaining 12 credits.

Students who are admitted on the basis of prior learning and who want to complete the degree in three years, but who fail more than 20% of modules taken during the first semester, are required to take the first year over two years and to register for the ADP.

English Second Language

Candidates who speak English as a second language must take the NBT to determine whether they need to take English for Academic Purposes as an extra subject in their first year of studies.

Target Groups

The BTh in Community Leadership aims to provide access for Grade 12 learners to a degree programme equipping them with skills to be more effective leaders in the community in the areas of psychology, church and para-church leadership and community development. The BTh in Community Leadership can be taken part-time (maximum 9 years), which provides an educational opportunity to those who are only able to pursue part-time studies due to time or financial constraints.

Programme Specified Outcomes

BTh students must choose between Christian Ministry, Psychology, and Sociology/Community Development. Each focus has its own specified core and elective modules from the curriculum below. Outcomes are set for each area of focus, as outlined below. Each module within the curriculum also has its own set of outcomes.

Christian Ministry students who have completed the qualification must be able to:

- Demonstrate skill in interpreting the Bible and showing its relevance to meeting pastoral needs in churches and communities, especially in an African context.
- Understand how people's worldview influences their concept of God and practice of spirituality and be able to minister to and serve people in different cultural contexts.
- Understand the basic principles of Christian leadership and identify their own leadership style.
- Demonstrate effective communication skills with large and small groups.
- Develop a ministry plan, secure the necessary human and fiscal resources, execute the plan and assess the outcomes.

Psychology students who have completed the qualification must be able to:

- Identify psycho-social problems and understand the insights and methods psychology and sociology provide for dealing with them.
- Understand how psycho-social insights and methods should be utilised in the various spheres of mental health in South Africa.
- Counsel people who are facing problems of a psycho-social nature.
- Have an understanding of how and when to refer people to other agencies more suited to handling problems of a psycho-social nature.
- Conduct psychometric evaluations.
- Use group work as an intervention strategy.

- Develop, implement and evaluate psychologically-based training programmes.
- Conduct appropriate basic research into psycho-social questions.

Sociology/Community Development students who have completed the qualification must be able to:

- Understand their own culture and appreciate the values of other cultures.
- Understand the competing paradigms of Community Development with a strong emphasis on South Africa.
- Demonstrate effective interpersonal communication skills.
- Understand the psycho-social problems facing South Africans today, with an emphasis on poverty and poverty alleviation.
- Identify urban and rural issues facing South Africans and understand how to develop community-based initiatives to address them.
- Develop a ministry plan, secure the necessary human and fiscal resources, execute the plan and assess the outcomes.
- Demonstrate skill in interpreting the Bible and showing its relevance for community development issues in South Africa.
- Develop skills that will help them identify Community Development problems and be able to challenge conventional Community Development practices.

Bachelor of Theology in Community Leadership
(NQF 7, 376 credits)

Option 1: Christian Ministry

BASIC LEVEL (<i>first year</i>)	
Information Skills (8 credits) Philosophy I (24 credits) Systematic Theology I (12 credits) Practical Theology I (12 credits) Public Theology I (24 credits) Biblical Studies I (24 credits) Choose one subject from: Social Science I , TESOL I (24 credits)	128
INTERMEDIATE LEVEL (<i>second year</i>)	
Systematic Theology II (32 credits) Practical Theology II (40 credits) Public Theology II (24 credits) Biblical Studies II (32 credits)	128
ADVANCED LEVEL (<i>third year</i>)	
Systematic Theology III (24 credits)	120

Practical Theology III: Choose one from Congregational & Denominational Studies, Youth Studies, Pastoral Care & Practical (12 credits) PLUS Christian Spirituality: Formation (12 credits) Practical (24 credits) Biblical Studies III (48 credits)	
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Option 2: Psychology

BASIC LEVEL (<i>first year</i>)	
Information Skills (8 credits) Philosophy I (24 credits) Public Theology (24 credits) Biblical Studies I (24 credits) Psychology I (24 credits) Counselling I (24 credits)	128
INTERMEDIATE LEVEL (<i>second year</i>)	
Theological Studies II (32 credits) Biblical Studies II (32 credits) Psychology II (32 credits) Counselling II (32 credits)	128
ADVANCED LEVEL (<i>third year</i>)	
Theological Studies III: Christian Spirituality: Formation (12 credits) Practical: Psychology and Community Intervention Fieldwork (24 credits) Biblical Studies III: omit Senior Project Paper (36 credits) Psychology III (48 credits)	120

Option 3: Sociology/Community Development

BASIC LEVEL (<i>first year</i>)	
Information Skills (8 credits) Philosophy I (24 credits) Public Theology I (24 credits) Biblical Studies I (24 credits) Sociology I (24 credits) Choose one subject from Psychology I, Counselling I, TESOL I (24 credits)	128
INTERMEDIATE LEVEL (<i>second year</i>)	
Theological Studies II (32 credits) Biblical Studies II (32 credits) Sociology II (32 credits) Community Development II (32 credits)	128
ADVANCED LEVEL (<i>third year</i>)	
Theological Studies III: Christian Spirituality: Formation (12 credits) Practical: Community Development Fieldwork (24 credits) Biblical Studies III: omit Senior Project Paper (36 credits) Sociology III (48 credits)	120

Module Descriptions

Basic Level

Information Skills

Research and Study Skills (4 credits)

This module enables a student to develop their critical thinking ability in order to source and evaluate academic material. Students will understand plagiarism and referencing and learn to write and reference a structured academic paper.

Computer Skills (4 credits)

Through doing this module students will learn to use a computer for emails, internet, word processing, spreadsheet development and electronic presentation suites. This will enable students to access the Virtual Learning Environment (VLE)

Philosophy I

South African History and Society (6 credits)

The module engages critically with the nature of history, including the effects of position, perspective and power reflected in its telling. It does so by exploring the histories of South Africa beginning with the original peoples and tracing the development, movement and stories of the peoples and cultures in the country, and outlines the ideas and events that shaped and continue to shape the nation of today.

Worldviews (6 credits)

This module provides a general introduction to worldviews, considering the multiple factors that play into the shaping of our view of the world. Within the framework of worldview, students acquire critical thinking skills in order to become critical readers, recognising the importance of social, political, ideological and religious location.

Ethics (12 credits)

This module is designed to help the student build an ethical framework that takes into account a holistic understanding of the human person (head, heart and hands). Students are exposed to ethical theories that enable them to reflect on ways in which to respond to current moral, intellectual and social questions. Students will work to integrate ethical theory into their experience of life and explore how this contributes to the good of the world.

