



Cornerstone  
UNIVERSITY®

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*Professional & Graduate Studies*

**Grand Rapids, Michigan**

Student Handbook  
& Academic Catalog

2015 • 2016



# Student Handbook

2015 • 2016



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# DIRECTORY

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## Campus Locations:

Cornerstone University – Main Campus  
1001 E. Beltline Ave NE, Grand Rapids, MI 49525  
Main ..... 616-949-5300  
www.cornerstone.edu

Professional & Graduate Studies – Grand Rapids  
300 E. Beltline Ave NE, Grand Rapids, MI 49506  
Main ..... 616-222-1503  
Fax..... 616-222-1528  
www.cornerstone.edu/pgs

Kalamazoo Campus  
West Pointe Office Park  
1080 N. 10th Street  
Kalamazoo, Michigan 49007  
Main ..... 269-353-6535  
Toll Free ..... 888-576-3585  
Fax..... 269-353-6545

Lansing Campus  
6452 Millennium Drive  
Suite 180  
Lansing, MI 48917  
Main ..... 517-323-3491  
Toll Free ..... 866-664-0543  
Fax..... 517-323-3576

## Departments:

Accounting .....616-222-1506  
800-947-2382

Center for Career and Life Calling ..... 616-222-1433

Campus Safety .....616-949-5300

Miller Library .....616-222-1458  
800-727-9772

### Admissions

Grand Rapids .....800-947-2382  
Lansing ..... 866-664-0543  
Kalamazoo .....888-576-3585

### Administration / Offices

Grand Rapids .....616-222-1503  
800-947-2382

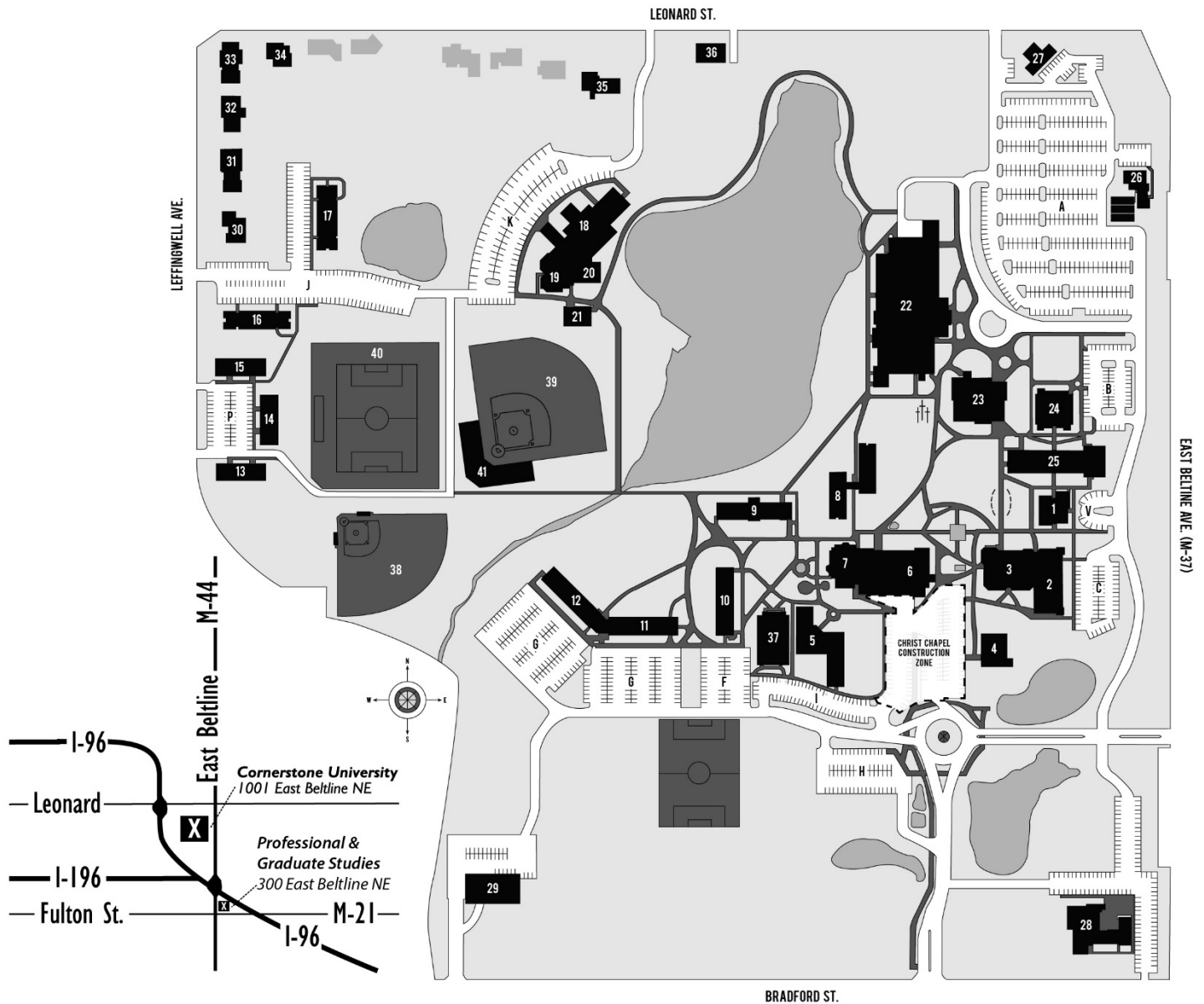
### Registrar

Grand Rapids .....616-222-1431

### PGS Academic Advising

Grand Rapids .....616-254-1650  
Lansing .....517-323-3491  
Kalamazoo.....269-353-6535

# CAMPUS MAP



## MAP KEY

- |  |   |   |
|--|---|---|
| 1. Ketcham Bldg. (Admissions/Financial Aid Welcome Center) | 34. Knol Hall                             | 28. Theatre Costume Storage & Rentals   |
| 2. Warren Faber Hall - Bookstore                           | 35. Morris Hall                           | 29. Campus Services - 2901 Bradford St. |
| 3. Bolthouse Hall  | 36. Babcock Hall                          | 30. Herald Office - 1128 Leffingwell    |
| 4. Gordon Hall   | 37. Crawford Hall                         | 31. 1142 Leffingwell                    |
| 5. Miller Hall   | 38. Wood Seminary Bldg.                   | 32. 1158 Leffingwell                    |
| 6. Gainey Conference Center                                | 39. Matthews Performing Arts Center       | 33. 1180 Leffingwell                    |
| 7. Corum Student Union                                     | 40. Pirsig/DeBruyn Chapel                 | 34. 2830 Leonard                        |
| 8. Quincer Hall  | 41. Workshop/Theatre Greenrooms & Storage | 35. Shabach House - 2968 Leonard        |
| 9. Pickitt Hall  | 22. Hansen Athletic Center                | 36. I.S. House - 3014 Leonard           |
| 10. Keithley Hall  | 23. Miller Library                        | 37. Faculty Office Building             |
| 11. VanOsdel Hall  | 24. Administration Building               | 38. Softball Field                      |
| 12. Cook Hall  | 25. Daverman Hall                         | 39. DeWitt Baseball Field               |
| 13. Fuller Hall  | 26. Cornerstone University Radio          | 40. Soccer Field                        |
|  | 27. Music North                           | 41. Central Hall                        |

# 2015-2016

# ACADEMIC CALENDAR

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## ***Fall 2015***

Registration Deadline for Fall Online Elective Courses .....	August 11
Fall Online Electives Begin .....	September 1
Labor Day (no classes) .....	September 7
Graduation Application Deadline for December Graduates .....	November 1
Thanksgiving Break .....	November 25-29
Christmas Break (campus closed) .....	December 24-January 1

## ***Winter/Spring 2016***

Registration Deadline for Winter Online Electives .....	December 8
Winter Online Electives Begin .....	January 12
Graduation Application Deadline for May and August Graduates .....	February 1
Registration Deadline for Spring Online Elective Courses .....	February 16
Spring Online Electives Begin .....	March 8
Good Friday (no classes, campus closed) .....	March 25
Easter Sunday .....	March 27
Commencement .....	May 7

## ***Summer 2016***

Registration Deadline for Summer Session I Online Electives .....	April 12
Summer Session I Online Electives Begin .....	May 3





WELCOME FROM THE PRESIDENT  
**JOSEPH M. STOWELL**

CORNERSTONE UNIVERSITY

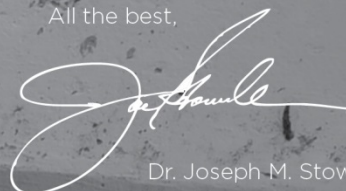
Dear Adult Student,

A college education is more important than ever—regardless of our age. So, at Cornerstone we are thrilled to offer the ongoing opportunity for an outstanding college education through our Professional & Graduate Studies Division. We welcome you to an educational community of over 1,000 students who are enrolled in both adult degree completion studies and Master degree programs.

