



Cornerstone
UNIVERSITY®

Professional & Graduate Studies

Grand Rapids, Michigan

Student Handbook
& Academic Catalog

2011 • 2012

Student Handbook

2011 • 2012

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Directory

Main Campus:

Cornerstone University
1001 E. Beltline Avenue NE
Grand Rapids, MI 49525
Main Switchboard616-949-5300
Voice Mail616-222-1550
Fax616-222-1528
pgs.cornerstone.edu

Accounting616-222-1506
800-947-2382

Career Center 616-222-1433

Campus Safety616-949-5300

Miller Library616-222-1458
800-727-9772

Student Financial Services616-222-1424

Admissions

Grand Rapids/ Lakeshore800-947-2382
Lansing 866-664-0543
Kalamazoo888-576-3585

Administration / Offices

Grand Rapids616-222-1503
800-947-2382

Registrar

Grand Rapids616-222-1431

PGS Academic Advising

Grand Rapids616-254-1650
Ext. 1221, 1393
Lansing517-323-3564
Kalamazoo269-353-6523

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
440 S. State Street
Suite 300-310
Zeeland, Michigan 49464
616-748-2091
Fax: 616-748-2092

Lansing Campus
6452 Millennium Drive
Suite 180
Lansing, MI 48917

517-323-3491
866-664-0543
Fax: 517-323-3576

2011-2012

Academic Calendar

Fall 2011

Registration Deadline for Fall Online Elective Courses	August 23
Faculty Work Days	August 31-September 1
Labor Day (No classes)	September 5
Fall Semester Begins, Traditional Undergraduate	September 7
Fall Online Electives Begin	September 13
Graduation Application Deadline for December Graduates	November 1
Thanksgiving Break	November 23-25
End of Fall Semester for Traditional Undergraduate	December 15
Christmas Break (campus closed)	December 23-January 2

Winter/Spring 2012

Registration Deadline for Winter Online Electives.....	December 20
Spring Semester Begins, Traditional Undergraduate	January 23
Winter Online Electives Begin.....	January 10
Graduation Application Deadline for May and August Graduates	February 1
Registration Deadline for Spring Online Elective Courses.....	February 28
Spring Online Electives Begin	March 20
Good Friday (no classes, campus closed)	April 6
Easter Sunday	April 8
End of Spring Semester for Traditional Undergraduate	May 3
Commencement	May 5

Summer 2012

Registration Deadline for Summer Online Electives	April 24
Summer Online Electives Begin	May 15



A Letter from the President

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 an educational community of over 1,000 students who are enrolled in both adult degree completion studies and Master degree programs.

No doubt you are already busy with your job, retraining for a new career as well as being engaged in other life situations that consume much of your time. Given the impossibility of you uprooting to move on campus for a full time educational experience we here at Cornerstone are delighted to provide you the opportunity to achieve an associate, bachelor or master's degree characterized by time-sensitivity, access, affordability, quality, professionalism, leadership experiences...all from a Christian worldview.

At Cornerstone University we value you as an adult learner. Our prayer for all of our adult students is that you will grow both academically and spiritually through your studies here. As a Christ-centered university it is our 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. In fact we would love to think that you would meet Jesus here in an eternally personal and life enriching way. 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

Dear Students,

Welcome to Cornerstone University's Professional & Graduate Studies Division. Our programs are designed 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 application 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.

Enrollment in the Professional & Graduate Studies Division continues to grow. New programs were added to include Bachelor of Science in Psychology and Health Care Master of Business Administration degrees. In 2012 PGS will continue to explore new degree programs and classroom locations.

We are committed to you and providing quality academic programs, enabling you to successfully complete your degree and make a positive impact in your workplace.

Blessings,
Robert Simpson, Ph.D.
Associate Provost

ABOUT CORNERSTONE

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.

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 that is as current and accurate 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 2011-2012 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 and Release Request prior to the second week of your program. The Directory Information Restriction and Release Request form is available in the Professional & Graduate Studies office, the registrar's office or on the Eagles' Nest portal at: <https://eaglesnest.cornerstone.edu/web/cu/registrar/documents> All requests are forwarded to the registrar's office. For more information, students should log into the Professional & Graduate Studies group in Odyssey, Cornerstone's learning management system.

EQUITY IN ATHLETICS DISCLOSURE

To view Cornerstone University's Equity in Athletics Disclosure report, go to <http://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: 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
- 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.

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 oral or in written) 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 enrolled students at Cornerstone University give Cornerstone permission to use student images and/or photographs on its website 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

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. Articulate a Christian worldview
 - a. Distinguish between truth and error
 - b. Apply biblical principles personally and professionally
2. Communicate effectively in both oral and written forms
 - a. Utilize technology to enhance communication
 - b. Participate in meaningful public and interpersonal communication
3. Demonstrate professional skills
 - a. Apply the principles and practices of leadership
 - b. Use critical thinking skills
 - c. Use valid research
4. Exhibit knowledge of core subject area
 - a. Articulate the language of the discipline
 - b. Apply principles of the discipline appropriately
5. Demonstrate cross-cultural communication and collaboration
 - a. Understand one's own culture in relation to other cultures
 - b. Interact with people as a responsible member of the global community

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-campus, blended (combination of on-campus 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-campus 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-campus classes are generally held in the evening and on weekends when most adults are available. If possible learning centers are located in places convenient to 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 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:
http://pgs.cornerstone.edu/pgs/CurrentStudents/Handbook_and_Catalog/

Undergraduate Programs

- Associate of Science
 - Business Studies
 - Human Services

- Bachelor of Science
 - Business Administration
 - Management
 - Ministry Leadership (on-campus and blended)
 - Psychology

Graduate Programs

- Master of Business Administration (on-campus and online)
- Master of Business Administration in Health Care

- Master of Science
 - Management

- Master of Arts in Education
 - Curriculum and Instruction (blended and online)
 - Educational Leadership (blended and online)
 - Educational Technology (blended and online)

- Master of Arts in TESOL (Teaching English to Speakers of Other Languages) (blended)

ACADEMIC INFORMATION

Academic and Grade Appeals

Students may appeal a grade issued by an instructor if the student believes that the grade has been miscalculated or graded unfairly (beginning with step 1 below). Students have a period of four months from the day grades are issued by the registrar's office to question the accuracy and completeness of the official grade submitted. Questions should be directed to the registrar's office. The academic record after that period will be considered final.

Students may also appeal decisions related to probation, dismissal, suspension, satisfactory academic progress and academic integrity (beginning with step 2 below).

