COURSE DESCRIPTIONS

Interpretive Aid
Course descriptions indicate the general content of the course, prerequisites for the course, delivery format, credits and length of the course. The PGS Graduate Academic Catalog & Student Handbook can also be found online at cornerstone.edu/pgs-catalog.

COURSE LEVELS
500 and 600 – Graduate
900 – Doctoral

COURSE TYPES

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<th>ACC</th>
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<td>BUS</td>
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<td>ECN</td>
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<td>EDU</td>
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<td>EDL</td>
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DELIVERY FORMAT

● Course delivered in the classroom, may use online components.
§ Course delivered online.

COURSE DESCRIPTION EXAMPLE

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<th>Course Type - Level</th>
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<tr>
<td>BUS-531</td>
<td>Cost, Quality and Team Management</td>
<td>3/6</td>
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An exploration of a variety of project management principles necessary to manage the resources of a project. Specific topics include project budgeting, cost estimation and control, quality assurance and control, acquiring, developing, and managing a project team, conflict management and negotiation skills. Prerequisite: BUS-530. §
ACCOUNTING

ACC-525  Accounting for Decision Making  4/8
An examination of contemporary accounting issues for managers, such as principles, techniques and uses of accounting in
the planning and decision making of organizations. The use of information technology plays a key role in this course. Areas
of emphasis include the budgetary process, performance evaluation techniques, product costing methods, constraint
management and ethics.

BUSINESS

BUS-503  Ethics, Values and Social Responsibility  3/6
A theoretical and practical overview of ethics theory, values formation and ethical decision making within the context of
management and leadership. Ethics and values are presented from a Judeo-Christian perspective with emphasis on workable
models for ethical decision-making and social responsibility at both the professional and personal level.

BUS-504  Ethical, Legal and Regulatory Issues for Health Care  3/6
A study of the historical and current views of ethics and regulations of health care delivery and the impact of the regulatory
environment on availability of services. Students examine principles and practical applications of ethics and laws that affect
operational decisions of health care providers, health plans, third-party payers and managers. Additional topics include a
discussion of the for-profit and not-for-profit delivery models.

BUS-505  Research Methods  3/7
An examination of research methods available for the 21st century organization and statistical concepts useful for data-driven
decision making. Focus is placed on the systematic process of collecting, analyzing and interpreting research articles and data
to answer a specific research question. The course will also introduce students to basic descriptive and inferential statistical
tools within the context of a business related problem.

BUS-509  International Business Practices  3/6
An examination of the environmental and cultural issues facing global organizations. Emphasis is given to global business
operations and processes in practice. Additional issues covered include allocation of global resources, theoretical foundations
surrounding global trade and financial management, and the challenges and opportunities of developing strategies for the
global organization.

BUS-511  Global Business Experience  3/6
An examination of opportunities and conflicts facing global business and/or health care. Topics explored include elements of
culture, changes in the global business and/or health care environment, as well as the effects of education, religion, customs
and values on international business and/or health care organizations. The self-directed study is fulfilled by participation in
an overseas trip.

BUS-516  Global Business Leadership  3/6
Global Business Leadership will allow students to comprehend, apply, synthesize, analyze and evaluate concepts, models,
theories and ideas related to the complexities of cultural differences within a globalized business environment. Topics will
include cultural differences, cultural intelligences, the effects of culture on ethical decision-making, and Hofstede’s classic
model and typology of national cultures, along with critiques of this model, critiques of cultural intelligence, and what
empirical research indicates about solving business problems in a multi-cultural, multi-ethnic, multi-religions society, both in
the United States and internationally.

BUS-530  Fundamentals of Project Management  3/6
An exploration of the framework and fundamental methodologies of project management. Topics include foundational
concepts such as requirements gathering, scope management, change control and time management, as well as an
introduction to common tools, techniques and the process required to become a certified Project Manager.

BUS-531  Cost, Quality and Team Management  3/6
An exploration of a variety of project management principles necessary to manage the resources of a project. Specific topics
include project budgeting, cost estimation and control, quality assurance and control, acquiring, developing, and managing a
project team, conflict management and negotiation skills. Prerequisite: BUS-530.
BUS-532  Communications and Risk Management  3/6
A study of the principles of effective communication, including managing risks, issues and stakeholder expectations. Topics include the methodology for identifying, measuring and responding to risks and issues, as well as the professional and social responsibilities of project management. Prerequisite: BUS-531.

