



Cornerstone

UNIVERSITY®

BUILD A LIFE THAT MATTERS

*Professional & Graduate Studies*

STUDENT HANDBOOK  
&  
ACADEMIC CATALOG

PROFESSIONAL & GRADUATE STUDIES  
2010-2011



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# DIRECTORY

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## Main Campus:

Cornerstone University  
1001 E. Beltline NE  
Grand Rapids, MI 49525

Main Switchboard . . . . .616.949.5300  
Voice Mail . . . . .616.222.1550  
Fax . . . . .616.222.1528  
pgs.cornerstone.edu

Accounting . . . . .616.222.1506  
800.947.2382

Career Center . . . . .616.222.1433

Campus Safety . . . . .616.949.5300

Miller Library . . . . .616.222.1458  
800.727.9772

Student Financial Services . . . . .616.222.1424

## Admissions

Grand Rapids/Lakeshore . . . . .800.947.2382  
Lansing . . . . .866.664.0543  
Kalamazoo . . . . .888.576.3585

## Administration / Offices

Grand Rapids . . . . .616.222.1503  
800.947.2382

## Registrar

Grand Rapids . . . . .616.222.1431

## PGS Academic Advising

Grand Rapids . . . . .616.254.1650  
Ext. 1221 / 1393  
Lansing . . . . .517.323.3564

## Learning Centers:

### Kalamazoo Campus

West Pointe Office Park  
1080 N. 10th Street  
Kalamazoo, Michigan 49007

269.353.6535  
888.576.3585  
Fax: 269.353.6545

### Lakeshore Campus

400 S. State Street  
Suite 100  
Zeeland, Michigan 49464

616.748.2091  
Fax: 616.748.2092

### Lansing Campus

6452 Millennium Dr  
Suite 180  
Lansing, MI 48917

517.323.3491  
866.664.0543  
Fax: 517.323.3576

# 2010 – 2011

## ACADEMIC CALENDAR

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### Fall 2010

Registration Deadline for Fall Online Elective Courses .....	Aug. 24
Faculty Work Days .....	Sept. 1 – 2
Labor Day (No classes) .....	Sept. 6
Fall Semester Begins, Traditional Undergraduate .....	Sept. 8
Fall Online Electives Begin .....	Sept. 14
Graduation Application Deadline for Dec. Graduates .....	Nov. 1
Thanksgiving Break .....	Nov. 24 – 26
End of Fall Semester for Traditional Undergraduate .....	Dec. 16
Christmas Break (campus closed).....	Dec. 24 – Jan. 2

### Spring 2011

Registration Deadline for Winter Online Electives .....	Jan. 4
Spring Semester Begins, Traditional Undergraduate .....	Jan. 24
Winter Online Electives Begin.....	Jan. 25
Graduation Application Deadline for May and Aug. Graduates .....	Feb. 1
Registration Deadline for Spring Online Elective Courses.....	March 1
Spring Online Electives Begin.....	March 22
Good Friday (no classes, campus closed) .....	April 22
Easter Sunday .....	April 24
End of Spring Semester for Traditional Undergraduate .....	May 5
Commencement .....	May 7

### Summer 2011

Registration Deadline for Summer Online Electives .....	May 17
Summer Online Electives Begin .....	June 7



## *A Letter from the President*

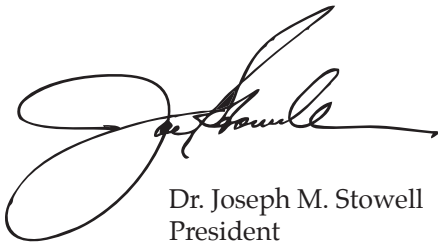
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Dear Adult Student,

A college education is more important than ever—regardless of our age. So, at Cornerstone we are thrilled to offer the ongoing opportunity for an outstanding college education through our Professional & Graduate Studies Division. We welcome you to seriously consider joining the over 900 adult degree completion students that are currently profiting from this program.

Most of us are on a career path in our chosen occupation or deeply engaged in other life situations, which makes it impossible to uproot and disengage from our jobs in order to go away to school. So Cornerstone provides the “rooted” learner an opportunity to achieve an associate, bachelor or master’s degree characterized by time-sensitivity, access, affordability, quality, professionalism, leadership experiences and a Christian worldview.

We at Cornerstone University value adult learners and have long been committed to the thought that we are serving the Lord by serving our students. Our prayer for all of our adult students is that all will know Christ in a personal way and carry the blessing of the assurance that he or she possesses forgiveness of sin and eternal life. As Christians we aim to empower all of our students to understand their world through the lens of a Christian worldview and learn to apply the values of Jesus Christ to our rapidly changing culture. And while these kinds of outcomes are worth far more than the degree by completing these courses, you will graduate with a fully-accredited degree that will affirm your learning and growth as you seek to pursue the goals of your life and career.



Dr. Joseph M. Stowell  
President



## *Welcome from the Associate Provost*

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Dear Students,

Welcome to Cornerstone University's Professional & Graduate Studies Division. We have designed our programs for you, the adult learner; all courses are offered one course at a time, one night per week in a convenient location and taught from a Christian worldview.

As you begin the program, be careful to balance the demands of this new venture with the time already committed to your other priorities. The coursework will challenge you to stretch your mind and consider the practical applications of the coursework to the workplace. Remember that your experience and ability to be a self-directed learner is valued. Facilitators will guide the discussion, but as a self-directed learner you must be willing to explore the topics beyond those discussions.

In the past year, the Professional & Graduate Studies enrollment grew to over 1,000 students. New programs were added to include new Master's of Education specialty tracks: curriculum and instruction, educational leadership and educational technology. In 2010 P.G.S. is preparing to launch several new degree programs and classroom locations.

We are committed to you and providing you with the tools which will enable you to successfully complete your degree and make a positive impact in your workplace.

Blessings,

Robert Simpson, Ph.D.  
Associate Provost

# ABOUT CORNERSTONE

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## History of Cornerstone University

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

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

In 1972, with the development of facilities, faculty and finances, the institution was approved by the State of Michigan as a degree-granting college of arts and sciences. In 1977, the institution was accredited by what is now The Higher Learning Commission of the North Central Association of Colleges and Schools (30 N. LaSalle St., Suite 2400, Chicago, IL 60602-2514, 312-263-0456). Information and documents relative to accreditation are available for public inspection through the office of the Executive Vice President. In 2001, the institution was accredited by the National Association of Schools of Music.

In 1993, Grand Rapids School of Bible and Music was joined to the institution for the preservation of its rich heritage and academic records. The following year (June 1994), the name of the institution was changed from Grand Rapids Baptist College and Seminary to Cornerstone College and Grand Rapids Baptist Seminary. In 1993, the College also instituted an adult degree completion program. The Professional & Graduate Studies (PGS) Division now offers several programs for adults in locations around Michigan as well as online. On July 1, 1999, following approval by the State of Michigan, Cornerstone College and Grand Rapids Baptist Seminary became Cornerstone University. In June 2003, the graduate theological school became Grand Rapids Theological Seminary.

Cornerstone University holds memberships in the Council of Independent Colleges, the National Association of Independent Colleges and Universities and the Association of Independent Colleges and Universities of Michigan, the Council for Christian Colleges and Universities, the National Association of Schools for music (NASM, since 2001), and the North Central Association of Colleges and Schools (NCA, since 1977).



## **Our Identity, Mission and Vision**

*Our Identity: Who We Are* – Cornerstone is a Christ-centered university with a passion for global influence through the transforming power of the gospel.

*Our Mission: Why We Exist* – We exist to empower men and women to excel as influencers in our world for Christ by offering a student-focused learning community where Jesus Christ is central.

*Our Vision: What We Aspire To* – We aspire to create a thriving community of fully devoted followers of Jesus in a spiritually contagious, academically excellent, richly resourced and culturally diverse learning environment that attracts outstanding students, faculty and staff who influence our world for Christ, His church and His kingdom.

## **Philosophy of Christian Liberal Arts Education**

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

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

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

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

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

## **University Goals**

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

## The Cornerstone Confession

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

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

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

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

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

1. We are committed to do this from a thoroughly biblical worldview in which "The fear of the Lord is the beginning of wisdom."
2. We are responsible to engage with the world of education, business, economics, politics, the sciences, the humanities and everything else that is included in the contemporary world cultures.

3. We are responsible to prepare our students to have an effective influence in this wider world. To accomplish these goals it is often necessary for us to listen to and critique people and ideas that are influential in this world and yet may be in significant disagreement with our convictions.
4. On this foundation, we desire to prepare students for a Christian life, ministry and service in the various cultures of the global community.

## **Notice of Nondiscriminatory Policy Toward Students**

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

## **Changes in Policy**

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

All material in this catalog applies to the 2010-2011 academic year and reflects information available on the publication date. Cornerstone University reserves the right to revise all announcements contained in this publication and, at its discretion, to make reasonable changes in requirements to improve or update academic and non-academic programs.

## **Consumer Information**

### ***GRADUATION RATE INFORMATION***

This is available upon request from the registrar's office.

### ***FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)***

The Family Education Rights and Privacy Act of 1974 requires institutions to obtain written consent from a student prior to releasing information from the student's education record to most sources outside the university. It is allowable for a school to release directory information which includes name, address, e-mail address, phone number, date and place of birth, major field of study, dates of attendance, degrees and awards, cumulative hours, participation in officially recognized sports, and weight and height of athletes. As an enrolled student, you have the right to restrict the release of directory information. To restrict the release of directory information, you must complete a Directory Information Restriction/Release Request prior to the second week of your program. The Directory Information Restriction/Release Request form is available in the Professional & Graduate Studies office, the registrar's office or online at: [www.cornerstone.edu/About\\_CU/University\\_Offices/Registrar/Directory\\_Restriction\\_and\\_Release\\_Form/](http://www.cornerstone.edu/About_CU/University_Offices/Registrar/Directory_Restriction_and_Release_Form/). All requests are forwarded to the registrar's office.

The law declares that "institutions must provide... students access to official records directly related to students and an opportunity for a hearing to challenge such records on the grounds that they are inaccurate, misleading or otherwise inappropriate; that institutions must obtain written consent... before releasing personally identifiable data about students from records to other than specified lists of exceptions; that...students must be notified of these rights..."

### **Official Academic Records (located in the registrar's office)**

- Transcripts from preceding colleges and in some cases, high school
- Application
- Autobiographical outline
- Cornerstone University transcript
- Academic file (including any special petitions or actions)
- Withdrawal form
- Student official grade reports

**Financial Aid Records (located in the student financial services office)**

- Student Financial Aid Form (FAF) information
- 1040 forms
- References for special scholarships
- Student financial aid record
- V.A. record

**Financial Records (Located in the PGS accounting office)**

- Student account record
- Student loan record

**Right to Inspect Student Records** – Students shall have the right to inspect any and all records directly related to them except letters of recommendation placed in file prior to January 1, 1975 or their parent's confidential financial statements. University faculty and personnel shall have access to any records only when necessary to gain information needed to best serve the student. Access to financial aid records may also be granted, when required, to appropriate governmental agencies.

**Challenge of Records** – A student shall have the opportunity to a hearing to challenge the contents of any college record on the grounds that such record or records are inaccurate, misleading or otherwise in violation of the privacy or other right of the student; and the student shall have an opportunity for correction or deletion of any such record. If the student desires to challenge such a record, he shall do so by filing a written request in the Professional & Graduate Studies office stating which record is to be challenged and upon what ground. Such a challenge of records shall be considered by an ad hoc review committee within a reasonable time not to exceed 30 days following such request. The student will be allowed to present evidence, including witnesses to the committee in support of his/her challenge. This right to challenge also extends to former students of the university.

***EQUITY IN ATHLETICS DISCLOSURE***

To view Cornerstone University's Equity in Athletics Disclosure report, go to [www.ope.ed.gov/athletics](http://www.ope.ed.gov/athletics). Simply enter Cornerstone University in the "Institution Name" field once you are on the selection screen.

***CAMPUS SAFETY REPORT***

To view the Cornerstone University crime statistics visit: [www.cornerstone.edu/departments/campus\\_safety/cleary-report/](http://www.cornerstone.edu/departments/campus_safety/cleary-report/).

***THIRD PARTY SERVICERS***

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

- University Accounting Services – performs Perkins loan billing, servicing and NSLDS reporting functions
- National Student Loan Clearinghouse – reports enrollment data to the NSLDS
- Institute for Professional Development – recruits students for PGS programs, posts aid to PGS student accounts, monitors and issues checks for Title IV credit balances and collects on student accounts
- Great Lakes Higher Education Corporation – provides online student loan counseling
- Nelnet – provides payment options for students in traditional programs
- National Enterprise Systems – collects on delinquent Perkins Loans, Institutional Loans and student accounts
- Williams and Fudge – collects on delinquent Perkins Loans, Institutional Loans and student accounts
- West Michigan Document Shredding – destroys student information that is no longer required to be retained

***DRUG AND ALCOHOL ABUSE PREVENTION***

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

Every Cornerstone University Professional & Graduate Studies student has agreed to abstain from the possession and use of alcoholic beverages and illegal drugs while on campus or engaged in university activities. This commitment is made by signing a lifestyle statement included in the application to Professional & Graduate Studies. Failure to adhere to these standards will result in disciplinary action up to and including suspension, dismissal and possible referral for prosecution. In addition to prohibitions agreed upon in the lifestyle statement, municipal, state and federal laws strictly outline penalties for the illegal use, possession or distribution of alcohol and drugs. Specific references to the laws are available in the spiritual formation office located in the Corum Student Union on campus.

Illicit drug and alcohol usage presents major health risks to individuals such as addiction, acute and chronic illnesses and death. Other risks associated with alcohol and drug use include impaired judgment, violence, injuries to self and others, accidents, drunk driving, acquaintance rape, unwanted pregnancy and sexually transmitted diseases. This list is not all-inclusive but represents some of the ramifications that may accompany consumption of alcohol and illicit drugs.

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

### ***SEXUAL HARASSMENT AND DISCRIMINATION***

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

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

#### *Definition of Harassment*

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

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

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

Other forms of sexual harassment include:

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

A student who encounters a situation in which harassment is believed to be involved should submit a report (either orally or in writing) to the director of student services or to any other Professional & Graduate Studies administrator with which the student can speak comfortably. All such complaints will be promptly and thoroughly investigated by the university. However if a report is not made on a timely basis an investigation of such alleged activity may be hindered.

### **Campus Photography**

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



# ABOUT PROFESSIONAL & GRADUATE STUDIES

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## Mission and Purpose

The Professional & Graduate Studies (PGS) Division of Cornerstone University exists to equip the adult learner to influence the world by providing a distinct and academically excellent education from a Christian worldview.

## Curricular Goals

In accomplishing the mission of the university and the Professional & Graduate Studies Division, the faculty and staff are committed to preparing students who are able to:

1. Demonstrate effective use of professional skills
  - a. Accurately applying the principles and practices of leadership; and
  - b. Leading and relating effectively with teams of people.
2. Articulate a Christian worldview
  - a. Distinguishing between truth and error; and
  - b. Demonstrating application of biblical principles personally and professionally.
3. Apply general skills needed for life-long learning as stewards of God's truth
  - a. Conducting valid research;
  - b. Consistently using critical thinking skills; and
  - c. Independently seeking out learning opportunities.
4. Effectively communicate both in oral and written forms
  - a. Utilizing technology to enhance communication; and
  - b. Participating in meaningful public and interpersonal communication.

## Learning Model and Format

To meet the needs of the working adult, Cornerstone University offers programs through the Professional & Graduate Studies Division with features that make earning a college education convenient, relevant and affordable.

### Program Format

The division offers programs in the on-ground, blended (combination of on-ground and online) and online format. In each format, programs are a series of accelerated courses designed to meet specific program objectives. New cohorts (generally 14-20 students) can begin at any time during the year and stay together until all the courses in the program are completed. Students take only one course at a time, allowing them to focus on one subject.

On-ground classes meet once a week for four hours. Most undergraduate courses meet for five weeks and graduate courses meet for six or seven weeks. When one course ends, typically the next course begins the following week. Each course in the program is a required component. This calendar structure means that students can finish their degree in relatively short time when compared to a traditional college calendar.

Courses combine lecture and teacher/student interaction. Instructional methods in the programs (undergraduate and graduate) integrate practical experience and theory through assignments, mini-lectures, case studies, simulations, small group discussions and projects related to the student's professional goals.

Online and blended programs use the Internet and Odyssey, an online course-management system, to maximize learning. Students and instructors exchange assignments and feedback through discussion boards, e-mail and attachments. Active links within the course material enable students to do additional research on topics. Quizzes, exams and other assignments are built into the materials to assess student understanding of the concepts being presented.

### **Convenience of Time and Place**

Programs are offered at times and in locations that are convenient to working adults. On-ground classes are generally held in the evening and on weekends when most adults are available. If possible learning centers are conveniently located near the student's residence or workplace.

### **Participative and Active Learning**

Though the curriculum requirements are rigorous, the learning opportunity for all students is enriched by the extensive and diversified employment experience each brings to the classroom. Students who enroll are committed to completing the program, and they support one another in achieving their mutual goals.

The adult learner model places emphasis on the learner's active involvement in the learning process. This is possible when adults and facilitators come together and share their experiences as they relate to theory. Considering this emphasis on learning, course participation and attendance are expected.

### **Professional Learning Teams**

In addition to class time, professional learning teams meet throughout the program to facilitate sharing of abilities, experience and learning resources. Teams are composed of three to five individuals who work together and assist one another in meeting the objectives and outcomes of the team assignments and projects. In collaborative and cooperative teams, students share strengths and improve weaker skills. They learn interpersonal skills and how to handle conflict. Through working as a team, they learn to appreciate diversity of learning styles.

Students are expected to be active participants in their learning team. Individuals are accountable for their work, and the work of the team is also evaluated. At the end of each course, all students will be given an opportunity to evaluate the contribution of each team member. Learning teams may complete some or all of their team requirements in face-to-face meetings or online.

### **Curriculum**

Courses in each program are created and revised by faculty who are academically qualified and professionals in their field. All courses in the program use a common guide. Instructors may expand and enhance the courses they teach with current resources and practices.

### **Faculty**

Cornerstone is committed to using instructors who have a master's or doctoral degree from regionally accredited institutions, significant professional experience, teaching experience, an active Christian commitment and a theology that supports the mission and goals of the university. As practitioners in the field, they bring experience that enables them to merge theory with practice in the classroom.

In addition to adjunct instructors, the Professional & Graduate Studies Division has full-time faculty who oversee the academic quality of the programs and provide support for the adjunct faculty. All faculty members teaching in the programs have completed a careful screening process, assessment and training. Surveys submitted by students at the end of each course are reviewed and used in the ongoing process of professional faculty development.



## **Degree Programs**

Professional & Graduate Studies offers accelerated degree programs for adults returning to college in order to further or change their careers, or to fulfill a lifetime goal. Undergraduate students are required to complete general education requirements from the liberal arts disciplines. The programs and requirements are described in detail in the Undergraduate Programs and Graduate Programs sections of the catalog located online at: [www.cornerstone.edu/Professional\\_Graduate\\_Studies/Current\\_Students/Student\\_Handbook\\_and\\_Catalog/](http://www.cornerstone.edu/Professional_Graduate_Studies/Current_Students/Student_Handbook_and_Catalog/)

### ***Undergraduate Programs***

- Associate of Science
  - Business Studies
  - Human Services
- Bachelor of Science
  - Business Administration
  - Management
  - Ministry Leadership (blended onsite/online)

### ***Graduate Programs***

- Master of Business Administration (onsite and online)
- Master of Science
  - Management
- Master of Arts
  - Curriculum and Instruction (blended onsite/online)
  - Educational Leadership (blended onsite/online)
  - Educational Technology (blended onsite/online)
  - Teaching English to Speakers of Other Languages (TESOL) (blended onsite/online)

# ACADEMIC INFORMATION

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## Academic Appeals

Students may appeal a grade issued by an instructor if the student believes the grade has been miscalculated or graded unfairly (beginning with step 1 below). Students may also appeal decisions related to probation, dismissal, suspension and satisfactory academic progress (beginning with step 2 below).

*Step 1:* Student approaches the instructor within six weeks from the time the instructor issued the grade and attempts to resolve the issue. In the event the issue is not resolved, the student moves to step 2.

*Step 2:* Student presents the grievance in writing to the director of student services within two months from the time the instructor issued the grade, or the time the decision was put in writing in the case of other academic-related appeals. If the issue is not resolved at this level, the student moves to step 3.

*Step 3:* Student presents the grievance and supporting data in writing to the associate provost of Professional & Graduate Studies within four months from the time the instructor issued the grade, or the time the decision was put in writing in the case of other academic-related appeals. If the appeal reaches this step, then step 4 is also initiated.

*Step 4:* The associate provost initiates and sets a meeting of the Academic Appeals Committee within three weeks after the appeal is received. The decision of the Appeals Committee is final. A written response will be sent to the student as soon as a decision has been reached.

Students have a period of four months from the date grades are issued by the registrar's office to question the accuracy and completeness of the grade posted by the faculty member. Questions should be directed to the registrar's office. The academic record after four months will be considered final.

## Academic Honesty

The university is committed to a high standard of academic honesty among its students. Dishonesty in any form –cheating on examinations or quizzes, plagiarism on papers and reports, submitting the same paper in more than one course and falsification of attendance or reading reports—is not acceptable. Penalties for academic dishonesty may include grade reduction or failure on the particular paper, test or assignment. Violations could also result in failure or dismissal from a course. Penalties are imposed at the discretion of the individual faculty member in cooperation with the program director. The faculty manifests its confidence in the integrity of the student and encourages the student to exercise good judgment in fulfilling this responsibility.

Faculty members who suspect any student of “academic dishonesty” (cheating, plagiarism, etc.) will deal with the student as he/she sees fit in congruence with the institution's policy and within the guidelines of the course syllabus. Students with grievances regarding faculty action should follow the appeal process stated under Academic Appeals.

## Attendance

Faithful attendance in an accelerated degree completion program is a prerequisite for student success. While the expectation and desire is attendance at all class meetings, there may be occasions in which an absence is unavoidable. For this reason the following attendance policy has been established for each course.

### **Class Meeting Attendance**

A student is allowed one absence from a class meeting. If a second absence occurs, the student must generally repeat the course. Under unusual circumstances, the instructor may permit a second absence. Absences must be arranged with the instructor before the class meets. The student may be required to complete make-up assignments for any absences. A deduction in grade is possible with or without a make-up assignment.

### **Online Attendance Policy**

Attendance in an online class session is determined by activity during the class either through discussions or submission of assignments. A student is reported absent for a class session if there is not at least one submission or posting of an assignment or participation in a discussion forum assigned during that class session. Participating in discussions does not guarantee full participation points. The criteria for full participation points will be determined by the faculty member.

### **Make-Up Assignments**

Make-up assignments are determined by the instructor. In their assignments, students must demonstrate that they have interacted with and applied the theories and concepts for each class missed. These assignments do not void absences, but are intended to enable the student to meet course objectives.

### **Attendance and Grading**

The instructor has the authority to establish procedures and grade adjustments regarding attendance, tardiness and early departure. Absences from class meetings must be considered by the faculty member in the grading process. Specific policies will be issued in writing to each student on or before the first night of class.

### **Lack of Adherence**

In most cases, students who do not meet minimum attendance requirements in a course will receive a failing grade. At the student's written request, a leave of absence from a degree completion program may be granted. Generally, a leave of absence can be granted for a maximum of two courses.

Exceptions will be considered on a case-by-case basis. The student should contact the student services department as soon as he/she becomes aware of a potential need for a leave of absence.

### **Program Attendance Policy**

A student who does not attend class for 40 consecutive days (except while on a scheduled break, leave of absence, etc.) will be withdrawn effective his/her last date of attendance. A student who is not in class for over 150 days in any 12-month period (including scheduled breaks and leaves of absence) will be withdrawn effective the last date of attendance prior to the break that caused the student to exceed the limit.

### **Classification of Students**

Students in undergraduate degree completion programs requiring 120 semester hours for graduation are officially classified according to the semester hours of credit earned using the following guidelines:

Freshman . . . . .	1-25 semester hours
Sophomore . . . . .	26-57 semester hours
Junior . . . . .	58-89 semester hours
Senior . . . . .	90+ semester hours

### **Cohort Dissolution**

Cornerstone University reserves the right to dissolve a cohort with fewer than six members. This policy will assure a minimum number of students for appropriate interaction in class and at least two professional learning teams with a minimum of three students per group. If a cohort is dissolved, every effort will be made to enable the remaining students to pursue their educational goals with as little interruption as possible.

## Course Repetition and Retake Policy

Students are permitted to retake a course in which an unsatisfactory grade was achieved during a previous period of enrollment. In such situations, registration for the course and payment of the related tuition and fees at the current tuition rates are required. The grade achieved by the retake course replaces the initial grade in relation to the grade point average (G.P.A.) calculation, though the initial grade will remain on the permanent transcript record. Students may only receive federal financial aid when retaking a course if it is the first time they have retaken the course and if the original grade in the course does not meet the minimum grade requirement for a student's program.

When a course taken at Cornerstone is repeated at another accredited institution, that course will transfer and replace the equivalent course at Cornerstone providing the transfer grade earned is C- or better and providing it is not replacing a course in the student's major or core. The original grade will be removed from G.P.A. computation, but the transfer grade will not be used in that computation in accordance with the policy of not accepting grades in transfer. A student planning to repeat a course should have the course approved as equivalent prior to enrolling in the course.

## Credit by Exam

Students may be granted college credit on the basis of examination through the following means:

1. College Level Examination Program (CLEP) tests, with scores according to a predetermined list.
2. Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Tests (DSST's) with scores according to a pre-determined list. DANTES exams listed as "technical" are applicable only to certain Professional & Graduate Studies programs.
3. Advanced Placement Program of the College Board with scores of 3, 4, or 5. Scores of 4 or 5 are necessary for awarding credit; a score of 3 will permit waiver of the course.

Students are encouraged to verify the course equivalent with the registrar's office prior to writing an exam. A maximum of 30 credit hours earned by CLEP and/or DANTES testing may be applied to a degree program. No charge will be assessed to the student for the processing of these credits.