No doubt you are already busy with your job, retraining for a new career as well as being engaged in other life situations that consume much of your time. Given the impossibility of you uprooting to move on campus for a full time educational experience, Cornerstone is delighted to provide you the opportunity to achieve an associate, bachelor or master's degree that is time-sensitive, accessible, affordable, professional and experiential...all from a Christian worldview.

At Cornerstone University we value you as an adult learner. Our prayer for all of our adult students is that you will grow both academically and spiritually through your studies here. As a Christ-centered university it is our aim to empower all of our students to understand their world through the lens of a Christian worldview and learn to apply the values of Jesus Christ to our rapidly changing culture. In fact we would love to think that you would encounter Jesus here in an eternally personal and life enriching way. And while these kinds of outcomes are worth far more than the degree, you will graduate with a fully-accredited degree that will affirm your learning and growth as you seek to pursue the goals of your life and career.

All the best,



Dr. Joseph M. Stowell  
President

# LEADERSHIP TEAM

## Professional & Graduate Studies

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### **John F. VerBerkmoes, Ph.D.**

*Executive Vice President for Academics*

*Professor of Adult Learning & Organizational Leadership*

**Education:** Bachelor of religious education (Cornerstone University); master of theological studies, systematic theology (Grand Rapids Theological Seminary); Ph.D., philosophy in educational administration (Michigan State University)

**Career Path:** Dr. VerBerkmoes has held various staff and administrative roles at Cornerstone University and Grand Rapids Theological Seminary. His research interests include adult learning, teaching and learning, assessment of student learning and organizational leadership. With a strong history of humble and excellent leadership, Dr. VerBerkmoes seeks to enhance the PGS community through efficient and effective systems and programs.

**Professional Certifications:** Licensed as a minister by Blythefield Hills Baptist Church in Rockford, Michigan.



### **Peter G. Osborn, Ph.D.**

*Vice President for Adult Learning & Dean of Online Learning*

*Professor of Adult Learning & Organizational Leadership*

**Education:** Bachelor of science, Bible in general studies (Baptist Bible College); master of arts, educational ministries (Grand Rapids Theological Seminary); Ph.D., higher adult & lifelong education (Michigan State University)

**Career Path:** Dr. Osborn has held multiple advisory roles in colleges around the country including Cornerstone University, Rochester Institute of Technology, and Monroe Community College. With a passion for enhancing technology in the classroom, Dr. Osborn will utilize this area of expertise to benefit PGS students and programs.

**Professional Certifications:** Emotional Competence Inventory (ECI 2.0), Cultural Intelligence (CQ), Kouzes & Posner's Leadership Practices Inventory (LPI), Certified Executive Coach with the Hay Group.



### **Linda S. Haveman, Ph.D.**

*Dean of Academics & Professor of Education*

**Education:** Bachelor of science, ministry leadership (Kuyper College); master of education (Grand Valley State University); master of arts, counseling (Grand Rapids Theological Seminary); master of business administration (Cornerstone University); Ph.D., family and child ecology (Michigan State University)

**Career Path:** Dr. Haveman has served in many administrative and teaching roles such as Executive Director of Early Childhood and After School programs, Georgetown Christian Reformed Church; Executive Director, Midwest Sunday School Association; High School Teacher of Spiritual Growth and Nurture, Unity Christian High School; Assistant Professor of Education, Cornerstone University; Director of Education, Professional & Graduate Studies; Dean of Academics and Assessment, Professional & Graduate Studies; Dean of Academics, Professional & Graduate Studies.

**Professional Associations/Activities:** Disaster Mental Health, American Red Cross; Board of Trustees, Forgotten Man Ministries; Board of Directors, Hope Charter Academy; Association of Supervision and Curriculum Development; American Counseling Association; Professional Speaker and Consultant: Adult Learning Theory, Curriculum Development, Brain-based Teaching, Conflict Resolution, Faith and Moral Development, Lifespan Development, and Crisis Management. Certifications: Crisis Response, Neurofeedback, and DISC. Licenses: Professional Counselor (LPC).



### **Keith J. DeBoer, M.Div.**

*Dean of Student Services*

**Education:** Bachelor of arts, religion (Cornerstone University); master of divinity (Grand Rapids Theological Seminary)

**Career Path:** Mr. DeBoer has had the privilege of serving Cornerstone University in two primary leadership and administrative functions during his career. He initially held the position of associate dean of students where he was involved in student development, supervision of residence life staff, and oversight of student government. Mr. DeBoer now serves as dean of student services for the Professional & Graduate Studies Division where he is responsible for admissions, student orientation, course enrollment and scheduling, and providing support to students that will enhance

their ability to succeed in their educational endeavor. In addition, Mr. DeBoer has taught as an adjunct instructor since he began his time at Cornerstone University. His career perspective is that by serving students well he is also serving God.



### **Jeffrey S. Savage, Ed.D.**

*Associate Dean of Business & Professor of Business*

**Education:** Bachelor of arts, English (Culver-Stockton College); master of science in administration, human resources (Central Michigan University); Ed.D., higher education administration (Baylor University)

**Career Path:** Dr. Savage was a full-time business faculty member for PGS from 2011-2014. Prior to that, he was both a regular adjunct and a special appointment faculty for the university (2007-2011). Dr. Savage has also taught online for Liberty University, chaired dissertations for doctoral students at Liberty, and served as the business manager for Our Savior Lutheran Church and School in Lansing. As an active duty Air Force officer, Dr. Savage was stationed at Minot AFB in North

Dakota, Dyess AFB in Texas, and then at Michigan State University as an ROTC instructor, where he also served as an assistant professor of aerospace studies. Dr. Savage taught junior high and high school English and coached football and wrestling in Missouri prior to joining the military. His doctoral dissertation research addressed adult student degree completion from the positive psychological framework of hope theory. Dr. Savage brings a strong academic background to his role as associate dean for PGS's business programs.

**Professional Certifications:** Missouri State Teacher Certification, Language Arts/English, Grades 7-12; Occupational Instructor Certification, Air University, U. S. Air Force



### **Trevor S. McCready, M.S.**

*Director of Online Learning*

**Education:** Bachelor of arts, pastoral studies (Moody Bible Institute); master of science, instructional technology and distance education (Nova Southeastern University)

**Career Path:** Mr. McCready is a proven leader and consultant in implementing and managing complex eLearning technology and curriculum projects. He has served as a library technician, academic computing specialist, instructional designer, and education technology services manager at Moody Bible Institute of Chicago, and currently holds the position of director of online learning at Cornerstone University.

**Professional Associations/Activities:** EDUCAUSE, eLearning Guild, and Michigan Association for Computer Users in Learning (MACUL). Independent consultant on various eLearning technology projects for K-12, non-profit, small business and multinational organizations. Board member and media ministry coordinator at Calvary Baptist Church of Greenville, MI.

# ABOUT CORNERSTONE

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## History of Cornerstone University

Cornerstone University is an evangelical Christian university committed to equipping students to effectively engage the cultures of our world for Christ. The university began as an evening Bible institute in the educational wing of the Wealthy Street Baptist Church in January 1941. Two hundred and eleven students enrolled in Bible courses designed to make them more effective lay workers in local churches. The response to the program and the expressed desire of many students to enter into ministry led to the inauguration of a day Bible school in 1944.

