

Academic Catalog

2012 • 2013

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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 \$40 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), 79-80 (internet-based test) or a minimum IELTS score of 6.5

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 in all work, 2.5 or higher in the major and 2.0 or higher in a minor.
 3. A grade of C- or higher in ENG-118 and COM-111
 4. Credit from remedial or non-college level courses will not count toward graduation credit.
 5. 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.
 6. Payment of all tuition and fees
 7. 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.
 8. 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 are required to gain field experience through interviews (10) and a supervised work experience (20 hours) with an appropriate agency and related to the student’s area of interest. 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), 79-80 (internet-based test) or a minimum IELTS score of 6.5
5. At least 56 semester hours of transferable, college-level credit from accredited colleges/universities are required to begin the program major.
6. Ministry Leadership applicants must also submit (a) a statement of Christian faith and involvement in the local church and (b) a letter from a church/ministry leader or pastor addressing the following:
 - length of relationship with the candidate
 - type of candidate's involvement in ministry
 - whether the church/ministry leader or pastor recommends the candidate for a ministry leadership program

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 in all work, 2.5 or higher in the major and 2.0 or higher in a minor.
 3. A grade of C- or better in ENG-119 and COM- 211
 4. Credit from remedial or non-college level courses will not count toward graduation credit
 5. 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.
 6. 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.
 7. 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)
 8. Payment of all tuition and fees.
 9. 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.
 10. 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. The program 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. 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
5. Demonstrate cross-cultural communication and collaboration

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

	Credits	Weeks
BUS-302 Principles of Self-Management in Business	3	5
ENG-119 Professional Writing.....	3	5
COM-211 Professional Communication.....	3	5
ECN-311* Managerial Economics.....	3	5
BUS-401 Business Ethics and Values	3	5
MGT-314* Management and Leadership	3	5
BUS-219 Business Technology	3	5
MKT-350* Marketing Management	3	5
BUS-318 Global Business Perspectives (or BUS-315 Global Business as Missions Experience).....	3	5
BUS-211* Business Statistics	3	7

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
5. Demonstrate cross-cultural communication and collaboration

Required Courses (*indicates required courses in the major)

		Credits	Weeks
BUS-302	Principles of Self-Management in Business	3	5
ENG-119	Professional Writing.....	3	5
COM-211	Professional Communication.....	3	5
BUS-401	Business Ethics and Values	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-318	Global Business Perspectives (or BUS-315 Global Business as Missions Experience).....	3	5
BUS-361*	Business Law	3	5
MGT-332*	Human Resource Management	3	5
MGT-438*	Organizational Strategic Management	3	5
MGT-441*	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-338*	Ministry Ethics and Values.....	3.....	5
CMI-331*	Philosophy of Leadership.....	3.....	5
MGT-317	Organizational Behavior and Processes.....	3.....	5
CMI-433*	Systems for Cultural Impact.....	3.....	5
MGT-315	Negotiation and Conflict Resolution.....	3.....	5
REL-238*	Christian Doctrine I.....	3.....	5
REL-345*	Christine Doctrine II.....	3.....	5
MGT-316	Managing the Not-for-Profit Organization.....	3.....	5
REL-233*	Interpretive Analysis of Old Testament Literature.....	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-338*	Ministry Ethics and Values.....	3.....	5
CMI-331*	Philosophy of Leadership.....	3.....	5
Residency Day #3			
MGT-317	Organizational Behavior and Processes.....	3.....	5
CMI-433*	Systems for Cultural Impact.....	3.....	5
MGT-315	Negotiation and Conflict Resolution.....	3.....	5
REL-238*	Christine Doctrine I.....	3.....	5
Residency Day #4			
REL-345*	Christine Doctrine II.....	3.....	5
MGT-316	Managing Not-for-Profit Organization.....	3.....	5
REL-233*	Interpretive Analysis of Old Testament Literature.....	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 BPSY 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
CMI-331*	Philosophy of Leadership.....	3
REL-226*	Inductive Study of Ephesians	3
REL-228*	Principles of Biblical Studies	3
CMI-433*	Systems for Cultural Impact	3
REL-233*	Interpretive Analysis of Old Testament Literature	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 (Prerequisite: PSY-241)	3
PSY-421	Theories of Counseling (Prerequisite: PSY-241)	3
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://pgs.cornerstone.edu/Professional Graduate Studies/Academics/MBA and MSM Essay Requirements/](http://pgs.cornerstone.edu/Professional%20Graduate%20Studies/Academics/MBA%20and%20MSM%20Essay%20Requirements/)