- Step 1* The 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, then student moves to step 2.
- Step 2* The student presents the grievance and supporting data in writing to the dean within two months from the time the instructor issued the grade, or within seven days of notification in the case of probation, dismissal, suspension, satisfactory academic progress or academic integrity. If the issue is not resolved at this level, the student moves to step 3.
- Step 3* The student presents the grievance and supporting data in writing to the associate provost of PGS within four months from the time the instructor issued the grade, or within 14 days of notification in the case of probation, dismissal, suspension, satisfactory academic progress or academic integrity. 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 by the associate provost as soon as a decision has been reached.

Academic Integrity

As a Christian institution of higher education, Cornerstone University seeks to maintain the highest standards of academic integrity. The faculty trusts the integrity of Cornerstone students and encourages them to maintain the integrity of the faculty-student relationship. Academic dishonesty, therefore, is a serious breach of university standards and will result in substantial penalties. Violations of academic integrity include:

- **Plagiarism:** Willfully submitting as part or all of one's own work material that is copied or paraphrased from another source, including online sources, without proper acknowledgment of that source.
- **Cheating:** Using unauthorized material or study aids for assistance on examinations or other academic work. Examples include but are not limited to looking at a peer's exam, altering a graded exam and using notes without permission.
- **Fabrication:** Submitting altered or contrived information in any academic assignment. Examples include but are not limited to falsifying data, text material, or sources.
- **Facilitating academic dishonesty:** Helping another student violate this policy. Examples include but are not limited to allowing one's work to be copied, working together on an assignment where collaboration is not allowed and doing work for another student.

Violations of the academic integrity policy will result in the following actions:

First offense

- The faculty member will file a written report with the PGS program dean and send a copy to the student. Normally, the student would receive a substantial reduction or no credit for the assignment or test on which he or she has been dishonest. More severe penalties may be imposed if such penalties are announced in the course syllabus.
- The dean will create a file recording the student's violation of the policy.

Second offense

- The faculty member will file a written report with the PGS program dean and send a copy to the student.
- The dean will update the student's file recording the violation of the academic integrity policy. Written notification will be given to the faculty member who reported the policy violation indicating that the student who violated the academic integrity policy should/will fail the course.

Third offense

- The faculty member will file a written report with the PGS program dean and send a copy to the student.
- The dean in PGS will update the student's file to reflect a third violation of the academic integrity policy. Written notification will be given to the faculty member who reported the policy violation indicating that the student who violated the academic integrity policy should/will fail the course. The student will face suspension or dismissal from the university.

Appeal Process

A student who feels that he or she has been unfairly accused or unjustly treated may appeal the decision to the PGS program dean. Such appeals shall be made in writing within seven days of notification of the violation of policy. If a faculty member or student deems that the case has not been resolved satisfactorily and that a more comprehensive university response is needed, he or she may appeal to the academic appeals committee. The decision of the appeals committee is final. In the case of a successful student appeal, the record of the offense will be expunged from the student's file.

Notification Regarding Academic Integrity Policy

Professional & Graduate Studies shall make all students and faculty aware of this policy by publishing it in the Student Handbook and the Faculty Handbook. Faculty will reference the policy in their course syllabi; however, ultimate responsibility for knowledge of and compliance with this policy rests with the student.

Record Expunged Upon Graduation

Upon graduation from the PGS program, the record of the violations of the academic integrity policies will be expunged from the student's file.

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: 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 - December 31 and January 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.

<i>Program</i>	<i>Full-time status for state programs</i>
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 to complete the graduation requirements for their degree by Thursday before the ceremony. Those who have six credits or less 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. Graduate students must complete their program before August 15 in order to participate in the May commencement ceremony.

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 in the bachelor programs 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 class 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 August 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 November 1 for December graduates or February 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: 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 (Latin) Honors

Graduation honors are awarded to eligible associate, bachelor and master students who graduate through August 2012.

New guidelines, approved April 2010, are effective for all graduates, August 2011 through August 2012. After August 2012 these guidelines affect only bachelor degree graduates as associate and master graduates will no longer be eligible for Latin honors.

Cum Laude	3.60 G.P.A.
Magna cum Laude	3.70 G.P.A.
Summa cum Laude	3.85 G.P.A.

Grade point average will be calculated on work completed at Cornerstone University only. Grade point average for honor recognition is determined on April 1. Students graduating with a bachelor degree must have completed 64 semester hours of

credit in residence for purposes of fulfilling residence requirements for honor recognition; 32 semester hours for the associate degree; and, 24 semester hours for a master's degree.

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 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: 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-campus, 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

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.

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.

Online Elective Courses

Cornerstone University's online courses were created to provide accredited courses for students that desire to begin or finish a degree or simply take a course or two. 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 website at: <http://online.cornerstone.edu>.

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 level of appeal will be addressed 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 Dismissal

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.

The director of student services may suspend or dismiss a student who 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 dean, 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. The decision of the committee is final.

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 with 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. 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.

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 they have experienced 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 so far 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 complainant may be asked to do so before the associate provost makes effort to resolve the complaint.)

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 decision of the provost is final.

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 website

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. To ensure students are fully prepared for online and graduate level courses, a list of expectations and requirements include:

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 media 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 website

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)

Textbook Information

A listing of the textbooks used in the PGS undergraduate and graduate programs is located in Odyssey under the Professional & Graduate Studies community group, which is accessible to all students. The listing includes the course in which the book is used, the title of the book, publisher, ISBN and retail price.

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

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 degree 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 and active duty 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 under some benefits, such as chapters 30, 35, 1606, and 1607, the student will 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.

For more Veteran information refer to <http://cornerstone.edu/veterans>.

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

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: http://pgs.cornerstone.edu/pgs/student_handbook_catalog/

When all admission 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: <http://online.cornerstone.edu>.