Systematic Theology I

Introduction to Theology (12 credits)

This module is designed to introduce the student to the methodology and discourse of both systematic and practical theology and provide a framework within which to make sense of these disciplines, how they overlap and intersect, what specific angles of vision they offer the church in its engagement, theologically and practically, with the world. Special attention is given to the relationship between theology and its cultural contexts, particularly within a South African context.

Practical Theology I

Missiology (12 credits)

Laying a foundation for a theology of mission by tracing the biblical (creation to Israel, Israel to Christ, and Christ to the eschaton) and theological (key movements and paradigms) trajectory of mission, this module seeks to develop an understanding of the nature and task of world evangelisation and mission. This foundation informs a more detailed engagement with Urban Mission, by providing an introduction to the theory and practice (locally and globally) of urban mission. And with special attention given to urban mission in cross-cultural contexts, students are also introduced to some important tools from the social sciences.

Public Theology I

Theological Integration (6 credits)

This module is designed to introduce students to the concept of integration and its implications both for Christian faith and praxis, and for the relationship between the disciplines of theology, psychology, and community development. The module frames these disciplines within their respective branches of knowledge, inviting students to consider how each discipline operates within a particular worldview. Students explore the necessity of moving from a compartmentalised understanding of their faith and vocation to thinking and living in ways that reflect integration between their faith life and their work life.

Introduction to Public Theology (6 credits)

This module provides students with an introduction to the discipline of Public Theology, focusing on the contact points between the Christian faith and public life. Students learn about the interdisciplinary and trans-disciplinary nature of Public Theology, exploring how theological discourse demands intellectually and practically rigorous engagement with the range of contextual issues in contemporary society.

Economics (6 credits)

This module introduces students to the basic concepts of economics, the study of the use of scarce resources. Students will engage with issues of the allocation of scarce resources and the effect on human dignity. They will be challenged to think practically and critically about how they personally engage in the allocation of their

own resources as well as the production and consumption of goods and services, and the distribution of wealth.

Leadership Studies (6credits)

The purpose of this module is to provide a theoretically grounded overview of leadership, addressing multiple perspectives on leadership. It aims to develop people who are able to lead in the context in which they find themselves, and engage critically with leadership, especially in the South African and African context. Through the course of this module students will engage in the theory and practice of leadership as well as personal/character development.

Biblical Studies I

Biblical Studies IA (12 credits)

The first half of this module is designed to introduce the student to the nature, purpose and interpretative process related to the Scriptures. Attention is given to the historical backdrop of the Old and New Testaments, and to the development of the biblical canon (Jewish, Protestant and Catholic). Tracing the narrative trajectory of the Bible, this module is designed to equip students with a basic skill set necessary for the artful and faithful interpretation of the biblical text both within the church and public space.

In the second half of this module, students are introduced to the scope of the New Testament, as the testimony of the early Church, concerning the crucified and resurrected Jesus. The module follows the canonical order of the New Testament. Attention is given to historical background, interpretive issues related to literary genre, and to the theology and narrative integrity of the New Testament.

Biblical Studies IB (12 credits)

In this module focus is given to tracing the scope of the Old Testament, as a shared testimony, concerning its central character, Yahweh. The module follows the ordering of the Hebrew Bible. The first part of the module gives particular attention to the Torah and Early Prophets. The second half of the module traces out the meaning and theological significance of the remaining books of the Old Testament, giving particular attention to Israel's counter-testimony as recounted in the Latter Prophets and the Writings. Attention is given throughout to historical background, interpretive issues related to literary genre, and to the theological frame and narrative integrity of the Old Testament.

Psychology I

Developmental Psychology (12 credits)

This module provides an overview of the major theories of Developmental Psychology. It aims to help the student understand the models of human development from conception to death and dying, to address contemporary

concerns in life-span development, and to enhance the awareness of methodological approaches by which human development is investigated.

Introduction to Psychology (12 credits)

A survey of persons, ideas, and principles in the scientific studies of human behaviour is given. The historical development and current status of psychology and investigative activities and significant findings are reviewed. The module identifies and explains factors of personality, together with patterns of abnormal behaviour. The module also examines the interface between sociology and social psychology.

Counselling I

Counselling and Life Skills (12 credits)

In this module the student is introduced to counselling methodologies and techniques for individual counselling and life skills training. This module explores how to design life skills programmes and how to facilitate training groups.

Family and Development (not for Sociology majors) (12 credits)

This module will survey the themes of marriage development and family issues. The student will be introduced to the dynamics of change within marriage and the family as part of a developmental psychology framework.

Sociology I

Introduction to Sociology (12 credits)

This module introduces students to sociological interpretation and its linkages with other knowledge sources on society and social reality. It provides an overview of what sociologists study, the methods they use, the different ways of thinking (paradigms) within sociology as well as the key terminology (concepts) that serve as analytical tools to tackle the more challenging issues in society. It also introduces basic research tools used by sociologists and analytical frameworks in understanding of social change as reflected in South African history.

Diversity Studies (Sociology majors only) (12 credits)

This module explores the ways identity shapes and is shaped by diversity in terms of culture, class and gender, and the effects of diverse understandings of identity on groups, communities and social relations. A fundamental objective of the module will be to identify ways to promote mutual understanding, tolerance and cooperation among communities

Social Science I

Counselling and Life Skills (12 credits)

In this module the student is introduced to counselling methodologies and techniques for individual counselling and life skills training. This module explores how to design life skills programmes and how to facilitate training groups.

Family and Development (12 credits)

This module will survey the themes of marriage development and family issues. The student will be introduced to the dynamics of change within marriage and the family as part of a developmental psychology framework.

known as Funda, which is used by Cornerstone for communication with lecturers and administrative purposes, as well as research and submission of assignments.

TESOL I

1A. TESOL Introduction (12 credits)

This is designed as a stand-alone module as well as an introduction to the TESOL specialisation within the BA and BTh. It also serves as an introduction to teaching additional languages other than English. Students are introduced to the four language skills, namely, listening, speaking, reading and writing, as well as grammar and vocabulary systems. Method, language learning theory, classroom dynamics and learner needs are explored. Trainees learn to plan, execute and evaluate a short lesson. Students will be required to spend 10 hours observing in a language classroom.

1B. TESOL Methodology (12 credits)

Language teaching methods as they have developed in the 20th and 21st centuries will be presented and evaluated. Students will develop their own eclectic teaching philosophy. Learner needs will be examined with particular reference to the South African and African contexts. Prescribed books and other teaching tools will be introduced. Students will produce and evaluate their own materials. Students will learn how to apply their understanding of methodology, learner needs and teaching tools, to plan and execute lessons that meet learner needs. Students will spend time in a language class observing and teaching with the help of an experienced teacher.