BUS-661  Business Law for Managers, Supervisors and Organizational Leaders  3/6
An examination of the legal environment and its effect on business decisions and operations. Contracts, commercial and consumer law, and ethical awareness in corporate life are studied, along with guidelines for executive actions that produce a moral organizational culture.

ECONOMICS

ECN-513  Global Economic Environment  3/6
A focus on the global economic environment as a basis for decision making within a global business. Topics include the impact of globalization on the economies of the United States, Europe, Asia and other world economies, exchange rate theory and political regimes. Prerequisite: ECN-530.

ECN-530  Economics  3/6
A study of the decision-making skills necessary for managers and entrepreneurs in the context of the macroeconomic environment and the application of microeconomic price theory as it pertains to human capital issues. Readings include essays by several Nobel prize-winning economists. Further, the course challenges students to develop a Christ-centered worldview regarding economic issues pertinent to managers.

EDUCATION

EDU-511  Issues in Education  3/7
An overview of the philosophy of education. The course introduces the Christ-centered worldview as it relates to education within the context of educational leadership, global issues, diversity and choice, technology, learning disabilities, literacy, curriculum, etc. Specific emphasis is placed on how issues impact decision making at the administrative and classroom levels.

EDU-513  Student Motivation and Behavior  3/7
A review of current research and best practice in the areas of educational psychology, student motivation, brain research, multiple intelligences, learning styles and classroom management. The course also reviews developmental psychology concepts necessary to understanding children and adolescents.

EDU-521  Instructional Strategies for Diverse Classrooms  3/7
A study of issues relating to the education of diverse populations within the classroom including socioeconomic considerations, at-risk and ethnic and racial groups. Students study issues in the context of a Christ-centered world and life view, developing plans to meet the needs of all children in the classroom.

EDU-522  Curriculum, Assessment and Instructional Theory  3/7
A review of current professional organization and governmental curriculum standards. The course also provides guidance in developing objectives, assessments and strategies in working with a variety of student populations in the inclusive classroom.

EDU-524  Community Building and Educational Leadership  3/7
An investigation of institutional structures (including technology), managing and creating change, administrative/teacher cooperation, teacher/teacher cooperation and community involvement. Ways to help teachers and administrators remain successful, such as stress management and conflict management, are explored.

EDU-525  Assessment for K-12 Students  3/7
A study of standardized and authentic assessments used in K-12 classrooms. Students review research and interpret its contribution to the field from a Christ-centered worldview. Methods used to assess student success include consideration of educational tests and measurements, alternative assessments, portfolio assessment and performance assessments.

EDU-527  Instructional Strategies for Students with Learning Disabilities  3/7
A study of best-practices in remediation for students with learning disabilities. Students review research and interpret its contribution to the field from a Christ-centered worldview. Students learn teaching strategies and their relationship to cultural and linguistic differences, developing plans to meet the needs of all children in the classroom.

EDU-531  Organizational Leadership  3/7
A focus on ways to advance the student’s knowledge and competency in the area of organizational leadership with particular emphasis upon developing public relations: specifically those with parents, the community, business leaders, intermediate school districts, and county, state, national, and local governments. Additionally, various public relations strategies are considered.

EDU-533  Educational Supervision and Evaluation  3/7
An emphasis on understanding the process of human resource management, including supervision and evaluation of staff and programs within the school system. Ways in which to improve communication, the use of technology, and opportunities to reach the diverse student body is addressed. Additionally, the role of the principal and his/her responsibilities to the community is provided.

EDU-535  Educational Finance  3/7
An emphasis on understanding the financial principles of operating a school relating to federal, state, and local requirements. Application of Christian principles of stewardship is examined. Topics include budgeting, fund-raising, safe guards in financial management, and more.

EDU-537  Educational Law and Ethics  3/7
An emphasis on understanding legal principles along with the origin and development of laws governing American schools at the local, state, and federal level. Consideration is given to aligning biblical standards for practice within the school. Topics include the school environment, constitutional issues, student matters, personnel guidelines and accountability.

EDU-541  Issues in Technology  3/7
An overview of the philosophy of technology as it is used in education. Issues such as current educational technology research, security, privacy, copyright and other issues that affect educators using technology are explored within the context of a Christ-centered worldview. Students will also examine state and national technology standards as well as explore emerging hardware and web-based technology.