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 PGS student services' office. 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

Tuition and Fees 2011-2012

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
Health Care MBA	\$415/credit hour
MBA Online	\$450/credit hour
Online Elective Course	
Undergraduate	\$285/credit hour
Graduate	\$390/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
B.S. in Psychology	\$100/course
Graduate:	
M.A. in Education	\$65/course
M.S. in Management	\$140/course
MBA	\$140/course
Health Care MBA	\$140/course
MBA online	\$140/course
M.A. in TESOL	
Term 1	\$450
Term 2	\$250
Online Elective Course	<i>Students procure their own books through the Internet or other means available locally</i>

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 (<i>applies toward Educational Resource Fee</i>)	
Undergraduate	
Associate (Business Studies, Human Services)	\$100
B.S. in Management	\$100
B.S. in Business Administration	\$140
B.S. in Ministry Leadership	\$100
B.S. in Psychology	\$100
Graduate	
M.A. in Education	\$65
M.S. in Management	\$140
MBA	\$140
Health Care MBA	\$140
MBA online	\$140
Official Transcripts	\$5
Professional & Life Learning Credits per petition	\$50
Readmission to a Degree Program (<i>within 12 months</i>)	\$5
Late Payment Fee	\$30
NSF Check Fee	\$20
Drop-In Cancellation Fee (<i>per course</i>)	\$20
Waiver Evaluation	\$25

MA TESOL, Deposit and Housing

Tuition Deposit (non-refundable after June 1)	\$250
Housing Fee (2 weeks)	\$260/Single*
Housing Fee (2 weeks)	\$440/Double or Family*
Housing Deposit	\$50*

* *Applies only to students who choose on-campus housing during Residency Days (does not include linens or meals).*

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. A complete listing of textbooks and retail

costs is available to enrolled students in the online management program, Odyssey, under the community group of Professional & Graduate Studies.

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. 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 to begin.
- 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 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. 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 award 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 Ave. NE, Grand Rapids, MI 49525. 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.
- Student guides must be returned in shrink-wrap.
- 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.

<i>Students who withdraw</i>	<i>will be refunded</i>
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 PGS 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 website at: 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:

Qualitative Requirements: The student must meet the appropriate cumulative grade point requirement. (NOTE: This is a separate evaluation from the evaluation of academic standing.)

1-25 credits completed	1.60 G.P.A.
26-47 credits completed	1.85 G.P.A.
48-above credits completed	2.00 G.P.A.

Quantitative Requirements: A student must complete his/her program within a period not greater than 150% of the normal program length (measured in credit hours). A student who receives financial aid is required to maintain the following pace (see definition of "pace" that follows) to ensure progression towards the 150% completion requirement:

<i>Cumulative Hours Attempted</i>	<i>Minimum Percent Completed</i>
1-25	65%
26-57	70%
58-above	75%

SAP and all related criteria are evaluated at the end of each payment period.

All regularly accepted and continuing students who do not meet either/or both of the above requirements will be placed on financial aid warning. After a payment period on financial aid warning, students still not meeting the criteria will have their financial aid suspended.

If a student suffers unusual circumstances and would like to appeal the financial aid suspension, he/she must submit to the associate provost a written explanation regarding noncompliance with these criteria (see definition of "appeals" that follows). The Academic Appeals Committee will then determine the academic status of the student. If it is determined that the student is making SAP, the student will be placed on financial aid probation. The Student Financial Services office will then consider eligibility for financial aid based upon the availability of funds and financial need.

Federal regulations for non-term programs require that financial aid may be paid only four courses successfully completed. Therefore any course not completed (due to 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:

Qualitative Requirements: The student must maintain a minimum 3.0 cumulative grade point average (G.P.A) in order to receive financial aid.

Quantitative Requirements: A student must complete his/her program within a period not greater than 150% of the normal program length (measured in credit hours). A student who receives financial aid is required to maintain the following pace (see definition of “pace” that follows) to ensure progression towards the 150% completion requirement:

Cumulative Hours Attempted	Minimum Percent Completed
1-24	65%
25-48	70%
49+	75%

SAP and all related criteria are evaluated at the end of each payment period.

All regularly accepted and continuing students who do not meet either/or both of the above requirements will be placed on financial aid warning. After a payment period on financial aid warning, students still not meeting the criteria will have their financial aid suspended.

If a student suffers unusual circumstances and would like to appeal the financial aid suspension, he/she must submit to the associate provost a written explanation regarding noncompliance with these criteria (see definition of “appeals” that follows). The Academic Appeals Committee will then determine the academic status of the student. If it is determined that the student is making SAP, the student will be placed on financial aid probation. The student financial services office will then consider eligibility for financial aid based upon the availability of funds and financial need.

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

Definition of Terms and Other Information

Appeals: An appeal is a written explanation of the unusual circumstances that occurred regarding why the student failed to make SAP. It should also include what has changed in the student’s situation that would allow the student to demonstrate SAP at the next evaluation. All appeals must be submitted to the associate provost by the date indicated in the suspension letter. After consideration by 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 Academic Appeals Committee for the eligibility to continue.

Course Repeats: A student may not receive financial aid for retaking a course for which he has previously received a passing grade. A repeated course will be counted towards the 150% maximum time frame.

Financial Aid Probation: A status assigned to a student who fails to make SAP and who has appealed and has had eligibility for aid reinstated.

Financial Aid Warning: A status assigned to a student who fails to make satisfactory academic progress (SAP) at a school that evaluates academic progress at the end of each academic term, and chooses to allow students who fail its progress standards to continue to receive aid.

Financial Aid Suspension: A student who is suspended from receiving financial aid must make a written appeal to the Academic Appeals Committee for re-admission. Once the Academic Appeals Committee has notified the student financial services office in writing that the student has been re-admitted and is making SAP, financial aid eligibility can be determined.

Incompletes: Incompletes are counted toward courses “attempted” but not toward “completed.” Incompletes may be considered in the appeal process. 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.

Pace: The pace is calculated by dividing the cumulative number of credit hours a student has successfully completed by the cumulative number of credit hours the student has attempted.

Payment Period: The amount of time that it takes to complete half of an academic year, usually 9 - 12 completed credit hours.

Regaining Eligibility: If a student is denied aid because the required number of hours was not completed for the period the aid was received, the student must complete the necessary course work at his/her own expense before being considered for future aid. A student denied financial aid due to G.P.A. must bring his/her average to the minimum standard to regain eligibility. Aid granted after reinstatement will be based on the availability of funds at the time and on the student's eligibility for aid.

Transfer Credits: Transfer credits will be included in the pace calculation. Transfer credits will be included in the 150% calculation only if the transfer credits apply to the degree that a student is working toward.

Withdrawal: A student who totally withdraws from the university and has received federal financial aid for that semester must be readmitted and be making SAP before they will be considered for financial aid in any subsequent semesters. Financial aid eligibility will then be determined based upon the availability of funds and financial need.

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

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 to career@cornerstone.edu.

Job Search

To view recent job postings received by the career services office, search the career services Web page at: 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 websites 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" job fair is held in October and February. Specific dates, times and locations for job fairs are posted on the Career Services website. 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 website: http://www.cornerstone.edu/undergraduate_studies/student_life/career/.

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 website at: http://pgs.cornerstone.edu/pgs/current_students/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 website at 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 or 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" (zero) from an on-campus telephone or 616-949-5300 from any other 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 unless your and/or the safety of others is imminent.