Intermediate Level

Systematic Theology II

Theology in Historical and Eschatological Context (16 credits)

Christian theology is concerned with the story of God in relation to the world. With God as the subject of theology, students are introduced to the various ways in which the church has sought to speak meaningfully about the God who reveals himself in

history and through the biblical witness. The module thus focuses on the historical development of ‘speech about God,’ and proposes that such speech be rooted within an eschatological framework; that understanding God means tracing the trajectory of his story to its ultimate climax. Implications of this doctrine are considered in the light of South African contextual realities.

Human Identity and Christology (16 credits)

Building on our understanding of God’s story and its trajectory in human history, this module looks at the question of human identity. It works from the premise that the meaning of life, of what it means to be human, to be created, comes into sharper focus when viewed biblically and theologically. Moving from the various biblical, theological and historical responses to the question of human identity, the module looks to the doctrine of Christ for its ultimate answer, unpacking the story of God’s restoration in and through Jesus Christ. Implications of this doctrine are considered in the light of South African contextual realities.

Practical Theology II

Christian Spirituality: Foundations (16 credits)

This module provides an introduction to Christian Spirituality as it has unfolded across time and explores different facets of contemporary spiritual life and practice. It surveys various forms of worship as expressions of the range of biblical and traditional understandings, and also examines the theory and practice of worship in contemporary communities of faith and life. This module also includes a compulsory tutorial for spiritual formation.

Communication and Homiletics (16 credits)

This module is designed to introduce the student to the study of the communication process in various contexts, including cross-cultural contexts. The dynamics of interpersonal, intercultural, group and mass communication are explored, with special focus on communication in teaching and learning. This includes the study of public speaking, audience analysis, listening, speaking, and conflict management. With the basic theoretical framework in place, students are equipped with the necessary skills for effective sermon preparation and delivery. Attention is given to increasing the student’s ability to express ideas clearly and competently, in both written and oral forms of communication, giving the student a comprehensive understanding of the theory and praxis of expository preaching. Students are also exposed to a variety of topical and evangelistic preaching models in order to increase their awareness of the importance of these homiletical methods in the preaching process.

Pastoral Care Theory (8 credits)

This module is both a theoretical and praxis-oriented introduction to pastoral care and counselling. Some attention is given to the historical development of our understanding of cura animarum (care of the soul). Models and techniques of the

pastoral conversation are learnt and practiced and a sense of pastoral identity is developed.

Public Theology II

Peace Studies (8 credits)

The purpose of this module is to lay the foundation for biblical and contemporary theoretical approaches to reconciliation and peace-making. While this module introduces to student the various models of peace-making at interpersonal levels, it is more specifically aimed at exploring reconciliation in social and political settings. The module will be squarely located in the concrete realities of South Africa, paying specific attention to South Africa's Truth and Reconciliation Commission (TRC). It will also explore themes such as forgiveness, restitution and re-humanisation in the context of communities of faith and in broader society.

Conflict Resolution (8 credits)

The purpose of this module is to introduce students to a foundation for a biblical and theological approach to conflict management that will guide church and community leaders in responding to interpersonal conflict both in the church and in the community. Students are introduced to the theory and practice of conflict resolution, equipping them with specific communication skills to enhance their relationships (interpersonal and intrapersonal). Students explore personal attitudes and approaches to conflict. This module makes use of case studies to assist students to reflect on the strategies, tactics and approaches used during conflict situations and emphasises the link between faith, communication, behaviour and conflict.

Leadership Studies 2 (8 credits)

In this module students engage in the application of leadership theory as it relates to the three majors, namely Theology, Psychology and Community Development. Here students explore the practice of leadership in the context of the church, faith-based organisations and the public sector. Attention is given to issues such as the process of effectively utilising and developing human resources, sharing control and responsibility, teamwork, conflict management, strategic planning and managing diverse communication styles in the three areas of Theology, Psychology and Community Development.

Biblical Studies II

Hermeneutics (16 credits)

This module is comprised of two parts, namely Applied Hermeneutics and Theoretical Hermeneutics.

Part 1: Applied Hermeneutics: Reading from the Margins

Here students are introduced to the importance and value of reading the Bible with others (i.e., the marginalised, whether women, children, the poor, the illiterate). The module enables the student both to recognise the value of being a trained reader and the responsibility to use such training in transformative, public, connected,

dialogic and integrated ways. The module combines both theoretical and practical outcomes. The theoretical outcome of the module is achieved by defining who the others are and by laying the conceptual framework for what it means to read with others and how practically to do so. The practical outcome is achieved by assigning students to an actual reading site in which they will participate by applying the theoretical framework.

Part 2: Theoretical Hermeneutics

In this part, the branch of knowledge known as hermeneutics is explored in greater detail. Concerned with the art and science of establishing meaning through interpretation, this part provides the necessary orientation for making sense of Scripture. This includes cultivating, in the student, an awareness of the otherness of Scripture, both in its form and in its content; surveying the richness of the many ways in which one might approach the Scriptures and thereby appropriate its meaning; and, offering some guidelines for sensitive engagement with the Scriptures towards establishing meaning. A significant amount of time is dedicated to examining biblical texts within their socio-rhetorical setting.

Synoptic Gospels (16 credits)

This module is a focused study of one of the Synoptic Gospels (Matthew, Mark, Luke-Acts) within its historical and literary context and places a significant emphasis on the descriptive task (exegesis of representative passages within the specified Gospel) to note distinctive theological themes. Special attention is also given to the synthetic task of locating the Gospel within the broader canon of the NT Gospels.

Psychology II

Introduction to Research Methods and Statistics (16 credits)

This module is designed to introduce students to basic concepts in research methodology and quantitative statistics. Students will be able to select appropriate statistical techniques for various research situations, execute these techniques and interpret these results making appropriate inferences.

Psychotherapy (16 credits)

This module provides students with an introduction to the theories and principles of various current approaches to psychotherapy and brief therapy.

Counselling II

Family Counselling (16 credits)

This module provides a theoretical overview of family development and dimensions of healthy family functioning. These concepts are applied to the student's family of origin. This module also addresses family intervention strategies and family models.

Crisis Intervention and Trauma Counselling (16 credits)

In this module students will gain a theoretical understanding of the dynamics of crisis intervention, crisis and trauma counselling

Sociology II

Perspectives on Social Change and Transformation (16 credits)

This module reviews several perspectives on community development and the social transformation process. The overall objective is to acquire an understanding of and ability to apply community development as an approach towards providing essential skills needed to work in a diverse community and broken world in a spirit of love and reconciliation, justice and peace.