EDU-542  Instructional Design, Assessment and Evaluation  3/7
An overview of instructional design (ID) as a systematic approach to creating course content based on learning theory and specific learning goals. The course will focus on the study and design of effective curricula-integrated digital tools and lessons for classroom, online and blended delivery. Assessment of student, teacher and building-wide use of technology will also be addressed. Special attention will be paid to evaluating student technology products as well as explore emerging hardware and web-based technology.

EDU-544  Teaching in an Online Environment  3/7
An introduction to the concept and philosophy behind online teaching, in which students learn how to design and deliver sustainable online and blended experiences for their students.

EDU-545  Designing Multimedia  3/7
An exploration of the creation of multimedia presentations using authoring software, audio and video production software, and video-conferencing tools. Focusing on multimedia software, specific attention is paid to best practices in multimedia design as it is applicable to teaching, professional development and other forms of training.

EDU-546  Research  3/7
A review of current best practice methods as indicated by meta-research. The course reviews data related to student achievement (local and beyond) and provides direction on how to use teacher/administrator-developed data to improve student learning. Finally, it provides a framework to use data as a basis for professional reflection.

EDU-566  Reading Diagnostic Tools and Remediation:  3/7
An introduction to diagnostic tools and remediation strategies within the context of the differentiated instruction model. The course incorporates instruction in the following areas: interest inventories; English language learning; visual and auditory discrimination tools; language expression and processing screening; phonemics, phonics, vocabulary, fluency,
comprehension, spelling, writing and writing assessment tools; and best practice instructional strategies in all areas of literacy.

EDU-573  Technology  3/7
An emphasis on providing a conceptual framework for technology and a means of using technology as a tool in the educational setting. Administrators and teachers find ways to become leaders in the use of technology within the school. Instruction is given in the areas of using technology to facilitate inquiry-based learning, finding and developing resources, using computers in the classroom, and exploring ways to use the internet as an instructional tool.

EDU-593  Master's Project A  2/4
An identification of an area of need in the educational system that the student would like to create and develop a solution to through a master’s project in EDU-595. The master’s project is generally done in the area of educational leadership, curriculum development and assessment, school management, or educational technology dependent on M.A.Ed. concentration. In EDU-593, students propose a master’s project and complete a literature review. Prerequisite: EDU-553.

EDU-595  Master's Project B  3/4
A continuation of the EDU-593 master’s project that fills an area of need in the educational system. Throughout the program, the student continues to refine and develop their proposal, adding useful resources in order to complete the project. The master’s project is generally done in the area of educational leadership, curriculum development and assessment, school management, or educational technology depending on M.A.Ed. concentration. Prerequisite: EDU-593.

EDU-695  Educational Leadership Internship  3/7
An opportunity for a 90 plus hours internship within two different K-12 school settings, one of which is culturally diverse. Online seminars allow students to come together to solve complex educational problems and share from their internship experiences. Creation of a self-improvement plan is completed based on self-inventory results. Internship occurs simultaneously while EDU-531, EDU-533, EDU-535 and EDU-537 are taken.

ORGANIZATIONAL LEADERSHIP AND DEVELOPMENT

EDL-900  Doctoral Studies Seminar  4/8
This course provides an orientation to the Ed.D. program and the expectations and requirements for doctoral study. Learners will focus on and enhance their library research and academic writing skills. Emphasis will be given to organizational behavior and development issues that lead to problem formation and solution development by synthesizing theory-based, practical research. Important and current leadership issues and management dilemmas will be emphasized so that learners can connect academic writing and research to problem-solving within organizations. Special emphasis will be given to finding potential issues within a student’s vocational context that will lead to the doctoral program’s culminating capstone project. The first residency requirement will occur and be met upon successful completion of this course.

EDL-901  Organizational Behavior, Theory and Leadership  4/8
This course presents an overview of seminal leadership concepts and theories with an emphasis on their applications within 21st century organizations. Special emphasis will be given to individual differences at work, motivation, and the role of personality in leadership style, as well as the influence of work environment, teamwork, and social behavior on decision-making, communication, and leadership effectiveness within organizations. Prerequisite: EDL-900.