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 (University-Campus Safety Switchboard). The caller should clearly state that this is an emergency followed with the name of the individual 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 24/7/365.

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 must travel to and remain at least 200 feet away from the building – and even further if possible when glass windows and doors are nearby. Individuals may return to the building only when the alarm has stopped and permission to re-enter has been given by Campus Safety, fire department, and/or law enforcement personnel.

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

Food Service

The university student cafeteria in Corum Student Union is open September through May for dinner hours (except during school breaks), Monday – Friday from 4:30 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 website: 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 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.

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 Bernice Hansen Athletic Center on the Cornerstone University campus in Grand Rapids and are available to current students. Availability and hours may be obtained by visiting the Athletics website at www.cugoldenealges.com.

Open Gym

Specific times for open gym are available by contacting the Hansen 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.

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 8:00 a.m. – 9:00 p.m.
Friday 8:00 a.m. – 5:00 p.m.

Vehicle 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.

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 anywhere inside of 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 archery equipment, including both traditional style and cross bows and/or arrows, on the properties of Cornerstone University is forbidden.
- All fixed blade knives. The only non-kitchen utility knife allowed on campus is 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 616-949-5300.

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 (7.0 or higher) or Firefox (3.0 or higher) web browsers. Go to: <http://odyssey.cornerstone.edu/> and log on by using their Network Account Username and password. The Network Account Username consists of the first initial of the student's first name (lowercase), number zero, and the last 6 digits on the Student ID card (e.g., d0123456 or r0054321). Users may reset their password by selecting "Reset Your Password" on the Odyssey home page. This may also be accomplished by going to: <https://www3.cornerstone.edu/techsupport/pwdreset/>. For security purposes users will be prompted to change their network password every 90 days. The network password and Odyssey password are synchronized, so both change together.

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.

Students experiencing technology problems (related to Odyssey or the system network) should contact the Technology Support Center by calling 888-272-4001 or by E-mailing: technology.support@cornerstone.edu

Basic Functions of Odyssey

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;
- contributing to group/team projects; and
- completing online tests, quizzes and surveys.

Odyssey functions are useful when working independently and with the Professional Learning Team.

MILLER LIBRARY

Miller Library, on the campus of Cornerstone University in Grand Rapids, is responsible for arranging library services for students enrolled in a Professional & Graduate Studies' program.

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 library facility on campus is open during the hours listed below. Many of the library resources are Web-based and are accessible online. The Miller Library website 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 websites 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, 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.

Fall - Spring

Monday – Thursday	7:30 a.m. – 12 p.m.
Friday	7:30 a.m. – 8 p.m.
Saturday	10 a.m. – 5 p.m.
Sunday	1 p.m. – 4 p.m.

Summer

Monday – Thursday	10 a.m. – 8 p.m.
Friday	7:30 a.m. – 5 p.m.
Saturday	10 a.m. – 5 p.m.
Sunday	closed

Hours of operation will vary over breaks and holidays. Please refer to the library's website to note any changes in library hours or call the circulation desk at 616-222-1458.

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

Miller Library's website is the gathering place for information on the Internet for Cornerstone students. The website 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 website 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 website at www.cornerstone.edu/library. Eaglelink can be searched by keyword, author, title and subject among its features.

Other Features of the Website

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.

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 community on campus.

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.

Distance Education Services

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 website.
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 website and in the patron handbooks.
7. Information Literacy: Information literacy training is available online through the Miller Library website 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 website 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.

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 website at: 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. 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

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 course 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), or
- 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-campus programs create a “team constitution.” This should be a one- to two-page, typed document and should include the basic philosophy of the team, i.e., are you all trying for straight A’s in your program or just trying to get by? It should also include “operating procedures” on which you agree, i.e., 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 leaning 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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Academic Catalog

2011 • 2012

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UNDERSTANDING 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	Prefix	Course Type
ACC	Accounting	IDS	Interdisciplinary
BUS	Business	KIN	Kinesiology
CMI	Christian Ministry	LIN	Linguistics
COM	Communication	MAT	Math
ECN	Economics	MGT	Management
ECO	Ecology	MKT	Marketing
EDU	Education	MUS	Music
ENG	English	PSY	Psychology
FAM	Family	REL	Religion
FAR	Fine Arts	SCI	Science
FIN	Finance	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:

<u>Course type- Level</u>	<u>Course name</u>	<u>Credits/Length</u>
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

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. 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, DANTES) 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 – 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. Through an extensive study of many disciplines students establish a strong educational core through which they may rightly interpret reality and live out their faith in all areas of life. Course projects and assignments require individual and group interaction. In these various settings, students learn how to effectively manage in a fast-paced, team-oriented environment while developing their leadership and communication skills. This program is completed in two steps. Step 2 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. 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 - 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
Total.....	30.....	53

Required Courses – 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
Total.....		31.....	57

Associate of Science – 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. In these various settings, students learn how to effectively manage in a fast-paced, team-oriented environment while developing their leadership and communication skills. This program is completed in two steps. Step 2 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. 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 - 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
Total.....		30	53

Required Courses - 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
Total.....		32	59

BACHELOR OF SCIENCE DEGREE PROGRAMS

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. 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
3. A minimum of two years of full-time work experience since high school
4. 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).
5. At least 56 semester hours of transferable, college-level credit from accredited colleges/universities are required to begin the program major.

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. 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.

Bachelor of Science – Business Administration

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 (<i>*indicates required courses in the major</i>)		Credits	Weeks
IDS-302	Principles of Self Management.....	3.....	5
ENG-119	Professional Writing.....	3.....	5
COM-211	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
Total.....		46.....	80

Bachelor of Science – Management

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 (<i>*indicates required courses in the major</i>)		Credits	Weeks
IDS-302	Principles of Self Management.....	3.....	5
ENG-119	Professional Writing.....	3.....	5
COM-211	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
Total.....		42.....	71

Bachelor of Science – Ministry Leadership

Ministry leadership 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.

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 (*indicates required courses in the major)		Credits	Weeks
IDS-302	Principles of Self Management.....	3.....	5
ENG-119	Professional Writing.....	3.....	5
CMI-312*	Personal Growth for Effective Leadership	3.....	5
COM-211	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.....	5
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
Total.....		48.....	80

Ministry Leadership – Online Format

The online Ministry Leadership program offers the best of online education with five one-day, on-campus residencies. Both face-to-face contact and the virtual environment combine to provide a dynamic, flexible program.

Residency Day Requirements

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.