Sociology of Institutions (16 credits)

Sociological theory is applied to important institutions in society such as the family, media institutions, religion, education and political institutions

Community Development II

Sociology of Development (16 credits)

The aim of this module is to lay the conceptual foundation for further in-depth discussions on community development issues. The module will, therefore, introduce both macro theories pertaining to development and the basics of what we understand by community development. The underlying meaning of popular community development jargon will be critically revisited and debated to set the scene for further modules in community development. This module will also explore poverty as a development concern.

Community and Resource Mobilisation (16 credits)

The module introduces students to resource and community mobilisation, which are key elements within most development projects and programmes. Students will explore real cases of community and resource mobilisation, highlighting the value of community participation as key components of the development process.

Advanced Level

Systematic Theology III

Church in the Power of the Spirit (12 credits)

Restoration of human identity (and of the cosmos) is signalled in the constitution of a community in Christ, called and empowered by the Spirit to stand as a sign of God's redemptive purposes. In this module, students wrestle with the role of the Spirit in restoration, enabling, commissioning and empowering, the establishment of a new community and its nature and purpose. The module has as its starting point the continuing work of the Spirit both in the restoration of the cosmos and in the establishment of the church as an expression of the eschatological trajectory of God's story. Implications of this doctrine are considered in the light of South African contextual realities.

Contemporary Theology (12 credits)

In the context of globalisation, this module traces some of the key theological trends and figures (Northern and Southern hemisphere) in the twentieth and twenty-first centuries. The module critically assesses the trends and figures by carefully considering how politics, economics, gender, ethnicity etc., inform and shape contemporary theological reflection. In so doing, the module is designed to challenge students to continue in critical theological reflection by returning to the beginning, to the biblical revelation of God, in response to the new challenges confronting the church.

Practical Theology III

Choose one from Congregational & Denominational Studies, Youth Studies, Pastoral Care & Practical (12 credits)

Congregational and Denominational Studies (12 credits)

This module is designed to orient the student to the theoretical underpinnings of congregational formation and governance. It addresses theories of organisational structure and management and sets the platform for denominational specific studies, offering students denominational specific learning (Methodist, Anglican, Baptist, etc., studies).

Youth Studies (for Christian Ministry majors only) (12 credits)

This module exposes students to youth studies. Working from a theoretical framework that locates youth studies and youth ministry within the context of a congregational inclusive model, students are introduced to the nature and role of youth ministry by taking the South African contextual realities into consideration. Students look at such issues as: alcohol and drug abuse, HIV/AIDS, teenage pregnancy, gang violence and malnutrition. The module encourages the student to read and evaluate perspectives provided by South African social scientists and psychologists across the racial and cultural spectrum. The module also looks to the integration of a biblically informed ecclesiology that meaningfully unpacks the ministries of the church in relation to youth.

Pastoral Care and Practical (for Christian Ministry majors only) (12 credits)

This module applies the approaches and skills learnt in Pastoral Care Theory to specific crises, such as illness, dying, bereavement, mental illness and family breakdown. Institutional ministries that deal with these issues are visited, providing students with practical experience in one such institution.

Christian Spirituality: Formation (12 credits)

This module is designed to explore how people make meaning out of life's experiences. The primary theory of James W Fowler is given special attention. Consideration is also given to the application of this theory to the general areas of developmental psychology, the theology of Christian formation and maturity. Additionally, students explore meaningful ways in which to bring together the theory and practice of Christian spiritual formation. This module also includes a compulsory tutorial for spiritual formation.

Biblical Studies III

Old Testament Prophets (12 credits)

This module is comprised of two parts, namely Early Prophets and Latter Prophets. Part 1: Joshua, Judges, Samuel and Kings provide the basis for a survey of Israel's history from conquest to exile. Special emphasis is given to the investigation of the relationship between Israel's historical traditions and its theological appropriation of these traditions around such themes as election, law, land and leadership. Part 2: The literary structure and theological significance of the latter prophets are examined with attention being given to seeing the prophets within their own historical context and in light of the New Testament. Exegesis of representative passages is included.

Pauline Writings (12 credits)

This is a focused module designed to provide students with points of orientation for understanding Paul and the letters attributed to him. The module enables students to navigate the Pauline Writings by setting both Paul (as author, pastor and missionary) and his letters within their historical, socio-cultural, theological, exegetical and ecclesiological setting. Within this matrix, students read and engage texts within the body of the Pauline Writings.

Biblical and Contemporary Worldviews (12 credits)

This module looks to the necessity and importance of an integrative approach to responding to a range of critical issues of relevance for both the church and public space. Within a worldview framework, students wrestle with contemporary issues – including personhood, community belonging, power, economics and education and the intersection of these issues – from a biblical and theological perspective.

Senior Project Paper (12 credits)

The Senior Project Paper is a supervised mini-thesis that provides Christian Ministry students with the opportunity to engage in higher level research. The research project provides students with the opportunity to demonstrate the integration of skills acquired in biblical studies (exegesis), systematic theology and practical theology. Students will do this by exploring the relationship between the biblical text and a ministry related topic, integrating exegetical analysis (typical of biblical studies) with either a social science analysis (typical of the practical theology discipline), or a doctrinal and/or historical analysis (typical of the systematic theology discipline).

Psychology III

Abnormal Psychology (12 credits)

This module examines the diagnosis, symptoms, causes, management and treatment of mental health problems and psychological disorders, with a focus on clinical assessment, and referral skills and procedures.

Research Methods and Statistics (12 credits)

This course is designed to introduce students to basic concepts in research and statistics. This is a foundational module presenting basic research and statistical methodologies in preparation for graduate studies in Human Sciences. Students will be able to select appropriate statistical techniques for various research situations, execute these techniques and interpret these results making appropriate inferences. Students will also acquire knowledge of research ethics and protocols.

Theories of Personality (12 credits)

This module aims to provide an overview of theories concerning the shaping of personality. It will examine the influences – both personal and environmental – that impact on personality development. A particular dimension of this is the impact of child-rearing practices on the shaping of personality. The module will examine personality traits, and theories behind personality traits. Students will also have an opportunity to receive an evaluation based on a personal personality inventory.

Senior Project Paper (12 credits)

The Psychology Senior Project Paper is a theory and reflection paper based upon the final year student's psychology fieldwork experience in a community setting. The student will need to demonstrate mastery of theoretical counselling modalities and utilising case studies derived from practical counselling experience gained whilst working in the community.