EDL-902  Legal Issues, Policy Leadership and Ethics  4/8
This course will focus on the legal aspects and issues of constitutional, statatory, and case law concerning public and private organizations. Compliance issues stemming from a legal basis and case law along with public policy implications will be emphasized. Learners will comprehend the practical implications for organizational and institutional policy as they relate to and influence daily operations in addition to the role of specific ethical theories in legal and policy decision-making. Prerequisite: EDL-900.

EDL-903  Leadership, Human Resources Management and Diversity  4/8
This course will emphasize relevant employment law issues for leaders and organizations within the context of human resources leadership. Central to this focus, learners will understand the legal foundation for diversity but also understand how cognitive diversity within organizations improves decision-making and organizational performance. This course examines the legal and regulatory aspects of HR and diversity, but will also highlight theoretical, research-based, and
practical information related to employee and organizational development, staffing, recruitment, selection, training, and other key features of human resources administration, management, and leadership. A major emphasis in the course will be structuring the HR function as a strategic component of organizational leadership and development. Prerequisite: EDL-900.

**EDL-904 Organizational Planning, Assessment and Quality Improvement**  
This course examines strategic thinking and planning to maximize organizational value, improve decision-making, and enhance leadership. Learners will comprehend and be able to apply concepts and information related to program quality and assessment. The course will emphasize specific planning models and actionable decisions made by leadership to set and implement an intentional direction for organizations in a way that also recognizes the need for reactive, emergent planning strategies. The course will include current systems for ensuring quality and establishing accountability. Prerequisite: EDL-900.

**EDL-905 Organizational Governance and Strategy**  
This course examines the basic structural forms and functions of organizational governance with an emphasis on the external and internal stakeholder constituent forces which shape organizational life. Systems thinking is used in conceptualizing all relationships including the tensions inherent between the external stakeholders, the Board of Directors, senior leadership, structures of governance, standards of monitoring system performance and organizational culture. Multiple models of behavioral understanding are offered, providing the student with a framework to observe, analyze, synthesize and have the capacity to take appropriate action regarding the functioning of an organization in multiple forms. Particular focus is given to strategic governance systems including governing and advisory board development and communication, along with issues in recruiting, selecting and evaluating boards. Prerequisite: EDL-900.

**EDL-906 Organizational Finance and Resource Management**  
This course will include leadership skills and competencies needed to manage the financial issues within 21st century organizations. The course will focus on issues and practical financial strategies from a leadership perspective, not the daily financial or accounting formulas that inform these practices. Specific attention will be given to financial planning, budgeting, resource development and sources of financial support. Prerequisite: EDL-900.

**EDL-907 Organizational Marketing and Communication**  
This course explores marketing and public relations as activities that create value for clients, customers and stakeholders. This course will examine competitive advantage, branding, and market orientation in traditional marketing structures in addition to the opportunities and issues associated with social media. The course will also emphasize role judgment, emotions, and choice play in consumer behavior with an emphasis on theory-informed research from behavioral economics that apply to individual and group decision-making along with practical marketing and communication strategies to increase an organization’s viability in the marketplace. Prerequisite: EDL-900.

**EDL-908 Organizational Culture and Change Management**  
This course includes an overview of change theories, concepts and models with a focus on understanding organizational and international culture and how proactive, deliberate strategies along with reactive, emergent strategies shape organizational functions and behavior. Learners in this course will comprehend how climate and culture influence structure, organization and behavior and how change can be understood and managed to produce sustainable competitive advantages for companies and organizations. The course will emphasize practical tools and strategies that can be implemented across organizations. Prerequisite: EDL-900.

**FINANCE**

**FIN-643 Managerial Finance**  
A study of essential concepts of financial management including working capital management, capital budgeting, capital structures, planning, time value of money and dividend policy. Prerequisite: ACC-525.

**FIN-644 Budgeting and Financial Resource Management**  
A study of the key accounting and finance principles that provide managers with a better understanding of the financial aspects of organizations. Topics include interpretation and analysis of financial statements, budgeting, time value of money and investment alternatives.
FIN-645  Advanced Managerial Finance  3/6
An exploration of advanced methods and techniques important to the financial success of an organization. Topics include cash management, capitalization issues, risk management, ethical and legal issues in financial decision-making and approaches to financial planning. Students learn to assess the financial operations and positions of an organization using various analysis methods. Prerequisite: FIN-643.