## Drop-In Program

Students enrolled in Professional & Graduate Studies degree programs at Cornerstone University often "drop-in" to a cohort other than their own to take one course or a series of courses. This is most commonly done by students who need individual courses to meet general education or elective requirements. Students who are eligible to "drop-in" will fit into one of the following five categories:

- Students who need to make up a course due to a leave of absence
- Students who fail a course in a program and must retake the course
- Students already enrolled in a bachelor's or an associate program with Professional & Graduate Studies and need a course or courses to meet graduation requirements
- Students who applied and have been accepted into a degree program at Cornerstone University and have met with an academic advisor
- Students who have completed an appropriate non-degree application form

Each quarter, schedules are distributed to cohorts and are available at any time in the Professional & Graduate Studies office. Students must submit a completed drop-in enrollment form to student services at least four weeks prior to the first night of class to allow time for processing and ordering of educational resources. The enrollment form may be obtained from an academic advisor or student services in the Professional & Graduate Studies office. It is also available at: [www.cornerstone.edu/Professional\\_Graduate\\_Studies/Admissions/Forms/](http://www.cornerstone.edu/Professional_Graduate_Studies/Admissions/Forms/).

## Enrollment Status

For federal financial aid calculations, all degree-seeking students are considered to be enrolled full-time. Aid is calculated based on formulas related to a student's academic year, federal payment periods and the federal award year.

For state financial aid calculations, enrollment status is based on the number of credits for which a student is enrolled between the periods of July 1 – Dec. 31 and Jan. 1 - June 30 each year. A course which crosses periods is included in the period in which the course begins. The full-time enrollment status for state programs is listed below.

Program .....	Full-time status for state programs
Undergraduate .....	12+ credits
Graduate .....	9+ credits

## General Graduation Requirements

### Participation in Commencement

To be eligible to participate in the May commencement ceremony, students must have six semester hours or less (nine semester hours or less for graduate students) to complete the graduation requirements for their degree by Thursday before the ceremony. Those who have six credits or less (nine or less credits for graduate students) to finish must have a written plan on file in the registrar's office by March 15 of the same year documenting how those credits will be completed by the August graduation date of the same year.

Additionally, all prior-learning assessment petitions (life learning essays and/or professional schools and training documentation) for credit must be submitted for evaluation by March 1.

### Graduation Dates & Diplomas

- Students may receive a double major from the university if they have fulfilled all requirements for both majors. If there is an overlap of courses between the two majors, additional courses must be taken in that field of study.
- Students in the bachelor programs may earn a minor by fulfilling additional credits in another area of study. Students should contact their academic advisor for information.
- There are three graduation dates during the year: May, August and December. Transcripts and diplomas will specify one of these dates. Students who complete all degree requirements by the last day of classes in the spring session (traditional program calendar) will receive a May date on their diploma. Students who complete their degree requirements after the May graduation date, but by the August graduation date (which changes annually) will receive an August graduation date. Students who complete their degree requirements after the August graduation date, but by the December graduation date (which changes annually), will receive a December graduation date.
- Students taking credit at an institution other than Cornerstone University for completion of Cornerstone University's degree requirements must have their final, official transcript from that institution on file in the Registrar's Office by the following Aug. 15 to maintain a May graduation date; by the following November 15 to maintain an August graduation date; by the following March 15 to maintain a December graduation date. Receipt of the transcript after that date will necessitate moving the graduation date to the next regularly occurring graduation date.
- Students must submit a graduation/diploma application and order form to the Registrar's Office by Nov. 1 for December graduates or Feb. 1 for May or August graduates. The form is available in the Registrar's Office.
- All financial obligations must be met. No diploma will be released if any balance remains on the student's account.
- Students who find they will not complete their requirements by the anticipated date may call or write the registrar's office to request a change in their graduation date.

## Grades and Honor Points

The student's scholastic standing is indicated both by grades and honor points. The student earns honor points in accordance with grades as follows:

Grade	Interpretation	Honor Points (per class hour)
A	Exceptional	4.00
A-		3.70
B+		3.30
B	Good	3.00
B-		2.70
C+		2.30
C	Average	2.00
C-		1.70
D+		1.30
D	Below Average	1.00
D-		0.70
F	Failure	0.00
CR		Credit Received
I		Incomplete
NC		No Credit
W		Withdrawn

## Grade Point Average (G.P.A.)

The G.P.A. is computed by dividing the total number of credits attempted into the total number of honor or quality points. Credits and honor points are not given for courses in which the grade "I" (incomplete) has been received.

## Grade Reports

Current students can access grade information and unofficial transcripts at any time online at: [www.cornerstone.edu/About\\_CU/University\\_Offices/Registrar/Registrar\\_s\\_Office/](http://www.cornerstone.edu/About_CU/University_Offices/Registrar/Registrar_s_Office/). Select "View Grade and Transcripts". If further instructions are needed, contact an academic advisor or the Professional & Graduate Studies Office.

Grades will not be given over the phone, via fax or e-mail due to university policy and the Family Educational Rights and Privacy Act (FERPA).

## Grading System

Cornerstone University uses the alpha grading system in which the alpha grades are given numerical weight for the purpose of determining grade point averages. Grades and numerical weights are as follows:

A	=	4.00	B -	=	2.70	D+	=	1.30
A-	=	3.70	C+	=	2.30	D	=	1.00
B+	=	3.30	C	=	2.00	D-	=	0.70
B	=	3.00	C-	=	1.70	F	=	0.00

A – Indicates superior quality work.

B – Indicates above average work.

C – Indicates satisfactory or average work.

D – Indicates passing but below average work.

F – Indicates unsatisfactory work. No credit is given, but the number of hours is included when computing grade point average.

W – Indicates that the student withdrew from the program after the second class of a course.

I – Indicates a temporary grade given for work that is passing in quality but lacking in quantity to meet course objectives, not for unsatisfactory work or failure to submit work through negligence.

*Note: Prior Learning Assessment credits, Professional Schools and Training (PST) and Life Learning Essay (LLE) are not awarded letter grades but given credit value. They are also not included in the total number of credits for determining honors.*



## Graduation Honors

Graduation honors are awarded to students graduating with a bachelor's degree in the following categories: those graduating August 2011 and after with Cum Laude must achieve a grade point average (G.P.A.) of no less than 3.60; Magna Cum Laude, 3.70; Summa Cum Laude, 3.85. Grade point average will be calculated on work completed at Cornerstone University only. Additionally, students must have completed 64 semester hours in residence for purposes of fulfilling residence requirements for honor recognition.

For awarding of honor cords and recognition at commencement, the determination of those eligible for honors will be made on April 1. After the April 1 date and upon completion of all the student's degree requirements, graduation honors will be recorded on the final transcript and the diploma.

## Incomplete Grade

This is a temporary grade given for work that is passing in quality but lacking in quantity to meet course objectives. It may be assigned by the instructor with the permission of the associate provost of Professional & Graduate Studies under the following conditions:

1. A student is unable to complete his/her work due to illness or other physical impairment or other unavoidable circumstances, and
2. The student has done satisfactory work in the course and, in the instructor's opinion, can complete the work in a satisfactory manner.

This grade cannot be given for unsatisfactory work. The student is responsible to initiate the process of securing permission to receive an incomplete by contacting the instructor. For each "I" (incomplete), the instructor informs the student of the specific work to be completed and requires a scheduled completion date which is within six weeks of the end of the course. If the incomplete work is not finished and submitted in the time specified by the instructor or within six weeks of the end of the course, an F grade or the letter grade specified at the time the incomplete was first given will be assigned. A "change of grade" is possible if it is processed within one calendar year from the receipt of the initial incomplete.

## Late Paper Policy

Written reports and other assignments received past the due date may be marked down at the discretion of the instructor unless prior arrangements have been made with the instructor.

## Learning Assistance

Online resources and tutorials are available for students, who need help with math, writing and biblical studies by visiting: [www.cornerstone.edu/Professional\\_Graduate\\_Studies/Current\\_Students/Learning\\_Assistance/](http://www.cornerstone.edu/Professional_Graduate_Studies/Current_Students/Learning_Assistance/). In-person tutoring is not offered in the Professional & Graduate Studies programs. Students desiring in-person tutoring are responsible for securing and paying for such services if they desire to do so.

Whether enrolled in an accelerated on-ground, online or blended program, students should expect a fast-paced program in which they will spend several hours per week reading materials, completing assignments and preparing for tests. Students with learning disabilities often find difficulty completing the weekly reading assignments and written projects. Weekly class participation is required, meaning assigned readings and other work must be completed prior to coming to class. Therefore, falling behind in reading will negatively affect students' test grades as well as their ability to actively participate in classroom and group discussions based on textbook and outside reading assignments. Accommodations, such as extra time on tests and papers, do not alter academic expectations. Students affected by learning disabilities are encouraged to consider seriously the accelerated nature of the program when they weigh their educational program options.

## Leave of Absence

At the student's written request, a leave of absence from a degree completion program may be granted. Generally, a leave of absence can be granted for a maximum of 120 days. Exceptions will be considered on a case-by-case basis. The primary criteria for granting a leave of absence are (1) a circumstance that prohibits the student from continuing, and (2) the realistic probability that the circumstance can be remedied during the time of the leave of absence, enabling the student to continue. If a student believes he/she qualifies for a leave of absence, a Request for Leave of Absence form must be completed and returned to the student services office.

Because a student is expected to return to his/her original enrollment at the conclusion of a leave of absence, a leave of absence will not be granted for the last course in the student's program.

## Letter Grade Equivalencies:

### Graduate

**A** = Student illustrates excellent performance. Has unusually sharp insight into material and initiates thoughtful questions. Understands the complexity and alternative views of a given issue. Communicates effectively in multiple situations. Writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates the next steps in the progression of ideas.

*Example: "A" work should be of such a nature that it could be put on reserve for all students to review and emulate. The "A" student is an example for others to follow.*

**B** = Student demonstrates a solid comprehension of the subject matter and accomplishes all course requirements. The student is as an active participant and listener and communicates orally and in writing at an acceptable level for a graduate student.

*Example: "B" indicates a good quality of performance and is given in recognition for solid work; a "B" is considered a good grade and is awarded to those who submit work somewhat less than exemplary.*

**C** = Student produces a quality and quantity of work in and out of class that are below average and minimally acceptable for a graduate student. Has marginal comprehension, communication skills, or initiative.

*Example: "C" work is passing by a slim margin but is unacceptable if repetitive in nature.*

**D or F** = Student produces a quality and quantity of work in and out of class that are unacceptable for a graduate student.

*Example: This work does not qualify the student to gain credit for the course. Coursework must be repeated.*

### Undergraduate

**A** = Student illustrates excellent performance. Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well. Writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

*Example: "A" work should be of such a nature that it could be put on reserve for all students to review and emulate. The "A" student is an example for others to follow.*

**B** = Student demonstrates a solid comprehension of the subject matter and accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree that the student is earning.

*Example: "B" work indicates a high quality performance and is given in recognition for solid work; a "B" is considered a high grade and is awarded to those who submit work somewhat less than exemplary (i.e., "A" work).*

**C** = Student demonstrates a satisfactory comprehension of the subject matter. Accomplishes the minimum requirements and displays little or no initiative. Communicates orally and in writing at an acceptable level for an undergraduate college student. Has a generally acceptable understanding of all basic concepts.



*Example: "C" work represents average work. A student receiving a "C" has met the requirements, including deadlines, of the course.*

**D** = Quality and quantity of work in and out of the class are below average and barely acceptable.  
*Example: "D" work is passing by a slim margin.*

**F** = Quality and quantity of work in and out of the class are unacceptable.  
*Example: "F" work does not qualify the student to progress to a more advanced level of course work.*

## **Online Elective Courses**

Cornerstone University's online courses provide accredited courses for students looking to start or finish a degree or simply take one or two courses. Students participate in online courses with the convenience of working from home, office or virtually any place in the world.

Students generally complete one class session per week, but may do so in asynchronous time (not necessarily at the same time as the other students and instructor). Most courses are contained within a five- or six-week format with specific beginning and ending dates. Using Cornerstone's Odyssey class-management system students have the ability to communicate by e-mail with their instructor; while electronic bulletin board capabilities allow students and instructor to post, share and read threaded discussions, questions and comments. Assignments and feedback are exchanged via e-mail and attachments. Grades are posted in a private box for each student to access.

Generally registration procedures and requirements are the same as those for on-site courses. For more details visit the Web site at: [www.cornerstone.edu/professional\\_graduate\\_studies/cu\\_online/cu\\_online/](http://www.cornerstone.edu/professional_graduate_studies/cu_online/cu_online/).

## **Prior Learning Assessment Credit**

Often students have learning experiences in subject areas for which accredited colleges offer coursework. These students may be awarded college credit for those learning experiences if they are able to document their learning. Learning may have occurred through workshops, seminars, licenses, professional schools or other significant learning experiences. An academic advisor works with students to help them identify life-learning experiences or professional schools and training worthy of potential credit consideration. Upon submission, life-learning essays (LLE) and professional schools and training (PST) petitions are evaluated by appropriate faculty members. A student may petition for up to 30 credit hours in LLE or PST.

Adult students interested in pursuing potential prior learning assessment credit should contact their academic advisor regarding the next scheduled prior-learning assessment seminar. The \$50 registration fee includes participant workbooks that are distributed at the seminar. Attendance is required in order to petition for potential life-learning credits.

### **Appeal Process**

The appeal process may be enacted when a student feels that his/her life-learning essay or PST submission has not been evaluated fairly. This process will not be initiated until after the second rewrite and must begin within 30 days of the evaluation.

The first step of appeal will be to the original evaluator in the form of a petition requesting the credit and giving the rationale. The evaluator will either grant or deny the petition request. If the petition request is denied, the appeal will go to the registrar. The registrar will have two options: 1) agreeing with the original evaluator; or 2) sending the essay or PST submission to a different evaluator for a second opinion. If the essay or PST submission goes to a second evaluator, it will be sent as an original with no indication that it is an appeal. The credit determination from the second evaluation will be considered final.

## Scheduled Breaks

A break from one or two courses (6-8 credit hours maximum) may be granted to a student when transferred course work duplicates a course(s) in the student's degree completion program. Programs are divided into associate, bachelor's and master's level. Courses accepted for transfer in the graduate programs must have been completed in the last seven years.

A transferred course may replace a course in the student's degree completion program only if:

- The course was completed prior to enrollment at Cornerstone University; and
- The course duplicates a course in the student's degree completion program (associate, bachelor's or master's) or the course meets a general education requirement in the student's associate program.

Students who are granted a scheduled break for courses in a degree completion program will be required to meet the residency requirement as stated in the graduation requirements section of the university catalog and the Student Handbook.

Students enrolled in an associate program (either Step I or Step II) that are not seeking an associate degree are not subject to certain scheduled break restrictions. Students may request and be granted a scheduled break for more than seven credit hours, and it is not required that the duplicate course (or a course that meets a general education requirement) be completed prior to their enrollment at Cornerstone University. Students are encouraged to take a non-duplicating course (even if the general education requirement has been met) in the associate program if the student will need elective credits for the bachelor's program.

## Scholastic Probation, Academic Suspension and Academic Dismissal

The director of student services may suspend or dismiss a student that is not meeting attendance requirements, is violating lifestyle standards during university activities and/or is not making satisfactory academic progress. A recommendation for dismissal will be sent to the program director, who in turn reviews and approves each suspension or dismissal. The student will be notified of the decision. Students may appeal the decision to the Academic Appeals Committee.

At the end of an enrollment block, the student's academic standing is reviewed by the registrar's office and deficiencies are reported to the director of student services. Any student who does not earn the minimum cumulative G.P.A. for his/her classification will be placed on academic probation. Classifications and minimum G.P.A. requirements are as follows:

Undergraduate:

1-25 semester hours completed	1.60 G.P.A.
26-57 semester hours completed	1.85 G.P.A.
58+ semester hours completed	2.00 G.P.A.
Graduate	3.00 G.P.A.

## Student Disability Services (SDS)

The university will make reasonable accommodations for students with disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The purpose of accommodation is to provide equal access to educational opportunities to students affected by disabilities and the university does not intend that the standards be altered or that the essential elements of programs or courses be changed.

Students having documented disabilities may apply for accommodations through student disability services, which is part of the Cornerstone University Learning Center located in Miller Hall on the main campus. Disability accommodations for students from the Cornerstone University traditional undergraduate program, Professional & Graduate Studies programs and Grand Rapids Theological Seminary are addressed centrally in student disability services. Accommodations are granted on the basis of determined need and appropriate documentation of disabilities. Students must complete an application and submit appropriate documentation, which will be reviewed by the accommodations

officer and the Accommodations Review Committee. Upon acceptance, the student will meet with the director of academic support to develop an Individualized Student Accommodation Plan (ISAP) based on the committee recommendations. Students will be given a green verification letter to give to their professors and students should schedule a meeting with each professor at or prior to the first class session to discuss their needs. In the event that students have questions regarding whether they are eligible for accommodations, how they might provide appropriate documentation of disabilities, or how they might handle a disagreement with a professor over questions of accommodation, the director of academic support should be contacted immediately at (616) 222-1596 or at [learningcenter@cornerstone.edu](mailto:learningcenter@cornerstone.edu). If a disagreement arises surrounding eligibility for services, or the manner in which a specific accommodation is being implemented, the student has a right to informal and formal grievance procedures. A copy of the grievance procedures is available at the Learning Center in Miller Hall, or online at: [cornerstone.edu](http://cornerstone.edu).

Please note that the process for determining eligibility for accommodations may take 5-6 weeks, so students should complete an application and submit appropriate documentation well in advance of the start of the program in which accommodations are required to begin. To be deemed appropriate documentation, testing and assessment of disability must have been completed no more than three years prior to the application for accommodations at Cornerstone University.

## **Student Grievance/Complaint Procedure**

Occasions may develop in which students feel they have exhausted their efforts to resolve a concern at Cornerstone University. Should this occur, students have the option of registering a formal complaint with the Associate Provost for the Professional & Graduate Studies Division of Cornerstone University. Unresolved complaints with any aspect of the educational or student experience may be included in a formal complaint.

A formal complaint will include the following elements:

1. A written, hard copy of the complaint including notification that the document constitutes a formal complaint; 2. The nature and description of the complaint including all parties involved; 3. Efforts taken to resolve the complaint; (It is expected that the student will have made every effort to resolve the complaint informally with the appropriate faculty member, staff member, supervisor, director or dean, before submitting a formal complaint to the Associate Provost. If this effort has not been made, the person filing the complaint may be asked to do so before the Associate Provost becomes involved.)

The Associate Provost, and members of the leadership team (as needed) will attempt to resolve the issue by discussing the issue with the parties involved and rendering a final decision regarding the complaint. The Associate Provost will respond in writing to the student within 30 days of receiving the complaint. At the request of the student, the decision of the Associate Provost may also be reviewed by the Provost. The final decision will be made by the Provost.

The university's accreditation agency requires that a list of formal complaints, and the university's efforts to resolve them, be provided during accreditation visits.

## **Tape Recording**

Tape recorders or other digital recording devices may be used in the classroom with the permission of the instructor for personal use (but not for publication or quotation). When taping has been deemed a reasonable accommodation by student disability services, students will be given a letter which should be provided to each instructor identifying recording of lectures as an accommodation.

## Technology Requirements

### Undergraduate

Students in the Professional & Graduate Studies program can expect to incorporate technology into their educational experience. Familiarity with a variety of technology media, such as the following, is necessary:

- E-mail
- Creating attachments
- Using word processing programs (MS Word™, MS Excel™) and PowerPoint™
- Navigating the Internet
- Learning how to communicate using a discussion board and uploading assignments to a classroom Web site.

In addition, students should have access to the following minimum technology requirements:

- Access to Internet at home and the ability to locate high-speed access as necessary (such as using a local library).
- Access to a computer (PC or Mac).

### Graduate and Online

Students in the Professional & Graduate Studies online and graduate programs can expect a much different “classroom” experience. In order to make sure students are fully prepared for online and graduate level courses a list of expectations and requirements follow. Students in an online or graduate program should possess the following:

- Self-discipline
- Problem-solving skills
- Critical-thinking skills
- Written communication proficiency

As part of their program, students should expect to experience a variety of technology mediums such as:

- Communicating frequently using e-mail and attachments
- Using Microsoft Office (or similar) applications such as Word™, Excel™ and PowerPoint™
- Navigating the Internet
- Learning to communicate using discussion boards and uploading assignments to a classroom Web site

In addition, students should have access to the following minimum technology requirements:

- Access to the Internet at home and the ability to locate high-speed access as necessary (such as using a local library).
- Have access to a computer (PC or Mac).

## Transcripts

An official transcript is available for a \$5 fee and sent upon written request. No transcript will be released if any unpaid balance remains on the student’s account.

Transcript requests must be made in writing or by fax to the registrar’s office and should contain the following information:

- Student’s name at time of attendance
- Student’s current address and phone number
- Student’s date of birth

- Student's Social Security number and student ID number
- Name(s) and address(es) where the transcript(s) is (are) to be sent
- Student's legal signature
- Payment information

If making an official transcript request by fax, a credit card number with expiration date should be included. Cornerstone accepts American Express, Discover and MasterCard. A service charge applies to all credit card payments.

If specific terms or specific course grades are to be included, that information should be noted so that the transcript is not sent before the data is posted to the record.

Unofficial transcripts are available to current students by logging into WebAdvisor at: eaglesnest.cornerstone.edu/web/public.

## Transfer Credit

Applicants, who are transferring from other colleges/universities are required to have a transcript from all previously attended colleges/universities sent directly to the Professional & Graduate Studies admissions office at Cornerstone University.

After being accepted for admission, an official credit evaluation is placed in the student's file with copies provided to the student and the academic advisor.

Cornerstone University will accept transfer credit from the following types of institutions:

1. All regionally accredited institutions.
2. All Accrediting Association of Bible colleges accredited institutions or institutions with a G listing or higher in the AACRAO Information Bulletin.
3. Non-accredited institutions, if those institutions supply three letters of acceptance from regionally accredited institutions to the registrar's office.

Credits from non-accredited institutions are limited as follows:

75 semester hours from a 4-year institution  
 62 semester hours from a 3-year institution  
 40 semester hours from a 2-year institution  
 25 semester hours from a 1-year institution  
 30 semester hours in practical nursing

4. The following non-accredited institutions due to the nature of their relationship to Cornerstone: Bob Jones University, Grand Rapids School of Bible and Music, Spurgeon Baptist College and Word of Life Bible Institute.

Transfer credit will not be given for remedial or non-college level work or for any course in which a grade lower than a C- (1.7) was received. G.P.A. does not transfer with the credit transferred.

No course work will transfer as upper level (300-400) unless the course is designated as such from the originating institution.

Recommendations for credit as written in published guides by the American Council on Education will be recognized and accepted as transfer credit.

Credit transferred from schools that are on a quarter system will be transferred as .66 (2/3) semester hours for every quarter hour.

If a student wishes to take a course at another institution after transcript evaluation is complete, he/she should contact a Professional & Graduate Studies academic advisor and complete a Guest Application/Transfer Credit Pre-Approval form before the beginning of the class in order to verify the acceptance of these courses.

The evaluation of foreign educational credentials for possible transfer credit to Cornerstone University must be evaluated by an outside agency. The student is responsible for following the procedure required by the agency and for paying the required fees. Cornerstone University recommends the following agency:

*Educational Credential Evaluators, Inc.*  
P.O. Box 514070  
Milwaukee, WI 53203-3470  
Phone: (414) 289-3400  
Fax: (414) 289-3411  
E-mail: [eval@ece.org](mailto:eval@ece.org)

### **Technical Credit**

A maximum of 40 technical hours may be transferred into a Bachelor of Science degree completion program.

### **Course Duplication**

Two courses (maximum of eight credit hours) may replace courses in the student's associate or bachelor's degree completion program. A maximum of six semester hours (500 or higher course number) may replace courses in the student's master's program.

A transferred course may replace a course in the student's degree completion program only if:

1. The course was completed prior to enrollment at Cornerstone University; and
2. The course duplicates a course in the student's degree completion program (associate, bachelor's, or master's), or the course meets a general education requirement in the student's associate program. A course must be at least two semester hours to meet equivalency requirements. Duplicate courses accepted for transfer in the graduate program must have been completed in the last seven years.

Students who replace courses in a degree completion program will be required to meet the residency requirement as stated in the graduation requirements of the Undergraduate and Graduate Programs sections in the academic catalog.

### **Military Credit**

Military training must be documented by a copy of DD214, SMART, or AARTS transcripts showing completion date and evaluation of military specialty held.

1. Air Force transcripts may be obtained from the Community College of the Air Force. (CCAF/RRR, Maxwell AFB AL 36112-6655).
2. Army transcripts may be obtained from AARTS, Ft. Leavenworth, Kansas 66027-5010. Soldiers who enlisted after October 1981 are eligible to receive a transcript at no charge.

### **Nursing Credit**

A maximum of 62 semester hours (including technical hours) may be transferred from an accredited nursing program.

### **Prior Learning Assessment Credit**

Students may apply a maximum of 30-semester hours of prior learning assessment credits toward a bachelor's degree. Life-learning credits from other institutions are subject to review by the registrar's



office. If the life-learning credits are approved for transfer, the amount transferred is subtracted from 30 to determine the number of credits that may be awarded at Cornerstone University.

Prior learning assessment credits will be accepted from other accredited institutions that follow the Council for Adult and Experiential Learning (CAEL) Handbook, "Ten Standards for Quality Assurance in Assessing Learning for Credit." Before credits are accepted, documentation on the institution's assessment process for experiential learning will be requested.

## **Veterans**

Cornerstone University cooperates with the U.S. Department of Veterans Affairs in processing benefits for the training of honorably discharged service members. Veterans who wish to use the benefits should obtain the necessary forms and instructions from the nearest office of the Veterans Affairs or the Cornerstone University student financial services office.

It should be understood by veterans that they would be reimbursed directly by the Department of Veterans Affairs. Veterans should plan to pay their bills in accordance with the payment schedule.

The grade point average of veterans will be monitored at the end of each semester. Veterans who are placed on academic probation and fail to change this status within one additional semester will be reported to the Department of Veterans Affairs. This action may result in the termination of benefits by the Department of Veterans Affairs. If benefits are terminated, a veteran may reapply to the university for re-certification of veteran's benefits after the probationary status has been removed.

Veterans entering as transfer students will be provided a written statement of the number of credits accepted in transfer and the number of credits remaining that are required to complete the program in which they are enrolling. This information will be provided to the Department of Veterans Affairs. This information will also be provided to the student prior to submission of their enrollment certification and will be based on the student's stated educational plans as to degree program and major. This transfer credit evaluation may be subject to change should the student decide to change majors or degree programs.

Veterans with advanced educational training while in the military may submit their transcripts or educational records for evaluation for transfer credit. The recommendations in the "Guide to the Evaluation of Educational Experiences in the Armed Services" produced by the American Council on Education will be followed in the evaluation of such credit.