Sociology III

Community Research Methods (12 credits)

This module aims to skill the student in community based research (i.e. tools, techniques and methodologies); with the goal of helping a community identify an issue or problem, collect and analyse information and act upon the problem in order to find solutions and to promote economic, social and political development/transformation. The module will review methodologies and approaches appropriate to community based participatory research and provide opportunity for practical application of acquired knowledge and skill

Community Development in Practice (12 credits)

This module covers the field of development from a sociological point of view with an emphasis on both the theoretical and practical facets of the developmental process. These themes will be related to current development challenges in SA and will be studied against the background of global trends as well as specific community issues. Whilst strong emphasis will be placed on a holistic and people-centred orientation to development theory and praxis, the economic prerequisites

and requirements for development will also be stressed. Theoretical insights will be translated into skills required for hands-on community development.

Organisational Development (12 credits)

Organisational development is a sociological exploration of the field of organisational studies in relation to social movements and community development by offering a systematic analysis of the challenge of compliance (or social order) that will equip students with the conceptual tools to understand the major issues in organisational strategy. A special emphasis is allocated to faith based organisations and the role of organisations in transformational social development that affects the totality of human life in an integral manner.

Senior Project Paper (12 credits)

This module provides an opportunity for final-year Sociology students to research and write a major paper about a topic of interest in their field.

Practicals

Christian Ministry Fieldwork (24 credits)

Fieldwork is a practical—and generally community-based—extension of the academic programme in Christian Ministry at Cornerstone Institute. Fieldwork is designed to be a multi-disciplinary application of what has been learnt theoretically during one's studies at Cornerstone. As such it measures both the practical capabilities of the student within a field or sphere of learning and the ability to integrate theory and praxis.

Community Development Fieldwork (24 credits)

Fieldwork is a practical, community-based extension of the academic programme in a defined module of study in Community Development. Fieldwork is a multidisciplinary application of what has been learned theoretically. It measures the practical capabilities of the student within a field or sphere of learning.

Psychology Fieldwork and Community Interventions (24 credits)

This module aims to help the student gain practical fieldwork experience in a community setting. The student will be given opportunities to integrate theoretical counselling modalities, practical counselling skills and community interventions. The course exposes the student to a variety of mental health needs and issues in the community.

Postgraduate Certificate in Education in Intermediate Phase

(minimum 1 year full-time or 2 years part-time, minimum 135 credits)

Admission Requirements

- A candidate must have complied with all the requirements of a bachelor's degree (or an approved diploma of minimum 360 credits at NQF 6 level) from a public or private higher education institution accredited by a recognised local or foreign accrediting body before the beginning of the academic year for which he/she has been selected. The prior bachelor's degree (or approved diploma) must provide a broad knowledge base adequate for teaching in the intermediate phase (IP) i.e. English, Afrikaans and two IP teaching subjects, at NQF level 5 (university degree studies at first year level) or NQF 6 level (second year degree level).. The IP teaching subjects are mathematics, science and technology, social science and, life skills.
- Holders of multi-disciplinary degrees (or approved diplomas) without a main focus in a single field related to teaching could be allowed into the programme, provided that the disciplines underpin the learning requirements for the IP and the subjects to be taught are taken to NQF 5 or NQF 6.
- Holders of focussed degrees (or approved diplomas) that lack an adequately broad knowledge base or an adequate specialisation in an IP subject may be required to enrol simultaneously in a teaching subject (at NQF 5 or 6) whilst enrolling for the ADIPT. See below for the subjects offered at Cornerstone the can be taken to meet entrance requirements, if necessary.

Subjects offered at Cornerstone in 2016 outside the ADIPT that provide a broad knowledge base adequate for teaching in the Intermediate Phase:

English for Education (24 credits, NQF 5)

For English Didactics

This module offers future educators an insight into areas of English usage that are important for communication and accurate writing. It is a practical course that covers aspects of grammar, written and spoken communication in an education context and a paper on a local variety of English, to be submitted by the student.

English I: Introduction to Literary Studies and Academic and Creative Writing (24 credits, NQF 5, see under BA)

For English Didactics

Afrikaans vir Onderwys (24 credits, NQF 5)

For Afrikaans Didactics

Hierdie module bied aan toekomstige onderwysers 'n insig en oorsig in kommunikatiewe Afrikaans en beklemtoon die belangrikheid van die korrekte grammatikale skryfvaardigheid, asook begriples- en praatvaardighede. Dit is 'n praktiese kursus wat handel oor die volgende aspekte : grammatika , skryf- , praat- , begriplesvaardighede asook simboliek en navorsing in 'n onderwys konteks.

Human Biology 1 (24 credits, NQF5)

For Science & Technology Didactics

This module is intended to help students gain a basic understanding of scientific approach, thought and method as it applies to Human Biology and an appreciation for the design evident in the structure and function of the human body. Sections covered include levels of structure, homeostasis, chemistry and the human body, cells, membrane transport and tissues, the nervous system, and the endocrine system. The second part of the module continues with blood and the lymphatic system; the cardiovascular system; the respiratory system and digestion and nutrition. The module ends with a multi-week study of the topic of Creation and Evolution. Students will be exposed to various views on origins and will have the opportunity to broaden and deepen their own view.

Research Methods and Statistics 1 (16 credits, NQF 6, see under BA)

For Mathematics Didactics

24 credits, NQF 5, from one of the following subjects in the BA:

For Life Skills Didactics

Philosophy I

Psychology I

Sociology I

Biblical Studies I

Counselling I

Theological Studies I

Social Science Didactics: No subjects offered at Cornerstone in this field .

Details of the Postgraduate Certificate in Education in Intermediate Phase (NQF 7)

Study of Education & Foundations (32 credits)	Didactics (35/40 credits)	Didactics Electives (Select 2, 20 credits))	Practical Learning (32 credits)
Educational Psychology	Conversational isiXhosa	Life Skills	Study Praxis / Classroom Management
History of Education	English as First Language	Mathematics	Teaching Practice School A, B & C
Philosophy of Education	First Additional Language English	Science & Technology	
General Pedagogical Knowledge (8 credits)	First Additional Language Afrikaans	Social Science	Situational Learning (8 credits)
Instructional Methods	Fundamental Numeracy <i>If Mathematics not taken</i>		Education & Ethics in Social Context

Programme Specified Outcomes

Students who have completed this qualification must be able to:

- Demonstrate competence in reading, writing and speaking the language/s of instruction in ways that facilitate their own academic learning and learning in their classrooms.
- Demonstrate competence in interpreting and using numerical and elementary statistical knowledge to facilitate their own academic learning, and manage teaching, learning and assessment.
- Demonstrate competence with regard to the knowledge base underpinning the learning areas or subjects they will be teaching.
- In their area/s of specialisation (intermediate phase and subject/learning area), demonstrate competence in planning, designing, and reflecting on learning programmes appropriate for their learners and learning context.