FIN-646  Global Finance  3/6
A study of crucial concepts and tools to strategically manage international financial activities. Students will develop an understanding of policy issues affecting international trade and finance. Other topics covered include the role and impact of international trade policies on the global economy and financial markets, currency markets, international financial systems and management and macroeconomic policies. Prerequisite: FIN-645.

FIN-647  Entrepreneurial Finance  3/6
An introduction to current thinking in the areas of valuation, real options such as mergers and acquisitions, and the economics of contracts to a new venture decision. Topics include investment analysis, financing the entrepreneurial firm, harvesting, the role of angel investors, incubators, venture capital and financial contracts. Prerequisite: FIN-646.

LINGUISTICS

LIN-501  Issues in TESOL  2/3
An exploration of issues that have an impact on the field of TESOL, including social, historical, legal and cultural influences. A broad scope of these issues may include philosophical differences, as well as classroom-specific difficulties. (4 sess.)

LIN-525  Introduction to Linguistics  3/6
An introduction to the nature and structure of human language. Students focus on the goals, techniques and subject matter of modern linguistics.

LIN-535  Advanced English Grammar  3/6
An exploration of the descriptive and prescriptive grammar of English, which is analyzed according to traditional, structural and transformational methods. Emphasis is also placed on preparing students to teach grammar. Students survey grammar teaching methodology in conjunction with the different areas of grammar studied.

LIN-555  Sociolinguistics  3/6
An examination of language in its social and cultural contexts. This course presents the basic socio-cultural variables (such as gender, age and social status) and shows their relation to language use and language learning. Areas covered in the course include bilingualism, dialectology, language variation and style with their relation to multilingual educational situations.

LIN-556  Second Language Acquisition  3/6
An examination of the process of learning a second language. This course surveys current SLA theory and learning models. Emphasis is given to the ways these theories and models shape pedagogical practices in ESL classrooms. Linguistic, cognitive, affective, cultural and social factors influencing the acquisition of another language are explored.

LIN-557  Action Research  3/6
An evaluation of claims based on research by reviewing current best practices as indicated by meta-research and discussing implications for TESOL. Action research that can be implemented in a TESOL setting and used for professional reflection and improvement of instruction is emphasized. Among the methods included are local data collection, structured interview, open-ended interview, case study, reflective case study, portfolio assessment and use of technology for self-assessment.

LIN-558  Materials Development and Integration  3/6
An application of second language learning and teaching principles to the analysis, adaptation, development and integration of materials for the ESL/EFL classroom. Among the resources explored are media, realia, computers and the Internet for all language skills including reading, writing, speaking, listening and grammar. Pedagogic rationale for materials and their use with a specific group of learners is emphasized.

LIN-565  TESOL Methodology I  3/5
An examination of various methods and techniques used to teach language components (grammar, vocabulary, and pronunciation) and language skills (reading, writing, listening and speaking). Practice in developing and implementing
balanced and effective language lesson plans will be provided along with evaluating and selecting appropriate ESL teaching materials to match various ESL audiences and teaching contexts.

LIN-566  TESOL Methodology II  3/5
A continuation of methods study with a specific focus on aspects of course development, curriculum design and assessment, such as how to correctly assemble a specific curriculum for a class and implement it. The course also reviews assessments available, how to decide which assessment to use and when to use it. The students explore their own personal focus as well as the methodology and philosophy of teaching to help self-evaluate themselves as teachers and to use the resources provided in class to address issues. Prerequisite: LIN-565 (6 wks.)

LIN-568  TESOL Methodology III  2/3
A focus on the methods of teaching speaking (including pronunciation), listening, reading, and writing with particular focus on the micro-skills involved in each. The course will both analyze the four primary linguistic skills individually and in conjunction with each other. Students will practice techniques aimed at strengthening their learner’s language abilities by connecting the various combinations of skills such as reading with writing and speaking with listening. (Prerequisites: LIN-565 & LIN-566)  (4 sess.)

LIN-594  TESOL Capstone  5/7
A capstone course designed to allow students to integrate various principles of the TESOL program. This course includes two possible tracks: Thesis or Non-Thesis. Students seeking a Michigan Department of Education endorsement are required to choose the Non-Thesis option, which includes 60 hours of practicum. Prerequisite: LIN-565.

MANAGEMENT

MGT-531  Organizational Behavior and Change  3/6
The study of the behavior of individuals and teams within organizations based on current management theory. Emphasis is given to understanding, predicting, motivating and changing work-related behaviors in organizations. Key topics include organizational structure, understanding culture, power, diversity, leadership and communication within the organization.