In 1945, with the hiring of seminary-educated professors, the level of education for ministry was raised. As a prerequisite to entrance into the pastoral ministries program, a minimum of two years of general education, including Greek and philosophy, was required. In 1948, the day school became a state-approved seminary. Subsequently, steps were taken to change both the level and the function of the Bible institute to a degree-granting, undergraduate institution. In 1963, the Bible institute became a Bible college, approved by the State of Michigan to offer the Bachelor of Religious Education and Bachelor of Music degrees. The Bible College incorporated the general education of the pre-seminary course, added six, 15 to 20-hour concentrations in the liberal arts to its curriculum, and became a four-year college with a two-year general education base and a major in Bible.

In 1964, the college and seminary moved to their current 132-acre campus. The same year the college became a member of the American Association of Bible Colleges.

In 1972, with the development of facilities, faculty and finances, the institution was approved by the State of Michigan as a degree-granting college of arts and sciences. In 1977, it was received into membership by The Higher Learning Commission of the North Central Association.

In 1993, the institution became the keeper and preserver of the heritage and academic records of Grand Rapids School of Bible and Music, which closed its doors after 46 years of ministry. Also in that year, the college instituted its Adult and Continuing Education program for adult students who desire to complete their college degree from a Christian institution.

In 1994, the name of the institution was changed from Grand Rapids Baptist College and Seminary to Cornerstone College and Grand Rapids Baptist Seminary. In 1999, following approval by the State of Michigan, Cornerstone College and Grand Rapids Baptist Seminary became Cornerstone University. In 2003, the seminary became Grand Rapids Theological Seminary. In 2004, the Adult and Continuing Education program became the Professional & Graduate Studies Division of Cornerstone University.

Cornerstone University currently enrolls nearly 3,000 students and holds memberships in the Council for Christian Colleges and Universities, the Council of Independent Colleges, Michigan Independent Colleges & Universities, and The Higher Learning Commission.

## Our Identity, Mission and Vision

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

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

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

## Philosophy of Christian Liberal Arts Education

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

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

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

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

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

## The Cornerstone Confession

The Cornerstone Confession is the foundational doctrinal statement of Cornerstone University, reaffirmed annually by Cornerstone trustees, faculty, and staff. The Confession expresses our commitment to the key teachings of Scriptures as interpreted through the ecumenical creeds of the early church, the chief insights of the Reformation, and evangelical Christianity.

**We believe** in one sovereign, omnipotent, and fully omniscient God who eternally exists in three persons—Father, Son, and Holy Spirit—who in love and for his glory created all things out of nothing and pronounced them good.

**We believe** that God has revealed himself in the sixty-six canonical books of Scripture, which are verbally inspired, truth without error, and serve as our final authority in faith and life. They lead us to Jesus Christ, who shows us the Father, and rightly interpreted, they enable us to understand God's revelation in humanity, nature, and history.

**We believe** that God directly created Adam and Eve, the historical parents of the human race, distinct from the rest of creation in their bearing of God's image and their stewardship over creation. Their union as man and woman models God's design for marriage and perpetually stands as God's loving and righteous will for all sexual intimacy.

**We believe** that our first parents forfeited their original righteousness when they succumbed to Satan's temptation and rebelled against God's revealed will. As a result, every human is born in sin, leaving us totally depraved, alienated from God, and destined to spiritual and physical death. As such, our sinful ways have corrupted God's creation, resulting in discord to society and nature.

**We believe** that God's plan to redeem fallen humanity and renew creation flows through his promises to the Jewish people. God's promises to Abraham and David are fulfilled in Jesus, the mediator of the New Covenant.

**We believe** that the Son of God, while fully divine, became fully human through the virgin birth to save the world from sin. Living a sinless life in perfect obedience to His Father, Jesus proclaimed God's reign in word and deed. In his mercy he atoned for our sins by dying in our place. Having satisfied the just wrath of God on our behalf, he rose bodily and triumphantly over sin, death, and Satan. He then ascended to heaven, sent his Spirit to lead and empower his church, and is seated at the Father's right hand where he reigns and intercedes for His people.

**We believe** that the Holy Spirit descended at Pentecost to establish the church; that he uses the Word of God to give new life to those who repent of their sin and believe in Christ; and that all who by faith alone receive Christ's finished work are by God's grace united with Christ, justified by his shed blood, adopted into the family of God, forgiven of all their sin, indwelt and gifted by the Spirit, and added to the church.

**We believe** that the one, holy, and universal church is the body and bride of Christ. The church gathers in local assemblies to worship God and celebrate the gospel through the preaching of the Word, baptism, the Lord's Supper, prayer, and fellowship. It disperses to proclaim the gospel to a sinful world which must hear the good news of Jesus Christ in order to be saved. The church makes disciples of Jesus who, through persevering faith, embody the kingdom values of righteousness, peace, and joy. By loving God, serving others, and caring for creation, they anticipate the redemption of all things at Christ's return.

**We believe** that our Lord Jesus Christ will personally and gloriously return to deliver this world from Satan's rule and bring his reign to its ultimate fruition. Jesus will raise the dead to stand with the living before his judgment throne where he will determine the final state of humanity. The lost will experience everlasting conscious separation from God as the just punishment for their sin, and the redeemed will be welcomed into the unhindered joy of everlasting fellowship with him.

## Notice of Nondiscriminatory Policy Toward Students

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

In accordance with applicable state and federal civil rights laws, it is the policy of Cornerstone University not to unlawfully discriminate on the basis of race, national origin, sex, age, veteran status or disability in any of its education policies and programs that it operates. The Director of Human Resources is designated as the University's Title IX coordinator. The Director of Human Resources may be contacted with any inquires pertaining to the University's policy prohibiting unlawful discrimination or to the requirements of Title IX at 1001 East Beltline Ave NE, Grand Rapids MI 49525 or by phone at 616-222-1447.

## Changes in Policy

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

All material in this catalog applies to the 2015-2016 academic year and reflects information available on the publication date. Cornerstone University reserves the right to revise all announcements contained in this publication and, at its discretion, to make reasonable changes in requirements to improve or update academic and non-academic programs.

## Consumer Information

### Family Education Rights And Privacy Act (FERPA)

The Family Education Rights and Privacy Act of 1974 requires institutions to obtain written consent from a student prior to releasing information from the student's education record to most sources outside the university. It is allowable for a school to release directory information which includes name, address, e-mail address, phone number, date and place of birth, major field of study, dates of attendance, degrees and awards, cumulative hours, participation in officially recognized sports, and weight and height of athletes. As an enrolled student, you have the right to restrict the release of directory information. To restrict the release of directory information, you must complete a Directory Information Restriction and Release Request prior to the second week of your program. Go to <https://portal.cornerstone.edu/student-services/regs> and from 'Document Type: Form' choose the Directory Information Restriction and Release Request form. All requests are forwarded to the registrar's office.

### Equity In Athletics Disclosure

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

## **Campus Safety Report**

To view the Cornerstone University crime statistics visit: [www.cornerstone.edu/campus-safety](http://www.cornerstone.edu/campus-safety).

## **Third Party Servicers**

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

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

## **Drug and Alcohol Abuse Prevention**

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

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

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

## **Sexual Harassment and Discrimination**

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

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

All new students are required to take the online Campus Sexual Violence Elimination (SaVE) Act training course, which can be found on the CU Portal under the Handbooks, Catalogs & Policies section on the PGS page. The Campus SaVE Act is a federal law which requires colleges and universities to provide training about recognizing and preventing sexual violence.

### *Definition of Harassment*

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

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

- submission to such conduct is explicitly or implicitly made a term or condition of employment, instruction, or participation in any university activity;
- submission to or rejection of such conduct by an individual is used as the basis of evaluation in academic or employment decisions; or

- such conduct has the purpose or effect of substantially interfering with an individual's academic or work performance, or of creating a hostile, intimidating or offensive environment.