Required Courses (*indicates required courses in the major)		Credits	Weeks
Residency Day #1/Orientation			
IDS-302	Principles of Self Management.....	3.....	5
ENG-119	Professional Writing.....	3.....	5
CMI-312*	Personal Growth for Effective Leadership	3.....	5
COM-211	Professional Communication	3.....	5
Residency Day #2			
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
Residency Day #3			
BUS-401	Business Ethics and Values.....	3.....	5
MGT-315*	Negotiation and Conflict Resolution	3.....	5
REL-238	Christine Doctrine	3.....	5
MGT-316	Managing the Not-for-Profit Organization	3.....	5
Residency Day #4			
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
Residency Day #5			
Total.....		48.....	80

Bachelor of Science – Psychology

The Bachelor of Science in Psychology is an accelerated 46 credit-hour program which will integrate core knowledge and practical experience in psychology to prepare students to analyze and resolve human service needs in a diverse and global population. Students in the BSPSY program will develop effective written and oral skills, apply principles for ethical decision making and expand their knowledge of the basic helping skills necessary in psychology within a Christian worldview.

Psychology is a discipline that has applicability in nearly every profession. Many psychology majors go on to prepare for careers in counseling within private practices, agencies, schools and hospitals. Others work as mental health consultants, researchers, and administrators. A psychology background is also appealing to employers in diverse areas such as professional ministry, medicine/health care, business (such as human resources and marketing) and nonprofit work.

Student Learning Objectives

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

1. Apply principles and ethical decision making from a Christian worldview
2. Develop the written and oral skills needed to function as an effective professional
3. Demonstrate effective leadership skills and knowledge of the basic helping skills necessary in psychology
4. Integrate core knowledge and practical experience in order to analyze and resolve human service needed by a diverse and global population
5. Demonstrate professional skills and develop skills for lifelong learning

Required Courses *(*indicates required courses in the major)*

	Credits	Weeks
IDS-302 Principles of Self Management.....	3.....	5
ENG-119 Professional Writing.....	3.....	5
COM-211 Professional Communication	3.....	5
PSY-241* Psychological Theories, History and Systems	3.....	5
IDS-402 Christian Foundations in Psychology – Issues and Ethics.....	3.....	5
PSY-332* Multicultural Counseling	3.....	5
PSY-335* Lifespan Developmental Psychology	3.....	5
PSY-354* Research Methodology and Statistics.....	4.....	8
PSY-423* Psychopathology	3.....	5
PSY-441* Physiological Psychology	3.....	5
PSY-446* Introduction to Relationships in Psychology	3.....	5
PSY-421* Theories in Counseling	3.....	5
PSY-447 Current Trends and Specialties in Psychology.....	3.....	5
PSY-452* Techniques in Counseling.....	3.....	5
PSY-455* Psychology Capstone	3.....	5
Total.....	46.....	78

Bachelor Degree Students Seeking a Minor

Students earning a B.S. degree may pursue a minor by completing the required courses and credit hours in addition to completing all other requirements in their program.

BUSINESS ADMINISTRATION MINOR

Required Courses		Credit Hours
ECN-311	Managerial Economics.....	3
BUS-211	Business Statistics	3
MKT-350	Managerial Marketing	3
ACC-324	Principles of Financial Accounting	4
ACC-325	Managerial Accounting	3
FIN-345	Financial Management.....	3
Total.....		19

MANAGEMENT MINOR

Required Courses		Credit Hours
MGT-315	Negotiation and Conflict Resolution	3
MGT-317	Organizational Behavior and Processes	3
MGT-232	Entrepreneurship	3
MGT-332	Human Resource Management	3
MKT-251	Principles of Marketing	3
BUS-217	Introduction to Global Business	3
Total.....		18

MINISTRY LEADERSHIP MINOR

Required Courses		Credit Hours
REL-228	Principles of Biblical Studies	3
CMI-312	Personal Growth for Effective Leadership	3
CMI-331	Philosophy of Leadership	3
CMI-432	Principles of Administration and Team Building	3
CMI-433	Systems for Cultural Impact	3
CMI-442	Applications in Organizational Leadership	3
Total.....		18

HUMAN SERVICES MINOR

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		Credit Hours
SOC-101	Introduction to Human Services.....	3
SOC-111	Introduction to Sociology.....	3
SOC-201	Intercultural Relations	3
MGT-233	Leadership Studies	3
PSY-221	Interviewing and Counseling	3
SOC-211	Current Social Issues	3
SOC-229	Field Experience/Applied Project.....	3
Total.....		21

PSYCHOLOGY MINOR

Required Courses

Credit Hours

PSY-241	Psychology Theories, History and Systems	3
PSY-335	Life-Span Developmental Psychology	3
PSY-441	Physiological Psychology	3
	(Prerequisite: PSY-241)	
PSY-421	Theories of Counseling	3
	(Prerequisite: PSY-241)	
Two courses from the following		6
PSY-332	Multicultural Counseling	
PSY-354	Research Methodology and Statistics	
PSY-423	Psychopathology	
	(Prerequisite: PSY-241)	
PSY-446	Introduction to Relationships in Psychology	
PSY-447	Current Trends and Specialties in Psychology	
PSY-452	Techniques in Counseling	
	(Prerequisite: PSY-241)	
An upper level elective in psychology worth at least 3 credits		
Total.....		18

GRADUATE DEGREES IN BUSINESS & MANAGEMENT

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 management 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.

Degree Programs

Master of Business Administration

Master of Business Administration - Health Care

Master of Science – Management

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

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.

Second Degrees

1. Students who have completed the MBA degree at Cornerstone University and desire to complete the M.S. in Management from Cornerstone University receive 13 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 23 semester hours of the requirements for the M.S. in Management degree must be completed.
2. Students who have completed the Health Care MBA degree at Cornerstone University and desire to complete the M.S. in Management from Cornerstone receive nine hours of equivalent course credit (BUS-505, BUS-504 and MGT-502) towards the completion of the M.S. in Management. It is not necessary to repeat BUS-505, BUS-503 or MGT-531. The remaining 27 semester hours of the requirements for the M.S. in Management degree must be completed.
3. 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.
4. Students who have completed the M.S. in Management degree at Cornerstone University and desire to complete the MBA in Health Care from Cornerstone University receive six hours of equivalent course credit (BUS-505 and MGT-502) towards the completion of the Health Care MBA. It is not necessary to repeat BUS-505 or MGT-531. The remaining 33 semester hours of the requirements for the Health Care MBA degree must be completed. FIN-644 does not replace FIN-642.