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://pgs.cornerstone.edu/Professional Graduate Studies/Academics/MBA and MSM Essay Requirements/](http://pgs.cornerstone.edu/Professional%20Graduate%20Studies/Academics/MBA%20and%20MSM%20Essay%20Requirements/)

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), 90-91 (internet-based test) or a minimum IELTS score of 7.0
- 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
MGT-539 Entrepreneurship and Innovation	3.....	6
BUS-511 Global Business Experience	3.....	0
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
BUS-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://online.cornerstone.edu/programs/courses/teachers/>. 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, perspective students not meeting the one year requirement must provide evidence of significant educational experience with children which will be reviewed with the prospective student during an interview with the 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), 90-91 (internet-based test) or a minimum IELTS score of 7.0

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), 90-91 (internet-based test) or a minimum IELTS score of 7.0

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 Capstone.....	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 Capstone	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 Capstone	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. The use of information technology plays a key role in this course. 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 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 personal level. 🌱 📖

BUS-504 Ethical, Legal and Regulatory Issues for Health Care Administrators 3/6

A study of historical and current views of ethics and regulations of health care delivery and the impact of the regulatory environment on availability of services. Students examine principles and practical applications of ethics and laws that affect operational decisions of health care providers, health plans, third-party payors and managers. Additional topics include a discussion of the for-profit and not-for-profit delivery models. 🌱

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. (Prerequisite: BUS-505) 🌱 📖

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 in practice, 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 of ministry, theological presuppositions, skills, attitudes and values that shape one's philosophy. Students formulate a ministry philosophy providing the basis for constructing a pattern for program development. 🌐 📖

CMI-338 Ministry Ethics and Values 3/5

An examination of the principles and values that guide ethical decision-making, ethical relationships and ministry practices in parachurch and local church settings. The course focuses on helping students develop a personal code of ethics within the framework of a thoroughly Christian worldview.

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 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. Students apply 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
A focus on 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 are considered. 📖
- EDU-533 Educational Supervision and Evaluation** 3/7
An emphasis on understanding the process of human resource management, including supervision and evaluation of staff and programs within the school system. Ways in which to improve communication, the use of technology, and opportunities to reach the diverse student body is addressed. Additionally, the role of the principal and his/her responsibilities to the community is provided. 📖
- EDU-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, is 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 include 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 an M.A. Ed. in Curriculum & Instruction, and desire principal certification. This independent study provides 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 Capstone** 5/7
A capstone designed to allow students to integrate various principles of the program through a thesis or practicum. Students seeking a Michigan Department of Education endorsement are required to choose the practicum. (Prerequisite: LIN-566) ☐
- 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 is placed 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 find ways to become leaders in the use of technology within the school. Instruction is given in the areas of using technology to facilitate inquiry-based learning, 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 addresses the issues the technology leaders face in a school setting. It also explores ways, such as stress management and conflict management, to help administrators remain successful. ☐
- 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 is completed based on self-inventory results. Internship occurs 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, learning skills, relationships and personal health. ###

IDS-220 Christian Worldview 3/6
An introduction to the development and function of the Christian worldview, which includes an examination of the philosophical and theological foundations for a Christian view of reality, knowledge, ethics and aesthetics. The course compares and contrasts the Christian worldview with those of naturalism, humanism and transcendentalism. ☐

IDS-302 Principles of Self-Management 3/5
An examination of personal strengths and identification of areas of adjustment that may assist in personal growth. Self-management includes the development of group interaction skills and management of individual and professional priorities. Topics include communication processes within groups, goal setting, prioritizing, identifying personal values and time management. ### ☐