## **Withdrawal Policy**

To withdraw enrollment from a degree completion program, the student must complete a withdrawal form that is available from the student services office. Withdrawal from a program may jeopardize financial aid for the rest of that academic year due to federal and state government regulations. Timely withdrawal of students is imperative for compliance with these federal regulations. Before withdrawing from a program, students are advised to consult with the student financial services office about their particular situation.

Academic credit will be given for completed courses as follows:

- If a student withdraws before the second class of a course, no grade is given and no tuition is charged.
- If a student withdraws after the second class session of the course but before the end of the course, a grade of W will be given and the student will be charged according to the refund of tuition schedule.
- If a student withdraws after the course is completed, a grade of F will be given and the student will be charged full tuition for the course.

Copies of the entire withdrawal policy are available upon request from the Professional & Graduate Studies office.

# ADMISSION & REGISTRATION

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## Admission Process

Cornerstone University accepts students on the basis of their academic record and work experience. Students are required to complete and submit the appropriate application with an application fee. Refer to the admission requirements for each program in the Undergraduate or Graduate Program section of the Professional & Graduate Studies Academic Catalog online at: [www.cornerstone.edu/Professional\\_Graduate\\_Studies/Current\\_Students/Student\\_Handbook\\_and\\_Catalog/](http://www.cornerstone.edu/Professional_Graduate_Studies/Current_Students/Student_Handbook_and_Catalog/)

When all admissions requirements have been satisfied, students will receive written notice that they may enter the program at full admission status. Students who are not at full status may be allowed to begin the program with tentative admission status. These students are allowed to attend class pending official verification of required admission documents.

Students interested in degree completion programs may obtain information by contacting an admissions advisor. For information about admission to online programs, access the Professional & Graduate Studies' Web site at: [www.cornerstone.edu/professional\\_graduate\\_studies/cu\\_online/cu\\_online/](http://www.cornerstone.edu/professional_graduate_studies/cu_online/cu_online/)

## International Students

International students are required to complete the entire application process as well as meet some additional requirements. Proof of financial support is required by completing the financial support form available from the admissions office. It is the responsibility of the student to arrange necessary financial support for all expenses at Cornerstone University. International students from countries where English is not the primary language, are also required to successfully complete the Test of English as a Foreign Language (TOEFL) examination before admission can be granted.

## Non-Degree Admission

Persons interested in enrolling at Cornerstone University on a part-time, non-degree basis need not complete the formal application process for admission. A non-degree application is available through P.G.S. student services. Six credit hours per semester and a maximum of 24 total credit hours may be taken as a non-degree undergraduate student. A maximum of 12 credit hours may be taken as a non-degree graduate student. Non-degree applicants for the M.A. in Education program must also submit a copy of their teaching certificate or a signed statement indicating where they received their bachelor's degree and where they are currently teaching. Non-degree students are not eligible for federal, state or institutional financial assistance. A student wishing to be admitted as a degree-seeking student must complete the full application process.

## Readmission to a Program

If more than 12 months have elapsed since the last enrollment, the following policies will apply:

1. Students must complete a regular application for admission available from an admissions advisor. A \$35 fee (undergraduate) or \$40 fee (graduate, excluding TESOL program applicants) must accompany the application. Depending on the length of time since the last enrollment, new college transcripts since high school may be required. Students who are accepted for readmission must submit a non-refundable class reservation deposit applicable to the students' educational resource fees upon or prior to attending the first class.



2. Official transcripts from each post-secondary institution attended since the student was last enrolled at Cornerstone University must be submitted at the time of application for readmission. An updated transfer-credit evaluation and assessment profile will be completed and distributed to the student.
3. Students readmitted after 12 months have elapsed will follow the university catalog and policies in force at the time of readmission.
4. Tuition and fees will be charged at the current rate at the time of readmission. The student will be charged for any course that is repeated.

If less than 12 months have elapsed since the last enrollment, the following policies will apply:

1. The student must complete the Application for Readmission form available from the student services office. A \$5 re-enrollment fee must accompany the application before re-entry to class.
2. A Professional & Graduate Studies accountant must contact the student financial services office to determine the financial aid status. Any delinquent payments must be resolved before the student can be considered for readmission.
3. Student services will contact the registrar's office to verify the student has no incomplete grades from the previous enrollment at Cornerstone University. Incomplete grades must be made up before a student may be re-admitted.
4. The student must be at full admission status before he/she can be re-admitted. The student will be notified in writing and may then join the group following the last course successfully completed.
5. Tuition and fees will be charged at the current at the time of readmission. The student will be charged at the current rate for any course repeated.

A student that has been academically suspended from Cornerstone University or was on probation at the time he/she left must be approved by the director of student services prior to readmission. A copy of the acceptance letter will be sent to the student financial services office to document conditions of the student's continued enrollment and financial aid eligibility.

## **Registration Procedure**

After acceptance, each student is assigned an academic advisor who is available to meet and discuss an educational plan leading to graduation. While the school offers help with planning a student's program, each student is responsible for meeting his or her graduation requirements. New and re-admitting students are sent registration materials 4-5 weeks prior to program orientation. Students must sign and return the registration form with the class-reservation deposit before he or she is officially enrolled.

## **University Lifestyle Expectations**

Students who apply to the university's PGS programs must agree in writing to certain lifestyle expectations. While enrolled in the Professional & Graduate Studies Division, the student's ability to understand and articulate increasingly complex ideas and feelings is intentionally developed. Consequently, both oral and written communication should reflect and demonstrate this search for precision and accuracy. The use of crude, vulgar or offensive language is unacceptable in this community. Cornerstone University discourages involvement in any activity that may be of an immoral or degrading nature. The historic and current commitment to the ideal of intellectual, spiritual and physical wellness precludes the use of tobacco, alcohol or any other controlled substance during university activities.

# FINANCIAL INFORMATION

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## Tuition and Fees 2010-2011

### Tuition

Associate .....	\$285/credit hour
Bachelor .....	\$340/credit hour
Graduate	
M.A. in Education .....	\$390/credit hour
M.A. in TESOL .....	\$390/credit hour
M.S. in Management .....	\$390/credit hour
MBA \$415/credit hour	
MBA Online .....	\$450/credit hour
Elective Online Course .....	\$285/credit hour

### Educational Resource Fee

#### Undergraduate:

Associate (Business Studies, Human Services) .....	\$100/course
B.S. in Management .....	\$100/course
B.S. in Business Administration .....	\$140/Course
B.S. in Ministry Leadership .....	\$100/course

#### Graduate:

M.A. in Education .....	\$65/course
M.S. in Management .....	\$140/course
MBA \$140/course	
MBA online .....	\$140/course
M.A. in TESOL	
Term 1 .....	\$450
Term 2 .....	\$250

Elective Online Course .....	**
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\*\* Students procure their own books through the Internet or other means available locally.

### Technology Fee

Undergraduate and Graduate .....	\$35/course
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### Graduation Fee

Undergraduate .....	\$30
Graduate	\$50

### Non-refundable Fees

#### Application

Undergraduate .....	\$35
Graduate (excludes TESOL) .....	\$40

#### Class Reservation Deposit (applies toward Educational Resource Fee)

##### Undergraduate

Associate (Business Studies, Human Services) .....	\$100
B.S. in Management .....	\$100
B.S. in Business Administration .....	\$140
B.S. in Ministry Leadership .....	\$100

Graduate	
M.A. in Education .....	\$65
M.S. in Management.....	\$140
MBA .....	\$140
MBA online .....	\$140
Official Transcripts .....	\$5
Professional & Life Learning Credits per petition .....	\$50
Readmission to a Degree Program (within 12 months).....	\$5
Late Payment Fee .....	\$30
NSF Check Fee .....	\$20
Drop-In Cancellation Fee (per course) .....	\$20
Waiver Evaluation.....	\$25

**MA TESOL, Deposit and Housing**

Tuition Deposit (non-refundable after June 1) .....	\$250
Housing Fee (2 weeks).....	\$255/Single*
Housing Fee (2 weeks) .....	\$455/Double or Family*
Housing Deposit .....	\$50*

\* Applies only to students who choose on-campus housing during Residency Days.

Students “lock in” a tuition rate when starting a degree completion program, including Step I associate students who go into Step II. However, if the student withdraws from the first cohort and returns later to another cohort, he/she must pay the rate in effect for the new cohort. Also, Step I associate students who do not continue with their original cohort into Step II must pay the rate in effect for the cohort he/she joins. The guaranteed tuition rate does not include any “drop-in” courses the student may take to meet general education or elective requirements. When there is a change in tuition rates, the lower tuition rate applies to students who retake a course due to a “leave of absence.”

Program fees are generally reviewed on an annual basis. In some cases it may be necessary to adjust a fee prior to an annual review. The adjustment will be reflected in the subsequent catalog.

Students should also budget for additional personal expenses related to their enrollment. These may include, but are not limited to, transportation (gasoline and maintenance), child care, meals, snacks and miscellaneous personal supplies.

**Educational Resource Fee**

The educational resource fee is designed to cover the cost of textbooks as well as various costs associated with providing educational resources. These costs include curriculum guides and supplemental materials, binders, book bags, copyright fees and sales tax on texts and materials. This fee is calculated as an average cost of materials throughout the program and does not reflect the exact cost per course. The PGS Division views the direct delivery of all resources to the classroom as a service that is essential to the success of the program. Students who purchase or acquire books by any other means will still be charged the educational resource fee. Exceptions to this policy may be granted if a husband and wife are in the same program and cohort. In this situation, one of the spouses will be charged the full Educational Resource Fee and the other spouse will be charged \$20 for the Student Guide and supplemental materials.

**Technology Fee**

The university has and will continue to invest many resources in technology at its on-campus and off-campus sites to enhance the learning experience. The following are included in this fee: Odyssey class management system, wireless upgrades, technology support, library support, electronic databases, e-mail accounts and classroom technology.

## Payment Policies

- The class reservation deposit is due two weeks prior to the night of orientation.
- Tuition and the educational resource fee are due on or before the first night of class for each course. This includes students who are taking Drop-In courses. New students must pay tuition and the educational resource fee for the first course on or before the night of orientation. Notice from a student that he/she will be receiving employee assistance is not acceptable as payment.
- Students may pay in advance for any number of courses.
- A late payment fee will be assessed to a student's account if he/she fails to make payment for tuition and the educational resource fee by the due date.
- Students who have not paid by the midpoint of a course are subject to being administratively withdrawn from the program. Students will be able to finish the course already in progress, but will not be allowed to continue beyond that point.
- New students paying tuition using financial aid must be ready for finalization of their loans or grants on or before the night of orientation. In order for loans and grants to be ready for finalization, the student must have completed the FAFSA, submitted the Institutional Financial Aid application, Master Promissory Note, Loan Request Form, Loan Entrance Interview, and any other requested documents to the student financial services office. If the student's financial aid application process is incomplete, he/she must pay as a "cash-paying" (check, money order, cashier's check) student or have written approval from the PGS Director of Enrollment in order to start.
- Students starting the program without financial aid in place must have their loan or grant finalized before the end of the first course. Those students who have not had their loan or grant finalized must contact the PGS accounting office immediately to make payment and to avoid being withdrawn from the program. Second-year financial aid students must re-apply prior to the start date of the last course in the prior loan period. Failure to do so will result in the student being classified as a "cash-paying" student.
- If a student is employed by an organization that will pay the tuition and/or fees directly to Cornerstone University, the employer must make payment to the PGS accounting office on or before the first night of each course. The employer must also provide a voucher or letter of "intent to pay" for any course(s) that will be covered under the organization's direct bill policy. A voucher, which can have any number of courses listed, needs to be received in the PGS accounting office on or before the first night of class of the earliest course being submitted. For new students, the accounting office must receive the voucher or letter two weeks prior to orientation.
- Transcripts and diplomas will not be released until the student's account is paid in full.

## Payment Options

### Financial Aid

A student may apply for financial aid, i.e. student loan(s), Michigan Tuition Grant and the Federal Pell Grant, etc. through the student financial services office at the main campus in Grand Rapids or online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Any student interested in financial aid must complete a Free Application for Federal Student Aid (FAFSA), a Cornerstone University Institutional Financial Aid Application (IFAA), a Master Promissory Note, the Loan Request Form, an entrance interview and provide any additional requested information to complete a financial aid file. It is very important that the student applies in a timely manner and that he/she follows up on any aid or loan if a response has not been received within four to six weeks. Financial aid guidelines are strict and if all information is not submitted within certain time limits, the student will be ineligible for any aid. Also students may need to reapply for aid for the balance of their educational program in a new award year. Students are responsible for any charge not covered by their financial aid. Students should contact the student financial services office for more information.

Federal regulations for non-term programs require that financial aid may be paid only for courses that are successfully completed. Therefore, if any course is not completed (due to course withdrawal, leave of absence, an incomplete or failing grade) federal financial aid awards may be reduced or future disbursements may be delayed.

Any change in the student’s schedule (scheduled break, leave of absence, program change, drop-ins, etc.) may affect financial aid. Students will receive a revised award letter after returning from a leave of absence, or in the case of other changes, after the change is processed. Students desiring to know how aid will be affected prior to making a change in schedule should contact student financial services.

Incoming students who have filed a FAFSA will receive a financial aid estimate letter approximately 4-5 weeks before their scheduled cohort start. They will receive their reward letter at orientation. Continuing students who file a FAFSA will receive an award letter by mail within 4-6 weeks after their financial aid file is complete.

### **Employer Assistance**

Students who work for organizations that reimburse employees for tuition costs must contact their employer directly. The student is responsible for completing and submitting all necessary paperwork for his/her employer’s tuition reimbursement in a timely manner and according to the employer’s processing requirements.

Students who provide notice that they will be receiving employer assistance will not be exempt from making tuition and fee payments. It is the student’s responsibility to make payment for all courses on or before the first session of class or two weeks prior to orientation if it is the first course in the program. A student will only be exempt from making the payment if a voucher or “letter of intent to pay” from the student’s employer to Cornerstone University is received on or before the first night of class or two weeks prior to orientation if it is the first course in the program.

### **Check/Credit Card**

Payments may be made by check, credit card, cashier’s check or money order at the reception desk or the PGS accounting office (Grand Rapids campus). Off-campus students may mail their payments to the attention of the PGS accounting office, Cornerstone University, 1001 E Beltline NE, Grand Rapids, MI 49525. For convenience, students may also make their credit card payments by calling the PGS accounting office or by setting up an automatic payment plan.

### **Textbook Refunds**

Unused textbooks purchased for courses not attended or textbooks that are already owned by the student (or spouse) prior to enrollment in the program may be returned for a refund of the cost of the textbook under the following conditions:

- The book is in new condition and the shrink-wrap has not been removed; that is, it is ready for resale.
- The book is returned within one week after the start date of the course.
- The book is a current edition and will continue to be used in the program.
- The total book refund does not exceed the educational resource fee for the course.

The student’s account will be credited when written notice is given to the PGS accounting office. In the case of a student withdrawal, the student’s account will be credited or a refund check will be issued when the accounting manager receives a copy of the signed withdrawal form.

### **Refund of Tuition**

Refund of tuition is made on the basis of classes completed in the respective course at the time a student is withdrawn or has notified the PGS office that he/she is withdrawing. A student will be charged again for any course that is retaken.

#### **Students who withdraw**

#### **will be refunded**

Before the second class session of a course .....	100%
After the second class, but before the midpoint of the course .....	50%
After the midpoint of the course .....	0%

## Refund of Overpayment on Student Account

If a student's account is overpaid and a credit balance currently exists on the account, the student may keep those funds on his/her student account to be applied for other expected expenses or may request a refund of the credit balance.

If the student's account was partially or fully paid by a third party, i.e. employer assistance or Michigan Tuition Grant, the refund to the student will not exceed the amount that the student paid. Any credit balance over the amount that the student paid will be refunded to the third party.

If the student desires to have the credit balance refunded, he/she should contact the accounting office to have a request form faxed or mailed. Students should receive the check 14 days after the PGS accounting office has received the written request form. Request forms received before noon on Wednesday will be processed the current week. All checks are signed and mailed the following week. A student may request to obtain the check at the P.G.S. accounting office.

## Return of Financial Aid Funds

Students receiving federal or state financial aid who withdraw prior to the end of a period of enrollment may be required to return some of those funds to the respective financial aid program. To determine the portion of financial aid a student is eligible to receive, a calculation will be made based on the amount of time from the student's enrollment to the student's withdrawal date. It is important that the student consult with the student financial services office when considering withdrawal.

For Federal Title IV aid, if a student withdraws before completing 60 percent of the period of enrollment for which aid was received, a portion of the funds must be returned.

For Michigan aid, the calculation is based on the number of credit hours completed in the period of enrollment.

For more information or examples, please contact the student financial services office.

## Financial Appeals

Students may appeal a billing that they believe is in error or unjust by following the appeal steps outlined below.

*Step 1:* The student will contact the accounting manager and attempt to resolve the issue. In the event the issue is not resolved, the student moves to step 2.

*Step 2:* The student presents his/her appeal in writing to the Financial Appeals Committee. The committee consists of the associate provost of Professional & Graduate Studies, the director of student services, the assistant director of student financial services, and the accounting manager. All issues relating to billing, financial aid, fee and tuition payments are within the purview of this committee. The committee's decision is final. A written response will be sent to the student as soon as a decision has been reached.

## Purpose of Financial Aid

Financial aid is available to assist students who can benefit from further education but cannot do so without additional financial resources. It is important to keep in mind that the primary responsibility for financing a college education rests with the student and the student's family. The Cornerstone University student financial services office is committed to assisting students in receiving the maximum amount of financial assistance for which they qualify under federal and state programs.

All students wishing to receive financial assistance through federal and/or state aid programs must file the Free Application for Federal Student Aid (FAFSA). All students should also complete a Cornerstone University Institutional Financial Aid Application (IFAA). Students must complete the required financial aid forms each year. If needed these forms are available from the student financial services office or from the financial services Web page of the PGS Web site at: [pgs.cornerstone.edu](http://pgs.cornerstone.edu).



It is important that all requested information is submitted to the student financial services office in a timely manner. Failure to do so will create delays. Upon receipt of all requested information the student financial services office makes an evaluation to determine student aid eligibility. Students are informed of their awards in writing.

## Requirements to Receive Federal Financial Aid

### Statement of Educational Purpose

To receive financial aid a student must be enrolled as a degree-seeking student. A student must sign a statement indicating that all federal financial aid will be used for expenses related to study at Cornerstone University.

### Statement of Refund and Default

To receive federal financial aid a student must not owe a refund on any federal grant or loan. A student must not be in default on any loan or have made satisfactory arrangements to repay any defaulted loan and have not borrowed in excess of the loan limits under federal programs, at any institution.

### Selective Service Registration

Prior to receiving federal financial aid each year, male students born after December 31, 1959 are required to comply with selective service registration regulations.

## Satisfactory Academic Progress Standards

### Undergraduate Program

To remain eligible for financial aid, a student must have maintained Satisfactory Academic Progress (S.A.P.) in accordance with the following guidelines:

The student must meet the appropriate cumulative grade point requirement for his/ her classification:

1-25 credits completed . . . . .	.1.60 G.P.A.
26-57 credits completed . . . . .	.1.85 G.P.A.
58-above credits completed . . . . .	.2.00 G.P.A.

In order to continue to receive financial aid, a student must be progressing at a rate that would allow for completion of his/her program within a period not greater than 150 percent of the normal program length. In keeping with this requirement, any student who has completed 180 or more credit hours, including transfer credits and credits earned at Cornerstone, will not be eligible for any further financial aid.

A student who receives financial aid is required to complete the following percentage of hours (including transfer credits and credits earned at Cornerstone):

Cumulative Hours	Attempted Minimum Percent Completed
1-25 . . . . .	65%
26-57 . . . . .	70%
58-above . . . . .	75%

S.A.P. is evaluated at the end of each enrollment block, as designated on the cohort calendar. A student will not be evaluated if he/she has not taken at least nine credit hours. Students who are not enrolled in a cohort, but are taking drop-in courses will be evaluated at the end of each 12-credit hour increment. If a student does not meet the Satisfactory Academic Progress standards, he/she will be placed on probation for the enrollment block. If he/she does not attain the standard at the end of the next block, he/she will be placed on financial aid suspension and will not be eligible for additional aid until meeting these standards again. However, there are no probationary periods and no appeals for the 180 credit hour limit; eligibility ceases at the end of the block during which the student earns the 180th credit hour.

If a student suffers unusual circumstances, he/she must submit an appeal letter to the associate provost of Professional & Graduate Studies by the date indicated in the suspension letter. After consideration

by the associate provost, with the assistance of the Academic Appeals Committee, a determination of eligibility will be made. If the student is granted financial aid eligibility, he/she must meet the conditions outlined by the associate provost for this eligibility to continue. A student may continue his/her enrollment and receive aid in which he/she is entitled for that period until the decision of the Academic Appeals Committee is reached and communicated to the student.

If a student is allowed to continue enrollment without meeting these requirements or if the student is readmitted after suspension, he/she will not be eligible for any type of financial aid until the proper level of progress is attained. Financial aid eligibility will then be determined based on the availability of funds at that time and the student's eligibility for aid. It is the student's responsibility to notify the student financial services office when incompletes have been satisfactorily completed. These credits may then be counted toward the student's total hours completed.

For financial aid purposes, a completed class that can be repeated for a change of grade may be repeated only once. These standards apply for all students, regardless if they have made application or received financial aid in the past. If a student applies for aid after having been enrolled and is found not to be complying with the satisfactory progress standards, he/she will not be eligible for any aid until such time as he/she is meeting those standards.

Federal regulations for non-term programs require that financial aid may be paid only for courses that are successfully completed. If for some reason a course is not completed (course withdrawal, leave of absence, incomplete or failing grade), federal financial aid awards may be reduced or future disbursements may be delayed.

**Graduate Program**

To remain eligible for financial aid a student must have maintained S.A.P. in accordance with the following guidelines:

- The student must maintain a minimum of a 3.0 cumulative grade point average (G.P.A.) in order to receive financial aid.
- In order to continue receiving financial aid, a student must be progressing at a rate that would allow for completion of his/her program within a period not greater than 150 percent of the normal program length.
- A student who receives financial aid is required to maintain the following completion ratio (including transfer credits and credits earned at Cornerstone).

<b>Cumulative Hours Attempted</b>	<b>Minimum Percent Completed</b>
1-24 .....	65%
25-48 .....	70%
49+ .....	75%

S.A.P. is evaluated at the end of each enrollment block, as designated on the cohort calendar. If a student does not meet the Satisfactory Academic Progress standards, he/she will be placed on probation for the next course block. If he/she does not attain the standards at the end of the next block, he/she will be placed on financial aid suspension, and will not be eligible for any additional aid until meeting these standards again.

If a student suffers unusual circumstances, he/she must submit an appeal letter to the associate provost of Professional & Graduate Studies by the date indicated in the suspension letter. After consideration by the associate provost, with assistance from the Academic Appeals Committee, a determination of eligibility will be made. If the student is granted financial aid eligibility, he/she must meet the conditions outlined by the associate provost for this eligibility to continue. A student may continue his/her enrollment and receive aid for which he/she is entitled for that period until the decision of the Academic Appeals committee is reached and communicated to the student.

If a student is allowed to continue enrollment without meeting these requirements or if the student is readmitted after suspension, he/she will not be eligible for any type of financial aid until the proper level of progress is attained. Financial aid eligibility will then be determined based on the availability of funds



at that time and the student's eligibility for aid. It is the student's responsibility to notify the student financial services office when incompletes have been satisfactorily completed. These credits may then be counted toward the student's total hours completed.

For financial aid purposes, any completed class that can be repeated for a change of grade may be repeated only once.

These standards apply for all students regardless if they have made application or received financial aid in the past. If a student applies for aid while enrolled and is found to not be complying with the Satisfactory Academic Progress standards, he/she will not be eligible for any aid until such time as he/she is meeting those standards.

Federal regulations for non-term programs require financial aid may be paid only for courses that are successfully completed. If for some reason a course is not completed (course withdrawal, leave of absence, incomplete or failing grade), federal financial aid awards may be reduced or future disbursements may be delayed.

## **Federal Financial Aid Programs**

Eligibility for federal student financial aid is determined through the submission of the Free Application for Federal Student Aid (FAFSA). Students may view the institution's federal financial aid policies and procedures in the student financial services office.

### **Federal Pell Grant**

This federal program provides grants to undergraduate students with exceptional financial need. The grant amount is based upon the information provided on the FAFSA each year.

### **Federal Stafford Loan Program**

This federally insured loan program is available to all students. The maximum loan eligibility each year is based on total credit hours earned and dependency status. The interest rate is 6.8 percent. For those who qualify for a subsidized (need-based) loan, the government pays the interest while the student is in school. The student is responsible for the interest while in school with the unsubsidized loan. Repayment of both principal and interest begins six months after the student graduates or ceases to be enrolled at least half time.

### **Federal Supplemental Educational Opportunity Grant**

This limited grant is awarded to Pell eligible undergraduate students who demonstrate exceptional need based upon the information provided on the FAFSA.

## **State Financial Aid Programs**

Persons who are legal residents of the State of Michigan as determined by the Michigan Department of Education may receive aid from state programs. Eligibility for state student financial aid is determined through the submission of the Free Application for Federal Student Aid (FAFSA). The current state application deadline for priority consideration is March 1st for all students. Consideration is given to applications received prior to July 1 and is based on availability of funds.

### **Michigan Tuition Grants**

Gift aid is available to Michigan residents attending an independent non-profit Michigan college. Awards are based on financial need.

### **Michigan Competitive Scholarship**

Gift aid is available to Michigan residents with a qualifying ACT score attending a Michigan college. Awards are based on financial need. A student may not receive the Michigan Tuition Grant and the Michigan Competitive Scholarship or the same enrollment period.

# GENERAL INFORMATION

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## **Automobile Registration**

All vehicles operated or parked on the Cornerstone University campus must be properly registered with the PGS office. Registration permits will be issued to students on the date of orientation. Permits must be properly placed on the inside of the lower right-hand side of the windshield. Students may park in the general parking lots. Students may not park in Ketchum Lot V, Administration Lot B, or any parking space marked "reserved 24/7; vehicles parked in these areas are subject to citation by Campus Safety.

## **Career Services**

Career services are available to current Cornerstone University students and its alumni. Available services include career counseling, self-assessment, resume assistance, advice for job seeking, interviewing, self-presentation skills and preparing for graduate schools.

The Career Services office is located on the main campus in the upper level of the Corum Student Union and is open Monday through Friday from 8 a.m. to 5 p.m. Students may contact Career Services at 616.222.1433 or e-mail [career@cornerstone.edu](mailto:career@cornerstone.edu).