Specialization in Health Care

Students who have completed the MBA degree at Cornerstone University and desire to complete the Health Care MBA from Cornerstone University receive 12 hours of equivalent course credit (BUS-505, BUS-507, MKT-651 and BUS-511) towards the completion of the Health Care MBA. It is not necessary to repeat BUS-505, BUS-507, MKT-651 or BUS 511. The remaining 27 semester hours of the requirements for the Health Care MBA must be completed. Students will not receive a second MBA, but a "specialization" in Health Care.

Global Business Experience

The Global Business Experience is an important component of the MBA programs 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."

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

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

	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
Total.....	39.....	72

Master of Business Administration in Health Care

The Health Care MBA is designed to prepare students to excel as leaders in today’s rapidly changing health care setting. Created in conjunction with health care administrators, this cutting-edge curriculum provides leadership development for clinicians while equipping the business-trained administrator with key competencies required in a health care setting. Students will be exposed to best practices in international health care during the global business experience.

Student Learning Objectives

Upon completion of the program, students will be prepared to successfully manage projects, resources and personnel within various health care contexts while maintaining the highest standards and ethics. Focusing on a Christian worldview, students learn to integrate faith and values into their personal and professional lives. Specifically, the MBA in Health Care curriculum is designed to enable the student to:

1. Demonstrate knowledge of the core business disciplines of economics, marketing, accounting, finance and management within the context of the health care field
2. Develop the oral and written communication skills needed to function as an effective health care manager.
3. Apply leadership principles and ethical decision making from a Christian worldview
4. Analyze and resolve business and health care issues, including those created by the emergence of a multicultural and global economy
5. Create innovative health care practices and models

Required Courses

		Credits	Weeks
BUS-505	Research Methods	3	6
BUS-504	Ethical, Legal and Regulatory Issues for Health Care Administrators	3	6
BUS-510	International Business Practices in Health Care	3	6
BUS-507	Quantitative and Qualitative Analysis.....	4	8
MGT-502	Organizational Behavior and Human Resource Issues in Health Care	3	6
ACC-526	Accounting for Decision Making in Health Care	3	6
FIN-642	Health Care Finance	4	8
MKT-651	Marketing Strategies	3	6
ECN-514	Health Care and the Global Economic Environment.....	4	8
MGT-534	Patient Safety, Quality and Outcomes Management	3	6
BSu-511	Global Business Experience	3	0
MGT-693	Applied Health Care MBA Project	3	6
Total.....		39	72

Master of Science in 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.

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

		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
Total.....		36.....	72

GRADUATE DEGREES IN EDUCATION

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.

- ❖ **Blended 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.
- ❖ **Online format:** Courses are completed online.

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.

Master's Project

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

Principal Certification

Students who have completed the M.A. in Education degree in Curriculum and Instruction or Educational Technology at Cornerstone University and desire to receive principal certification must take EDU-590 Independent Study: Educational Leadership Transition and complete the Educational Leadership track - EDU-695, EDU-531, EDU-533, EDU-535 and EDU-537. EDU-590 is offered every May as an online elective. Registration for EDU-590 can be done at <http://pgs.cornerstone.edu/pgs/cuonline/courses/>. Students should contact their advisor or student services to enroll in the other required educational leadership courses.

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, prospective 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 dean 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).

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.
- 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
- 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. Communicate effectively in both oral and written forms
3. Demonstrate professional skills
4. Exhibit knowledge of core subject area
5. Demonstrate cross-cultural communication and collaboration

Master of Arts in Education – Blended 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
Total.....		35.....	77

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
Total.....		35.....	77

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.

Required Courses (☐ indicates online courses)		Credits	Weeks
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
Total.....		35.....	77

EDUCATIONAL TECHNOLOGY ENDORSEMENT (☐ indicates online courses)		Credits	Weeks
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-534	Educational Technology Leadership	3.....	7
EDU-693	Educational Technology Project	5.....	7
Total.....		23.....	49

Master of Arts in Education – Online Format

CURRICULUM AND INSTRUCTION TRACK

Required 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
Total.....		35.....	77

EDUCATIONAL LEADERSHIP TRACK

Required 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
Total.....		35.....	77

EDUCATIONAL TECHNOLOGY TRACK

Required Courses		Credits	Weeks
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
Total.....		35.....	77

EDUCATIONAL TECHNOLOGY ENDORSEMENT

Students who desire to complete an Educational Technology endorsement rather than completing the entire M.A. Ed. program must take the following courses.

Required Courses		Credits	Weeks
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-534	Educational Technology Leadership	3.....	7
EDU-693	Educational Technology Project	5.....	7
Total.....		23.....	49

GRADUATE DEGREE IN TESOL

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.

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 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.

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).

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.
- 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.
- A minimum of 24 semester hours necessary for graduation must be completed at Cornerstone.

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.

Student Learning Objectives

The M.A. in TESOL curriculum is designed to enable the student to:

1. Integrate a Christian worldview in decision making
2. Develop oral and written communication
3. Demonstrate a knowledge base of major concepts, principles and theories as noted in Michigan State Board of Education Standards for Second Language Teachers (2004)
4. Demonstrate effective use of professional skills
5. Demonstrate cross-cultural communication and collaboration

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 (☐ 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
Total.....		33.....	49

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 (☐ 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
Total.....		24.....	40

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 (☐ 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
Total.....	22.....	32

COURSE DESCRIPTIONS

☞ Course delivered in the classroom, may use online components.

☐ Course delivered online.

ACCOUNTING

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. ☞ ☐

ACC-526 Accounting for Decision Making in Health Care 3/6

An examination of contemporary accounting issues for managers in health care. Issues related to principles, techniques and uses of accounting in the planning and decision making in health care organizations are studied as well as the use of information technology. Areas of emphasis include the budgetary process, revenue cycle management, performance evaluation techniques, product costing methods, constraint management and ethics. ☞

BUSINESS

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 the individual. A variety of topics is explored including international culture, regional trading-blocks and 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 include 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-504 Ethical, Legal and Regulatory Issues for Health Care Administrators** 3/6
 A study of the historical and current views of ethics and regulations of health care delivery and the impact of the regulatory environment on availability of services. Principles and practical applications of ethics and laws affecting operational decisions of health care providers, health plans, third-party payors and managers as well as for-profit and not-for-profit delivery models are examined. 🌱
- 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-510 International Business Practices in Health Care** 3/6
An examination of environmental and cultural issues facing global health care organizations. Students analyze global health care delivery models, how they are financed and how they differ in providing access to, or limit the availability of, health care. 🌱
- BUS-511 Global Business Experience** 3/0
The examination of opportunities and conflicts facing global business and/or health care. Topics explored include elements of culture, changes in the global business and/or health care environment, as well as the effects of education, religion, customs and values on international business and/or health care organizations. The self-directed study is fulfilled by participation in an overseas trip. (Prerequisite: BUS-509 or BUS-510) 🌱 📖
- 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