IDS-401 Christian Foundations in Business 3/5
An emphasis on 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 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
An introduction to the nature and structure of human language. Students focus on the goals, techniques and subject matter of modern linguistics. 📖
- LIN-535 Advanced English Grammar** 3/6
An exploration of the descriptive and prescriptive grammar of English, which is analyzed according to traditional, structural and transformational methods. Emphasis is also placed on preparing students to teach grammar. Students survey grammar teaching methodology in conjunction with the different areas of grammar studied. 📖
- LIN-555 Sociolinguistics** 3/6
An examination of language in its social and cultural contexts. This course presents the basic socio-cultural variables (such as gender, age and social status) and shows their relation to language use and language learning. Areas covered in the course include bilingualism, dialectology, language variation and style with their relation to multilingual educational situations. 📖
- LIN-556 Second Language Acquisition** 3/6
An examination of the process of learning a second language. This course surveys current SLA theory and learning models. Emphasis is given to the ways these theories and models shape pedagogical practices in ESL classrooms. Linguistic, cognitive, affective, cultural and social factors influencing the acquisition of another language are explored. 📖
- LIN-557 Action Research** 3/6
An evaluation of claims based on research, review 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
A coordination of TESOL instruction with selected core subject areas, such as: science, social studies and mathematics, other subject areas such as music, physical education and art. Correlation of TESOL Objectives and National and State Standards in the content areas will be modeled in field trips, games, and other activities. The student will use locally available materials and commercial hands-on manipulative materials to meet objectives in TESOL and other subjects. 📖
- LIN-565 TESOL Methodology I** 3/5
An examination of 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
Focusing on specific areas of methods, students learn different aspects of curriculum design and assessment, such as how to correctly assemble and implement specific curriculum for a class, the different assessments available and how to decide which assessment to use and when. The students explore their own personal focus, methodology and philosophy of teaching to assist them to self-evaluate as teachers and further help them use the resources provided to address issues discussed. (Prerequisite: LIN-565) 📖
- LIN-570 Application of Technology in TESOL** 2/4
Providing a conceptual framework for technology in the classroom and using technology as a tool in the ESL classroom, i.e. Computer Assisted Language Learning (CALL), is the focus of this course. Instruction is given in the following areas: 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 is 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 environment. 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 integrate the knowledge and techniques studied in previous courses to a current business problem. Completion of all courses in the Bachelor of Science in 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. Emphasis is given to 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, understanding culture, power, diversity, leadership and communication within the organization. 🌱 📖
- MGT-532 Theory and Practice of Leadership** 3/6
A survey of the current literature on the topic of leadership. A foundation of research and theory is laid to form the context for more specific topical study throughout the program. Special emphasis is placed on the knowledge, skills, attitudes and values in servant leadership. 🌱
- MGT-534 Patient Safety, Quality and Outcomes Management** 3/6
The study of quality management principles and theories and application to the health care environment. Focusing on managing health care quality, safety and outcomes, the course emphasizes the use of tools and techniques to manage and lead quality improvements and drive successful clinical outcomes. 🌱
- MGT-536 Managing and Maximizing Diversity** 3/6
A study of the knowledge and skills necessary to manage and maximize the potential of an increasingly diverse workforce. Emphasis is placed on the benefits of a systematic and systemic approach to assessment, measurement, design and implementation of a sustainable diversity initiative. Students identify values and beliefs about people who are different from themselves and develop specific leadership strategies for managing a diverse workforce. 🌱
- MGT-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. Completion of previous course work, research and the international experience provide the basis for successful completion of this project. ### ☐

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. Completion of previous coursework, research and the global business experience provide the basis for successful completion of this project. (Prerequisite: BUS-511 and MGT-534) ###

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 sensitivity 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 Interpretive Analysis of 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 I 3/5
A systematic study of the basic biblical doctrines of Christianity including God, man, sin, and salvation. The course reviews relevant Bible passages and emphasizes the practical application of teachings of the Bible in Christian living. 🌳 📖

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. 📖

REL-345 Christian Doctrine II 3/5
A systematic study of the basic biblical doctrines of Christianity including the Holy Spirit, Church and End Times. The course reviews relevant Bible passages and emphasizes the practical application of teachings to the Bible in Christian living.

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 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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