## **Job Search**

To view recent job postings received by the Career Services office, search the Career Services Web page at: [www.cornerstone.edu/undergraduate\\_studies/student\\_life/career\\_services/career\\_services/](http://www.cornerstone.edu/undergraduate_studies/student_life/career_services/career_services/). Click on "Students/Alumni" and select "Job Posting Links." Links for job search Web sites are also available on this Web page.

## **Career/Job Fairs**

Career Services offers two job fairs each year as part of a consortium with four other colleges in the Grand Rapids area. The "CareerFest" fair is held in October and February. Specific dates, times and locations for job fairs are posted on the Career Services Web site. Job and career fairs are free for students and alumni of Cornerstone University.

## **Graduate School Preparation**

For more information about graduate schools visit or contact the Career Services office or search the Career Services Web site: [www.cornerstone.edu/Undergraduate\\_Studies/Student\\_Life/Career\\_Services/Career\\_Services/](http://www.cornerstone.edu/Undergraduate_Studies/Student_Life/Career_Services/Career_Services/).

## **Change of Address/Personal Information**

Applicants and enrolled students must notify the student services office of changes to address, telephone number or name in order to ensure that important communication and materials are received by the student. This information can be updated by mail, e-mail or on the PGS Web site at: [www.cornerstone.edu/Professional\\_Graduate\\_Studies/Current\\_Students/Update\\_Information/Update\\_Information/](http://www.cornerstone.edu/Professional_Graduate_Studies/Current_Students/Update_Information/Update_Information/). Name change requests require the student to contact the student financial services office. A copy of the student's Social Security card must be provided in order to verify the name change.

## **Computer Access**

Computers are available to students in general use computer labs and Miller Library. Lab hours are the same as the building opening and closing hours in which they are located. Building hours are set by the departments in each building, in coordination with campus safety.

## Copy Center

Students needing copies may have their materials duplicated for a nominal fee at the copy center on the main floor of the Corum Student Union. Various paper colors and sizes are available. Other available services include folding, 3-hole punching, coil binding, paper cutting, transparencies, booklets, programs and full-color copying. The copy center hours are Monday through Friday from 9 a.m. to 4 p.m. Summer hours may vary. Additional copy machines are available for student use in the Miller Library.

## Counseling Services

The experience of higher education is exciting, but also stressful, filled with transitions, challenges and growth. Low cost counseling is available at counseling services, located in Miller Hall on the Cornerstone University main campus. Self-evaluation tools and links to information that can help with many of these issues can be found on the counseling services Web site at [www.cornerstone.edu/departments/counseling\\_services](http://www.cornerstone.edu/departments/counseling_services). Call 616-222-1441 to schedule an appointment or to discuss a referral to an off-campus professional who may be located in the student's area.

## Emergencies

### On-Campus

If an actual, potentially life-threatening or other type of emergency arises, call 9-1-1 first and campus safety second. To report an incident, request a service or make an inquiry 24/7 contact campus safety by dialing "0" from an on-campus telephone or 616.949.5300 from an off-campus phone. When reporting an emergency, please state the location of the emergency, the nature of the emergency, and remain on the line to answer dispatcher questions. Do not hang up the phone until you are instructed to do so by the dispatcher.

Occasionally there may be an emergency at home in which it will be necessary for someone to reach a student while in class on the Grand Rapids campus. Family members should be advised to call 616.949.5300 (switchboard). The person calling should clearly state that this is an emergency followed with the name of the person he/she needs to contact, the building, and the room number where the student can be reached. It is recommended that this number be left by the phone at home along with the room number and building. The switchboard is staffed 24 hours per day, 365 days a year.

### Off-Campus Locations

Follow posted procedures.

## Fire Safety

When an alarm sounds, doors and windows must be closed and the building must be evacuated immediately. After leaving the building, individuals should remain at least 200 feet away from the building – particularly the entrances and glass windows. Individuals may return to the building when the alarm has stopped and permission to re-enter has been given by fire department personnel.

Fire protection equipment such as extinguishers and alarms are located in each building on the Grand Rapids campus and off-site locations.

## Food Service

The university student cafeteria located in the Corum Student Union is open September through May for dinner hours (except during school breaks), Monday – Friday from 4:30 p.m. to 6:30 p.m. Meal tickets for dinner on campus can be purchased at the accounting and finance office in the Administration Building or at the desk in the foyer of the Corum Student Union for \$6.75.

## Identification Cards

All students will be issued a Cornerstone University identification card within the first three weeks of class. Students must show a current Cornerstone University identification card when checking materials out of Miller Library or requesting tickets or entry to any Cornerstone University athletic, music, or drama event. Replacement identification cards may be obtained at the campus switchboard in Warren Faber Hall for a nominal fee.

## **Inclement Weather Conditions**

In case of inclement weather, students should check announcements on the Professional & Graduate Studies Web site: [www.cornerstone.edu/professional\\_graduate\\_studies/current\\_students/current\\_students/](http://www.cornerstone.edu/professional_graduate_studies/current_students/current_students/) after 3 p.m. the day of class. If students are still uncertain, they may call the Professional & Graduate Studies office between the hours of 3 p.m. and 6 p.m. on the day of class. Announcements of school closings may also be posted on the G.R.A.I.L. (Grand Rapids only), which provides information to television and other media outlets. Even if day classes on the main campus are cancelled, students should not assume that night classes are also cancelled. In addition to posting announcements, Professional & Graduate Studies makes every effort to contact students by phone.

In case of a tornado alert, the following procedure will be implemented:

### **Tornado Watch**

If a tornado watch forecast is given via TV, radio, or telephone, an official officer of the university will declare what immediate action is to be taken. Students will be notified by campus safety if class is to be canceled.

### **Tornado Warning**

(A tornado warning is usually signaled by a continuous siren from the fire station.) Due to the nature of the buildings on Cornerstone's campus, safety can best be secured by getting to an inside hallway, kneeling with head down, hands crossed over the back of the head.

## **Lost and Found**

On the main campus in Grand Rapids, the primary lost and found is located in the spiritual formation office located in the upper level of the Corum Student Union. All unclaimed items are disposed of at the end of each traditional semester. Miller Library, Bernice Hansen Center and the campus safety office in Warren Faber Hall also maintain lost and found items.

## **Posting of Signs**

University policy in regard to posting signs in buildings on the main campus (including Professional & Graduate Studies) states that approval must be sought from the office of the provost when the sign, advertisement, or announcement is for an outside organization. The spiritual formation office must approve postings for inside activities (dramas, musicals, etc.). Postings at off-campus locations must be approved by a Professional & Graduate Studies administrator.

## **Recreational Facilities**

The gym, racquetball courts and fitness center are located in the Hansen Athletic Center on the Cornerstone University campus in Grand Rapids and are available to current students. Availability and hours may be obtained by calling the athletic department at 616.222.1425.

### **Open Gym**

Specific times for open gym are available by contacting the Hansen Athletic Center at 616.949.5300 Ext. 1368. While the Mol Arena is reserved for athletic competition, students are welcome to use the field house at regularly scheduled open times.

### **Fitness Center**

The fitness center contains Cybex and free weight equipment along with aerobic equipment, such as Stair Masters and exercise bikes. The weight room is open to all currently enrolled students. Hours and specific regulations are published and posted.

### **Lockers**

Items stored in lockers should always be secured with a lock.

## Right of Censorship

The university reserves the right to censor any materials published or distributed on its campuses or made available to the student body. This right is to ensure that materials distributed are consistent with the philosophy and standards of Cornerstone University.

## Solid Grounds Coffee House

This specialty eatery has a wide variety of snacks, sandwiches and an assortment of beverages. It is located in the Corum Student Union.

### Hours (*closed during summer*):

Monday – Thursday ..... 8 a.m. – 9 p.m.  
Friday ..... 8 a.m. – 5 p.m.

## Vending Machines

Several vending machines are located on the first floor of Warren Faber Hall. Selections feature coffee, hot chocolate, soda, water, candy and snacks. Other vending machines are located in the lower level of the Hansen Center and on the main floor in the Wood Seminary building.

## Weapons

Cornerstone University enforces a zero tolerance policy campus regarding weapons. The following items are strictly forbidden on all CU properties and campuses, including motor vehicles:

- The possession and/or storage of any and all firearms including plastic or metal BB or pellet, no matter the caliber (operable and inoperable), and firearms ammunition including BBs and pellets
- The possession of and/or storage of any type of bow and arrow on the properties of Cornerstone University is forbidden
- All fixed blade knives. The only non-kitchen utility knives allowed on campus are the jackknife single-edge folding style with a total maximum blade length of three inches
- Unlawful chemical sprays
- Laser, paint ball, cap and toy guns are not permitted on any campus unless they are being used in theater or other officially authorized university activity.

To report an incident, contact campus safety at 616.222.1555.

# ODYSSEY

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## **Introduction to Odyssey**

Odyssey is Cornerstone's online learning management system. Each Cornerstone course is available to students and faculty on Odyssey.

## **Accessing Odyssey**

To use Odyssey, access the Internet using Internet Explorer or Firefox Web browsers. Go to: [odyssey.cornerstone.edu/](http://odyssey.cornerstone.edu/) and log on by using the DiscipleNet ID and password. The DiscipleNet ID is the student or faculty member's first initial followed by their Cornerstone ID number, with added zeros for a total of eight characters (e.g., d0123456 or r0054321). Users may set their password by selecting "Reset Your Password" on the Odyssey home page. This may also be accessed directly at: [www3.cornerstone.edu/techsupport/pwdreset/](http://www3.cornerstone.edu/techsupport/pwdreset/). For security purposes users will be prompted to change their network/Odyssey password every 90 days. The network password and Odyssey password are synchronized, so if one is changed, so will the other.

Upon logging in, the screen will welcome users by name and a list of classes in which they are enrolled will appear on the left side of the screen under Courses. If the course is available, it will be listed. Simply click on the name of the course to access it.

If the course does not appear upon log in, the faculty member has not yet made it available. Generally, faculty members will not release the course to students until one week prior to the course start date. If it is within this time frame and the course is still not accessible, students should contact the faculty member.

## **Basic Functions of Odyssey**

Some of the basic functions of Odyssey include reading/viewing course documents (e.g., syllabus, class notes, presentations created using PowerPoint®; listening to podcasts (mp3s); watching Flash® videos; viewing grades; participating in discussion forums, online chat and virtual classroom functions; group/team projects; and online tests, quizzes and surveys. Some of these functions may be useful when working with the Professional Learning Team.

Students experiencing technology-related problems, questions about Odyssey or the system network should contact the Technology Support Center at 888.272.4001 or by E-mail: [technologysupport@cornerstone.edu](mailto:technologysupport@cornerstone.edu)



# MILLER LIBRARY

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Miller Library, located on the Cornerstone University campus in Grand Rapids, provides library services for students enrolled in the Professional & Graduate Studies Division.

Students who are unable to visit the physical library on the main campus have access to the library's virtual collection and online services. Besides its collection of more than 150,000 books and other materials, there are approximately 30,000 eBooks available for reading online, including outstanding new titles in subjects such as business and leadership. Several hundred literary classics are also available in this free format.

All services of Miller Library are available to all students of the university. In addition, other local libraries may be considered for use.

In most libraries, students will be able to use the resources "in house." In order to check out materials, however, students may need to register as a guest borrower, usually free of charge. Some libraries require a MichiCard sticker to be presented by guest borrowers. These can be obtained from the Miller Library or from a public library in Michigan near the student's home.

## Library Hours

The on-campus library facility is open during the hours listed below. Many of the library resources are Web-based and are accessible online. The Miller Library Web site offers a variety of tools to help students succeed in their studies. These tools include full-text newspapers and periodicals, electronic books and abstracts of articles that are owned by Miller Library. There are also suggested Web sites to aid in the use of APA style when researching and writing papers.

To become familiar with the resources that are accessible online, visit [www.cornerstone.edu/library](http://www.cornerstone.edu/library), and click on each of the items on the left menu bar. For further help, contact Eric Bradley, ext. 1628, for a one-on-one training session.

Monday – Thursday	8 a.m. – 10:30 p.m.
Friday	8 a.m. – 5 p.m.
Saturday	10 a.m. – 5 p.m.
Sunday	1 p.m. – 4 p.m.

Hours of operation will vary over breaks and holidays. Please refer to the library's Web site to note any changes in library hours or call the circulation desk at 616.222.1458.

## University Patrons

Miller Library's primary mission is to provide for the informational needs of the faculty, staff and current students of Cornerstone University. Such patrons have full borrowing, access and document delivery privileges.



## Using Miller Library's Web Site

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

Miller Library's Web site is the gathering place for information on the Internet for Cornerstone students. The Web site includes access to Miller Library's catalog, as well as links to databases for research, electronic journals, news sources, Internet search links, general reference materials and information about how to contact the Miller Library staff. The library Web site is always changing and developing, so check out the site often for the latest information.

### Online Catalog

Eaglelink is Miller Library's online catalog. The library catalog is available on the library Web site at [www.cornerstone.edu/library](http://www.cornerstone.edu/library). Eaglelink can be searched by keyword, author, title and subject among its features.

### Other Functions of the Web site

1. Check for library information, such as current service hours.
2. Check course reserve lists for items with limited circulation.
3. View your own circulation record to renew items or see items checked out, due dates and "holds" you have placed.
4. Place a "hold" on an item checked out to another patron. This puts you in line to receive the item when it is recalled.
5. Access databases.

## Policies

### Distance Education Policy

In accordance with the 2000 ACRL Guidelines for Distance Learning Library Services and the library's own mission statement, the Miller Library of Cornerstone University is committed to helping the distance education community acquire knowledge by offering access to, instruction in and interaction with information resources. Services offered may be different from, but equivalent to, the services offered to the on-campus community.

#### Definition

Individuals eligible for distance education library services are those Cornerstone faculty, staff and students who do not regularly attend or teach class at the Grand Rapids campus. This includes individuals who might come to campus a few times a year, but do not consider their visits frequent.

#### Services Available

1. Circulation: While visiting the Grand Rapids campus, distance education patrons have circulation privileges as stated in the respective Miller Library patron or faculty / staff handbooks.
2. Document Delivery: The Document Delivery department will provide materials from the Miller Library collection requested by distance education patrons. Items will have the normal circulation period (see handbooks). Return postage is the responsibility of the borrower and must be postmarked by the due date to avoid any fines. Returnable items will only be sent within the United States, but non-returnable items may be sent internationally.
3. Interlibrary Loan (ILL): Distance education patrons may request materials owned by other libraries by contacting the ILL department. Returnable items will be ordered and sent to patrons only within the United States. These items will have the circulation period assigned by the lending library. Return postage is the responsibility of the borrower. Renewals may be available by contacting the ILL department. Non-returnable items may be sent internationally.
4. Electronic Resources Access: The Miller Library provides off-campus access to most online resources for all students, faculty and staff. Directions for how to use this service are available on the library's Web site.

5. MichiCard: All Cornerstone students, faculty and staff are eligible to participate in the MichiCard program, which allows patrons to borrow materials from other Michigan MichiCard libraries. If MichiCard registration does not take place during orientation sessions, distance education patrons may register through the Miller Library circulation department.
6. Research Assistance: Distance education patrons can find help and support from library staff. Contact information is available on the library Web site and in the patron handbooks.
7. Information Literacy: Information literacy training is available online through the Miller Library Web site and through class presentations from a librarian.

## **Fines**

Fines are used to ensure that the material is returned in a timely manner.

### **Overdue Material**

Three days after material becomes overdue, students will receive an e-mail notice stating that borrowing privileges have been blocked until the material is returned. Fourteen days after the material was due, students will receive a replacement bill via e-mail. This will include a \$40 default cost for any item, a \$30 processing fee and a \$5 billing fee, for a total of \$75. If the material is later returned, the charges will be removed except for the \$5 billing fee.

### **Hold Items**

When receiving a notice that states a hold has been placed on an item currently checked out, the student has seven days to return the material from the date of the notice. For each day after the seventh day, a \$1 fine is incurred until the material is returned.

## **Library Etiquette**

In order to best serve the entire campus community the following guidelines have been established for all patrons using Miller Library. Patrons not willing to adhere to these guidelines may be asked to leave the premises.

### **Excessive Noise**

In addition to providing information resources, the library is a place to study. Excessive noise is distracting. Please be considerate of others and pursue your library activities as quietly as possible. If a group study room is desired, please inquire at the circulation desk for arrangements.

### **Food, Drink and Furniture**

To protect library materials and computers from accidental spills, patrons may not bring food into the library. Covered drinks are allowed, but please leave food and uncovered drinks on the circulation counter near the entrance. Drinking fountains are provided on both floors: upstairs next to the elevator and downstairs in the lobby next to the restrooms. Patrons may not sit on tabletops and desks or place their feet on chairs.

## **Loan Periods**

The normal loan period for circulating materials is four weeks. All materials are subject to recall if another patron places a "hold" on the item. The patron is given a week to return the material to the library after a "hold" has been placed on it. After that week, a fine will be generated. If a "hold" is already on an item when it is checked out, the loan period is seven days.

## **Renewals**

If materials are needed longer than the normal borrowing period, they can be renewed for an additional loan period at Miller Library or online at the Miller Library Web site under the section titled My Library Account.

## Selecting a Library

Special library is an umbrella term used for libraries at various places of business, such as hospitals, corporations and law offices. The resources at a special library usually have a very specific focus. Special libraries are typically not accessible to the general public; it would be wise to check in advance. The resources, however, may be accessible through interlibrary loan or by just browsing.

Public libraries serve the general population and their collections are built accordingly. Students generally do not find the kinds of specialized materials needed in a public library. Larger public libraries have collections that may have a great deal of useful material.

Academic libraries are the libraries connected with colleges and universities. The bulk of research should be conducted at an academic library.

## Services

### AV Equipment

Some audio/visual equipment such as calculators, headphones, CD/cassette players and video viewer remote controls are available at the Circulation Desk for in-house check-out. These items cannot leave the library. The library has a DVD player and TV/VCR units available for patron in-house use.

### Document Delivery

Distance education patrons – those Cornerstone faculty, staff and students who do not regularly attend or teach classes at the Grand Rapids campus of Cornerstone University – may request materials from the Miller Library collection or other libraries. Return postage is the responsibility of the borrower and must be postmarked by the due date.

### E-mail Notification

All communication to patrons from Miller Library is done via e-mail. Overdue Notices, Recall Notices and Replacement Bills are sent by default to a patron's Cornerstone e-mail address.

### Group Study Rooms

Two group study rooms are available upstairs, and another area is available in the microform room downstairs. Group study rooms are equipped with DVD and TV/VCR units. Reservations can be made in advance through the CU Portal or in person at the circulation desk.

### Interlibrary Loan

What happens if the library does not have the books or articles needed? Interlibrary loan—a system of lending and borrowing between libraries on behalf of individual patrons—can be a useful service. Interlibrary loan requests can be placed electronically through the Miller Library Web site at: [www.cornerstone.edu/library/](http://www.cornerstone.edu/library/) by clicking on Interlibrary Loan and following the instructions. Students who cannot come to the library should refer to the contact information at the end of this section. On average it takes one to two weeks to process interlibrary loans. For this reason it is imperative that students submit requests as soon as possible.

### Library Computers

Several reference computers designated for research are located on the first floor of the library. Software programs, such as word processing and e-mail, are available on these reference computers.

### Photocopy/Microform Machines

Two photocopiers are available on the main floor for public use. Students, faculty and staff may use their Cornerstone ID cards as copy cards. A cash-to-card machine allows patrons to place money on the card in increments of \$1, \$5 and \$10. Copies are \$.07 for students and \$.10 for guest patrons. Patrons who do not wish to place money on their Cornerstone ID card may borrow the circulation desk's copy card and pay \$.10 per copy. Patrons may also make copies using the microform reader printer for \$.10 a copy.

## Reference Services

Reference assistance is available at the reference desk during posted hours and by e-mail at [reference@cornerstone.edu](mailto:reference@cornerstone.edu). Appointments for research assistance may be made with a reference librarian.

## Services for Physically Disadvantaged

Library circulation workers at the front desk will retrieve items from the stacks for patrons unable to do so. Contact the circulation desk to request this service.

## Library Terminology

*Abstract:* A brief, objective summary of the essential content of a book, article, speech, report, dissertation, or other work.

*Bound Periodicals:* Older issues of periodicals that have been bound with hard covers.

*Citation:* A reference to a book, article, or other such item. It will list such things as author, title and date.

*Database:* A searchable collection of citations and/or full-text documents. Some databases contain full-page images of documents.

*Journal:* A periodical that contains scholarly articles or research.

*Peer-reviewed:* Said of a scholarly journal that requires an article to be submitted to a process of critical evaluation by one or more experts on the subject, known as referees, responsible for determining if the subject of the article falls within the scope of the publication and for evaluating originality, quality of research, clarity of presentation, etc.

*Refereed:* See peer-reviewed.

*Stacks:* The shelving areas in a library where books, periodicals and other materials are stored when not in use.

## Using a Library

There is more than one way to do research. Strategy will be determined by the nature of the topic, how much is already known and the resources available. Nevertheless, there are some basic activities that mark successful research:

- **Defining the research problem/ solution:** Identify terms and subject headings, determine quantity of information needed, set chronological limits (how far back to go) and decide what formats will be most useful (books? periodicals?). In other words, plan a research strategy.
- **Gathering data:** Consult the catalog and relevant indexes; locate articles, books, etc. Begin with general materials (general encyclopedias, subject encyclopedias, or textbooks) that provide an overview of the topic. Pay attention to footnotes, endnotes and bibliographies that may provide clues as to where the research should go. Take good notes. The best time to get the full citation to a book or journal article is during the first encounter.
- **Evaluating both the information gathered and the research process:** Be prepared to broaden, narrow, or modify the research based on what has been found. Consider the possibility that there may be better resources than those already seen. It may be wise to ask a librarian for help at this point.
- **Producing the product:** Organize the information and communicate the results of the research in written or oral form.

The remainder of this section focuses on the gathering of data through the use of catalogs and databases. Included within these instructions are hints about developing a workable list of subject headings or search terms. Students constantly need to evaluate the success of their research process.

## Using Databases

Databases are like rooms with multiple filing cabinets within them. To do a search, enter the “room,” or the database and search through the files. If a “room,” or database, does not have the correct files, search other “rooms” or databases.

### Off-Campus Databases

To access databases from off-campus, click on the desired database. Students will be required to enter their name and Cornerstone ID number (found on Cornerstone ID card) when prompted. Do not type in the zeros preceding the number. For example, if the ID number is 0099999, enter only 99999. If there are any problems or questions, contact a reference librarian at 616-949-5300 ext. 1383.

### Choosing a Database

There are many databases (“rooms”) to try out. To choose a database for your topic, click on Subject Guides located on the left. Listed below are samples of databases that include business and education resources, which are accessible from both off-campus and on-campus locations.

*ABI-INFORM on Proquest:* a leading business database with full-text articles available for many titles including the Wall Street Journal.

*FirstSearch:* Large collection of databases and some are full text. Once in FirstSearch, click on the databases tab to learn more about the databases available.

**Gale Databases:** These include Ancestry Plus, Computer Database, Expanded Academic ASAP, General BusinessFile ASAP, General Reference Center Gold, Health and Wellness Resource Center and Alternative Health Module, Health Reference Center Academic, Infotrac 150 Full Text Custom Newspapers (including the Grand Rapids Press), Infotrac OneFile, Junior Edition, Kids InfoBits, Kid’s Edition - K-12, LegalTrac, Michigan Newspapers, New York Times, Opposing Viewpoints Resource Center, Professional Collection and Student Edition.

*LEXIS-NEXIS Academic Universe:* Search full-text newspapers, company news and financial information, International/ Federal/State legal information, medical and health information (some abstracted), as well as general reference resources.

*ERIC:* Accessible through CSA, FirstSearch, or the government site, the ERIC (Educational Resources Information Center) database is sponsored by the U.S. Department of Education to provide extensive access to educational-related literature. In addition, ERIC provides coverage of conferences, meetings, governmental documents, theses, dissertations, reports, audiovisual media, bibliographies, directories, books and monographs.

When a useful record has been found, several options may be open. In some databases the entire article is available online, not just the bibliographic citation or abstract. This full text can be viewed on a computer, printed out, or sent to an e-mail address.

# PROFESSIONAL LEARNING TEAM HANDBOOK

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The Professional & Graduate Studies Division of Cornerstone University recognizes the distinction between the younger college student and the adult learner who has assumed responsibilities for accomplishment in the workplace and for continued professional development. Therefore, throughout the program, individual courses require a variety of team assignments designed to accomplish the learning objectives. These assignments include projects, presentations, papers, worksheets, discussion questions and others. Significant collaboration and communication is necessary to successfully complete these assignments. Professional Learning Teams (PLTs), generally formed in the first course of a program, may have face-to-face meetings, electronic/online communication, or telecommunication to meet the project objectives. It is at the discretion of the team members to determine how their communication will occur.

## Outcomes

Many outcomes are possible from the team process. The following outcomes are those considered most important to the adult learning experience.

### *Strengthen Decision-Making Ability*

Through active participation, students learn the dynamics of how a team makes decisions and solves problems. Any team of three or more individuals follows a different process in reaching a conclusion than occurs when a person works independently. It is possible that the team may reach a conclusion that differs from what any of its members would have reached individually. The team provides a realistic laboratory for the exploration of team dynamics.

### *Build Self-Confidence in Dealing with Real-World Problems*

An individual's role as a member of a team extends beyond the working environment to include family, friends and organizations. The student's participation on a learning team extends his or her ability for participation in a variety of other groups.

### *Learn How to Work with Others Under Pressure*

As a student gains confidence, anxiety concerning team participation is reduced. An understanding of team dynamics removes the uncertainty or fear of participation in groups. The amount of work assigned and the deadlines imposed mirror the working environment in a way that is very results oriented. As the student learns how to interact within the learning team, the ability to work effectively in other group situations improves.

### *Learn to Lead and to Follow Others*

As feedback within the team makes students more sensitive to personal characteristics and behavior of themselves and others, students gain self-understanding and achieve a greater capacity for self-assessment.

### *Achieve a Higher Level of Quality and Performance in Class Projects*

The student can learn more from a learning team than from working individually. The sheer volume of work assigned for team projects would be impossible to accomplish alone. The team makes use of the strengths of each individual and reduces weaknesses by offering support, camaraderie, incentive and direct assistance.