- In their area of specialisation, demonstrate competence in selecting, using and adjusting teaching and learning strategies in ways that meet the needs of the learners and the context.
- Demonstrate competence in managing and administering learning environments and supporting learners in ways that are sensitive, stimulating, democratic and well organised.
- Demonstrate competence in monitoring and assessing learner progress and achievement in their specialisation.
- Demonstrate that they can function responsibly within the education system, the institution where they are working, and the community in which the institution is located.
- Demonstrate a respect for and commitment to the educator profession.

Module Descriptions

The Study of Education and its Foundations

Educational Psychology (12 credits)

This module is designed to help students understand how psychological theory informs the educational process. Students will explore the cognitive, linguistic, personal, social, and moral development of children as well as individual and group differences; and relate these to various views of learning theory, intrinsic and extrinsic motivation, and informal and formal assessments; with special attention given to the influence of environmental factors on learning processes. Students completing this module should acquire a better understanding of learners and how they learn (metacognition) and better understand how to teach effectively. This module will assist students in their roles as learning mediators, and interpreters and designers of learning programmes and materials.

History of Education (10 credits)

This module is designed to help students understand present educational theory and practice by exploring the historical, social, political and cultural factors that have shaped the development of education, particularly in the South African schools context. The module will briefly examine educational developments globally and then extensively in South-Africa since before the colonial era until after 1994. Sociology and its relationship with Education are also addressed. Students completing this module will be able to reflect critically on the practice of education in South Africa in order to constantly to improve it and adapt it to the needs of students. This module will assist students in their roles as interpreter and designer of learning programmes and materials; and as scholar, researcher and lifelong learner.

Philosophy of Education (10 credits)

This module is designed to provide students with an overview of the major philosophical viewpoints in history and particularly those that underpin current learning theory. Current trends in educational thinking and practice, and their

impact in the classroom are debated. The module will inter alia examine such theories as behaviourism, constructivism, multiple intelligences, and brain-based learning, in the context of understanding how learning progresses from one level to the next. To arrange effective learning experiences it is important to be aware of sociological issues, and Sociology of Education is therefore also highlighted in the module. Ultimately the student should be able to develop and defend her/his own researched philosophy of education. This module will assist students in their roles as learning mediators and as interpreter and designer of learning programmes and materials.

General Pedagogic Knowledge

Instructional Methods (8 credits)

The aim of this specialised pedagogical module is to introduce students to effective strategies and methodologies for instructional planning and delivery of learning content. This module will cover a broad range of methods and concepts which the student will be able to apply in the classroom viz: from educational theory to practice and making the link between philosophy and classroom strategies; cooperative learning; whole class instruction; instructional strategies; long- and medium-term planning; overcoming barriers to learning; inclusive classrooms; and multi-level teaching. Students completing this module should better know how to teach their subjects and be able to identify learning or social problems among learners. This module will assist students in their roles as learning mediators, and interpreters and designers of learning programmes and materials.

Didactics

Conversational isiXhosa I (5 credits)

This module aims to help students develop conversational competency in speaking and listening in isiXhosa in order to help teachers assist students in the learning context. Special focus will be given to vocabulary related to the teaching and learning process. Students completing this module should have conversational competence in isiXhosa for educational purposes. This module will assist students in their roles as learning mediators.

English as First Language Didactics (10 credits)

The aim of this module is to provide the student with the knowledge and skills necessary to teach English as a first language. This will include teaching methodologies and assessments of learners' listening, speaking, reading and writing skills, as well as their grasp of the structure of the language and the ability to think in the language. Students completing this module should be able to help learners develop their Afrikaans language skills. This module will assist students in their roles as subject and phase specialists, learning mediators, assessors and interpreters and designers of learning programmes and materials.

First Additional Language Didactics (English and Afrikaans) (2 x 10 credits)

The aim of these modules is to provide the student with the knowledge and skills necessary to teach English and Afrikaans as a first additional language. This will include teaching methodologies and assessments of learners' listening, speaking, reading and writing skills. The difference between mother tongue and additional language teaching is addressed, and students will be assisted in their roles as subject and phase specialists, learning mediators, assessors and interpreters and designers of learning programmes and materials.

Fundamental Numeracy (5 credits)

The Fundamental Numeracy module provides students with the basic knowledge and understanding of mathematics at the Intermediate Phase. Students should be able to demonstrate a fundamental understanding of the numerical concepts dealt with in the curriculum and be functionally competent to teach Mathematics at Intermediate Phase level. Specific attention is given to constructivist methodology in the teaching of mathematic content. This is a compulsory module if Mathematics is not chosen as a didactic elective.

Didactics Electives (choose 2 out of 4)

Life Skills Didactics (10 credits)

The aim of this module is to provide the student with an in-depth grasp of curriculum, teaching methods and assessment of intermediate phase Life Skills. This includes emphases on personal and social well-being, physical education and creative arts. Students completing this module should have an advanced knowledge of how to teach Life Skills at the Intermediate Phase. This module will assist students in their roles as subject and phase specialists, learning mediators, assessors and interpreters and designers of learning programmes and materials.

Mathematics Didactics (10 credits)

The aim of the Mathematics Didactics module is to provide students with an in-depth understanding of the methods, activities and assessment of Mathematics competency. Specific attention is given to constructivism in problem-solving. The module informs the student regarding the different content areas of Mathematics knowledge at the Intermediate Phase, viz: Numbers, Operations and Relationships; Pattern Functions and Algebra; Space and Shape; Measurement; and Data Handling. The module specifically equips the student with skills and resources for effective teaching and learning at the Intermediate Phase as set out in the CAPS document. Students will learn how to draw up lesson plans to teach different content; adjusting curriculum to make provision for the diverse needs of learners; applying effective assessment tools; and using technology for Mathematics teaching. In addition the student will be introduced to professional resources that are available for the Mathematics learning area. Students completing this module should have a sound knowledge of Mathematics, should have highly developed numeracy skills, should be able to assess learners reliably, and should know how to best approach the teaching of Mathematic concepts at the Intermediate Phase.

This module will assist students in their roles as subject and phase specialists, learning mediators, assessors and interpreters and designers of learning programmes and materials.