- 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

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

COM-211 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

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-514 Health Care and the Global Economic Environment 4/8
A study of the application of macro and micro economic tools in the health care industry. Within the context of understanding the oligopolistic nature of the health care industry, students examine demand management, supply management, concepts of efficiency, production and distribution of health care services, impact of reimbursement and economic incentives in health care. while applying the principles to a variety of global business models. 🌱

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

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

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 Law and Ethics** 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 is given to aligning biblical standards for practice within the school. Topics include the school environment, constitutional issues, student matters, personnel guidelines and accountability. 📖
- EDU-541 Issues in Technology** 3/7
 An overview of the philosophy of technology as it is used in education. 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
 Focusing 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 after completing EDU-531, EDU-533, EDU-535, EDU-537, EDU-695 and 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. 📖

ENGLISH

ENG-118 Introduction to Writing and Research 4/8
A course designed to develop critical thinking, reading and writing skills with an emphasis on APA documentation style and research writing. 🌱

ENG-119 Professional Writing 3/5
The study and practice of the various writing styles and skills required in a professional setting with emphasis on clear, concise expression aimed at a specific audience for a specific purpose. The course includes a library and research component, writing of professional letters, compilation of reports and graphs, use of computer technology and the writing of a research paper documented by APA standards. (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. 📖

FAMILY

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. 📖

FINE ARTS

FAR-211 Introduction to Fine Arts 3/5
Introduction, survey and development of an appreciation for the fine arts including music, painting, sculpture and architecture. The course includes an introduction to the field of aesthetics, a 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. 🌱

FINANCE

- 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-642 Health Care Finance** 4/8
A study of the application of financial analysis to financial and operational decisions in the health care industry. Students interpret financial statements, prepare analyses of financial data necessary to make decisions, describe the different third-party payment methods, experiment with cost finding and price setting and conduct break-even analyses. The course provides students with experience in financial forecasting and capital and operating budgets. (Prerequisites: ACC- 526) 🌱
- 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. (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

- 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

- 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 management, computer and information retrieval skills and learning skills. 🌱
- 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 the 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. 🌱

IDS-402 Christian Foundations in Psychology - Issues and Ethics 3/5
A study of the nurture and development of personal faith and Christian worldview in which students are challenged to develop and defend a Christian worldview relating to diversity, society, the environment and questionable psychological practices. How to demonstrate love with truth and justice is emphasized. 🌱

KINESIOLOGY

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

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

- 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 including number properties, equations and inequalities, percentages, finance, interest, geometric figures, probability, graphs and statistics. ☛☛

MANAGEMENT

- 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, 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 with application made to major functions of business within the context of social, technological, economic, political and physical environments. Completion of all courses in the Bachelor of Science in 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-502 Organizational Behavior and Human Resource Issues in Health Care** 3/6
The study of the behavior of individuals and teams within organizations based on current management theory. Understanding cultural intelligence is a key emphasis of the course as well as understanding, predicting, motivating and changing work-related behaviors in health care organizations. Other important topics include human resource management, organizational structure and culture, leadership and communication within the organization. 🌱
- 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 and culture, power and individual cultural intelligence as well as 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-534 Patient Safety, Quality and Outcomes Management** 3/6
 The study of quality management principles and theories and their application to the health care environment. Focusing on managing health care quality, safety and outcomes, the course emphasizes the use of tools and techniques to manage and lead quality improvements and drive successful clinical outcomes. ■■■
- MGT-536 Managing and Maximizing Diversity** 3/6
 A study of the knowledge and skills necessary to manage and maximize the potential of an increasingly diverse workforce. Emphasis is placed on the benefits of a systematic and systemic approach to assessment, measurement, design and implementation of a sustainable diversity initiative. Students identify values and beliefs about people who are different from themselves and develop specific leadership strategies for managing a diverse workforce. ■■■
- MGT-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 stimulating 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. ■■■ □
- MGT-693 Applied Health Care MBA Project** 3/6
 A capstone course in which the student demonstrates that he/she has the ability to integrate health care education and practical experience. Prerequisite: Completion of previous coursework with the exception of BUS-511. ■■■

MARKETING

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

- 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

- PHI-211 Philosophy in Culture** 3/5
An introduction and development of worldview from a Christian philosophical perspective with special attention given to hermeneutical issues surrounding worldview and the important role philosophy has played in western culture. 🌱

PSYCHOLOGY

- 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. 🌱
- PSY-241 Introduction to Psychological Theories, History and Systems** 3/5
A study of the philosophical, socio-cultural and historical foundations of psychology as well as people, ideas and influences that have contributed to the modern-day science and practice of psychology. An overview of the study of heredity and physiology, development theories, learning and thinking, motivation and emotion, and theories of personality is included. 🌱
- PSY-332 Multicultural Counseling** 3/5
A study of the dynamics of working with people from diverse backgrounds. Emphasis is placed on examining personal biases in order to create an atmosphere of sensitively that diffuses potential barriers and creates opportunities in the counseling process. Discussion of the implication of past research and theoretical studies and how they are impacted by diverse groups and trends for the future is included. 🌱

- PSY-335 Life Span Development Psychology** 3/5
 An exploration of developmental changes in the physical, cognitive, social and emotional dimensions of the development of human behavior from birth to adulthood. Physical characteristics and psychological concepts of learning, memory, motivation, perception, personality and thinking are examined from the standpoint of how they develop and change during the years. 🌱
- PSY-354 Research Methodology and Statistics** 4/8
 An overview of major research designs and an introduction to basic statistical techniques using EXCEL and APA style for documentation. Focusing on research methodologies, conceptualization, hypothesis and measurement of sampling techniques, students gather, evaluate and synthesize data using statistical measurements, tools and software. 🌱
- PSY-421 Theories of Counseling** 3/5
 An overview of current approaches to psychological counseling, including psychodynamic, person-centered, behavior, cognitive and reality therapy. Major Christian approaches to counseling are also examined with the emphasis on theory and practical application. Prerequisite: PSY-241 🌱
- PSY-423 Psychopathology** 3/5
 An examination of the causes, dynamics, classifications and treatment of major psychological disorders. *Diagnostic and Statistical Manual of Mental Disorders* is discussed in identifying the incidence, frequency and various types of dysfunction that occur. Other topics include classification of these disorders and theories as well as potential treatments. Prerequisite: PSY-241 🌱
- PSY-441 Physiological Psychology** 3/5
 An exploration of the complex interplay between physiological structures/processes and human behavior with emphasis given to gaining a basic understanding of the neurological disorders. Topics include biopsychological development, the neurological basis of psychological disorders, visual-spatial and auditory processing, motor function, language, memory, learning and emotion. Prerequisite: PSY-241 🌱
- PSY-446 Introduction to Relationships in Psychology** 3/5
 A study of the formation, maintenance and termination of relationships. Topics include friendship, courtship and marriage across cultures with an emphasis on the currently changing values and cultural, social, cognitive and emotional bases of intimacy, commitment and family roles. 🌱
- PSY-447 Current Trends and Specialties in Psychology** 3/5
 An exploration of current trends and specialties in psychology including personal life coaching, art therapy, music therapy, play therapy, sports and exercise. Focus is on the investigation of careers and competencies needed to practice psychology in various fields. 🌱
- PSY-452 Techniques in Counseling** 3/5
 An advanced course designed to acquaint students intending to become counselors with biblically and psychologically sound techniques. Required reading and learning activities fulfill both practical and theoretical requirements. Prerequisite: PSY-421 🌱
- PSY-455 Psychology Capstone** 3/5
 An integration of Christian worldview, psychology and real-life application. Students explore an area of their choosing and develop a literature review, resources and contacts that expand their understanding of a psychological interest. Prerequisites: IDS-402, PSY-332, PSY-354, PSY-421, PSY-452 🌱