Other forms of sexual harassment include:

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

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

## Campus Photography

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



# ABOUT PROFESSIONAL & GRADUATE STUDIES

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## Mission and Purpose

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

## Curricular Goals

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

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

## Educational Effectiveness

The Professional & Graduate Studies Division places a high value on the assessment of student learning and the responsibility to deliver on the promise to provide excellence in adult education. Assessment of student outcomes and the disclosure of educational effectiveness are not viewed as an externally imposed burden. Rather, it is understood as a task of stewardship, a process for organizational learning, and as a matter of legitimate accountability.

The effectiveness of the PGS division's educational programs is assessed in a disciplined and routine manner. Achievement of the intended student learning outcomes of our curriculum, student and alumni satisfaction, readiness for ministry of our students, and vocational achievement of our graduates are assessed through a variety of instruments and processes.

The following provides a few highlights and demonstrates how PGS is delivering on its promise to provide excellence in adult education:

- 45 percent of students in associate degree programs, 70 percent of students in bachelor's degree programs, and 82 percent of students in master's programs graduate with their degree.
- 97 percent of PGS alumni believe that their education prepared them for the demands of their vocational life.
- 100 percent of associate degree program graduates are employed.
- 97 percent of bachelor's degree program graduates are employed.
- 98 percent of master's program degree graduates are employed.

The data shown above was taken from the results of a variety of surveys and other evaluative instruments administered in recent years at PGS.

## Learning Model and Format

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

### Program Format

The division offers programs in the on-campus, blended (combination of on-campus and online) and online format. In each format, programs are a series of accelerated courses designed to meet specific program objectives. New cohorts (generally 10-15 students) can begin at any time during the year and stay together until all the courses in the program are completed. Students take only one course at a time, allowing them to focus on one subject.

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

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

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

### Convenience of Time and Place

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

### Participative and Active Learning

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

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

### Group Learning

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

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

### Curriculum

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

## **Faculty**

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

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

## **Degree Programs**

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

### **Undergraduate Programs**

Associate of Science

Accounting

Business Studies

Human Services

Bachelor of Science

Business Administration

Management

Ministry Leadership

Psychology

### **Graduate Programs**

Master of Business Administration

Finance

Global Business

Health Care

Project Management

Master of Science in Management

Master of Arts in Education

Curriculum and Instruction

Educational Leadership

Educational Technology

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

# ACADEMIC INFORMATION

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## Academic and Grade Appeals

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

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

- Step 1* The student approaches the instructor within six weeks from the time the instructor issued the grade and attempts to resolve the issue. In the event the issue is not resolved, the student moves to step 2.
- Step 2* The student presents the grievance and supporting data in writing to the dean within two months from the time the instructor issued the grade, or within seven days of notification in the case of probation, dismissal, suspension, satisfactory academic progress or academic integrity. If the issue is not resolved at this level, the student moves to step 3.
- Step 3* The student presents the grievance and supporting data in writing to the vice president for adult learning within four months from the time the instructor issued the grade, or within 14 days of notification in the case of probation, dismissal, suspension, satisfactory academic progress or academic integrity. The vice president for adult learning initiates and sets a meeting of the Academic Appeals Committee within three weeks after the appeal is received. The decision of the appeals committee is final. A written response will be sent to the student by the vice president for adult learning as soon as a decision has been reached.

## Academic Integrity

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

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

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

### *First offense*

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

### *Second offense*

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

### *Third offense*

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

## **Appeal Process**

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

## **Notification Regarding Academic Integrity Policy**

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

## **Record Expunged Upon Graduation**

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

## **Attendance**

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

### **Class Meeting Attendance**

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

### **Children/Guests**

In order to promote a learning environment free of distraction, children are not permitted in the classroom during class time. Adult guests are generally not allowed to attend during class time unless permission is given by the faculty member or one of the PGS deans.

### **Online Attendance Policy**

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

### **Make-Up Assignments**

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

## Attendance and Grading

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

## Lack of Adherence

In most cases, students who do not meet minimum attendance requirements in a course will receive a failing grade. At the student's written request, a leave of absence from a degree completion program may be granted. Generally, a leave of absence can be granted for a maximum of two courses. Exceptions will be considered on a case-by-case basis. The student should contact the student services department as soon as he/she becomes aware of a potential need for a leave of absence.

## Program Attendance Policy

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

## Audio/Video Recording

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

## Classification of Students

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

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

## Cohort Dissolution

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

## Course Repetition and Retake Policy

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

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

## Credit by Exam

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

1. College Level Examination Program (CLEP) tests, with scores according to a predetermined list.
2. Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Tests (DSST's) with scores according to a predetermined list. DANTES exams listed as "technical" are applicable only to certain Professional & Graduate Studies programs.
3. Advanced Placement Program of the College Board with scores of 3, 4, or 5 permits a waiver of the course and awards credit. The amount of credit and level of placement are determined by the American Council on Education recommendations that are approved by the Cornerstone Education Policy Committee.

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

## Drop-In Program

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

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

Each quarter, schedules are distributed to cohorts and are available at any time in the Professional & Graduate Studies office. Students must submit a completed drop-in enrollment form to student services at least four weeks prior to the first night of class to allow time for processing and ordering of educational resources. The enrollment form may be obtained from an academic advisor or student services staff member in the Professional & Graduate Studies office.

## Enrollment Status

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

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

Less than half time (not eligible for state aid) .....	0-5 credit hours
Half time .....	6-8 credit hours
Three quarter time .....	9-11 credit hours
Full time .....	12+ credit hours

## General Graduation Requirements

### Participation in Commencement

To be eligible to participate in the May commencement ceremony, students must have six semester hours or less to complete the graduation requirements for their degree by Thursday before the ceremony. Those who have six credits or less to finish must have a written plan on file with their academic advisor by March 1 of the same year documenting how those credits will be completed by the August graduation date of the same year. Graduate students may have up to nine credits to finish and a plan on file with their academic advisor in order to participate in the May commencement ceremony.

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

## Graduation Dates & Diplomas

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

## Grades and Honor Points

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

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

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

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

## Grade Reports

Current students can access grade information and unofficial transcripts at any time online by logging on to WebAdvisor through the CU Portal, accessing the Student section, and selecting "Academic Profile". Grades will not be given over the phone, via fax or e-mail due to university policy and the Family Educational Rights and Privacy Act (FERPA). If further instructions are needed, contact an academic advisor or the Professional & Graduate Studies office.



## Grading System

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

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

A – Indicates superior quality work.

B – Indicates above average work.

C – Indicates satisfactory or average work.

D – Indicates passing but below average work.

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

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

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

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

## Graduation (Latin) Honors

Graduation honors are awarded to eligible, bachelor's degree graduates. Associate and master's degree graduates are not eligible for Latin honors.

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

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

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

## Incomplete Grade

This is a temporary grade given for work that is passing in quality but lacking in quantity to meet course objectives. It may be assigned by the instructor with the permission of the vice president for adult learning under the following conditions:

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

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

## Late Paper Policy

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

## Learning Assistance

Online resources and tutorials are available on the CU Portal's PGS page in the Academic Resources section for students who need help with math, writing and biblical studies. PGS offers students access to online tutoring; more information about this option is available to students by contacting his/her academic advisor. Writing and Excel Labs are available to PGS students free of charge. The labs are offered each month at the Grand Rapids campus and bi-monthly at the Lansing and Kalamazoo campuses. Labs are typically three hours long.

The writing labs focus mainly on APA formatting, but also include thesis statements, organizing and editing papers, as well as an introduction to using Miller Library. Two online labs, a one-hour APA refresher and a grammar refresher, are offered every other month. The webinar is an hour long and focuses on the key areas for strengthening writing skills at the college level.

The Excel labs are broken into two levels. The regular lab is geared toward those new to Excel or those who need a refresher before a Cornerstone course. An advanced Excel lab is offered twice a year for those who want to work on more advanced skills.