Science and Technology Didactics (10 credits)

The aim of Science and Technology Didactics is to provide students with an overview of methods and activities that support effective teaching and learning in IP Science and Technology. Students will be acquainted with CAPS document regarding the knowledge areas of Science (matter and materials; life and living; energy and change; earth and beyond) and Technology (structures; systems and control). Special emphasis will be placed on the aims of Science and Technology and practical teaching skills. Students completing this module should have a basic knowledge of Science and Technology, should be able to assess learners reliably, and should demonstrate an understanding of best practice in the teaching of Science and Technology. The module will provide students with skills that include: the developing of lesson plans, designing assessment tools, designing science projects, and the use of IT-Technology in the classroom. Students completing this module should have an advanced knowledge of how to teach Science and Technology and use IT resources in the classroom. This module will assist students in their roles as subject and phase specialists, learning mediators, assessors and interpreters and designers of learning programmes and materials.

Social Science Didactics (10 credits)

This module prepares students in their role as Social Science educators who are able to help Intermediate Phase learners to identify social and environmental changes throughout history; to understand the impact of change on local and global communities – especially in Africa; and to become change-agents towards a healed and whole society. Students completing this module should have a basic knowledge of the Social Sciences, should be able to assess learners reliably, and should better know how to teach Social Sciences. The student will be provided with specific methods and activities for teaching and learning of the two sub-disciplines of Social Science, viz. History as the process of historical enquiry; and Geography and its two branches (Physical Geography and Human Geography). Social responsibilities of learners are emphasized and the use of historical evidence highlighted, as well as the use of maps as a graphicacy skill. Students completing this module should have an advanced knowledge of how to teach the Social Sciences.

Practical Learning

Study Praxis / Classroom Management (8 credits)

The module aims to provide students with an overview of classroom logistics and equip them with various tools and methods for successful self and classroom management. Students learn from learning from practice (e.g. observing and reflecting on lessons taught by others) and learning in practice (e.g. preparing, teaching and reflecting on lessons presented by oneself.) This includes managing

and administrating a classroom; discipline; assessment techniques; parental involvement; and awareness of legal issues related to classroom management in South Africa. Students completing this module should be able to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment. Students should be able to apply what was learnt in educational theory, including utilizing reliable and varied learner performance assessment methods. This module will assist students in their roles as leaders, administrators, managers and assessors.

Teaching Practice: A and B (2 x 6 credits)

These two modules aim to prepare the student as an educator by doing field practicals for 2 x 2 weeks in accredited schools, with a focus on observation for the first school visit and basic teaching assignments for the second school visit. At least one 2-week practical must be in an underserved school in the local community or “special needs” school. The module lecturer together with the tutor-educator will guide, oversee, monitor and assess the student during the practical. Students completing this module should better know how to teach their subjects, be able to manage classrooms effectively, and be able to assess learners reliably, through observing experienced teachers and making theory practical. An accredited school is defined as a school registered and recognised by the Department of Basic Education. The “module lecturer” is the term module used for the programme i.e. presenter of module. These modules will assist students in their roles as learning mediators, assessors, and interpreters and designers of learning programmes and materials. In order to gain as wide an experience as possible, students must attend a different school during each Teaching Practice. As the programme follows the South African education curriculum, Teaching Practice modules must be done in South Africa.

Teaching Practice: C (12 credits)

This module aims to prepare the student as an educator via a field practical for 4 weeks in an accredited school, with a focus on Intermediate Phase classroom procedures and multiple learning-areas practice. The module lecturer together with the tutor-educator will guide, oversee, monitor and assess the student during the practical. An accredited school is defined as a school registered and recognised by the Department of Basic Education. The module lecturer is the term module used for the programme. i.e. presenter of module. Students completing this module should have gained adequate first-hand experience in how to teach their subjects, the management of classrooms effectively, and the assessment of learners’ progress. This module will assist students in their roles as learning mediators, assessors, and interpreters and designers of learning programmes and materials. . In order to gain as wide an experience as possible, students must attend a different school during each Teaching Practice. As the programme follows the South African education curriculum, Teaching Practice modules must be done in South Africa.

Situational Learning

Education and Ethics in Social Context (8 credits)

This module aims to prepare students as educators in their roles as community builders and facilitators of change in the life of the learner, in the social context of the local and global communities, and especially in Africa. The environment of educational institutions is a complex one and various issues like gender, social background, language, and technology interplay in a complex social milieu. Sociology of Education issues are thus also addressed in this module and the different roles played by the teacher at micro level. This is a module in situational learning and ethics. Meta-skills in the didactics of Social Science are highlighted to empower the student to prepare learners as ethical leaders through the critical study of change and development in society and the environment over time.

Bachelor of Arts (Honours) in Psychology ***(1 year full-time, 2 years part-time, 130 credits)***

Admission Requirements

- A candidate must have complied with all the requirements of an appropriate Bachelor's Degree or Post Graduate Diploma for a DoE registered higher education institution before the beginning of the academic year for which he/she has been selected.
- Third year in Psychology must have been passed with a minimum of 65%.
- Applicants must provide evidence of computer literacy

Programme Specified Outcomes

By the end of this programme students will be able to:

- Apply critical thinking skills in the assessment and resolution of community mental health needs with a specific focus in family or clinical pastoral care contexts.
- Work effectively with other professionals in a team setting.
- Demonstrate mastery of general principles and theories underpinning family or clinical pastoral settings.
- Demonstrate an advanced understanding of professional ethics in psychology and/or clinical pastoral work, with special reference to issues of statutory control.
- Demonstrate mastery of the basic concepts and conceptual framework of programme evaluation.
- Demonstrate systematic thinking about selection of techniques for various research scenarios.
- Develop comprehension of the theoretical traditions within qualitative research.
- Demonstrate the ability to execute the techniques of analysis covered in the programme.
- Explain how developmental, ethnic, socioeconomic, and gender factors affect the clinical diagnosis and conceptualisation of psychopathology.
- Develop conceptual and procedural knowledge of the descriptive nosological system that is codified in the DSM IV – TR, and the ability to use the system to diagnose the presence of mental disorders.
- Demonstrate critical thinking about the applicability of western models to the multi-cultural South African context.
- Demonstrate comprehensive knowledge of therapeutic modalities utilised in Family of Clinical Pastoral settings

Research Policies

Academic Support and Supervision

Faculty provides research supervision and support for students in the honours programme. Research support begins with a Research Methodology module in the first year of study. The head of department assigns students completing research projects to faculty supervisors, who are responsible to guide students through the research process and insure that adequate research support is provided to them. Research supervision includes:

- Assisting students in defining a research topic and appropriate research methodology.
- Assisting students in identifying appropriate literature.
- Advising students in the development of a clear and supportable thesis statement.
- Providing students with feedback regarding the analysis of the literature and data, structure of their arguments and written presentation of their research.
- Monitoring and reporting student progress both for the students and relevant academic committees and/or personnel.
- Completing a final written assessment of the students' research project for review by the moderation and external examination processes.