### *Share Teaching as Well as Learning Responsibilities*

Comprehension of conceptual material improves through team discussion. The interaction and involvement in asking and answering questions strengthen understanding of material. Those more knowledgeable about a subject gain new insights by sharing their knowledge with others; less knowledgeable members receive explanations and input that improve their understanding.

### *Develop Interpersonal Communication Skills*

By observing others' communication methods and by implementing a variety of interpersonal communication strategies, students learn how to differentiate effective and ineffective behavior. These experiences help students improve their personal communication skills.

## **Philosophy and Purposes of PLTs**

### **Shared Resources**

Not only is the team process designed to help students accomplish the rigorous workload required by the academic programs, but it also helps students practice interaction skills to achieve a common objective. Through the sharing of talents, experience and learning resources, adult students assume greater self direction and responsibility for their own learning. Sharing responsibilities also allows students to disseminate more information to the team within a shorter period of time. More content is covered by the team than can be achieved through individual effort.

### **Role of the Student**

In traditional learning environments, students assume a relatively passive role. By contrast the accelerated degree programs at Cornerstone University demand active participation by students in their educational development and place greater responsibility for knowledge and skill acquisition on the learner. With the exception of the first course in each program, all courses in the degree programs utilize project/learning teams. To help these teams get started, a portion of each program's first course focuses on the formation of teams. Through various class exercises, students learn of their cohort members' backgrounds, experiences and goals. Students are also exposed to small group dynamics that are helpful in team processes.

## **Group Dynamics**

The process employed by the teams in the accomplishment of projects is as important as the learning outcomes. Both the faculty member and students should understand the methods used by the teams and the dynamics that help or hinder these teams in accomplishing their tasks. This section describes some key elements of team dynamics.

### **Creating a Positive Environment**

The faculty member is a key individual in setting the proper tone for the team process at the beginning of the course. An atmosphere that encourages positive feedback and creates mutual trust and support should be established as quickly as possible. The faculty member's attitude toward the team process helps establish the tone for productive learning outcomes.

### **Uncovering Hidden Agendas**

Obstacles to achieving a positive learning environment are the hidden agendas students may bring to the team. If students have goals or personal issues that are inconsistent with the team's goals, friction and conflicts may result, undermining the team learning process. Hidden agendas can be dealt with easily if team responsibilities and tasks are clearly understood. Teams must recognize and address individual needs. If the individual needs are not fulfilled, team performance is likely to suffer.

However, the needs of one or more individuals should not be allowed to override the needs of the team.



### **Handling the Non-Contributor**

Non-contributors can also create obstacles for the team. If an individual does not accept his or her share of the workload, or fails to complete work on time, the team faces a choice. It can decide to carry that share of the work, or it can confront the non-contributor. The best approach is to let the non-contributor know that his or her performance is hurting the team. Team members must ask the individual to try harder.

### **When Uneven Contributions Occur**

Uneven contributions within the team present a different issue. It is normal to expect some team members to provide more input than others based upon experience and/or capability. Roles may shift from one subject area to another since members have differing backgrounds and levels of knowledge to contribute. However, when one student consistently contributes less than other members, it is up to the team to determine the cause. If the individual displays effort but his or her abilities do not match those of the other members on the team, the other members should encourage and help the individual. This strengthens the team and the end product is stronger.

### **Leadership**

When team members contribute equally and are comfortable with the team's goals, the team functions as a leaderless group. Under these circumstances, the team's purpose and priorities may be established quickly and the tasks agreed upon jointly. Generally, the leaderless team evolves over time as members rely on one another and come to understand that they benefit from the harmony of strengths and weaknesses within the team.

When a leader does emerge, it is because he or she is viewed as competent in helping the team achieve its goals. It is possible to rotate the leadership role from one module to the next as long as each new leader is seen as giving proper direction and accurately summarizing team input.

A leader's style can be:

- Information Giving (perceived as directive)
- Information Seeking (perceived as supportive)

A leader that is "information giving" is seen as more organized, but this may cause unhappiness within the team if it is perceived as being too heavy-handed. A leader that is "information seeking" may be more effective due to the increased participation of the team. However, there is the danger of too little direction that may result in failure to complete tasks on time. Leaders who can blend these two communication techniques appear to provide the most effective leadership.

### **Conflict Resolution**

If conflict in the learning team cannot be resolved through discussion of the problem within the team, assistance should be sought from the faculty member. Faculty members may request further help from the director of student services if a resolution cannot be reached.

### **Factors That Affect Team Interaction**

The three factors that affect team interaction and learning are the following:

#### **Level of Intensity**

This is defined as the degree to which team effort is focused on the tasks at hand. When individuals on a team work with great concentration and are focused on the tasks at hand, they display a high level of inner activity. This inner activity creates a more constructive and efficient interaction among the members and produces a higher level of performance than is possible when members work alone.

### **Level of Friendliness**

The degree of camaraderie among team members is important. Teams that establish a high level of congeniality and helpfulness set a very positive atmosphere for interacting with each other and accomplishing their work. A positive and friendly tone strengthens the learning process and encourages effective performance.

### **Amount of Activity**

This is defined as the number of tasks generated and the degree to which team members are actively involved in performing tasks. Teams that are animated strive to complete an assignment or project by having individuals display such actions as looking something up, asking questions, making statements, or debating the issues. Their productivity is evidenced by the quality of the completed assignment or project.

Four learning patterns can emerge within the team. Students may:

- Compete with one another to win.
- Work alone to achieve individual goals.
- Work alone to achieve team goals.
- Work cooperatively.

When students work cooperatively within a team rather than competitively or by themselves, the team learning process is most successful. This does not mean that a reasonably competitive spirit among teams should be discouraged. Healthy competition among teams can be used to raise the quality of performance.

### **Team Behavior Techniques**

The faculty member must stress the importance of a critical/creative thinking process for problem solving with the learning team. This process can be established by using the following team behavior techniques:

- Establish a tone that is relaxed, non-stressful and supportive.
- Encourage originality and unusual ideas.
- Place a positive value on dissent and diversity.
- Encourage spontaneous communication without focusing on a single leader.

## **Faculty Member's Role**

### **Positive Tone**

Generally, the faculty member should avoid interfering in the dynamics of the team. His or her role is that of the facilitator. The faculty member is responsible for establishing a positive tone, monitoring implementation and guiding the team process.

A positive tone concerning the team process must be established. Students will take their responsibilities more seriously when they understand the importance of team learning. The faculty member will set a positive tone during the first course, and each faculty member should express this attitude throughout the program in which learning teams are required. Positive reinforcement of learning goals is the key to consistent performance by teams.

### **Monitoring Implementations**

Team performance must also be monitored. The faculty member must provide direction on tasks and expectation guidelines for performance without dictating team activities. A clear understanding of team goals and expectations assists in the monitoring process. The faculty member needs to track team progress to ensure the following:

- Team performance is not sidetracked by conflicts.
- Team members contribute to the accomplishment of tasks in a positive manner.

A form has been developed for the faculty member to use in monitoring the team process. The “Professional Learning Team Evaluation” form (at the end of this section) should be prepared by each team member at the completion of each course. The evaluation form allows each member to focus on the team’s productivity in achieving the project’s learning outcomes and to discuss any problems with individual contributors. This provides a non-threatening outlet for students to use in expressing concerns. The faculty member can use the individual ratings as part of the grading criteria.

### **“Splintering”**

One team behavior that must be avoided is “splintering.” This happens when a learning team splits up the work on its project in the first meeting and works on its tasks as individuals without team involvement. While teams inevitably assign certain tasks to individuals to support the team process, the give-and-take of the process itself, carried out in a series of meetings, forms the essence of the learning team learning experience.

“Splintering” negates this valuable aspect of learning team interaction and deprives students of the primary value inherent in team interaction. “Splintering” can be discouraged by advising students that the project must flow together conceptually. This is possible only when the team builds its strategies and solutions as a cohesive, problem-solving unit.

## **Grading**

### **Individual Performance**

One of the dilemmas in grading team projects is deciding whether to include individual performance evaluations in the appraisal. Evaluating individual performance is one way to identify non-performers on the team. This may reduce teamwork and dedication by placing greater emphasis on individual performance. The decision on a single team grade or to include a portion of the team grade on individual performance is left to the discretion of the faculty member.

### **Team Grades**

A single team grade motivates students to help one another and work closely toward achieving a common performance standard. The team should intensify efforts to raise its performance level, to confront non-contributors, and to work with members who are not strong in a given subject area.

### **Alternative Grading Methods**

Aside from the single team grade, another method is to assign a portion of the grade to individual members based upon their own evaluation form (at the end of this section). Students should be honest, open and accurate on the Learning Team Evaluation form as it may be used to help determine grades on learning team assignments. It is often surprising how strictly students will assess themselves if they feel that they or fellow students have not measured up to expectations.

## **Team Rules**

### **Clear Roles**

There are rules that need to be established within each team. At the beginning of each project, individual roles and responsibilities must be clearly identified. Clear direction reduces anxiety and lessens the likelihood of an assertive individual taking over the team.

### **Team Size**

Each team should be no less than three and no more than five members. Team membership may adjust throughout the program to accommodate new students who “drop into” a course or students who take a leave of absence or withdraw from the program. If a team is reduced to two temporarily (as happens when one of the members takes a leave of absence for a course), then the remaining two members should join another team for the next course or until the absent member rejoins their team. A team may exist temporarily as a team of two for one course if given permission by the faculty member. If a team permanently loses members (such as when a student withdraws) and the team size is reduced to two members, then they must reorganize so that the team is back to 3-5 members.

### **Team Constitution**

All teams in the on-ground programs create a “team constitution.” This should be a one- to two-page, typewritten document and should include the basic philosophy of the team (are you all trying for straight A’s in your program or just trying to get by?) and the “operating procedures” on which you agree. For instance, will you tolerate members arriving late or will there be a penalty?

Things to consider in the team constitution:

- What attendance policy should team members be expected to follow? What happens when a team member fails to attend a learning team meeting?
- Does the team expect members to be on time for scheduled meetings? What happens when someone is late or leaves early?
- Will the team set an agenda for each meeting and how strictly will it adhere to that agenda?
- How does the team deal with members who fail to contribute to meetings, who do not carry their “weight” in team assignments, or who tend to dominate the team meetings?
- What procedures will the team follow when conflicts arise within the team?
- How will the team handle a member who does not respect others’ opinions?
- How would the team handle a serious personality conflict within the group?
- What measure will be taken when a team member fails to abide by the team constitution?

### **Team Agenda**

A team agenda and project calendar will help teams meet the project’s goals. This also gives team members a clear vision of the tasks to be completed and of the deadlines that must be met.

### **Meeting Location**

When learning teams have face-to-face meetings, it is important that the team choose a location that is conducive to learning with the following characteristics:

- Individual seating area for each member of the learning team.
- A desk or flat surface writing area for each student.
- Adequate lighting to ensure the ability of all students to read.
- A quiet area with no ambient noise, such as loud music.
- Adequately controlled temperature to allow for the comfort of each student.
- Electrical and phone service to allow students access to the Institution’s library services or the Internet (if needed in a specific course).
- Adequate restroom facilities.
- Adequate parking for student convenience.
- Accessible to all students.
- Consistent with facilitating learning objectives of the specific course.

The following types of locations shall be presumed to be conducive to learning:

Institution classrooms.

- Non-institution classrooms (schools, corporate training facilities, church classrooms).
- Institution meeting areas (for example, at the main campus these areas could include the library conference room, the Warren Faber Hall atrium and the Seminary lounge).
- Corporate meeting rooms.
- Libraries (institution, state, local, or college).
- Student residences (if in accordance with the characteristics listed above and capable of facilitating the learning objectives of the specific course).

### **Total Participation**

Participation by everyone within the team is another important consideration. Total participation is necessary if the team is to achieve its best performance.

**Internal Team Evaluation**

Internal team evaluation and feedback are also important. This can be accomplished by holding a postmortem on each project after it is completed. Students should be encouraged to evaluate their team's performance. Individuals can also be assessed when appropriate, but this must be done in a non-judgmental manner. The point is to learn how the team can improve its learning process, not to criticize team members. Feedback should be kept positive and supportive.

## PROFESSIONAL LEARNING TEAM EVALUATION

Student Name: \_\_\_\_\_ Faculty Member: \_\_\_\_\_

Course No: \_\_\_\_\_ Cohort: \_\_\_\_\_

In the space below, list the names of each member of your learning team, including yourself. Then use the following scale to rate how effectively each member of the team, including you, contributed to the project assigned in this course.

Name	No Contribution	Slight Contribution	Moderate Contribution	Significant Contribution	Outstanding Contribution
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

Write a brief paragraph answering each of the following.

1. How did your team function in completing the assignments for this course? (E.g., How was the work divided? Was there collaboration on the assignments? How did your team communicate throughout the course – weekly meetings, e-mail, Odyssey? Etc.)
  
2. What was your contribution to the completion of assigned tasks? Please be specific, e.g., “prepared the PowerPoint for our presentation.”
  
3. What was the contribution of each of the other members of the team? Please be specific, e.g., “John researched the business.”

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CORNERSTONE UNIVERSITY  
*Professional & Graduate Studies*

ACADEMIC CATALOG  
2010 - 2011



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# ABOUT THE CATALOG

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## How to Read the Catalog

### COURSE NUMBERS, LEVELS AND CREDITS

- 100 – Freshmen
- 200 – Sophomore
- 300 – Junior
- 400 – Senior
- 500, 600 – Graduate

Transfer courses lower than 100 are remedial and do not count toward graduation credit. The letters preceding a course number indicates the course type. Credits for completion of the courses are listed directly after the course name.

- Prefix . . . . . Course Type**
- ACC . . . . . Accounting
  - BUS . . . . . Business
  - CMI . . . . . Christian Ministry
  - COM. . . . . Communication
  - ECN . . . . . Economics
  - ECO . . . . . Ecology
  - ED . . . . . Education
  - ENG . . . . . English
  - FAM . . . . . Family
  - FAR . . . . . Fine Arts
  - FIN. . . . . Finance

- Prefix . . . . . Course Type**
- IDS. . . . . Interdisciplinary
  - KIN . . . . . Kinesiology
  - LIN . . . . . Linguistics
  - MAT . . . . . Math
  - MGT . . . . . Management
  - MKT . . . . . Marketing
  - MUS . . . . . Music
  - PSY . . . . . Psychology
  - REL . . . . . Religion
  - SCI. . . . . Science
  - SOC . . . . . Sociology
  - HIS. . . . . History

Course descriptions are located at the end of the catalog and indicate the general content of the course, prerequisites for the course, credits and length of the course.

Example:

<b>Course type</b>	<b>Level</b>	<b>Course name</b>	<b>Credits/Length</b>
SOC	211	Current Social Issues	3/5

An examination of current social issues in light of classical and contemporary theories. Emphasis is placed on the implications of these issues for American society.

# ASSOCIATE OF SCIENCE DEGREE PROGRAMS

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The associate and bachelor's degree programs offered by Professional & Graduate Studies are designed for working adults who may have acquired learning through college or university courses, career experiences, professional or military schools and in-service training. Programs are designed to provide the knowledge and skills required for leadership in one's profession as well as personal skills needed for effective performance. These skills include:

- The ability to perceive events and experiences from a Christian worldview.
- The ability to think and act ethically.
- Values and skills necessary for lifelong learning.
- Skill in critical thinking concerning ideas and performance.
- Skill in problem solving and decision-making.
- The ability to communicate effectively both in writing and orally.
- The ability to work effectively in teams.

All undergraduate programs have general education requirements as well as core requirements for the concentration/major.

## Admission Requirements

The admission requirements for the associate degree programs are as follows:

1. Submission of a completed application and non-refundable \$35 application fee
2. Official transcripts from all previously attended colleges/universities (U.S. regionally accredited or equivalent) and a copy of official military transcripts, if applicable
3. Graduation from high school or successful completion of G.E.D
4. A minimum of two years full-time work experience since high school
5. Students whose primary language is not English must achieve a minimum TOEFL score of 550 (paper-based test), 213 (computer-based test) or 79-80 (internet-based test)

## Graduation Requirements

To be eligible for the Associate of Science degree, the following requirements must be completed:

1. Completion of at least 60 semester hours including the prescribed subject concentration (17 credits) listed in Step I and II and general education requirements (43-44 credits) with minimums in the following areas. All general education requirements are included in Steps I and II of the associate programs.

### **English Writing**, 3-4 credits

Must include production of a research paper

### **Speech**, 3 credits

A communication course with oral speech opportunities

### **Fine Arts**, 3 credits

One course: art or music appreciation

**Humanities, 18 credits**

One course from each of the following categories: history, literature, philosophy, theology or REL-102, an Old Testament survey or REL-231, a New Testament survey or REL-232

**Math/Computer Science, 3 credits**

MAT-110 or higher

**Lab Science, 3 credits**

One course (biology, chemistry, physics)

**Social Science, 6 credits**

Two courses from the following categories: sociology, psychology, economics, political science, geography

**KIN-100 Foundations of Wellness, 2 credits****IDS-100 Foundations of Inquiry, or Electives, 2 credits**

(Students with less than 20 transferable credits must take IDS-100)

2. Cumulative grade point average of 2.00 or higher overall and a grade of C- or higher in ENG-118 and COM-111.
3. Credit from remedial or non-college level courses will not count toward graduation credit.
4. Students with 20 or more semester hours who complete the Step II program will meet graduation requirements for the associate degree by also completing the remaining subject concentration courses in Step I and by fulfilling all general education requirements.
5. Payment of all tuition and fees.
6. Residency Requirements: Students must complete at least 24 semester hours at Cornerstone University, including residency for at least 12 semester hours of the subject concentration/major. Prior Learning Assessment credit (PST/LLE) and credit by exam (CLEP, DAN TES) do not apply to in-residence credit.
7. Graduation application to the registrar's office filed no later than November 1 for December graduates and no later than February 1 for May / August graduates.

## **Associate of Science in Business Studies**

The associate program in Business Studies is an introductory level academic program designed for working adults who understand that a solid Christian liberal arts education can enable them to accomplish more in their professional and personal lives. This program is completed in two steps and each step can be completed in as little as one year. The Step II portion of the program is designed for individuals who have at least 20 transferable credits and need a mix of general education and core business courses.

This program provides an extensive study of many disciplines in order to establish a strong educational core through which students may rightly interpret reality and live out their faith in all areas of life. Course projects and assignments require individual and group interaction. Working in these various settings, students learn how to manage effectively in a fast-paced, team-oriented environment. This approach allows students to develop their leadership and communication skills. Completion of the associate program satisfies the requirements to continue into a bachelor's program.

## Student Learning Objectives

The Associate of Science in Business Studies curriculum is designed to enable the student to:

1. Demonstrate an understanding of Christian worldview and the ability to apply it to business and social issues.
2. Communicate effectively both in oral and written forms.
3. Demonstrate a knowledge-base in the liberal arts as a foundation for the completion of a business-related bachelor's degree.
4. Integrate basic business principles, concepts and skills.

## Required Courses and Credits

Course	Step I	Credits	Weeks
IDS-100	Foundations of Inquiry . . . . .	2 . . . . .	5
ENG-118	Introduction to Writing and Research . . . . .	4 . . . . .	.8
COM-111	Foundations of Speech Communication . . . . .	3 . . . . .	.5
BUS-217	Introduction to Global Business . . . . .	3 . . . . .	.5
REL-102	Christian Foundations . . . . .	3 . . . . .	.5
BUS-241	Personal Financial Planning . . . . .	3 . . . . .	.5
PSY-111	General Psychology . . . . .	3 . . . . .	.5
HIS-115	American Studies . . . . .	3 . . . . .	.5
MKT-251	Principles of Marketing . . . . .	3 . . . . .	.5
PHI-211	Philosophy in Culture . . . . .	3 . . . . .	.5
<b>Total . . . . .</b>		<b>30 . . . . .</b>	<b>53</b>

Course	Step II	Credits	Weeks
MGT-233	Leadership Studies . . . . .	3 . . . . .	.6
KIN-100	Foundations of Wellness . . . . .	2 . . . . .	.4
ENG-223	Introduction to Literature . . . . .	3 . . . . .	.5
REL-232	Gospel Literature . . . . .	3 . . . . .	.5
MAT-120	Contemporary Math. . . . .	3 . . . . .	.7
MGT-232	Entrepreneurship . . . . .	3 . . . . .	.5
FAR-211	Introduction to Fine Arts . . . . .	3 . . . . .	.5
REL-231	Mosaic Literature . . . . .	3 . . . . .	.5
SOC-211	Current Social Issues . . . . .	3 . . . . .	.5
SCI-119	Contemporary Issues in Science and Technology . . . . .	3 . . . . .	.6
BUS-234	Current Problems in Business: Case Studies . . . . .	2 . . . . .	.4
<b>Total . . . . .</b>		<b>31 . . . . .</b>	<b>57</b>

## Associate of Science in Human Services

The associate program in Human Services is an introductory level academic program designed to teach students how to meet human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems and maintaining a commitment to improving overall quality of life of service populations.

Developed through discussion and collaboration with human service leaders, the program integrates theory with practice through field-based experiences. The program is aligned with the Council for Standards in Human Service Education (CSHSE) and their Community Support Skills Standards. Courses focus on the development of basic helping skills that provide services to individuals or groups with a diversity of needs.

Course projects and assignments require individual and group interaction. Working in these various settings, students learn how to manage effectively in a fast-paced, team-oriented environment. This approach allows students to develop their leadership and communication skills. Completion of the associate program satisfies the requirements to continue into a bachelor's program.

### Field-Based Experience

As a capstone to the program, students will demonstrate their competencies by applying and integrating their knowledge through 250 hours of service in a human service agency over the course of the associate program. Additional information regarding this experience will be provided in SOC-111. This experience will be facilitated by faculty and individuals in the human services field.

### Student Learning Objectives

The Associate of Science in Human Services curriculum is designed to enable the student to:

1. Demonstrate knowledge of the basic helping skills necessary in human services.
2. Demonstrate communication and problem-solving skills needed to function as an effective leader and facilitator.
3. Apply leadership principles and practices and ethical decision-making from a Christian worldview.
4. Demonstrate sensitivity and the ability to work effectively with diverse needs and populations.
5. Integrate core knowledge and practical experience in order to analyze and resolve human service needed by a diverse and global population.

### Required Courses and Credits

Course	Step I	Credits	Weeks
IDS-100	Foundations of Inquiry . . . . .	2.	5
ENG-118	Introduction to Writing and Research . . . . .	4.	8
COM-111	Foundations of Speech Communication . . . . .	3.	5
SOC-101	Introduction to Human Services . . . . .	3.	5
REL-102	Christian Foundations . . . . .	3.	5
SOC-111	Introduction to Sociology . . . . .	3.	5
PSY-111	General Psychology . . . . .	3.	5
HIS-115	American Studies . . . . .	3.	5
SOC-201	Intercultural Relations . . . . .	3.	5
PHI-211	Philosophy in Culture . . . . .	3.	5
<b>Total . . . . .</b>		<b>30 . . . . .</b>	<b>53</b>

Course	Step II	Credits	Weeks
MGT-233	Leadership Studies . . . . .	3.	6
KIN-100	Foundations of Wellness . . . . .	2.	4
ENG-223	Introduction to Literature . . . . .	3.	5
REL-232	Gospel Literature . . . . .	3.	5
MAT-120	Contemporary Math. . . . .	3.	7
PSY-221	Interviewing and Counseling . . . . .	3.	5
FAR-211	Introduction to Fine Arts . . . . .	3.	5
REL-231	Mosaic Literature . . . . .	3.	5
SOC-211	Current Social Issues . . . . .	3.	5
SCI-119	Contemporary Issues in Science and Technology . . . . .	3.	6
SOC-229	Field Experience/ Applied Project . . . . .	3.	6
<b>Total . . . . .</b>		<b>32 . . . . .</b>	<b>59</b>



# BACHELOR OF SCIENCE DEGREE PROGRAMS

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Degree programs leading to a Bachelor of Science degree at Cornerstone University develop leadership, analytical and problem-solving skills within a Christian framework. Students may select from three majors: Business Administration, Management and Ministry Leadership. Classes meet once per week for four hours on the same day throughout the duration of the program. In addition, students work with a Professional Learning Team to discuss and prepare projects and share learning resources. In approximately 20 months, students can complete curriculum requirements for their major. Some students may have additional electives to complete after they finish their major program in order to meet university and state of Michigan requirements of 120 semester hours for a bachelor degree.

Documented life-learning and job-related projects are important components of the programs. For that reason, entering students should have at least two years of significant job-related experience.

## Admission Requirements

The admission requirements for the bachelor's degree completion programs are as follows:

1. Submission of a completed application and non-refundable \$35 application fee.
2. At least 56 semester hours of transferable, college-level credit from accredited colleges/ universities.
3. Official transcripts from all previously attended colleges/ universities (U.S. regionally accredited or equivalent), CLEP and DANTES transcripts and a copy of official military transcripts, if applicable.
4. A minimum of two years of full-time work experience since high school.
5. Students whose primary language is not English must achieve a minimum TOEFL score of 550 (paper-based test), 213 (computer-based test) or 79-80 (internet-based test).

## Graduation Requirements

To be eligible for the Bachelor of Science degree, the following requirements must have been met:

1. Completion of at least 120 semester hours including a minimum 24 semester hour major, a 15 semester hour minor, and 30 semester hours of general education requirements with minimum credits in the areas listed below. Courses that count toward general education requirements must be at least two semester hours; and the total general education credit must not be less than 30 semester hours. General education credits can be earned through college coursework and credit by exam, or awarded through prior learning credit. Students enrolled in any of the PGS programs may "drop in" to many of the courses offered in the division to fulfill these requirements.

### **English Writing**, 3 credits

Must include production of a research paper

### **Speech**, 3 credits

A communication course with oral speech opportunities

### **Fine Arts**, 3 credits

One course: art or music appreciation

**Humanities, 9 credits**

Three courses from at least two of the following categories: history, literature, modern foreign language (one year of college or above), philosophy / religion

**Math/Computer Science, 3 credits**

MAT-110 or higher

**Lab Science, 3 credits**

One course from the following categories: biology, chemistry, physics

**Social Science, 6 credits**

Two courses from the following categories: sociology, psychology, economics, political science, geography

2. A cumulative grade point average of 2.00 or higher overall, and completion of the major with a grade point average of 2.5 or higher. A grade of C- or better in ENG-119 and COM- 211.
3. Credit from remedial or non-college level courses will not count toward graduation credit.
4. A maximum of 30 credits through prior learning assessment and credit by exam may be awarded. All prior learning assessment petitions (LLE/PST) for credit must be submitted 30 days prior to any of the three graduation dates to allow time for evaluation.
5. Students may receive a double major from the university if they have fulfilled all requirements for both majors. If there is an overlap of courses between the two majors, additional courses must be taken in that field of study. Students may also earn a minor by fulfilling additional credits in another area of study as prescribed by the university.
6. Ministry Leadership degree candidates must also complete the following in addition to their program:
  - a New Testament survey course, REL-232, or REL-234 (3 credits)
  - an Old Testament survey course, REL- 231 or REL-235 (3 credits)
7. Payment of all tuition and fees.
8. Residency Requirements: Students must complete at least 32 semester hours at Cornerstone University, including residency for at least 12 semester hours of the subject concentration/ major. Prior Learning Assessment credit (PST/LLE) and credit by exam (CLEP, DANTEs, or Berlitz language evaluation) do not apply to in-residence credit.
9. Graduation application to the registrar's office filed no later than November 1 for December graduates and no later than February 1 for May / August graduates.