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

## Leave of Absence

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

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

## Letter Grade Equivalencies

### Undergraduate

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

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

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

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

- C = Student demonstrates a satisfactory comprehension of the subject matter. Accomplishes the minimum requirements and displays little or no initiative. Communicates orally and in writing at an acceptable level for an undergraduate college student. Has a generally acceptable understanding of all basic concepts.  
*Example: "C" work represents average work. A student receiving a "C" has met the requirements, including deadlines, of the course.*
- D = Quality and quantity of work in and out of the class are below average and barely acceptable.  
*Example: "D" work is passing by a slim margin.*
- F = Quality and quantity of work in and out of the class are unacceptable.  
*Example: "F" work does not qualify the student to progress to a more advanced level of course work.*

### Graduate

- A = Student illustrates excellent performance. Has unusually sharp insight into material and initiates thoughtful questions. Understands the complexity and alternative views of a given issue. Communicates effectively in multiple situations. Writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates the next steps in the progression of ideas.  
*Example: "A" work should be of such a nature that it could be put on reserve for all students to review and emulate. The "A" student is an example for others to follow.*
- B = Student demonstrates a solid comprehension of the subject matter and accomplishes all course requirements. The student is as an active participant and listener and communicates orally and in writing at an acceptable level for a graduate student.  
*Example: "B" indicates a good quality of performance and is given in recognition for solid work; a "B" is considered a good grade and is awarded to those who submit work somewhat less than exemplary.*
- C = Student produces a quality and quantity of work in and out of class that are below average and minimally acceptable for a graduate student. Has marginal comprehension, communication skills, or initiative.  
*Example: "C" work is passing by a slim margin but is unacceptable if repetitive in nature.*
- D or F = Student produces a quality and quantity of work in and out of class that are unacceptable for a graduate student.  
*Example: This work does not qualify the student to gain credit for the course. Coursework must be repeated.*

## Online Elective Courses

Cornerstone University's online courses are designed for students that desire to begin or finish a degree or simply take a course or two. Students participate in online courses with the convenience of working from home, office or virtually any place in the world.

Students generally complete their coursework one week at a time asynchronously. Class activities and assignments can be completed at the convenience of the student with specific due dates for each. Communication and other interactions are conducted within Cornerstone's learning management system which is accessible from a student's web browser. Typical interactions include weekly discussion forums, required reading and completion of academic assignments including papers, projects and quizzes that are relevant to the field of study. Students receive individual feedback from their professor on assignments and have the opportunity to frequently interact with their classmates and professor throughout the course.

Generally registration procedures and requirements are the same as those for on-site courses. For more details, visit the website at [www.cornerstone.edu/cu-online](http://www.cornerstone.edu/cu-online).

## Prior Learning Assessment Credit

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

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

## Appeal Process

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

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

## Scheduled Breaks

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

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

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

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

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

## Scholastic Probation, Academic Suspension and Dismissal

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

Undergraduate:

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

Graduate ..... 3.00 G.P.A.

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

## Student Disability Services (SDS)

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

Students with documented disabilities may apply for accommodations through student disability services, which is part of the Cornerstone University Learning Center located in Miller Hall on the main campus. Disability accommodations for students from the Cornerstone University traditional undergraduate program, Professional & Graduate Studies programs and Grand Rapids Theological Seminary are addressed centrally in student disability services. Accommodations are granted on the basis of determined need and appropriate documentation of disabilities. Students must complete an application and submit appropriate documentation, which will be reviewed by the accommodations officer and the Accommodations Review Committee. Upon acceptance, the student will meet with the Director of the Learning Center to develop an Individualized Student Accommodation Plan (ISAP) based on the committee recommendations. Students will be given a green verification letter to give to their professors and students should schedule a meeting with each professor at or prior to the first class session to discuss their needs. In the event that students have questions regarding whether they are eligible for accommodations, how they might provide appropriate documentation of disabilities, or how they might handle a disagreement with a professor over questions of accommodation, the Director of the Learning Center should be contacted immediately at (616) 222-1596 or at [learningcenter@cornerstone.edu](mailto:learningcenter@cornerstone.edu). If a disagreement arises surrounding eligibility for services or the manner in which a specific accommodation is being implemented, the student has a right to informal and formal grievance procedures. A copy of the grievance procedures is available at the Learning Center in Miller Hall or online at: [www.cornerstone.edu](http://www.cornerstone.edu).

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

## Student Grievance/Complaint Procedure

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

A formal complaint will include the following elements:

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

The vice president for adult learning and members of the leadership team (as needed) will attempt to resolve the issue by discussing the issue with the parties involved and render a final decision regarding the complaint. The vice president for adult learning will respond in writing to the student within 30 days of receiving the complaint. The decision of the vice president for adult learning is final.

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

## State Authorizations

### Indiana:

Cornerstone University is regulated by:

The Indiana Commission on Proprietary Education  
302 W Washington St, Room E201  
Indianapolis, IN 46204  
Toll Free: 1.800.227.5695  
Local: 317.232.1320

For information on other state authorizations, visit [www.cornerstone.edu/state-authorization](http://www.cornerstone.edu/state-authorization).

## Technology Requirements

Students enrolled in Cornerstone University's Professional & Graduate Studies Division must have reliable access to a computer and high-speed Internet access. E-mail and Internet connections are a primary means of participating in courses and are thus necessary and significant contributors to academic success at Cornerstone University. Please review your computer's specifications to determine whether they meet or exceed the minimum requirements listed below.

### Bandwidth Requirements

Check with your local Internet Service Provider to confirm that your service meets minimum speed requirements. Most home DSL and Cable Internet service meet these minimum requirements.

	Minimum	Recommended
Upload Rate	1 mbps	2.6 mbps
Download Rate	2 mbps	4 mbps

### Computer Requirements

	Windows	Mac
Operating System	Windows 7 Windows 8	Mac OS X 10.6+
Computer Processor	2+ GHz Dual Core or better	Intel
Computer Memory	256 MB	256 MB
Available Disk Space	500 MB	500 MB
Peripherals	Webcam and microphone	

\* Tablet devices, such as the Apple iPad, do not meet CU's minimum technology requirements.

### Software Requirements

Students must have the ability to save their assignments in Microsoft Office format (i.e. .doc/x). Microsoft Office is available at an academic discount from various retailers. Alternative software such as Google Docs, LibreOffice or OpenOffice may also be used.

### Recommended Browsers

- Google Chrome (Latest version)
- Mozilla Firefox (Latest version)

## Additional Requirements by Degree Program

### Bachelor of Science in Ministry Leadership

Select courses use Logos Bible Software as an educational resource. As such, students will need a computer with additional memory, available disk storage and video capabilities over PGS' general computer requirements.

	Minimum	Recommended
Computer Memory	2 GB	6 GB
Available Disk Space	20 GB	30 GB
Video Card	512 DirectX 10 Compatible	1 GB DirectX 11 Compatible

\* For details, see Logos Bible Software's Technology Requirements FAQ at [logos.com/support/Tech\\_FAQ#requirements](http://logos.com/support/Tech_FAQ#requirements)

### Master of Business Administration

Select courses require Microsoft Excel 2010 (Win) or 2011 (Mac).

## Textbook Information

In compliance with the Higher Education Opportunity Act of 2008, a listing of the textbooks used in the PGS undergraduate and graduate programs is located on the PGS page of the CU Portal, which is accessible to all students. The listing includes the course in which the book is used, the title of the book, publisher, ISBN and retail price.

## Transcripts

Beginning June 1, 2014, Cornerstone University will employ the services of the National Student Clearinghouse for all requests with the exception of cash or personal check purchases. The Clearinghouse charge is \$7.25 per transcript. Cash/Check requests may be processed in person at the Registrar's Office or by mail with a \$5.00 fee assessed per transcript.

No transcript will be released if any unpaid balance remains on the student's account. If specific terms or specific course grades are to be included, that information should be noted so the transcript is not sent before the data is posted to the record.

Unofficial transcripts are available to current students by logging into WebAdvisor on the CU Portal, accessing the Student section, and selecting "Academic Profile".