Examination of Research

Student research proposals are approved by the faculty research supervisors assigned to the student. During the approval process faculty supervisors consider criteria such as the suitability of the research project for the qualification, the suitability of the research methodology and the integrity of the proposed research.

Faculty supervisors bear primary responsibility for the assessment of research projects, but honours level research is also subject to assessment by an external examiner. Final assessment decisions are made by an examination committee, on the basis of recommendations by the faculty supervisor and external examiner.

Research Ethics

Cornerstone students and faculty have a responsibility to familiarise themselves with those human rights that have a bearing on academic work. These include, but are not limited to: equality and non-discrimination, human dignity, privacy, freedom of opinion, freedom of expression, access to information, and just administrative action.

Cornerstone undertakes to work according to its core values by promoting and displaying integrity, respect, creativity and excellence in the research process. Supervisors and students carry the responsibility of being transparent by providing accurate and sufficiently detailed information and by being just and

fair in giving others appropriate credit. Supervisors and students are to aspire to the highest degree of integrity in their research by complying with the highest standards of appropriate research methodology, acknowledging the limitations of their research and findings, making no misrepresentations in their findings, not fabricating any information, and committing no form of plagiarism.

Data and information gathered should be available to interested parties without violating or undermining confidentiality. Researchers are accountable to the particular academic community and any other communities in which they participate. Therefore, they will consider potentially destructive consequences of their research on communities and will seek to avoid these consequences or put measures in place to reduce the risk of such consequences.

Students and staff at Cornerstone are responsible for taking into account other codes of ethics that are relevant to their work such as the codes of ethics of relevant professional bodies, scholarly societies and partner institutions

Failure to adhere to the above principles of research ethics will be dealt with as a disciplinary matter, following the *Academic Discipline Policy*. Serious and/or repeated offences of this nature may be the grounds for failure, suspension and/or dismissal from the institution.

Details of the Bachelor of Arts (Honours) in Psychology (NQF 8)

Required Modules	Required Modules
Developmental Psychology (10 credits)	Psychopathology (20 credits)
Family Psychology (10 credits)	Research Methods and Statistics (20 credits)
Personality Theories (10 credits)	Therapeutic Psychology (20 credits)
Psychological Assessment and Measurement (10 credits)	Independent Research Project (30 credits)

Module Descriptions

Developmental Psychology (10 credits)

This module provides students with an overview of the major theories of Developmental Psychology. Furthermore the module aims to address

contemporary concerns in lifespan development from conception to late adulthood/death and dying. The course will engage with developmental theories from a range of orientations, including learning/cognitive theories, theories of language development and a socio-cultural perspective. Critical issues such as child development, the impact of HIV/AIDS, family dynamics, interpersonal relationships and cross cultural perspectives will be explored. Allows students to engage with the theory through various applications and gain a deeper understanding.

Family Psychology (10 credits)

This module provides a theoretical and practical overview of family systems theory and development. The purpose is to help students to explore and evaluate dysfunctional patterns of interactions and also the family's resources for change. In doing this, the students will be invited to reflect on their own process of differentiation and their "self".

Personality Theories (10 credits)

This module is designed to provide the student with an integrated view of key psychological theories that underpin personality formation, motivation for behaviour, optimal development and psychopathology

Psychological Assessment and Measurement (10 credits)

This module is designed to introduce students to the history and context in which psychological assessment occurs in SA, as well as key issues in assessment, such as reliability, validity, norms and basic statistical concepts. The availability and use of assessment instruments are introduced.

Psychopathology (20 credits)

This module is designed to prepare students for the recognition and diagnosis of mental disorders. A methodology for organising information about symptomatology and diagnostic material is presented. The use of structured and semi-structured diagnostic interviews will also be addressed.

Research Methods and Statistics (20 credits)

This module is designed to equip students to plan, execute, and critically evaluate research studies. Qualitative, quantitative and mixed-method approaches to data collection and analysis will be explored. Students will be able to select appropriate techniques for various research situations, execute these techniques and interpret the findings contextually within the conventions of the relevant research traditions.

Therapeutic Psychology (20 credits)

This module is designed to introduce students to mainstream theories of personality and behavioural change that inform the planning and management of psychotherapeutic interventions. Students will also be sensitised to the challenges

to cultural applicability for mental health care professionals. Students will be introduced to case formulations and the ability to select effective treatment modalities.

Independent Research Project (30 credits)

This module is designed to facilitate the independent planning, execution and reporting/ writing up of a research project in partial fulfilment of the degree programme.

2016 Academic Calendar

Registration and Orientation	
Academic Orientation with parents	Mon, 25 January 10h00
<i>Registration for <u>new campus</u> students: higher certificate and bachelor degrees</i>	A-M: Tue, 26 January 10h00 N-Z : Wed, 27 January 10h00
Campus orientation for all <u>new campus</u> students	Thu 28 Jan to Fri 5 Feb daily 10h00-14h00
Registration for all <u>new and returning e-learning</u> students	Mon, 11 Jan to Fri, 5 Feb
<i>Registration for <u>returning campus</u> students: higher certificate and bachelor degrees</i>	A-M: Mon, 1 February 10h00 N-Z : Tue, 2 February 10h00
Registration for all <u>Honours</u> students	Wed, 3 February 10h00
Campus orientation	28 Jan to 5 Feb 10h00-14h00
Cornerstone Camp (optional)	8 February – 10 February
Semester 1 - 2016	15 February – 10 June
Mid semester break (1 week)	19 – 28 March
Public Holiday: Good Friday	25 March (Friday)
Public Holiday: Family Day	28 March (Monday)
Public Holiday: Freedom Day	27 April (Monday)
Public Holiday: Worker's Day	1 May (Sunday) observed 2 May
Ascension Day	5 May (Thursday)
Study Week	30 May - 3 June
Assessment Week	6 June – 10 June
Vacation : 4 weeks	11 June – 10 July
Semester 2 – 2016	11 July – 4 November
Mid semester break (1 week)	27 August – 4 September
Public Holiday: Women's Day	9 August (Tuesday)
Public Holiday: Heritage Day	24 September (Saturday)
Study Week	24 – 28 October
Assessment Week	31 October – 4 November
Graduation	3 December