## **Business Administration Major**

The Business Administration program is designed for working professionals who are seeking to develop management, leadership and decision-making skills needed in today's complex business environment. By incorporating professional learning teams into the program, students will learn how to interact effectively in a fast-paced, team-oriented workplace.

### **Student Learning Objectives**

The Bachelor of Science in Business Administration curriculum is designed to enable the student to:

1. Identify and apply Christian values and ethics.
2. Communicate effectively both in oral and written forms.
3. Demonstrate functional knowledge and decision-making skills needed in business.
4. Apply qualitative and quantitative skills in business applications.

### Required Courses and Credits

Course (*indicates required courses in the major)	Credits	Weeks
	Orientation . . . . .	0 . . . . . 1
IDS-302	Principles of Self Management . . . . .	3. . . . . 5
ENG-119	Writing for Business . . . . .	3. . . . . 5
COM-211	Business and Professional Communication. . . . .	3. . . . . 5
ECN-311*	Managerial Economics . . . . .	3. . . . . 5
IDS-401	Christian Foundations in Business. . . . .	3. . . . . 5
MGT-314*	Management and Leadership . . . . .	3. . . . . 5
BUS-219	Business Technology . . . . .	3. . . . . 5
MKT-350*	Marketing Management . . . . .	3. . . . . 5
BUS-211*	Business Statistics . . . . .	3. . . . . 7
BUS-401	Business Ethics and Values . . . . .	3. . . . . 5
BUS-361*	Business Law . . . . .	3. . . . . 5
ACC-324*	Principles of Financial Accounting . . . . .	4. . . . . 7
ACC-325*	Managerial Accounting . . . . .	3. . . . . 5
FIN-345*	Financial Management . . . . .	3. . . . . 6
MGT-432*	Strategic Management . . . . .	3. . . . . 5
	<b>Total . . . . .</b>	<b>46 . . . . . 81</b>

### Management Major

The Management program is designed for working professionals who are seeking to develop management and leadership, communication and decision-making skills from a Christian worldview. This program emphasizes core competencies necessary to manage effectively in a fast-paced, team-oriented workplace.

### Student Learning Objectives

The Bachelor of Science in Management curriculum is designed to enable the student to:

1. Effectively evaluate management and leadership practices and decisions from a Christian worldview.
2. Demonstrate effective written and oral communication skills.
3. Identify a systems approach to management theory and practice.
4. Define basic concepts in the core business disciplines of economics, marketing, accounting and finance.

### Required Courses and Credits

Course (*indicates required courses in the major)	Credits	Weeks
	Orientation . . . . .	0 . . . . . 1
IDS-302	Principles of Self Management . . . . .	3. . . . . 5
ENG-119	Writing for Business . . . . .	3. . . . . 5
COM-211	Business and Professional Communication. . . . .	3. . . . . 5
IDS-401	Christian Foundations in Business. . . . .	3. . . . . 5
MGT-314*	Management and Leadership . . . . .	3. . . . . 5
MGT-317*	Organizational Behavior and Processes . . . . .	3. . . . . 5
BUS-219	Business Technology . . . . .	3. . . . . 5
MGT-315*	Negotiation and Conflict Resolution . . . . .	3. . . . . 5
FIN-351*	Financial Fundamentals for Managers . . . . .	3. . . . . 6
BUS-361*	Business Law . . . . .	3. . . . . 5
MGT-332*	Human Resource Management . . . . .	3. . . . . 5
BUS-401	Business Ethics and Values . . . . .	3. . . . . 5
MGT-438*	Organizational Strategic Management . . . . .	3. . . . . 5
MGT-411*	Management Project. . . . .	3. . . . . 5
	<b>Total . . . . .</b>	<b>42 . . . . . 72</b>

## Ministry Leadership Major

The Ministry Leadership program is an upper-level interdisciplinary program designed for working professionals who are either employed or volunteer significant time in ministry, service or not-for-profit organizations. Graduates will develop skills that will help prepare them for the increasingly complex nature of leading and/or participating in ministry, service or not-for-profit organizations. The program stresses the development of foundational biblical, theological and management principles necessary to enhance skills and develop the leader within.

### Blended Format

The blended format offers the best of online education with on-campus residencies. Both face-to-face contact and the virtual environment combine to provide a dynamic, flexible program. The one-day residency seminars are held throughout the program on the main campus in Grand Rapids after the completion of four online courses. Students are required to attend all five residency days in the program to meet graduation requirements.

### Student Learning Objectives

The Bachelor of Science in Ministry Leadership curriculum is designed to enable the student to:

1. Summarize foundational biblical and theological truth.
2. Identify and apply essential components of the Christian worldview, values and ethics.
3. Communicate effectively both in oral and written forms.
4. Demonstrate functional knowledge and decision-making skills needed in managing and leading a ministry or not-for-profit organization.

### Required Courses and Credits

Course (*indicates required courses in the major)	Credits	Weeks
Orientation . . . . .	0 . . . . .	1
IDS-302 Principles of Self Management . . . . .	3. . . . .	5
ENG-119 Writing for Business . . . . .	3. . . . .	5
CMI-312* Personal Growth for Effective Leadership . . . . .	3. . . . .	5
COM-211 Business and Professional Communication. . . . .	3. . . . .	5
REL-228* Principles of Biblical Studies . . . . .	3. . . . .	5
REL-226 Inductive Study of Ephesians . . . . .	3. . . . .	5
CMI-331* Philosophy of Leadership. . . . .	3. . . . .	5
MGT-317 Organizational Behavior and Processes. . . . .	3. . . . .	5
BUS-401 Business Ethics and Values . . . . .	3. . . . .	5
MGT-315* Negotiation and Conflict Resolution . . . . .	3. . . . .	6
REL-238 Christine Doctrine . . . . .	3. . . . .	5
MGT-316 Managing the Not-for-Profit Organization . . . . .	3. . . . .	5
REL-233* Interpretive Analysis of Old Testament Literature . . . . .	3. . . . .	5
CMI-432* Principles of Administration and Team Building . . . . .	3. . . . .	5
CMI-433* Systems for Cultural Impact . . . . .	3. . . . .	5
CMI-442* Applications in Organizational Leadership . . . . .	3. . . . .	5
<b>Total . . . . .</b>	<b>48 . . . . .</b>	<b>81</b>

## Bachelor Degree Students Seeking a Minor

### BUSINESS ADMINISTRATION MINOR

Students earning the B.S. degree with a Management or Ministry Leadership major may pursue the Business Administration minor by completing the following required credit/hours.

Required Courses		Credits	Weeks
ECN-311	Managerial Economics . . . . .	3. . . . .	5
BUS-211	Business Statistics . . . . .	3. . . . .	5
MKT-350	Managerial Marketing . . . . .	3. . . . .	5
ACC-324	Principles of Financial Accounting . . . . .	4. . . . .	7
ACC-325	Managerial Accounting . . . . .	3. . . . .	5
FIN-345	Financial Management . . . . .	3. . . . .	6
<b>Total . . . . .</b>		<b>19 . . . . .</b>	<b>35</b>

### MANAGEMENT MINOR

Students earning the B.S. degree with a Business Administration or Ministry Leadership major may pursue the Management minor by completing the following required credit/hours.

Required Courses		Credits	Weeks
MGT-315	Negotiation and Conflict Resolution . . . . .	3. . . . .	5
MGT-317	Organizational Behavior and Processes . . . . .	3. . . . .	5
MGT-232	Entrepreneurship . . . . .	3. . . . .	5
MGT-332	Human Resource Management . . . . .	3. . . . .	5
MKT-251	Principles of Marketing . . . . .	3. . . . .	5
BUS-217	Introduction to Global Business . . . . .	3. . . . .	5
<b>Total . . . . .</b>		<b>18 . . . . .</b>	<b>30</b>

### MINISTRY LEADERSHIP MINOR

Students earning the B.S. degree with a Business Administration or Management major may pursue the Business Administration minor by completing the following required credit/hours.

Required Courses		Credits	Weeks
REL-228	Principles of Biblical Studies . . . . .	3. . . . .	5
CMI-312	Personal Growth for Effective Leadership . . . . .	3. . . . .	5
CMI-331	Philosophy of Leadership . . . . .	3. . . . .	5
CMI-432	Principles of Administration and Team Building . . . . .	3. . . . .	5
CMI-433	Systems for Cultural Impact . . . . .	3. . . . .	5
CMI-442	Applications in Organizational Leadership . . . . .	3. . . . .	5
<b>Total . . . . .</b>		<b>18 . . . . .</b>	<b>30</b>

### HUMAN SERVICES MINOR

Students earning the B.S. degree with a Business Administration, Management or Ministry Leadership major may pursue the Human Services minor by completing the following required credit/hours.

Students who have already taken SOC-211 or MGT-233 must choose another course for substitution. Allowable substitutions are FAM-212 and/or SOC-232.

Required Courses		Credits	Weeks
SOC-101	Introduction to Human Services . . . . .	3. . . . .	5
SOC-111	Introduction to Sociology . . . . .	3. . . . .	5
SOC-201	Intercultural Relations . . . . .	3. . . . .	5
MGT-233	Leadership Studies . . . . .	3. . . . .	6
PSY-221	Interviewing and Counseling . . . . .	3. . . . .	5
SOC-211	Current Social Issues . . . . .	3. . . . .	5
SOC-229	Field Experience/ Applied Project . . . . .	3. . . . .	6
<b>Total . . . . .</b>		<b>21 . . . . .</b>	<b>37</b>

# GRADUATE PROGRAMS

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The division of Professional & Graduate Studies offers graduate degrees designed specifically to help working adults advance their professional knowledge and skills. These programs equip working professionals to function as lifelong learners in the fields of business and education and aid in strengthening their ability to serve as leaders in their chosen professions.

The graduate programs demand a high level of commitment, intensity and prior professional experience from participants. For this reason, entrance requirements include a demonstrated aptitude for graduate study and substantive work experience.

## **Academic Graduate Programs**

- Master of Business Administration
- Master of Science
  - Management
- Master of Arts in Education
  - Curriculum and Instruction Track
  - Educational Leadership Track
  - Educational Technology Track
- Master of Arts in Teaching English to Speakers of Other Languages (TESOL)

## **Master of Business Administration**

The Master of Business Administration (MBA) is an accelerated 18-month, 39-credit hour program designed to prepare students to excel as leaders on a local and international scale. It is offered in two formats – the traditional classroom environment with online components and totally online. In both formats, students should expect to use discussion boards, online group exercises and simulations as well as other online components.

Created in conjunction with business leaders, this cutting-edge curriculum provides students with the theories and techniques necessary for effective administration in today's business climate. The program provides a critical understanding of an ever-changing organization, while exploring top-notch business practices that help leaders surpass organizational goals.

Course projects require an individual and cooperative approach to problem-solving. Working in teams, students learn how to manage effectively in a fast-paced, team-oriented workplace and while developing their leadership, critical thinking and communication skills. Classroom learning immediately applied to the workplace is emphasized.

Each student must participate in the Global Business Experience which is an important component of the MBA program at Cornerstone. This experience is designed to expose students to the global marketplace, illustrate how companies expand globally and encourage them to study the impact of globalization in other countries.

The Cornerstone MBA program emphasizes leadership from a Christian worldview, global business, entrepreneurship and innovation, and strategic focus.



## Admission Requirements

- A completed application and non-refundable \$40 application fee.
- An official transcript verifying a baccalaureate degree from a U.S. regionally accredited college/ university or equivalent. Cornerstone University graduates need not request a Cornerstone University transcript. Official graduate transcripts from other schools are required only if course work will be transferred to meet program or course requirements.

For individuals with one+ years of work experience:

- A minimum grade point average (G.P.A.) of 2.7 in undergraduate course work at the institution from which the baccalaureate degree was received. Students not meeting this requirement may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program.
- Two letters of recommendation on forms provided. These forms should be completed by persons qualified to judge the applicant's professional expertise, character and capacity for graduate-level study. One letter should be from the applicant's current employer (an individual with a supervisory or managerial relationship to the applicant) and one from an individual who can comment on the applicant's academic ability.
- A professional resume demonstrating a minimum of one year of continuous full-time work.
- A written essay per instructions found on the Web site: [http://www.cornerstone.edu/Professional\\_Graduate\\_Studies/Academics/MBA\\_and\\_MSM\\_Essay\\_Requirements/](http://www.cornerstone.edu/Professional_Graduate_Studies/Academics/MBA_and_MSM_Essay_Requirements/)

For individuals with less than one year work experience:

- A minimum grade point average (G.P.A.) of 3.0 in undergraduate work at the institution from which the baccalaureate degree was received.
- Two letters of recommendation on forms provided. These forms should be completed by persons qualified to judge the applicant's professional expertise, character and capacity for graduate level study. One letter should be from the applicant's current employer (an individual with supervisor or managerial relationship to the applicant) and one from an individual who can comment on the applicant's academic ability.
- A professional resume demonstrating current full-time employment.
- A written essay per instructions found on the Web site: [http://www.cornerstone.edu/Professional\\_Graduate\\_Studies/Academics/MBA\\_and\\_MSM\\_Essay\\_Requirements/](http://www.cornerstone.edu/Professional_Graduate_Studies/Academics/MBA_and_MSM_Essay_Requirements/)

In addition;

- A maximum of six master level (500 or higher course number) semester hours may be transferred to Cornerstone. Transfer courses must have been completed within the last seven years and deemed equivalent to a course in the program.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test) or 90-91 (internet-based test).
- If applicable, a copy of military papers: DD214, SMART, AARTS or any other documented learning.

## Graduation Requirements

- Completion of the master's program curriculum with a cumulative grade point average of 3.0 or higher. Any course with a grade of less than a C- will not count toward graduation and must be repeated.
- Payment of all tuition and fees.
- Completion of all degree requirements within five years of beginning the program.
- Graduation application to the registrar's office filed no later than November 1 for December graduates and no later than February 1 for May/ August graduates.

Residency Requirements: A minimum of 24 semester hours necessary for graduation must be completed at Cornerstone.



## Second Degrees

Students who have completed the MBA degree at Cornerstone University and desire to complete the M.S. in Management from Cornerstone University receive 12 hours of equivalent course credit (BUS-503, BUS-505, MGT-531 and FIN-643) towards the completion of the M.S. in Management. In other words, it is not necessary to repeat BUS-503, BUS-505 or MGT-531, and FIN-643 replaces FIN-644. The remaining 24 semester hours of the requirements for the M.S. in Management degree must be completed.

Students who have completed the M.S. in Management degree at Cornerstone University and desire to complete the MBA from Cornerstone University receive nine hours of equivalent course credit (BUS-503, BUS-505 and MGT-531) towards the completion of the MBA. It is not necessary to repeat BUS-503, BUS-505, or MGT-531. FIN-644 does not replace FIN-643. The remaining 30 semester hours of the requirements for the MBA degree must be completed.

## Change of Degree Program

If a student wishes to change his or her program he/she may do so by completing an Application for Program Change. Students are required to complete all courses for the degree, which are not duplicated from the previous program.

## Global Business Experience

The Global Business Experience is an important component of the MBA program at Cornerstone University. This experience creates an environment for students to examine how the world is changing through the integration of economics and cultural, political and social systems across geographic borders. Students observe the impact of globalization first hand as they are exposed to the global marketplace. One focus of the Global Business Experience is to prepare students to recognize their fit and mission in the global market. Students examine how businesses operating from a Christian worldview are sustainable and life changing. The Business as Mission (B.A.M.) component is incorporated in all Global Business Experiences.

After completing the experience, students submit a "Global Business Experience Report."

## Student Learning Objectives

Graduates of the MBA program are prepared to provide leadership and management in a variety of organizational settings. Specifically, the MBA curriculum is designed to enable the student to:

1. Demonstrate knowledge of the core business disciplines of economics, marketing, accounting, finance and management.
2. Develop the oral and written communication skills needed to function as an effective leader.
3. Demonstrate ethical decision-making and leadership from a Christian worldview.
4. Create an entrepreneurial and innovative business venture.
5. Analyze and resolve business issues, including those created by emergence of a multicultural, global economy.

## Required Courses and Credits

Course		Credits	Weeks
BUS-505	Research Methods . . . . .	3. . . . .	6
BUS-503	Ethics, Values and Social Responsibility . . . . .	3. . . . .	6
BUS-509	International Business Practices . . . . .	3. . . . .	6
BUS-507	Quantitative and Qualitative Analysis . . . . .	4. . . . .	8
MGT-531	Organizational Behavior and Change . . . . .	3. . . . .	6
ACC-525	Accounting for Decision Making . . . . .	3. . . . .	6
FIN-643	Managerial Finance . . . . .	4. . . . .	8
MKT-651	Marketing Strategies . . . . .	3. . . . .	6
ECN-513	Global Economic Environment. . . . .	4. . . . .	8
BUS-511	Global Business Experience . . . . .	3. . . . .	0
MGT-539	Entrepreneurship and Innovation . . . . .	3. . . . .	6
MGT-692	Applied MBA Project . . . . .	3. . . . .	6
	<b>Total . . . . .</b>	<b>39 . . . . .</b>	<b>72</b>

## Master of Science: Management

The Master of Science (M.S.) in Management program is a career-oriented program that emphasizes the knowledge and skills necessary for success when working with and leading people in diverse organizational environments. Through the collaborative learning process, students develop the skills needed to work and communicate effectively in a team environment. Integration of Christian worldview and understanding the organization as a system of interlocking components is emphasized.

### Admission Requirements

- A completed application and non-refundable \$40 application fee.
- An official transcript verifying a baccalaureate degree from a U.S. regionally accredited college/ university or equivalent. Cornerstone University graduates need not request a Cornerstone University transcript. Official graduate transcripts from other schools are required only if course work will be transferred to meet program or course requirements.

For individuals with one+ years of work experience:

- A minimum grade point average (G.P.A.) of 2.7 in undergraduate course work at the institution from which the baccalaureate degree was received. Students not meeting this requirement may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program.
- Two letters of recommendation on forms provided. These forms should be completed by persons qualified to judge the applicant's professional expertise, character and capacity for graduate-level study. One letter should be from the applicant's current employer (an individual with a supervisory or managerial relationship to the applicant) and one from an individual who can comment on the applicant's academic ability.
- A professional resume demonstrating a minimum of one year of continuous full-time work.
- A written essay per instructions found on the Web site: [http://www.cornerstone.edu/Professional\\_Graduate\\_Studies/Academics/MBA\\_and\\_MSM\\_Essay\\_Requirements/](http://www.cornerstone.edu/Professional_Graduate_Studies/Academics/MBA_and_MSM_Essay_Requirements/)

For individuals with less than one year work experience:

- A minimum grade point average (G.P.A.) of 3.0 in undergraduate work at the institution from which the baccalaureate degree was received.
- Two letters of recommendation on forms provided. These forms should be completed by persons qualified to judge the applicant's professional expertise, character and capacity for graduate-level study. One letter should be from the applicant's current employer (an individual with supervisor or managerial relationship to the applicant) and one from an individual who can comment on the applicant's academic ability.
- A professional resume demonstrating current full-time employment.
- A written essay per instructions found on the Web site: [http://www.cornerstone.edu/Professional\\_Graduate\\_Studies/Academics/MBA\\_and\\_MSM\\_Essay\\_Requirements/](http://www.cornerstone.edu/Professional_Graduate_Studies/Academics/MBA_and_MSM_Essay_Requirements/)

In addition:

- A maximum of six master level (500 or higher course number) semester hours may be transferred to Cornerstone. Transfer courses must have been completed within the last seven years and deemed equivalent to a course in the program.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test) or 90-91 (internet-based test).
- If applicable, a copy of military papers: DD214, SMART, AARTS or any other documented learning.

#### Graduation Requirements

- Completion of the master's program curriculum with a cumulative grade point average of 3.0 or higher. Any course with a grade of less than a C- will not count toward graduation and must be repeated.
- Payment of all tuition and fees.
- Completion of all degree requirements within five years of beginning the program.
- Graduation application to the registrar's office filed no later than November 1 for December graduates and no later than February 1 for May / August graduates.

Residency Requirements: A minimum of 24 semester hours necessary for graduation must be completed at Cornerstone.

#### Second Degrees

Students who have completed the MBA degree at Cornerstone University and desire to complete the M.S. in Management from Cornerstone University receive 12 hours of equivalent course credit (BUS-503, BUS-505, MGT-531 and FIN-643) towards the completion of the M.S. in Management. In other words, it is not necessary to repeat BUS-503, BUS-505 or MGT-531, and FIN-643 replaces FIN-644. The remaining 24 semester hours of the requirements for the M.S. in Management degree must be completed.

Students who have completed the M.S. in Management degree at Cornerstone University and desire to complete the MBA from Cornerstone University receive nine hours of equivalent course credit (BUS-503, BUS-505 and MGT-531) towards the completion of the MBA. It is not necessary to repeat BUS-503, BUS-505, or MGT-531. FIN-644 does not replace FIN-643. The remaining 30 semester hours of the requirements for the MBA degree must be completed.

#### Change of Degree Program

If a student wishes to change his or her program, he/she may do so by completing an Application for Program Change. Students are required to complete all courses for the degree, which are not duplicated from the previous program.

#### Student Learning Objectives

The Master of Science in Management curriculum is designed to enable the student to:

1. Demonstrate effective communication skills – oral and written.
2. Apply effective problem-solving and decision-making skills.
3. Analyze management theory and practice using a systems approach.
4. Integrate ethics and values from a Christian worldview when making leadership decisions.
5. Summarize the role of leadership in strategy formulation and implementation in organizations.

## Required Courses and Credits

Courses		Credits	Weeks
BUS-505	Research Methods . . . . .	3. . . . .	6
BUS-503	Ethics, Values and Social Responsibility . . . . .	3. . . . .	6
MGT-532	Theory and Practice of Leadership . . . . .	3. . . . .	6
MGT-531	Organizational Behavior and Change . . . . .	3. . . . .	6
MGT-536	Managing and Maximizing Diversity . . . . .	3. . . . .	6
FIN-644	Managing Financial Resources . . . . .	3. . . . .	6
MGT-638	Issues in Human Resource Management . . . . .	3. . . . .	6
ECN-530	Economics . . . . .	3. . . . .	6
BUS-661	Legal & Regulatory Environment of Business . . . . .	3. . . . .	6
MGT-538	Case Studies in Management . . . . .	3. . . . .	6
MGT-639	Strategic Management . . . . .	3. . . . .	6
MGT-540	Applied Management Project . . . . .	3. . . . .	6
<b>Total . . . . .</b>		<b>36 . . . . .</b>	<b>72</b>

## Master of Arts in Education

The Master of Arts (M.A.) in Education offers three tracks for today’s educators: Curriculum & Instruction, Educational Leadership, and Educational Technology. The program is offered in two delivery formats using a combination of classroom and online education.

- In classroom and online format: The core courses of the program are completed in a classroom setting and courses in a specific track are completed online. Students in all three tracks are together in the classroom for the core courses and split out to complete their courses online in the chosen track.
- Blended format: Courses are completed online with the exception of two, which are completed in a one-week residency session held twice (summer) throughout the program on the main campus in Grand Rapids. The blended format offers the best of online education with on-campus residency. Contact, face-to-face and in the virtual environment combine to provide a dynamic, flexible program.

### Master’s Project

A master’s project concludes the program addressing the areas of curriculum development, technology, research and leadership.

### Program Values

- *Christian Faith:* The belief that it is Cornerstone University’s role to empower teachers to work with children and with academic content within the context of a Christian worldview, communicating the love of Christ by respecting cultural diversity, caring for special needs and nurturing the gifts of all children.
- *Students:* The need to provide a program that will meet the real-life situations of graduate students who will be asked to balance the professional, family, spiritual and educational aspects of their lives.
- *Schools:* The commitment that the learning experiences in graduate classrooms will be directly connected to the life of the school in which the graduate students work on a daily basis.
- *Community:* The desire that business conducted “in community,” working together to benefit those served.
- *Children:* The conviction that the greatest value of a graduate degree in education will eventually be seen in the changed lives of children.

### Program Distinctives

#### *Conceptually Integrated Program*

Cornerstone University has a commitment to the integration of faith and learning. The M.A. in Education places great emphasis on issues relating to values, behavior and the Christian worldview. Students are encouraged to bring their beliefs and their faith with them to class. At the same time all students, regardless of their religious belief and/or denominational relationship, who have a desire to study in a value-rich learning environment are welcome at Cornerstone.

### *Differentiated Instruction*

Cornerstone University understands the need to prepare educators who are skilled in providing classroom instruction with a wide range of student abilities and motivation. Threaded throughout the curriculum are strategies and techniques for educators who are faced with this reality.

### *National Teacher Certification*

The graduate program is conceptually developed around the objectives found in the National Board for Professional Teaching Standards. These standards are complimentary to accepted best-practices, state certification standards and many district standards for excellence in teaching. While completing the M.A. in Education, the practitioner will have been involved in many of the areas that are required for successful completion of the National Teacher Certification. While Cornerstone University cannot offer this certification, students are encouraged to consider this possibility by working directly with the National Board for Professional Teaching Standards.

### **Course Content and Activities**

Course work includes a high level of personal involvement in the learning process. Course objectives, assessments and delivery strategies will be developed with cooperation and involvement of the students. Written work, whenever possible, will be directed toward developing materials, resources, strategies and attitudes that can be used in the practitioner's educational system.