## Transfer Credit

Applicants who are transferring from other colleges/universities are required to have a transcript from all previously attended colleges/universities sent directly to the Professional & Graduate Studies admissions office at Cornerstone University. After being accepted for admission, an official credit evaluation is placed in the student's file with copies provided to the student and the academic advisor.

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

1. Cornerstone University agrees to participate in the Michigan Transfer Agreement as a receiving institution. For more information, visit [www.macrao.org](http://www.macrao.org) or contact the PGS admissions office at 1.800.947.2382.
2. All regionally accredited institutions
3. All Accrediting Association of Bible colleges accredited institutions or institutions with a G listing or higher in the AACRAO Information Bulletin
4. Non-accredited institutions, if those institutions supply three letters of acceptance from regionally accredited institutions to the registrar's office. Credits from non-accredited institutions are limited as follows:  
75 semester hours from a 4-year institution  
62 semester hours from a 3-year institution  
40 semester hours from a 2-year institution  
25 semester hours from a 1-year institution  
30 semester hours in practical nursing
5. The following non-accredited institutions due to the nature of their relationship to Cornerstone: Bob Jones University, Grand Rapids School of Bible and Music, Spurgeon Baptist College and Word of Life Bible Institute.

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

No course work will transfer as upper level (300-400) unless the course is designated as such from the originating institution. Recommendations for credit as written in published guides by the American Council on Education will be recognized and accepted as transfer credit. Credit transferred from schools that are on a quarter system will be transferred as .66 (2/3) semester hours for every quarter hour.

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

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

Cornerstone University recommends the following agency:  
Educational Credential Evaluators, Inc.  
P.O. Box 514070  
Milwaukee, WI 53203-3470  
Phone: (414) 289-3400  
Fax: (414) 289-3411  
E-mail: eval@ece.org

### **Technical Credit**

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

### **Course Duplication**

Two courses (eight semester hours maximum) may replace courses in the student's associate or bachelor's degree completion program and a maximum of six semester hours (500 or higher course number) may replace courses in the student's master's degree program. Students are scheduled for a break from their program when transferred course work duplicates a course(s) in the student's program.

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

1. The course was completed prior to enrollment at Cornerstone University; and
2. The course duplicates a course in the student's degree completion program (associate, bachelor's, or master's), or the course meets a general education requirement in the student's associate program. Courses accepted for transfer in the graduate programs must have been completed in the last seven years.

A course must be at least two semester hours to meet equivalency requirements. Duplicate courses accepted for transfer in the graduate program must have been completed in the last seven years. Students must still meet the residency requirement as stated in the graduation requirements section of the university catalog and the Student Handbook.

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

### **Military Credit**

Military transcripts are received through the Joint Services Transcript website at <https://jst.doded.mil>.

NETPDTC  
ATTN: JST Operations Center N615  
6490 Saufley Field Road  
Pensacola, FL 32509  
Email: jst@doded.mil

### **Nursing Credit**

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

### **Prior Learning Assessment Credit**

Students may apply a maximum of 30-semester hours of prior learning assessment credits toward a bachelor's degree. Life-learning credits from other institutions are subject to review by the registrar's office. If the life-learning credits are approved for transfer, the amount transferred is subtracted from 30 to determine the number of credits that may be awarded at Cornerstone University.

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



## Veterans

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

It should be understood by veterans that under some benefits, such as chapters 30, 35, 1606, and 1607, the student will be reimbursed directly by the Department of Veterans Affairs. Veterans should plan to pay their bills in accordance with the payment schedule provided by the accounting office.

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

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

Veterans entering as transfer students will be provided a written statement of the number of credits accepted in transfer and the number of credits remaining that are required to complete the program in which they are enrolling. This transfer credit evaluation may be subject to change should the student decide to change majors or degree programs.

Certification of each class will be recorded in the Department of Veterans Affairs system as the Veteran progresses through the program.

For more veteran information, refer to <http://www.cornerstone.edu/veterans-benefits>.

## Withdrawal Policy

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

Academic credit will be given for completed courses as follows:

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

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

# ADMISSION & REGISTRATION

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## Admission Process

Cornerstone University accepts students on the basis of their academic record and work experience. Students are required to complete and submit the appropriate application with an application fee. Refer to the admission requirements for each program in the undergraduate or graduate program section of the Professional & Graduate Studies Academic Catalog.

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

Students interested in degree completion programs may obtain information by contacting an Enrollment Counselor. For information about admission to online programs, access the Professional & Graduate Studies' web site at: [www.cornerstone.edu/cu-online](http://www.cornerstone.edu/cu-online).

## International Students

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

## Non-Degree Admission

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

## Readmission to a Program

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

1. Students must complete a regular application for admission available from an admissions advisor. A \$25 fee must accompany the application. Depending on the length of time since the last enrollment, new college transcripts since high school may be required. Students who are accepted for readmission must submit a non-refundable class reservation fee applicable to the students' educational resource fees upon or prior to attending the first class.
2. Official transcripts from each post-secondary institution attended since the student was last enrolled at Cornerstone University must be submitted at the time of application for readmission. An updated transfer-credit evaluation and assessment profile will be completed and distributed to the student.
3. Students readmitted after 12 months have elapsed will follow the university catalog and policies in force at the time of readmission.
4. Tuition and fees will be charged at the current rate at the time of readmission. The student will be charged for any course that is repeated.

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

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

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

## Registration Procedure

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

## University Lifestyle Expectations

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

# FINANCIAL INFORMATION

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## Tuition and Fees 2015-2016

### Tuition

Associate .....	\$320/credit hour
Bachelor .....	\$385/credit hour
Graduate	
M.A. in Education .....	\$435/credit hour
M.A. in TESOL .....	\$435/credit hour
M.S. in Management .....	\$435/credit hour
MBA .....	\$470/credit hour
Online Elective Course	
Undergraduate .....	\$320/credit hour
Graduate .....	\$435/credit hour

### Educational Resource Fee

Undergraduate:	
Associate (Accounting, Business Studies, Human Services) .....	\$120/course
B.S. in Management .....	\$140/course
B.S. in Business Administration .....	\$160/course
B.S. in Ministry Leadership .....	\$120/course
B.S. in Psychology .....	\$120/course
Graduate:	
M.A. in Education .....	\$75/course
M.A. in TESOL .....	\$75/course
M.S. in Management .....	\$160/course
MBA .....	\$160/course

### Technology Fee

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

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

### Non-Refundable Fees

Application .....	\$25
Class Reservation Fee .....	\$30
Official Transcripts .....	\$5*
Professional & Life Learning Credits per petition .....	\$50
Readmission to a Degree Program ( <i>within 12 months</i> ) .....	\$0
Late Payment Fee .....	\$30
NSF Check Fee .....	\$20
Drop-In Cancellation Fee ( <i>per course</i> ) .....	\$20
Waiver Evaluation .....	\$25

\*Transcripts can be purchased for \$5.00 (cash/check) or \$7.25 (debit/credit).

## MA TESOL Housing

Housing Fee (1 week) .....	\$265.00/Single or Family*
Housing Fee (1 week) .....	\$132.50/Double*
Housing Deposit .....	\$50*

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

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

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

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

## Educational Resource Fee

The educational resource fee is designed to cover the cost of textbooks as well as various costs associated with providing educational resources. These costs include supplemental materials, binders, book bags, copyright fees and sales tax on texts and materials. This fee is calculated as an average cost of materials throughout the program and does not reflect the exact cost per course. The PGS division views the direct delivery of all resources to the classroom as a service that is essential to the success of the program. Students who purchase or acquire books by any other means will still be charged the educational resource fee. Exceptions to this policy may be granted if a husband and wife are in the same program and cohort. In this situation, one of the spouses will be charged the full Educational Resource Fee. A complete listing of textbooks and retail costs is available to enrolled students on the CU Portal’s PGS page in the All Docs section.