MGT-532  Organizational Leadership  3/6
A survey of current literature on the topic of leadership. A foundation of research and theory is laid to form the context for more specific topical study throughout the program. Special emphasis is placed on the knowledge, skills, attitudes and values in servant leadership.

MGT-534  Theory and Quality Outcomes Management  3/6
A study of lean quality management principles, theories and application to the health care environment. Focusing on managing health care quality, safety and outcomes, the course emphasizes the use of tools and techniques to manage and lead quality improvements and drive successful clinical outcomes.

MGT-536  Managing and Maximizing Diversity  3/6
A study of the knowledge and skills necessary to manage and maximize the potential of an increasingly diverse workforce. Emphasis is placed on the benefits of a systematic and systemic approach to assessment, measurement, design and implementation of a sustainable diversity initiative. Students identify values and beliefs about people who are different from themselves and develop specific leadership strategies for managing a diverse workforce.

MGT-539  Entrepreneurship and Innovation  3/6
A focused study of the tools needed in identifying and capitalizing on entrepreneurial business opportunities, methods for managing those opportunities and critical thinking skills needed for innovation and growth. Students work with a team to design an entrepreneurial venture. Additional topics include stimulating new ideas, managing innovative ideas, adapting to change and individual and group roles in the creative process.

MGT-540  Organizational Leadership Capstone  3/6
An opportunity for students to synthesize information received throughout the degree program, create a leadership development plan for immediate and future use, and assess the impact of their personality and emotional intelligence (EI) on leadership performance. A distinctive feature of this class will be an assessment geared toward identifying each student’s EI
and a coaching session with a certified EI coach who will help the students identify leadership strengths and opportunities for growth. Prerequisites: All previous courses.

**MGT-542 Organizational Decision-Making**

An opportunity to explore decision-making models within organizations for the purpose of improving problem-solving and individual performance within the context of working with, supervising and leading others. A specific emphasis in this course is on biases, unconscious judgments, cognitive blind spots and other limitations that mediate, moderate or impede effective decision-making within personal and professional contexts. Research, theories and models are presented to help improve organizational decision-making.

**MGT-543 Team Leadership and Conflict Management**

A course with an emphasis on research, theories and models that help learners understand and more effectively use strategies for improved leadership within a team-based context. Because it is inextricably tied to the challenges of working in teams, interpersonal conflict is investigated as part of the necessary leadership behavior that comes from working with and for others in addition to supervising and managing people and projects. Practical strategies are emphasized for improving leadership and conflict management.

**MGT-638 Human Resource Leadership**

A focus on current issues in the field of human resource management emphasizing legal issues, career development, job definition and job qualification. Labor/management conflict from behavioral and institutional viewpoints is also examined.

**MGT-639 Strategic Leadership**

An in-depth analysis and evaluation of corporate and business strategies. Students are expected to demonstrate that they have the ability to integrate the various disciplines in the program and practical management experience for the purpose of solving a management and leadership problem through case analysis and critique. Topics include crafting an executive strategy, managing diversification, global market competition and analysis of resources and competitive position.

**MGT-640 Employee Development and Performance Management**

An extension of information presented in the human resource course. This course focuses on supervisory responsibilities of developing employees through the entire performance management process, which includes coaching and caring for others, developing those for whom one is responsible, and utilizing an appraisal process that includes feedback, expectations and evaluation. The role of feedback, listening and humble inquiry are emphasized. Complications in employee development and performance management are highlighted as are practical strategies for effectively carrying out these functions from a supervisory perspective.

**MGT-692 Integrative Case Study Analysis**

A capstone course in which the student demonstrates that he/she has the ability to integrate a diverse business education and practical experience. This course, through the use of the case study method, will require students to apply knowledge acquired throughout the MBA curriculum. Class time will be highly interactive with a heavy reliance on student participation. Students will have the opportunity to demonstrate application of specific content areas each week as cases present real world situations in the areas of human resources, marketing, accounting, management, global business and strategic decision making.