### **Admission Requirements**

- A completed application and non-refundable \$40 application fee.
- An official transcript verifying a baccalaureate degree from a U.S. regionally accredited college/ university or equivalent. Cornerstone University graduates need not request a Cornerstone University transcript. Official graduate transcripts from other schools are required only if course work will be transferred to meet program or course requirements.
- A minimum grade point average (G.P.A.) of 2.7 in undergraduate course work at the institution from which the baccalaureate degree was received. Students not meeting this requirement may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program.
- Two letters of recommendation on forms provided. These forms should be completed by professional educators qualified to judge the applicant's professional expertise, character and capacity for graduate-level study.
- A copy of teacher's certification document.
- A minimum of one year of successful classroom teaching experience (not to include student teaching). In order for an exception to be granted, perspective students not meeting the one year requirement must provide evidence of significant educational experience with children which will be reviewed with the prospective student during an interview with the director of education programs.

In addition:

- A maximum of six master level (500 or higher course number) semester hours may be transferred to Cornerstone. A course to be transferred must have been completed within the last seven years.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test), or 90-91 (internet-based test).
- If applicable, a copy of military papers: DD214, SMART, AARTS or any other documented learning.

### **Graduation Requirements**

- Completion of the master's program curriculum with a grade point average of 3.0 (B) or higher. Any course with a grade of less than a C- will not count toward graduation and must be repeated.
- Completion of all degree requirements within five years of beginning the program.
- Graduation application to the registrar's office filed no later than November 1 for December graduates and no later than February 1 for May/ August graduates.
- Payment of all tuition and fees.

**Residency Requirements:** A minimum of 24 semester hours necessary for graduation must be completed at Cornerstone.



## Student Learning Objectives

The Master of Arts in Education curriculum is designed to enable the student to:

1. Demonstrate the ability to apply Christian worldview principles in the workplace.
2. Identify strategies to assure balance, as students in the program and as leaders in the workplace.
3. Demonstrate the concept of relevance in learning.
4. Exhibit a grasp of community and its importance to an acceptable workplace setting.
5. Utilize effective best-practice instructional strategies with all types of learners in the school setting.
6. Communicate effectively in both oral and written forms.

## MASTER OF ARTS IN EDUCATION CLASSROOM AND ONLINE FORMAT

### CURRICULUM AND INSTRUCTION TRACK

Curriculum & Instruction prepares educators to write curricula, assess students, utilize technology, instruct students and motivate today's diverse student population. Additionally, it prepares teachers to be leaders in the school.

Required Courses (☐ indicates online courses)		Credits	Weeks
EDU-511	Issues in Education . . . . .	.3.	.7
EDU-573	Technology . . . . .	.3.	.7
EDU-513☐	Student Motivation and Behavior . . . . .	.3.	.7
EDU-521☐	Instructional Strategies for Diverse Classrooms . . . . .	.3.	.7
EDU-525☐	Assessment for K-12 Students . . . . .	.3.	.7
EDU-527☐	Instructional Strategies for Students with Learning Disabilities . . . . .	.3.	.7
EDU-522	Curriculum, Assessment and Instructional Theory . . . . .	.3.	.7
EDU-553	Research . . . . .	.3.	.7
EDU-566	Reading Diagnostic Tools and Remediation . . . . .	.3.	.7
EDU-524	Community Building and Educational Leadership . . . . .	.3.	.7
EDU-593	Master's Project . . . . .	.5.	.7
<b>Total</b> . . . . .		<b>35.</b>	<b>77</b>

### EDUCATIONAL LEADERSHIP TRACK

Educational Leadership prepares today's educators to become certified principals in the schools. An internship within the program is included along with courses such as organizational leadership, supervision, evaluation, finance, law and ethics.

Required Courses (☐ indicates online courses)		Credits	Weeks
EDU-611	Topics for School Administrators . . . . .	.3.	.7
EDU-613	Technology for School Administrators . . . . .	.3.	.7
EDU-695☐	Educational Leadership Internship . . . . .	.3.	.7
EDU-531☐	Organizational Leadership . . . . .	.3.	.7
EDU-533☐	Educational Supervision and Evaluation . . . . .	.3.	.7
EDU-535☐	Educational Finance . . . . .	.3.	.7
EDU-537☐	Educational Law and Ethics . . . . .	.3.	.7
EDU-622	Curriculum, Assessment and Instructional Theory for the School Administrator . . . . .	.3.	.7
EDU-615	Educational Research and Program Development. . . . .	.3.	.7
EDU-624	Community Building and Educational Leadership for Administrators. . . . .	.3.	.7
EDU-593	Master's Project . . . . .	.5.	.7
<b>Total</b> . . . . .		<b>35</b>	<b>77</b>

## EDUCATIONAL TECHNOLOGY TRACK

Educational Technology is a program that provides educators two options: (1) taking specific classes leading to a Michigan Department of Education (NP) endorsement, or (2) completion of a full master's program including the NP endorsement. Both options in the program provide advanced knowledge in utilizing technology within the K-12 system.

<b>Required Courses</b> (☐ indicates online courses; courses required for endorsement are in bold)		<b>Credits</b>	<b>Weeks</b>
EDU-511	Issues in Education . . . . .	.3.	.7
EDU-573	Technology . . . . .	.3.	.7
EDU-541☐	Issues in Technology . . . . .	.3.	.7
EDU-542☐	Instructional Design, Assessment and Evaluation . . . . .	.3.	.7
EDU-545☐	Designing Multimedia for the Classroom. . . . .	.3.	.7
EDU-544☐	Teaching in an Online Environment. . . . .	.3.	.7
EDU-522	Curriculum, Assessment and Instructional Theory . . . . .	.3.	.7
EDU-553	Research . . . . .	.3.	.7
EDU-566	Reading Diagnostic Tools and Remediation . . . . .	.3.	.7
EDU-534	Educational Technology Leadership. . . . .	.3.	.7
EDU-693	Educational Technology Project . . . . .	.5.	.7
<b>Total</b> . . . . .		<b>35.</b>	<b>77</b>

## MASTER OF ARTS IN EDUCATION – BLENDED FORMAT

### Required Residency

Residency offers a unique opportunity for students to meet and build relationships with one another, faculty and staff. Only two residencies are required during the Master of Arts in Education online program.

### CURRICULUM AND INSTRUCTION TRACK

<b>Required Courses</b> (# indicates one-week residency; all other courses online)		<b>Credits</b>	<b>Weeks</b>
EDU-511#	Issues in Education . . . . .	.3.	.1
EDU-573☐	Technology . . . . .	.3.	.7
EDU-513☐	Student Motivation and Behavior . . . . .	.3.	.7
EDU-521☐	Instructional Strategies for Diverse Classrooms . . . . .	.3.	.7
EDU-525☐	Assessment for K-12 Students . . . . .	.3.	.7
EDU-527☐	Instructional Strategies for Students with Learning Disabilities . . . . .	.3.	.7
EDU-522#	Curriculum, Assessment and Instructional Theory . . . . .	.3.	.1
EDU-553☐	Research . . . . .	.3.	.7
EDU-566☐	Reading Diagnostic Tools and Remediation . . . . .	.3.	.7
EDU-524☐	Community Building and Educational Leadership . . . . .	.3.	.7
EDU-593☐	Master's Project . . . . .	.5.	.7
<b>Total</b> . . . . .		<b>35.</b>	<b>65</b>

### EDUCATIONAL LEADERSHIP TRACK

<b>Required Courses</b> (# indicates one-week residency; all other courses online)		<b>Credits</b>	<b>Weeks</b>
EDU-611#	Topics for School Administrators . . . . .	.3.	.1
EDU-613☐	Technology for School Administrators . . . . .	.3.	.7
EDU-695☐	Educational Leadership Internship . . . . .	.3.	.7
EDU-531☐	Organizational Leadership . . . . .	.3.	.7
EDU-533☐	Educational Supervision and Evaluation . . . . .	.3.	.7
EDU-535☐	Educational Finance . . . . .	.3.	.7
EDU-537☐	Educational Law and Ethics . . . . .	.3.	.7
EDU-622#	Curriculum, Assessment and Instructional . . . . .	.3.	.1
	Theory for the School Administrator		
EDU-615☐	Educational Research and Program Development. . . . .	.3.	.7
EDU-624☐	Community Building and Educational Leadership for Administrators. . . . .	.3.	.7
EDU-593☐	Master's Project . . . . .	.5.	.7
<b>Total</b> . . . . .		<b>35</b>	<b>65</b>



## EDUCATIONAL TECHNOLOGY TRACK

Students may choose to complete specific courses that lead to an Educational Technology endorsement rather than completing the entire M.A. Ed. program.

(# indicates one-week residency; □ indicates online course; courses required for endorsement are in bold)

Required Courses		Credits	Weeks
EDU-511#	Issues in Education . . . . .	3. . . . .	.1
EDU-573□	Technology . . . . .	3. . . . .	.7
EDU-541□	Issues in Technology . . . . .	3. . . . .	.7
EDU-542□	Instructional Design, Assessment and Evaluation . . . . .	3. . . . .	.7
EDU-545□	Designing Multimedia for the Classroom. . . . .	3. . . . .	.7
EDU-545□	Teaching in an Online Environment. . . . .	3. . . . .	.7
EDU-522#	Curriculum, Assessment and Instructional Theory . . . . .	3. . . . .	.1
EDU-553□	Research . . . . .	3. . . . .	.7
EDU-566□	Reading Diagnostic Tools and Remediation . . . . .	3. . . . .	.7
EDU-534□	Educational Technology Leadership. . . . .	3. . . . .	.7
EDU-693□	Educational Technology Project . . . . .	5. . . . .	.7
<b>Total . . . . .</b>		<b>35 . . . . .</b>	<b>65</b>

## Master of Arts: Teaching English to Speakers of Other Languages

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) program is designed to equip students with the knowledge and skills to teach English in local and international cross-cultural settings. Courses emphasize the practical aspects of teaching and ministry opportunities locally and globally. The program is offered in a blended format with on-campus (summer) and online courses.

### Practicum Requirements

All students must complete EDU-594 TESOL Practicum, which includes textbook readings, teaching reflection, teaching portfolio construction and a 60 hour teaching experience in an English as a Second Language (ESL)/English as a Foreign Language (EFL) classroom. Those with extensive ESL/EFL classroom experience may be exempt from the classroom teaching experience with approval from the TESOL program director. The 60 hour practicum requirements may be done in a formal ESL/EFL classroom, regular tutoring session, or a combination of the two. Students who complete the classroom experience will submit a log of teaching hours signed by a supervisor and a letter from the supervisor evaluating the teaching experience.

### Admission Requirements

- A completed and signed application.
- An official transcript verifying a baccalaureate degree from a U.S. regionally accredited college/ university or equivalent. Cornerstone University graduates do not need to request transcripts for course work taken at Cornerstone. Official graduate transcripts from other schools are required only if course work will be transferred to meet program or course requirements.
- A minimum grade point average (G.P.A.) of 2.7 in undergraduate course work at the institution from which the student's baccalaureate degree was received. Students not meeting this requirement may submit a written request to the admissions committee for acceptance to the graduate program explaining why they believe they can succeed in a master's program.
- Two letters of recommendation on forms provided. These forms should be completed by professional educators qualified to judge the applicant's professional expertise, character and capacity for graduate-level study.

In addition:

- A maximum of six master level (500 or higher course number) semester hours may be transferred in. A course to be transferred in must have been completed within the last seven years.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test), 233 (computer-based test), or 90-91 (internet-based test).

### Graduation Requirements

- Completion of the master’s program curriculum with a grade point average of 3.0 or higher. Any course with a grade of less than a C- will not count toward graduation and must be repeated.
- Payment of all tuition and fees.
- Completion of all degree requirements within five years of beginning the program.
- Graduation application to the registrar’s office filed no later than November 1 for December graduates and no later than February 1 for May / August graduates.

Residency Requirements: A minimum of 24 semester hours necessary for graduation must be completed at Cornerstone.

### Student Learning Objectives

The Master of Arts in TESOL curriculum is designed to enable the student to:

1. Demonstrate knowledge of linguistics and sociolinguistics.
2. Demonstrate knowledge, understanding and use of the major concepts, principles, theories and research related to the nature and role of culture in language development.
3. Demonstrate an understanding of second language acquisition theories and research and its application in the ESL classroom.
4. Demonstrate an understanding of TESOL standards (state and federal) and how to integrate those standards into an ESL classroom.
5. Demonstrate an understanding of age and proficiency level appropriate assessment.
6. Demonstrate professionalism in the field of TESOL.

### MASTER OF ARTS: TESOL

The M.A. in TESOL is a graduate program that prepares individuals to teach English as a second/ foreign language (ESL) in the U.S. or abroad. The program builds on the core courses included in the certificate or endorsement program.

### Required Courses and Credits

Course (# indicates courses taken on campus; □ indicates online courses)	Credits	Weeks
LIN-501#	Issues in TESOL . . . . .	2 . . . . . 1
LIN-565#	TESOL Methodology I . . . . .	3 . . . . . 1
LIN-525□	Introduction to Linguistics . . . . .	3 . . . . . 6
LIN-535□	Advanced English Grammar . . . . .	3 . . . . . 6
LIN-555□	Sociolinguistics. . . . .	3 . . . . . 6
LIN-556□	Second Language Acquisition . . . . .	3 . . . . . 6
LIN-566#	TESOL Methodology II . . . . .	3 . . . . . 1
LIN-570#	Applications in Technology in TESOL. . . . .	2 . . . . . 7
LIN-558□	Materials Development and Integration . . . . .	3 . . . . . 1
LIN-557□	Action Research . . . . .	3 . . . . . 7
EDU-594□	TESOL Practicum . . . . .	5 . . . . . 7
	<b>Total . . . . .</b>	<b>33 . . . . . 49</b>

### GRADUATE CERTIFICATE IN TESOL

The graduate certificate in TESOL is for those without a teaching certificate desiring to use ESL in ministry or as a paraprofessional in the public schools.

#### Required Courses and Credits

Course (☐ indicates online courses)		Credits	Weeks
LIN-501#	Issues in TESOL . . . . .	2. . . . .	1
LIN-565#	TESOL Methodology I . . . . .	3. . . . .	1
LIN-525☐	Introduction to Linguistics . . . . .	3. . . . .	6
LIN-535☐	Advanced English Grammar . . . . .	3. . . . .	6
LIN-555☐	Sociolinguistics . . . . .	3. . . . .	6
LIN-556☐	Second Language Acquisition . . . . .	3. . . . .	6
LIN-570#	Applications in Technology in TESOL . . . . .	2. . . . .	7
EDU-594☐	TESOL Practicum . . . . .	5. . . . .	7
	<b>Total . . . . .</b>	<b>24 . . . . .</b>	<b>40</b>

### ENDORSEMENT PROGRAM IN ESL

The endorsement program is designed for certified Michigan teachers who wish to earn an endorsement to teach ESL in Michigan's public schools.

#### Required Courses and Credits

Course (☐ indicates online courses)		Credits	Weeks
LIN-501#	Issues in TESOL . . . . .	2. . . . .	1
LIN-565#	TESOL Methodology I . . . . .	3. . . . .	1
LIN-525☐	Introduction to Linguistics . . . . .	3. . . . .	6
LIN-535☐	Advanced English Grammar . . . . .	3. . . . .	6
LIN-555☐	Sociolinguistics . . . . .	3. . . . .	6
LIN-556☐	Second Language Acquisition . . . . .	3. . . . .	6
EDU-594☐	TESOL Practicum . . . . .	5. . . . .	7
	<b>Total . . . . .</b>	<b>22 . . . . .</b>	<b>32</b>

# COURSE DESCRIPTIONS

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## ACCOUNTING

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- ACC-324 Principles of Financial Accounting 4/7**  
An examination of the development and use of accounting information for the purposes of planning, control and decision making. Topics include accounting cycles, asset valuation, liabilities, forms of owner's equity, income determination, managerial accounting applications, capital budgeting and interpretation of published financial statements. ☐
- ACC-325 Managerial Accounting 3/5**  
A focus on managerial accounting, cost accounting, managerial performance reports, segment reporting, variable costs, cost, profit and volume analysis. (Prerequisites: ACC-324 and ECN- 311) ☐
- ACC-525 Accounting for Decision Making 3/6**  
An examination of contemporary accounting issues for managers, such as principles, techniques and uses of accounting in the planning and decision making in 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

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- BUS-211 Business Statistics 3/7**  
A study of descriptive statistics including measures of central tendency and standard deviation, time series analysis, statistical inference with emphasis upon testing of hypotheses and measures of association, and application of these techniques to decision making and planning. Emphasis is placed on methods for defining, researching, analyzing and evaluating problems found in business. Proficiency with MS Excel™ is required. ☐
- BUS-217 Introduction to Global Business 3/5**  
A study of globalization and its impact on the world and you. A variety of topics is explored including international culture, regional trading blocks, challenges and opportunities facing business today. ☐
- BUS-219 Business Technology 3/5**  
A study of emerging technological issues facing management in order to enable students to integrate technology with business strategy. Topics include E-commerce, management information systems, strategic information systems, decision support systems, executive information systems and issues of technology and culture. ☐
- BUS-234 Current Problems in Business: Case Studies 2/4**  
A case study course in which students integrate current social issues with functional business strategies. Students analyze problems faced by specific companies and thereby learn to understand the causes for these problems, the many alternative solutions available and the impact of solutions on both the company and society in general. General topics may include strategic management of social issues, political and community responsiveness, human investment, consumer welfare, the environment and multi-national corporations. ☐

- BUS-241**                      **Personal Financial Planning**                      3/5  
 A study of the principles and practices of personal financial management. Topics covered are selected from budgeting, taxes, banking, credit, investments, insurance, goal setting, retirement and estate planning. ☐
- BUS-242**                      **Biblical Principles of Personal Finance**                      3/6  
 A survey of the relationships between biblical principles and personal finances. Using materials from Crown Financial Ministries®, the topics covered include stewardship, debt counsel, honesty, giving, work, investing perspectives, budgeting and eternity from a biblical perspective. ☐
- BUS-315**                      **Global Business as Missions Experience**                      3/0  
 A first-hand observation of the business practices and operations of various global “business as missions” organizations. Topics explored include elements of logistics and quality standards in a global context. Additionally, students explore the impacts of culture, education, religion, customs and values on global business operations. This course includes an overseas Global Business as Missions Experience and the completion of a written paper on the experience. ☐
- BUS-339**                      **Creating Workplace Spirituality**                      3/6  
 An exploration of the opportunities to mix an individual’s Christian faith with everyday business interactions. Students explore the concepts of finding meaning in a chosen work and the challenges that come to a religious workforce. Emphases include developing a working biblical definition of integrating work and faith and understanding the impacts of integrating spirituality in the workplace. ☐
- BUS-361**                      **Business Law**                      3/5  
 An exploration of the legal, regulatory and ethical environment in which business operates. Topics include the law of torts, contracts, sales and regulatory laws. ☐
- BUS-401**                      **Business Ethics and Values**                      3/5  
 A study of representative theories as they relate to various contemporary problems in business. Special consideration is given to the application of Christian ethical principles, values clarification and decision making. ☐ ☛☛
- 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 business level. ☐ ☛☛
- BUS-505**                      **Research Methods**                      3/6  
 An examination of research methods available for the 21st century organization. Focus is on the systematic process of collecting, analyzing and interpreting data to answer a specific research question. The researcher learns how to write the research proposal and prepare a research report. ☐ ☛☛
- BUS-507**                      **Quantitative and Qualitative Analysis**                      4/8  
 A study of quantitative and qualitative techniques useful in management decision-making. Topics include break-even analysis, linear programming, sensitivity analysis, inferential statistics, regression, multi-variant analysis, constraint management and other decision-making models. ☐ ☛☛
- 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 global financial management, and the challenges and opportunities of developing strategies for the global organization. ☐ ☛☛

**BUS-511**                      **Global Business Experience**                      3/0  
A self-directed study of the opportunities and conflicts facing global business ventures. Topics explored include elements of culture and changes in the global business environment as well as the effects of education, religion, customs and values on international businesses. The experience is fulfilled by participation in an overseas trip. (Prerequisite: BUS-509) ☐ #

**BUS-661**                      **Legal and Regulatory Environment of Business**                      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 as are guidelines for executive actions that produce a moral organizational culture. ☐

## **CHRISTIAN MINISTRY**

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**CMI-214**                      **Personal Spiritual Growth**                      3/5  
A study of the biblical foundations and methods of practicing the Christian spiritual disciplines. Special focus is placed on the practical implementation of the personal disciplines into the life of the student. Students explore their personal relationship with God, identify the role of the Bible in their lives and prepare a plan for personal spiritual growth. ☐

**CMI-312**                      **Personal Growth for Effective Leadership**                      3/5  
A study and application of the various facets of personal growth necessary for effective leadership. These include the purpose and practice of spiritual disciplines, identifying one's spiritual gifts and natural abilities, and the importance of establishing relationships for accountability. ☐ #

**CMI-331**                      **Philosophy of Leadership**                      3/5  
A study of the biblical concepts, presuppositions, skills, attitudes and values that shape one's philosophy of leadership. Students formulate a leadership philosophy providing the basis for constructing a pattern for program development. ☐ #

**CMI-432**                      **Principles of Administration and Team Building**                      3/5  
An examination of administrative structures, organizational goal setting, current technical resources, budgeting, delegation and recruitment methods. Special emphasis is given to the team-building process as it relates to leadership and staff development. ☐ #

**CMI-433**                      **Systems for Cultural Impact**                      3/5  
A study of the attitudes of faithfulness, sensitivity and persistence needed to impact one's culture with the foundational truths of Scripture. Special attention is given to cross-cultural applications and developing a system of integrating evangelism and discipleship in one's organization. ☐ #

**CMI-442**                      **Applications in Organizational Leadership**                      3/5  
A capstone module designed to allow the students to integrate the various principles of the program with actual vocational environments. Case study analysis provides the basis for connecting Ministry Leadership objectives to vocational experiences. A special session is conducted on vocational search for leadership positions in ministry, service, or not-for-profit organizations. Completion of previous course work is necessary for successful completion of this course. ☐ #

## **COMMUNICATION**

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**COM-111**                      **Foundations of Speech Communication**                      3/5  
An introduction to the philosophy, theory and practice of speech communication. Students develop confidence as human communicators with particular emphasis on intrapersonal, interpersonal, small group and public communication. ☐



- COM-211 Business and Professional Communication 3/5**  
 An overview of the communication process in organizations with emphasis on oral presentation skills. (Satisfies general education speech requirement.) ☐ ☛☛
- COM-313 Leadership Communication 3/6**  
 A study of the communication-based needs of effective leaders. Topics include vision casting, group interaction, organizational communication and listening. ☐
- COM-335 Greatest Speeches 3/5**  
 A study of speeches that made a difference. This may include historical speeches, contemporary speeches and business presentations that had a great impact on the audience. Speeches examined include those of Martin Luther King, Bill Clinton, George W. Bush, Sojourner Truth, Michael Eisner and others. ☐

## **ECONOMICS**

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- ECN-311 Managerial Economics 3/5**  
 A survey of microeconomic/macroeconomic theory as related to the manager's environment. Topics include an introduction to theories of consumer behavior, product demand, cost and supply, production, the firm and its markets, capital and pricing factors, Theories of national income determination, consumption, investment, savings, business cycles and monetary and fiscal policy. ☐
- ECN-513 Global Economic Environment 4/8**  
 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. ☐ ☛☛
- 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 Christian worldview regarding economic issues pertinent to managers. ☐

## **ECOLOGY**

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- ECO-243 Natural Resources Management 3/6**  
 An exploration of the role of natural resource agencies in developing, sustaining and protecting natural resources. Emphasis is placed on the history of natural resource management in Michigan, management philosophies, politics that impact natural resources, species and ecology management, sustainability and carrying capacity. ☐

## **EDUCATION**

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- EDU-511 Issues in Education 3/7**  
 An overview of the philosophy of education. The course introduces the Christian worldview as it relates to education within the context of educational leadership, global issues, diversity and choice, technology, learning disabilities, literacy, curriculum, home-schooling, charter schools, etc. ☐
- 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 Christian 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 and state and local curriculum frameworks including state testing instruments. 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, managing and creating change, managing technology, administrative/teacher cooperation, teacher/teacher cooperation and parental involvement. Students also explore stress management, conflict management and how to become an agent for school improvement and educational leadership. ☐
- 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 Christian 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 Christian 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**  
 Ways to advance the students 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 will be 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 will be addressed. Additionally, the role of the principal, his/her responsibilities to the community will be provided. ☐
- EDU-534 Educational Technology Leadership 3/7**  
 An investigation of institutional structures, managing and creating change, administrative/teacher cooperation, teacher/teacher cooperation and parental involvement. Ways to help teachers remain successful, such as stress management and conflict management, will be explored. The course aids teachers in becoming agents for school improvement by providing an introduction into educational leadership. This includes the issues technology leaders face, such as planning, implementing, maintaining and evaluating technology integration; creating technology plans and goals, and finances; and, policy and procedures for fiscal scheduling and technology security. ☐