## Technology Fee

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

## Payment Policies

- The class reservation fee is due two weeks prior to the night of orientation.
- Tuition and the educational resource fee are due two weeks before the first night of class for each course. Students who are taking Drop-In courses must pay four weeks prior to the start of class. Notice from a student that he/she will be receiving employee assistance is not acceptable as payment.
- A student’s account will be billed two times each year. A student will be charged for all classes in the payment period at the beginning of each payment period.
  - When financial aid funds post to a student’s account, the charges on the account will be matched up with the financial aid funds received for the payment period and any excess funds will be sent directly to the student.
  - Cash paying, direct bill, and military students will also be billed using this method even if the student does not use any financial aid to pay for classes. While payment is not due until two weeks before the first night of each class, a student will see charges for multiple classes on their student account.
- Students may pay in advance for any number of courses.
- A late payment fee may be assessed to a student’s account if he/she fails to make payment for tuition and the educational resource fee by the due date.
- Students who have not paid by the midpoint of a course are subject to being administratively withdrawn from the program. Students will be able to finish the course already in progress, but will not be allowed to continue beyond that point.
- New students paying tuition using financial aid must be ready for finalization of their loans or grants on or before the night of orientation. The student must have completed the FAFSA, Master Promissory Note, Loan Entrance Interview, and any other requested documents to the student financial services office. If the student’s financial aid application process is incomplete, he/she must pay as a “cash-paying” (check, money order, cashier’s check) student or have written approval from the PGS director of enrollment to begin.

- Students starting the program without financial aid in place must have their loan or grant finalized before the end of the first course. Those students who have not had their loan or grant finalized must contact the PGS accounting office immediately to make payment and avoid being withdrawn from the program. Second-year financial aid students must refile their FAFSA prior to the start date of the last course in the prior loan period. Failure to do so will result in the student being classified as a “cash-paying” student.
- If a student is employed by an organization that will pay the tuition and/or fees directly to Cornerstone University, the employer must make payment to the PGS accounting office on or before the first night of each course. The employer must also provide a voucher or letter of “intent to pay” for any course(s) that will be covered under the organization’s direct bill policy. A voucher, which can have any number of courses listed, needs to be received in the PGS accounting office on or before the first night of class of the earliest course being submitted. For new students, the accounting office must receive the voucher or letter two weeks prior to orientation.
- Transcripts and diplomas will not be released until the student’s account is paid in full.

## Payment Options

### Financial Aid

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

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

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

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

### Employer Assistance

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

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

### Check/Credit Card

Payments may be made by check, credit card, cashier’s check or money order at the reception desk or the PGS Accounting office (Grand Rapids campus). Off-campus students may mail their payments to the attention of the PGS Accounting office, Cornerstone University, 300 E Beltline Ave. NE, Grand Rapids, MI 49506. Students may also make their credit card payments by calling the PGS Accounting office or by paying on the student portal.

## Textbook Refunds

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

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

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

## E-Book Refunds

E-books purchased for courses not attended may be returned for a refund of the cost of the e-book under the following conditions:

- The E-book must be returned within five days after the delivery of the e-book(s). The student must also contact the Educational Resources Coordinator and delete the e-book(s) from their Kindle bookshelf.
- The total e-book refund does not exceed the educational resource fee for the course.

## Refund of Tuition

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

<i>Students who withdraw</i>	<i>will be refunded</i>
Before the second class session of a course .....	100%
After the second class, but before the midpoint of the course .....	50%
After the midpoint of the course .....	0%

### For Indiana Residents:

1. A student is entitled to a full refund if one (1) or more of the following criteria are met:
  - a. The student cancels the enrollment agreement or enrollment application within six (6) business days after signing.
  - b. The student does not meet the postsecondary proprietary educational institution's minimum admission requirements.
  - c. The student's enrollment was procured as a result of a misrepresentation in the written materials utilized by the postsecondary proprietary educational institution.
  - d. If the student has not visited the postsecondary educational institution prior to enrollment, and, upon touring the institution or attending the regularly scheduled orientation classes, the student withdrew from the program within three (3) days.
2. A student withdrawing from an instructional program, after starting the instructional program at a postsecondary proprietary institution, is entitled to a pro-rata refund based upon the number of days less an application/enrollment fee of ten percent (10%) of the total tuition, not to exceed one hundred dollars (\$100).
3. An institution must make the proper refund, based upon the student's last day of attendance. The refund must be made within thirty-one (31) days of the student's request for cancellation or withdrawal.

## Refund of Overpayment on Student Account

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

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

## Return of Financial Aid Funds

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

- For Federal Title IV aid, if a student withdraws before completing 60 percent of the period of enrollment for which aid was received, a portion of the funds must be returned.
- For Michigan aid, the calculation is based on the number of credit hours completed in the period of enrollment

For more information or examples, please contact your financial aid specialist.

## Financial Appeals

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

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

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

## Purpose of Financial Aid

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

All students wishing to receive financial assistance through federal and/or state aid programs must file the Free Application for Federal Student Aid (FAFSA). Students must complete the required financial aid forms each year.

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

## Requirements to Receive Federal Financial Aid

### Statement of Educational Purpose

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

### Statement of Refund and Default

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

### Selective Service Registration

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

## Satisfactory Academic Progress Standards

Federal regulations require that in order for a student to be eligible for financial aid, the student must earn Satisfactory Academic Progress (SAP) toward the completion of a degree. SAP, as defined on the following page, is evaluated at the end of each payment period for which a student is enrolled. A payment period is the amount of time that it takes to complete half of an academic year, which is usually 12-15 completed credit hours for undergraduate programs and 9-12 completed credit hours for graduate programs.



## Undergraduate Programs

Qualitative Requirements: {Concerning cumulative grade-point average (GPA)}

A student must meet the following cumulative GPA requirements:

CREDITS COMPLETED	MINIMUM GPA
1-25	1.60
26-47	1.85
48+	2.00

Quantitative Requirements: {Concerning the rate at which courses are successfully completed (Pace)}

Pace is determined by dividing the total number of credit hours successfully completed by the total number of credit hours attempted. The resulting percentage must reach the following minimums:

CUMULATIVE CREDITS COMPLETED	MINIMUM PERCENTAGE COMPLETED
1-25	65%
26-57	70%
58+	75%

## Graduate Programs

Qualitative Requirements: {Concerning cumulative grade-point average (GPA)}

A student must meet the following cumulative GPA requirements:

CREDITS COMPLETED	MINIMUM GPA
1 - 49+	3.0

Quantitative Requirements: {Concerning the rate at which courses are successfully completed (Pace)}

Pace is determined by dividing the total number of credit hours successfully completed by the total number of credit hours attempted. The resulting percentage must reach the following minimums:

CUMULATIVE CREDITS COMPLETED	MINIMUM PERCENTAGE COMPLETED
1 - 24	65%
25 - 48	70%
49+	75%

## All Programs

Criteria for Successfully Completing a Course: Grades of A, B, C, and D are considered passing and meet the criteria for successfully completing a credit hour. Grades of F, CR, W, & I do not meet the criteria for successfully completing a credit hour and must be considered attempted credits.

Incompletes: An incomplete is considered an attempted credit until the student has met the criteria for successfully completing the course. It is the student's responsibility to notify Student Financial Services of the updated grade so that the credits can be correctly calculated for SAP.

Withdrawal: If a student withdraws from a course which he has attended, the credits for the course will be considered attempted credits but not completed credits.

Repeated Courses: If a student repeats a course, the higher grade replaces the lower grade in determining GPA. A student may not receive federal aid for a repeated course if he has previously passed the course. Credits received for both an original and a repeated course are considered attempted credits, but only the credits from the course with the higher grade are considered successfully completed.

Transfer Credits: Transfer credits are included in the total number of credit hours successfully completed. Because Cornerstone University does not transfer in GPA, transfer credits do not count toward cumulative GPA.

## **150% Rule**

SAP standards require that a student receiving financial aid complete his degree within a time-frame that is 150% of the published length of the program, which is measured in credit hours. A student may reference the Cornerstone Academic Catalog to see how many credit hours his program requires and then multiply that number by 1.5 to determine the maximum number of credit hours allowed.