RELIGION

- 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 His life and ministry 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

- 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

- 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 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 and introduces concepts of gender diversity and women's issues. 🌱
- 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
A capstone course requiring students to gain field experience (250 hours) through supervised work with an appropriate agency related to the student's area of interest. Additional information regarding this experience is provided in SOC-111. Prerequisites: Students must complete, at minimum, SOC-101, SOC-111, SOC-201 and PSY221 before beginning the field experience. 🌱
- 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. 🌱

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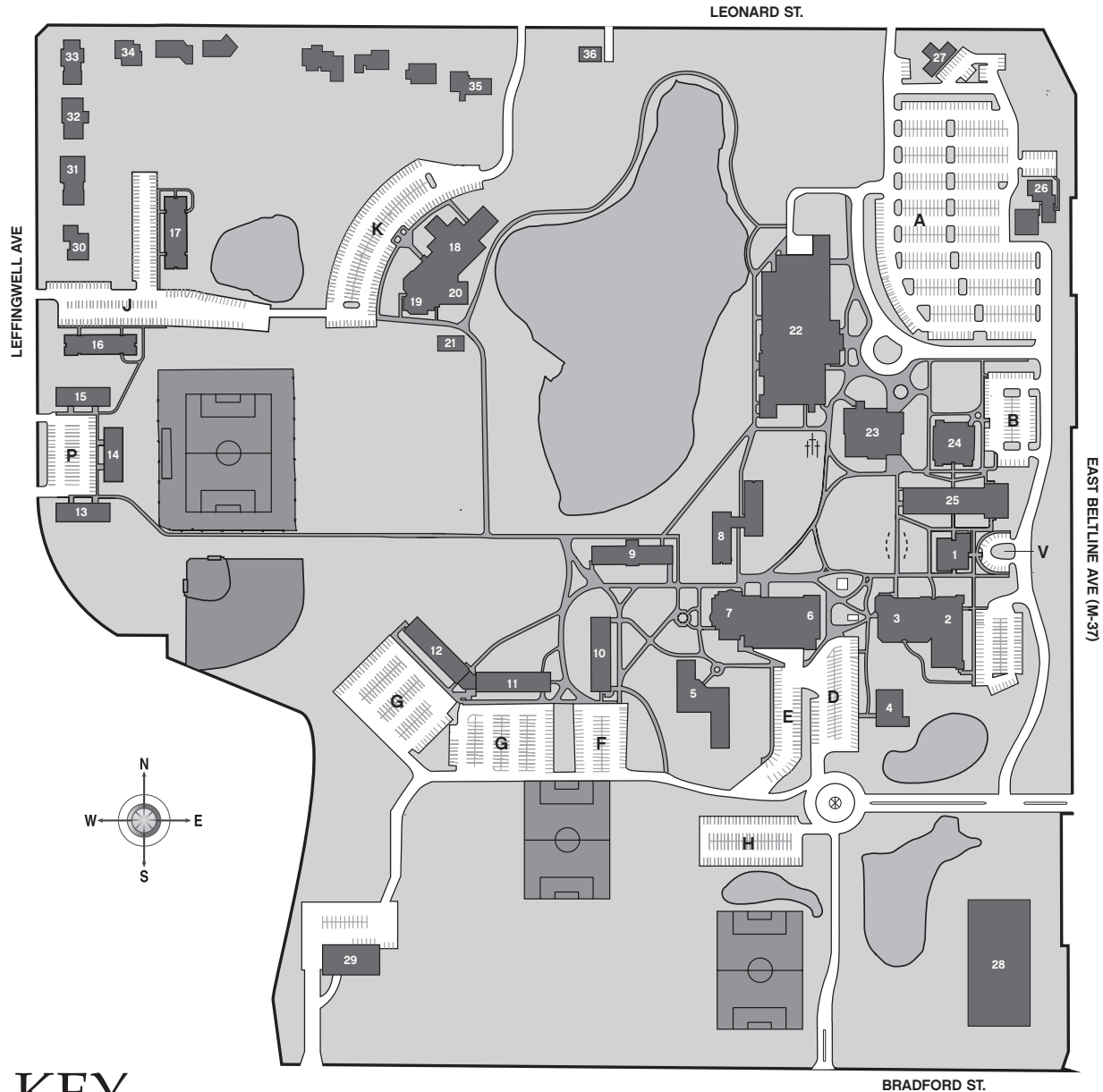
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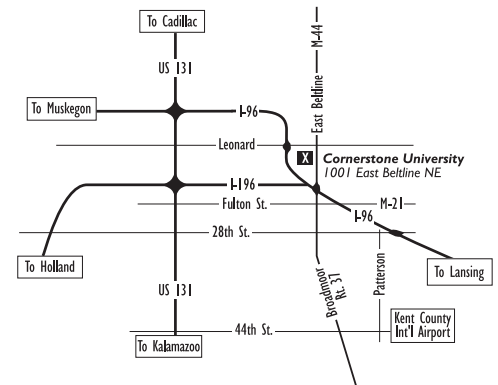
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MAP KEY

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| <ol style="list-style-type: none"> 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) | <ol style="list-style-type: none"> 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 33. 1180 Leffingwell 34. 2830 Leonard 35. 2968 Leonard – Shabach House 36. 3014 Leonard – I.S. House |
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