- 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 principals of stewardship is examined. Topics to include are budgeting, fund-raising, safe guards in financial management, and more. ☐
- EDU-537 Educational Technology Leadership 3/7**  
An emphasis on understanding legal principals, along with the origin and development of laws governing American schools at the local, state, and federal level. Consideration will be 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. A Christian worldview is introduced as it relates to educational technology. Within this context, issues such as current educational technology research, security, privacy, copyright and other issues that affect educators using technology are explored. An examination of state and national technology standards are introduced as well as exploring emerging hardware and Web-based technology. ☐
- EDU-542 Instructional Design, Assessment and Evaluation 3/7**  
An overview of learning theory particularly as it relates to student use of technology. The course will focus on the study and design of effective curricula-integrated technology tools and lessons for both classroom and online delivery. Assessment of student, teacher and building-wide use is also addressed. Special attention is paid to evaluating students technology products and national and state standards. ☐
- EDU-544 Teaching in an Online Environment 3/7**  
An introduction to the concept and philosophy behind online teaching. Various learning management systems are studied as well as Web 2.0 tools. Students design and deliver sustainable online experiences for their students based on state and national standards. ☐
- EDU-545 Designing Multimedia for the Classroom 3/7**  
A focus on hardware and multimedia for classroom (including online) use. Students explore the creation of multimedia PowerPoint™, digital movies, educational video-conferencing and authoring software. Specific attention is paid to audio and video production as it is applicable to classroom teaching and the online environment. Finally, students learn to modify and add content to Moodle, an online learning management system. ☐
- EDU-553 Research 3/7**  
A review of current best practice methods as indicated by meta-research. The course also reviews data related to student achievement (local and beyond) and provides direction on how to use teacher-developed data to improve student learning. Finally, it provides a framework for the teacher 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**  
A study of the conceptual framework and use of technology as a tool in the classroom. This course focuses on the individual instructional needs of each student. Technology-based activities are commensurate with the technology comfort level of the student. 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-590**                      **Independent Study: Educational Leadership Transition**                      3/6  
 An independent study for students who have already graduated from Cornerstone University with a M.A. in Education, Curriculum & Instruction track and desire principal certification. This independent study will provide opportunity for students to be recommended for principal certification by completing EDU-531, EDU-533, EDU-535, EDU-537, EDU-695, EDU-590. ☐
- EDU-593**                      **Master's Project**                      5/7  
 A course in which students complete a project that fills an area of need in the educational system. Students submit a project proposal in the first course (EDU-511). Throughout the program, the student continues to refine and develop the 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, technology or school management. ☐
- EDU-594**                      **TESOL Practicum**                      5/7  
 A practicum that engages the student teacher in the process of course planning, implementation and assessment. ☐
- EDU-611**                      **Topics for School Administrators**                      3/7  
 An overview of the philosophy of education. The course introduces the Christian worldview as it relates to education and, within this context, explores issues such as educational leadership, global issues, diversity and choice, technology, learning disabilities, literacy, curriculum, home-schooling, charter schools, etc. Specific emphasis will be on how issues impact decision making at the administrative level. ☐
- EDU-613**                      **Technology for School Administrators**                      3/7  
 An emphasis on providing a conceptual framework for technology and a means for using technology as a tool in the K-12 school setting. Administrators will find ways to become leaders in the use of technology within the school. Instruction will be given in the areas of using technology to facilitate inquiry-based learning, in finding and developing resources, in using computers in the classroom, and in exploring ways to use the Internet as an instructional tool. ☐
- EDU-615**                      **Educational Resource and Program Development**                      3/7  
 An overview of various types of research, focusing on action research for school settings. Furthermore, it provides direction on how to use administrator-developed data to improve the K-12 school system. ☐
- EDU-622**                      **Curriculum, Assessment and Instructional Theory for the School Administrator**                      3/7  
 Strategies to help guide and oversee curricular planning. A review of current professional organization and governmental standards, state and local curriculum frameworks, and state-testing instruments. The course also provides guidance in developing objectives, assessments, and strategies in working with a variety of student populations in the inclusive classroom. ☐
- EDU-624**                      **Community Building and Leadership for Administrators**                      3/7  
 An investigation of institutional structures, managing and creating change, administrative/teacher cooperation, teacher/teacher cooperation, and parental involvement. A specific component of this course will address the issues the technology leaders face in a school setting. It will also explore ways to help administrators remain successful, such as stress management and conflict management. ☐
- EDU-693**                      **Educational Technology Project**                      5/7  
 A course in which students complete a project that fills an area of need relating to educational technology within K-12 education. Students submit an action research proposal in EDU-541. Throughout the program, the student continues to refine and develop the proposal, adding useful resources in order to complete the project. ☐

**EDU-695**                      **Educational Leadership Internship**                      5/7  
An opportunity for a 90 plus hours internship within two different K-12 school settings, one of which is culturally diverse. On-line seminars allow students to come together to solve complex educational problems and share from their internship experiences. Creation of a self-improvement plan will be completed based on self-inventory results. Internship will occur simultaneously while EDU 531, 533, 535, and 537 are taken. ☐

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## ENGLISH

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**ENG-118**                      **Introduction to Writing and Research**                      4/8  
A course designed to develop skills in reading, writing, revising and critical thinking. The emphasis is on APA documentation style and research writing. ☐

**ENG-119**                      **Writing for Business**                      3/5  
The study and practice of the various writing styles and skills required in a business setting. The emphasis is on clear, concise expression aimed at a specific audience for a specific purpose. The course includes a library and research component, writing of business letters, compilation of reports and graphs, use of computer technology and the writing of a Research paper documented by APA standards. Satisfies general education English requirement. ☐ #†

**ENG-223**                      **Introduction to Literature**                      3/5  
The study and application of various methods of literary interpretation and evaluation to develop critical and analytical skills in the various genres of imaginative literature. ☐

**ENG-363**                      **C.S. Lewis and His Life of Faith**                      3/6  
A focus on the life and philosophy of C.S. Lewis through analysis of selections from his fiction and nonfiction works. ☐

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## FAMILY

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**FAM-212**                      **Parenting**                      3/6  
A study of parenting and child development with a special focus on biblical parenting. The physical and spiritual development of the child from birth through the teen-age years is also emphasized. ☐

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## FINE ARTS

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**FAR-211**                      **Introduction to Fine Arts**                      3/5  
Introduction to, survey of and development of, appreciation for the fine arts including music, painting, sculpture and architecture. The course includes an introduction to the field of aesthetics, study of components and techniques of the fine arts and a broad historical survey of artistic trends. Emphasis is placed upon the development of value judgment skills within the context of a Christian worldview. ☐

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## FINANCE

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**FIN-345**                      **Financial Management**                      3/6  
Basic theoretical framework for decision making in financial management and the role of the financial manager in achieving liquidity and profitability. Ratio analysis, working capital management, capital project evaluation, valuation, risk and financial environment are covered. (Prerequisites: ACC-324, ACC-325 and ECN- 311) ☐

- FIN-351**                      **Financial Fundamentals for Managers**                      3/6  
 An examination of the range and purpose of various sources of information including financial data, reports and statements of the organization as well as the relationship between this information and its use in managing the performance of the organization. ☐
- FIN-643**                      **Managerial Finance**                      4/8  
 A study of essential concepts of financial management including working capital management, capital budgeting, capital structures, planning, time value of money and dividend policy. Students must be proficient with the use of Excel software. (Prerequisite: ACC-525) ☐ ☙☙☙
- FIN-644**                      **Managing Financial Resources**                      3/6  
 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. ☐

## **HISTORY**

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- HIS-115**                      **American Studies**                      3/5  
 A study of American culture using a thematic approach and including topics such as Puritanism, colonization, the native American experience, industrialization, religious trends, technology, reform movements, the role of women, the impact of war on American life, economic development and contemporary issues. ☐
- HIS-326**                      **The American Civil War**                      3/6  
 A study of the Civil War focusing on topics such as Civil War medical practice, prisons, Negroes in the Civil War, constitutional issues, conscientious objectors, Copperhead activity, desertion and the life of the common soldier rather than on generals and battles. ☐

## **INTERDISCIPLINARY**

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- IDS-100**                      **Foundations of Inquiry**                      2/5  
 An introductory course emphasizing the knowledge and skills necessary for academic and personal success in a Christian framework. Topics include goal setting, decision making, time and financial management, computer and information retrieval skills, learning skills, relationships and personal health. ☐
- IDS-220**                      **Christian Worldview**                      3/6  
 An introduction to the development and function of the Christian worldview, which includes an examination of the philosophical and theological foundations for a Christian view of reality, knowledge, ethics and aesthetics. The course compares and contrasts the Christian worldview with those of naturalism, humanism and transcendentalism. ☐
- IDS-302**                      **Principles of Self-Management**                      3/5  
 An examination of personal strengths and identification of areas of adjustment that may assist in personal growth. Self-management includes the development of group interaction skills and management of individual and professional priorities. Topics include communication processes within groups, goal setting, prioritizing, identifying personal values and time management. ☐ ☙☙☙
- IDS-401**                      **Christian Foundations in Business**                      3/5  
 An emphasis on nurture and development of personal faith and Christian worldview. Students are challenged to develop and defend personal viewpoints relating to economic justice, the responsibility of the corporation to society, the environment and questionable business practices. ☐



## KINESIOLOGY

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**KIN-100**                      **Foundations of Wellness**                      **2/4**  
A study in personal wellness as a responsibility of biblical stewardship. This course addresses total person wellness in the context of biblical principles. Topics include attitude, exercise, fitness, nutrition and stress management. ☐

## LINGUISTICS

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**LIN-501**                      **Issues in TESOL**                      **2/5**  
An exploration of the 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. ☐

**LIN-525**                      **Introduction to Linguistics**                      **3/6**  
A study of the nature and structure of human language. Students are introduced to 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**  
A look at 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**  
A course to aid the student in evaluating claims based on research, 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 analysis and use of technology for self-assessment. ☐

**LIN-558**                      **Materials Development and Integration**                      **3/5**  
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**  
A survey of the various methods and techniques used to teach language components (grammar, vocabulary, pronunciation) and language skills (reading, writing, listening and speaking). Practice in developing and implementing balanced and effective language lesson plans is provided along with evaluating and selecting appropriate ESL teaching materials. ☐

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

**LIN-570**                      **Application of Technology in TESOL**                      2/4  
A focus on providing a conceptual framework for technology in the classroom and on using technology as a tool in the ESL classroom, i.e. Computer Assisted Language Learning (CALL). 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. ☐

## **MATH**

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**MAT-120**                      **Contemporary Math**                      3/7  
An introductory math course designed to develop skills that have practical usage in a business setting and daily life experience. The course reviews basic mathematical concepts, develops skills with algebraic expressions and expands to several topical applications. Topics include number properties, equations and inequalities, percentages, finance, interest, geometric figures, probability, graphs and statistics. ☐

## **MANAGEMENT**

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**MGT-232**                      **Entrepreneurship**                      3/5  
A survey of fundamental management principles, problems and procedures unique to small businesses. Topics include ownership, competition, financing, marketing, personnel, long- and short-term planning and governmental regulations. ☐

**MGT-233**                      **Leadership Studies**                      3/5  
An overview of the fundamentals of leadership. Using a combination of both theory and practical applications from case studies, the students explore issues involved with solving business problems, group interactions and techniques of group presentations. ☐

**MGT-314**                      **Management and Leadership**                      3/5  
An examination of current leadership theories and their application to management problems. Leadership behavior and its relationship to both organizational structure and individual personality style are discussed. Application of leadership theories to actual situations is emphasized. ☐

**MGT-315**                      **Negotiation and Conflict Resolution**                      3/5  
A study of the development of communication and management skills necessary for successfully resolving conflict situations. ☐ ☛☛

**MGT-316**                      **Managing the Not-for-Profit Organization**                      3/5  
An examination of the role of management in the not-for-profit organization. Topics include marketing, legal issues, insurance, finance, fundraising, human resources and technology. ☐ ☛☛

**MGT-317**                      **Organizational Behavior and Processes**                      3/5  
An examination of organizational behavior, structure and processes. The course focuses on individual and group roles in the organization and the effects of cultural elements on motivation and productivity. ☐ ☛☛



- MGT-318**                      **Creating and Implementing the E-enterprise**                      3/6  
An exploration of the theories, concepts, practices and technologies available to plan, implement and manage product and service-based E-enterprises. The course focuses on how ethical decision-making impacts the E-business operations. ☐
- MGT-319**                      **Strategy and Planning for Ministry Organizations**                      3/6  
An examination of the successful and unsuccessful strategic planning practices in organizations with emphasis on strategic planning's role in strengthening the ministry organization. Practical applications direct leaders in creating a planning process for their organizations. ☐
- MGT-325**                      **Creating and Managing Diversity Programs**                      3/6  
A focus on assessing diversity within an organization, designing a diversity plan, implementing the plan and measuring success. Leaders examine the impact Christian worldview and global strategies have on their diversity program. ☐
- MGT-332**                      **Human Resource Management**                      3/5  
An exploration of the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. ☐
- MGT-432**                      **Strategic Management**                      3/5  
A case study course. Application is made to major functions of business within the context of social, technological, economic, political and physical environment. Completion of all courses in the Bachelor's of Business Administration program is necessary for the successful completion of this course. ☐
- MGT-438**                      **Organizational Strategic Management**                      3/5  
The study and application of tools and methodologies for strategic management of organizations. Course topics include the creation of SWOT analysis, internal and external factor analysis, competitive matrices and the development of appropriate organizational strategies. ☐
- MGT-441**                      **Management Project**                      3/5  
A course in which students produce an individual project demonstrating the ability to apply and integrate the knowledge and techniques studied in previous courses to a current business problem. Completion of all courses in the Management program is necessary for the successful completion of this course. ☐
- 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**                      **Theory and Practice of Leadership**                      3/6  
A survey of the 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-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-538**                      **Case Studies in Management**                      3/6  
An in-depth examination of the influence and impact of contemporary business issues on the practice of effective management using the case study method. ☐

**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 how to stimulate new ideas, managing innovative ideas, adapting to change and individual and group roles in the creative process. ☐ ☙☙

**MGT-540**                      **Applied Management Project**                      3/6  
A capstone course in which students demonstrate their mastery of the Management program curriculum by addressing a real organizational issue. Emphasis is placed on selecting, evaluating and analyzing a current issue in the student's place of employment and then designing and formulating a plan that appropriately addresses the issue. The outcome includes a thesis report and oral presentation demonstrating individual competence. ☐

**MGT-638**                      **Issues in Human Resource Management**                      3/6  
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 Management**                      3/6  
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-692**                      **Applied MBA Project**                      3/6  
A capstone course in which the student demonstrates that he/she has the ability to integrate a diverse business education and practical experience. Prerequisite: Completion of previous course work with the exception of BUS-511 and MGT-539. ☐ ☙☙

## **MARKETING**

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**MKT-251**                      **Principles of Marketing**                      3/5  
An introduction to marketing centered on the areas of product, pricing, distribution and promotion with specific applications to decision making and the marketing function. Emphasis is placed on the marketing, consumer and industrial goals, and analysis of marketing functions and institutions. ☐

**MKT-350**                      **Marketing Management**                      3/5  
A study of the roles, responsibilities and tools of the marketing manager and how these are used to develop marketing plans and strategies. Emphasis is placed on areas of product, pricing, distribution and promotion. ☐

**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. ☐ ☙☙

## MUSIC

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**MUS-262**                      **Exploring Western Music**                      3/6  
A survey of, and appreciation for, western music from the Middle Ages to the 20th century. The course includes an introduction to music, composers and components from various time periods with an emphasis on different styles, historical settings, aesthetics and musical trends. Special focus is given to discerning and judging the value of music with the context of a Christian worldview. ☐

## PHILOSOPHY

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**PHI-211**                      **Philosophy in Culture**                      3/5  
Philosophy in Culture is designed to introduce and develop the notion of worldview from a Christian philosophical perspective. The course will pay special attention to the hermeneutical issues surrounding worldview and the important role philosophy has played in western culture. ☐

## PSYCHOLOGY

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**PSY-111**                      **General Psychology**                      3/5  
An introduction to psychology dealing with the important people, terms and theories in the fields of personality, learning, maladjustment and psychotherapy. ☐

**PSY-221**                      **Interviewing and Counseling**                      3/5  
An introduction to theoretical concepts, primary principles, strategies and interventions implemented in the practice and delivery of human services to individuals and families using the human services interview techniques. ☐

## RELIGION

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**REL-102**                      **Christian Foundations**                      3/5  
A study of the biblical concepts of creation, fall, redemption, consummation, stewardship and humanity as divine image bearers. These concepts provide a basis for all knowledge, insisting that “all truth is God’s truth,” and for the absolutes of biblical truth and morality. ☐

**REL-226**                      **Inductive Study of Ephesians**                      3/5  
An analysis of the epistle to the Ephesians designed to put into practice the inductive study skills learned in REL-228. The course reviews background, theme and analytical study of the epistle to understand and apply principles that are relevant in ministry leadership. (Prerequisite: REL-228) ☐ ☙☙

**REL-228**                      **Principles of Biblical Studies**                      3/5  
An introduction to various methods of Bible study. Emphasis is placed upon inductive study with the intent to provide a method by which ministry leaders become independent students of Scripture. The inductive method is applied to various literary genre of both the Old and New Testaments. ☐ ☙☙

**REL-231**                      **Mosaic Literature**                      3/5  
A study of the history of redemption from Adam to Moses as set forth in the Pentateuch. Special attention is given to God’s purposes in the call of Abraham and the establishment of the Mosaic economy. ☐

**REL-232**                      **Gospel Literature**                      3/5  
A study of the four Gospels including their backgrounds, themes, outlines and distinguishing features, distinctive portrayals of Christ, and the life and ministry of Christ as set forth in the Gospel of Mark. ☐

- REL-233**                      **Principles of Interpretation in Old Testament Literature**                      3/5  
 A study of the basic principles of biblical interpretation. Emphasis is placed upon the cultural, historical, grammatical and theological method of interpretation. The application of these principles is drawn specifically from the Old Testament scriptures. The course is designed to provide ministry leaders with a method to properly interpret the Bible. ☐ ☛☛
- REL-234**                      **Writings of Paul**                      3/6  
 A survey of the writings of Paul including backgrounds, themes, outlines and distinguishing features with special attention given to the book of Romans. ☐
- REL-235**                      **Introduction to Old Testament Wisdom Literature**                      3/6  
 An introductory survey of the Old Testament books of Wisdom including a study of major themes, characteristics of Hebrew poetry and principles that can be applied to Christian living. ☐
- REL-238**                      **Christian Doctrine**                      3/5  
 A systematic study of the basic biblical doctrines of Christianity. The course reviews relevant Bible passages and emphasizes the practical application of the teachings of the Bible to the Christian life. ☐ ☛☛
- REL-239**                      **The Ethics of the Ten Commandments**                      2/0  
 The study of the Ten Commandments with particular emphasis on the nature and content of ethics, the historical and cultural setting of the commandments, their organization, the meaning and significance of each of the Ten Commandments and the application of the commandments to daily life. The course includes listening to taped lessons, reading three books, four written assignments and a final exam. ☐

## SCIENCE

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- SCI-119**                      **Contemporary Issues in Science and Technology**                      3/6  
 An exploration of current issues in physics, science biology, health and medicine. The course provides an understanding of the scientific method and how to critically evaluate current issues from a scientific perspective. ☐

## SOCIOLOGY

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- SOC-101**                      **Introduction to Human Services**                      3/5  
 An introduction to the field of human services and the conditions in modern society that impact the health of individuals, families and communities. Topics include identification of populations served by human service workers, principles of human services and the essential helping skills. Special emphasis is given to Christian involvement in human services and the role of the faith-based social service agencies in American society. ☐
- SOC-111**                      **Introduction to Sociology**                      3/5  
 An introduction to the field of sociology including an overview of several subfields. Basic theoretical perspectives of sociology are used to provide an explanation of basic institutions and social processes. ☐
- SOC-201**                      **Intercultural Relations**                      3/5  
 An examination of minority and ethnic groups' social issues, cultural beliefs, values, communication styles, learning styles and cultural influences and contributions. The course explores roles within families and society, surveys, demographics and their impact on individuals and society. Concepts of gender diversity and women's issues are also introduced. ☐
- SOC-211**                      **Current Social Issues**                      3/5  
 An examination of current social issues in light of classical and contemporary theories. Emphasis is placed on the implications of these issues for American society. ☐

**SOC-229**                    **Field Experience**    **3/6**  
As a capstone to the program, students will demonstrate their competencies by applying and integrating their knowledge through 250-hours of service in a human service agency over the course of the associate program. Additional information regarding this experience will be provided in SOC-111. This experience will be facilitated by faculty and individuals in the human services field. ☐

**SOC-232**                    **Marriage and Family**    **3/6**  
An examination of the structure and function of marriage and family life from a biblical perspective. Topics include mate selection, parenting, divorce, transitions in relationships and the family life cycle. Students are exposed to difficult family issues such as blended families, spousal infidelity, midlife crisis and grief and loss in the home. ☐

**Prior Learning Assessment Seminar**                    **(5 hours, one Saturday morning) 0/0**  
An introduction to prior learning assessment and the standards used to evaluate prior learning. Students learn how to write life-learning essays and petition for credit for professional schools and training (seminars, workshops, licenses, etc.). Students should contact their academic advisor in the registrar's office for registration and dates. ☐

# ADMINISTRATION & FACULTY

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**Gail Duhon**, M.B.A., Registrar

**Linda Haveman**, Ph.D., Director of Education Programs

**Trevor McCready**, M.S., Director of Instructional Technology

**Robert Simpson**, Ph.D., Associate Provost

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**Scott Stewart**, M.B.A., Director of Student Financial Services

**Sandra Upton**, D.S.L., Dean of Business Programs

**Laurie Wittbrodt**, M.B.A., Program, Director of Enrollment

## FACULTY

**Scott Barger**, Special Appointment Faculty of Business

B.S. (1990), Central Michigan University; M.P.A. (2001), University of Nebraska

**Mark B. Blocher**, Associate Professor of Interdisciplinary Studies

B.A. (1976), Grand Rapids Baptist College; M.A. (1982), Dallas Theological Seminary; M.A. (1998), Western Michigan University

**Eric J. Hoogstra**, Associate Professor of Business

B.S. (1984), Aquinas College; M.B.A. (1988), Grand Valley State University; Ph.D. (2007), Capella University

**James H. Lacy**, Special Appointment Faculty of Religion

B.A. (1974), Bob Jones University; M.A. (1976), Northwest Baptist University; M.R.E. (1978), Grand Rapids Theological Seminary; D.Min. (1991), Trinity Evangelical Divinity School

**Linda Knasel**, Special Appointment Faculty of Psychology

B.S. (1980), Western Michigan University; M.A. (1983), Western Michigan University; M.A. (1986), Western Michigan University

**Miriam Taylor**, Special Appointment Faculty of Online Education

B.A. (1994), Cedarville University; M.A. (2002), Western Michigan University

**Chad M. Tuttle**, Special Appointment Faculty of Business

B.S. (1999), Grand Valley State University; M.B.A. (2002), Grand Valley State University



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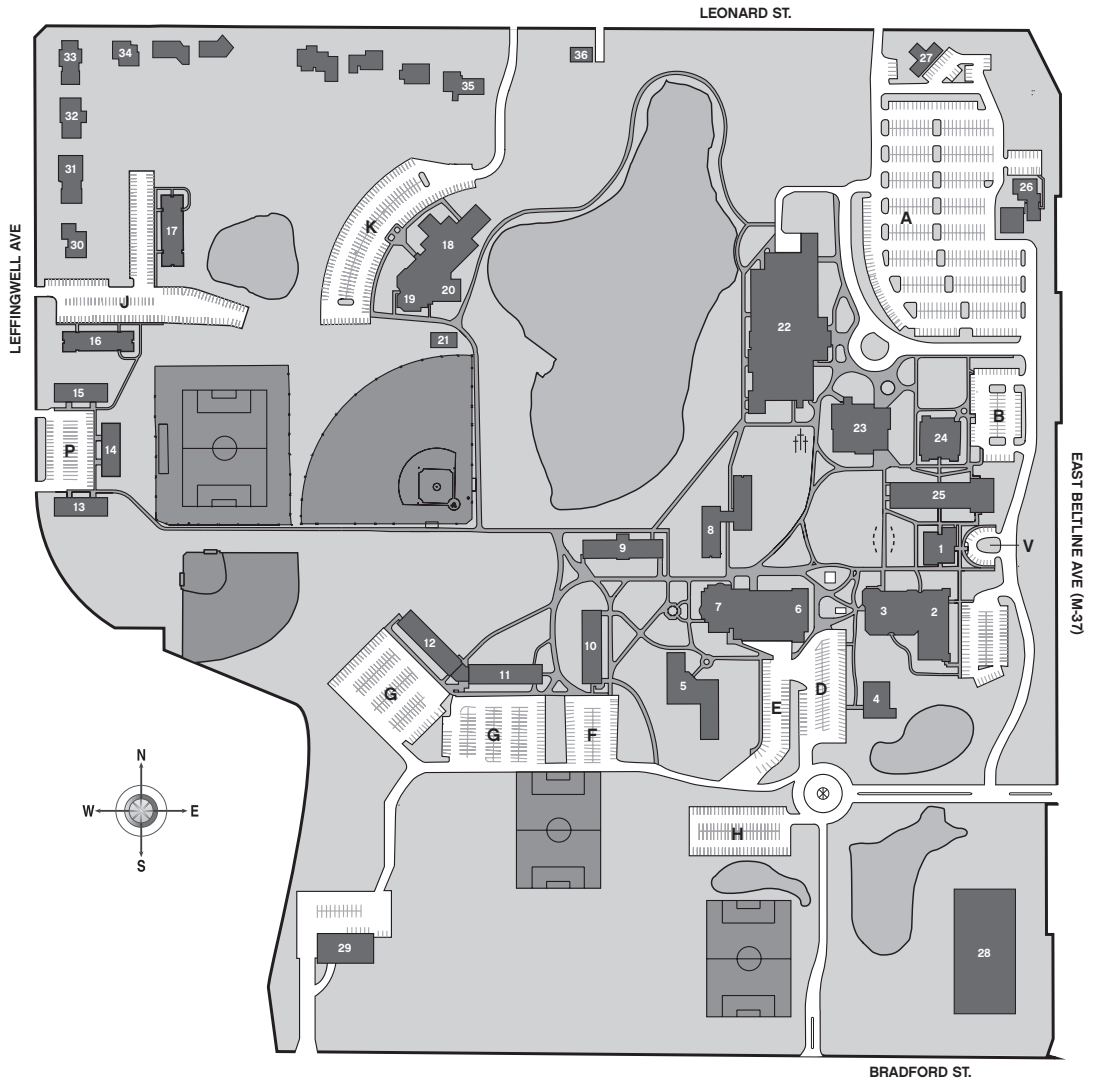
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# CAMPUS MAP

1. Ketcham Bldg. (Admissions/Financial Aid/Welcome Center) (KETC)
2. Faber Hall – Bookstore (FABR)
3. Bolthouse Hall (BOLT)
4. Gordon Hall (GORD)
5. Miller Hall (MLHL)
6. Gainey Conference Center (GAIN)
7. Corum Student Union (CORM)
8. Quincer Hall (QURH)
9. Picket Hall (PIRH)
10. Keithley Hall (KERH)
11. VanOsdel Hall (VORH)
12. Cook Hall (CKRH)
13. Fuller Hall (FURH)
14. Knoll Hall (KNRH)
15. Morris Hall (MORH)
16. Babcock Hall (BKRH)
17. Crawford Hall (CDRH)
18. Wood Seminary Bldg. (WOOD)
19. Matthews Auditorium (MATA)
20. Pirsig/DeBruyn Chapel (PDCH)
21. Theatre Storage Building
22. Hansen Athletic Center (BHAC)
23. Miller Library (MLLB)
24. Administration Building (ADMN)
25. Daverman Hall (DAVR)
26. Cornerstone University Radio
27. Professional & Graduate Studies Bldg. and Accounting Office
28. Theatre Costume Storage & Rentals
29. Campus Services
30. Herald Office – 1128 Leffingwell
31. 1142 Leffingwell
32. 1158 Leffingwell – PGS Accounting
33. 1180 Leffingwell
34. 2830 Leonard
35. 2968 Leonard – Shabach House
36. 3014 Leonard – I.S. House









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