**MGT-693 Integrative Case Study Analysis in Health Care**

A capstone course in which the student demonstrates that he/she has the ability to integrate a diverse business education and practical experience within the health care field. This course, through the use of the case study method, will require students to apply knowledge acquired throughout the MBA curriculum. Class time will be highly interactive with a heavy reliance on student participation. Students will have the opportunity to demonstrate application of specific content areas each week as cases present real world situations in the areas of human resources, marketing, accounting, management, global business and strategic decision making.

**MGT-695 MBA Special Project**

The MBA Special Project course is designed as an experiential independent study class that may be substituted to fulfill the requirements of the MBA capstone course in three of the four concentrations (MGT-696, MGT-697, or MGT-698). MGT-695 may be fulfilled by participation in the ACG Cup, which is a case study competition designed to give students from MBA programs real-world experience and invaluable insights into mergers and acquisitions, investment banking, financial advisory and private equity. Participation in the ACG Cup competition will be done through a merit-based selection process.
MGT-696  Applied Finance Project  3/6
A project-based capstone course in which the student will demonstrate the ability to integrate finance education and practical experience by selecting a problem of practice at work and implementing a plan for improvement and/or action research or a program evaluation to solve the problem or improve the issue. Prerequisite: FIN-647.

MGT-697  Applied Health Care Project  3/6
A project-based capstone course in which the student will demonstrate the ability to integrate health care education and practical experience by selecting a problem of practice at work and implementing a plan for improvement and/or action research or a program evaluation to solve the problem or improve the issue. Prerequisites: MGT-534, BUS-504 and MGT-693.

MGT-698  Applied PM Project  3/6
A project-based capstone course in which the student will demonstrate the ability to integrate project management education and practical experience by implementing a plan for improvement based on the project management cycle. Prerequisite: BUS-532.

MARKETING

MKT-651  Marketing Strategies  3/6
A case-method course using real marketing issues as a means to learn how to synthesize marketing fundamentals into effective and practical solutions.

RESEARCH

RES-905  Research Methods, Program Evaluation and Modes of Inquiry  4/8
The focus of this course will be on developing key skills and core competencies within the classic tradition of research design while focusing on practical and emerging methods of inquiry, problem-solving and data analysis. As a general survey course, this course will help learners define a specific research problem and generate questions that lead to collection, analysis and interpretation of data. The culminating assignment in this course will be an initial research prospectus focused on the learner's organizational leadership and development capstone project to be completed at program's end. Prerequisite: EDL-900.

RES-910  Qualitative Inquiry and Organizational Action Research  4/8
This course will focus on using classic qualitative research methods to address organizational problems. Along with narrative, phenomenological, case study, ethnographic, and grounded theory research, this course will also emphasize program evaluation and action research strategies. Learners will understand what qualitative research choices are available to help inform organizational decision making and problem solving. Specific emphasis will be given to conceptual understanding of the various qualitative techniques from a menu of choices so as to inform the culminating organizational leadership and development capstone. The second residency requirement will occur during this course. Prerequisite: RES-905.

RES-915  Quantitative Research Design and Data Analysis  4/8
This course will focus on the classic qualitative research methods to address organizational problems. Along with narrative, phenomenological, case study, ethnographic, and grounded theory research, this course will also emphasize program evaluation and action research strategies. Learners will understand what qualitative research choices are available to help inform organizational decision making and problem solving. Specific emphasis will be given to conceptual understanding of the various qualitative techniques from a menu of choices so as to inform the culminating organizational leadership and development capstone. The third and final residency of the program will occur during this course. Prerequisite: RES-910.

RES-920  Project/Research Proposal  4/8
This course is designed at the end of the doctoral program course work to help students create a specific, relevant, and realistic plan for the organizational leadership and development capstone. Using the prospectus developed in RES-905 and information learned in RES-910 and RES-915, students will expand the initial research prospectus into a full proposal that will be carried out during the last year of the doctoral program. Prerequisites: All previous courses.

RES-925  Organizational Leadership and Development Project  8 credits
The final project in the doctoral curriculum is designed to address a practical, real-world, organizational problem or leadership issue in an applied setting. Projects will be theory- and research-informed yet practical and will be completed in
consultation with a research project mentor, the student, and a cooperating sponsor in the workplace or professional setting. The final project will focus on synthesizing knowledge, theory, research, and practice in such a way to be of benefit in a professional or clinical setting. Candidates will also be required to defend their proposal and final manuscript before a capstone project committee. Completion of the capstone must occur within seven years after starting the program. Prerequisites: All previous courses.