Credits to include in the 150% calculation:

1. Credits from all terms, whether or not financial aid was received
2. Repeated courses
3. Transfer credits if the transfer credits apply to the degree the student is working toward

## **Financial Aid Warning**

All regularly accepted and continuing students who do not meet SAP standards for the first time will be placed on Financial Aid Warning for the next payment period. During Financial Aid Warning, a student is eligible for financial aid. If a student fails to meet SAP standards at the completion of his payment period on Financial Aid Warning, he will be placed on Financial Aid Suspension.

## **Financial Aid Suspension**

A student is placed on Financial Aid Suspension when he fails to meet SAP standards at the end of his payment period on Financial Aid Warning. During Financial Aid Suspension, a student is not eligible for financial aid. A student on Financial Aid Suspension may have opportunity to regain eligibility or appeal the suspension.

## **Financial Aid Suspension Appeals**

A student may appeal a Financial Aid Suspension if he has suffered extenuating circumstances. To appeal, a student must submit to the vice president for adult learning a written explanation including:

1. The extenuating circumstances which prevented him from achieving SAP.
2. How the student's situation has changed to allow the student to achieve SAP at the next evaluation.
3. An academic plan on how the student will regain eligibility within a reasonable time period.

All appeals must be submitted to the vice president for adult learning by the deadline indicated in the suspension letter he received. The Academic Appeals Committee will then determine the student's academic status and financial aid eligibility. If the student is granted financial aid eligibility, he must meet the conditions outlined by the Academic Appeals Committee for the eligibility to continue.

## **Financial Aid Probation**

If a student placed on Financial Aid Suspension has been granted both re-admission and financial aid eligibility by the Academic Appeals Committee, the student is placed on Financial Aid Probation for one payment period. If SAP is not met at the end of the probation period, the student will be placed on Financial Aid Suspension without the opportunity to appeal.

## **Regaining Eligibility**

Withdrawals: If a student completely withdraws from Cornerstone University and has received federal financial aid for the payment period from which he withdraws, the student must be readmitted and meet SAP standards before he will be eligible for financial aid in any subsequent payment periods.

Inadequate SAP: If a student is denied financial aid because of SAP, he will not be eligible for any type of federal or state financial aid until SAP is achieved. To regain financial aid eligibility, the student may:

1. Complete the necessary coursework to satisfy the GPA and/or pace requirements of SAP by continuing at Cornerstone University at his/her own expense.
2. Transfer in credits to support the progress of the student's academic plan.

Once financial aid eligibility is reinstated for a student on Financial Aid Suspension, financial aid will be awarded based upon the availability of funds and the student's financial need. A student who has financial aid eligibility reinstated because he transferred in credits may be admitted under the status of Financial Aid Probation.

## Federal Financial Aid Programs

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

### Federal Pell Grant

This federal program provides grants to undergraduate students with exceptional financial need. The grant amount is based upon the information provided on the FAFSA each year. Lifetime Pell Grant eligibility is limited to the equivalent of six years of full time enrollment.

### Federal Direct Loan Program

This federal loan program is available to all students. The maximum loan eligibility each year is based on total credit hours earned and dependency status. For those who qualify for a subsidized (need-based) loan, the government pays the interest while the student is in school. The student is responsible for the interest while in school with the unsubsidized loan. Repayment of both principal and interest begins six months after the student graduates or ceases to be enrolled at least half time. The lifetime limit on Direct Loans is \$23,000 subsidized and \$57,500 total for independent undergraduate students.

### Federal Supplemental Educational Opportunity Grant

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

### Federal TEACH Grant

This grant is available to students in certain education programs. This grant provides up to \$3,964 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

## State Financial Aid Programs

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

### Michigan Tuition Grants

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

### Michigan Competitive Scholarship

Gift aid is available to Michigan residents with a qualifying ACT score attending a Michigan college enrolled in an undergraduate program. Awards are based on financial need. A student may not receive the Michigan Tuition Grant and the Michigan Competitive Scholarship or the same enrollment period. Lifetime eligibility for Michigan Tuition Grant and Michigan Competitive Scholarship combined is limited to the equivalent of 10 full time semesters.

# GENERAL INFORMATION

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## Center for Career and Life Calling

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

The Center for Career and Life Calling office is located on the main campus in the Administration Building and is open Monday through Friday from 8 a.m. to 5 p.m. Students may contact the Center for Career and Life Calling at 616-222-1433 or e-mail to [career@cornerstone.edu](mailto:career@cornerstone.edu).

## Job Search

To view recent job postings received by the career office, search the web page at: [www.cornerstone.edu/career-life-calling](http://www.cornerstone.edu/career-life-calling). Links for job search websites are also available on this web page. Resume writing and networking resources can be found online on the Cornerstone University Portal under the Student Services tab, then Career and Life Calling.

## Career/Job Fairs

The Center for Career and Life Calling offers two job fairs each year as part of a consortium with four other colleges in the Grand Rapids area. The fall and spring career fair events are held in October and February each year at the DeVos Place in downtown Grand Rapids. Contact the Center for Career and Life Calling for specific dates. Job and career fairs are free for students and alumni of Cornerstone University.

## Change of Address/Personal Information

Applicants and enrolled students must notify the student services office of changes to address, telephone number or name in order to ensure that important communication and materials are received by the student. This information can be updated by mail or e-mail. Name change requests require the student to contact the student financial services office. A copy of the student's Social Security card must be provided in order to verify the name change.

## Computer Access

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

## Copy Center

Students needing copies may have their materials duplicated for a nominal fee at the copy center on the main floor of the Corum Student Union. Various paper colors and sizes are available. Other available services include folding, 3-hole punching, coil binding, paper cutting, transparencies, booklets, programs and full-color copying. The copy center hours are Monday through Friday from 9 a.m. to 4 p.m. and it can be reached through extension 1279. Summer hours may vary. Additional copy machines are available for student use in the Miller Library.

## Counseling Services (The Well)

Contacts:

- Scott Courey, Director of The Well Counseling Services
- Steven Coomes, Assistant Director of The Well Counseling Services
- Rachel Rose, Administrative Assistant of The Well Counseling Services

Counseling services are available to all PGS students who wish to have a safe, confidential conversation with counselors who are equipped to provide help and resources when life’s transitions, stresses and trials are overwhelming. The Well recognizes the Bible as the source for understanding how to respond to the struggles of life. There is a minimal fee for counseling, however no students are denied for financial reasons. The Well is located in Miller Hall, with the entrance on the West Side of the building facing the Faculty Office Building (FOB). Appointments can be made by phone (616.977.5477), email ([the.well@cornerstone.edu](mailto:the.well@cornerstone.edu)), or by coming in during office hours (Monday through Friday, 9am-12pm, 1pm-4pm). More information about The Well and its staff can be found at [www.cornerstone.edu/counseling](http://www.cornerstone.edu/counseling).

## Emergencies

### On Campus

If an actual or potentially life-threatening or other type of emergency arises, call 9-1-1 first and Campus Safety second. To report an incident, request a service or make an inquiry 24/7 contact Campus Safety by dialing “0” (zero) from an on-campus telephone or 616-949-5300 from any other phone. When reporting an emergency, please state the location of the emergency, the nature of the emergency, and remain on the line to answer dispatcher questions. Do not hang up the phone until you are instructed to do so by the dispatcher unless your and/or the safety of others is imminent.

Please note that each building on the Grand Rapids campus, including the PGS building at 300 East Beltline, is equipped with an Automated External Defibrillator (AED) available for use by anyone during a medical emergency. Information on campus AED’s is available at Campus Safety.

Occasionally there may be an emergency at home in which it will be necessary for someone to reach a student while in class on the Grand Rapids campus. Family members should be advised to call 616-949-5300 (University-Campus Safety Switchboard). The caller should clearly state that this is an emergency followed with the name of the individual he/she needs to contact, the building, and the room number where the student can be reached. It is recommended that this number be left by the phone at home along with the room number and building. The switchboard is staffed 24/7/365.

### Off Campus Locations

Follow posted procedures.

## Fire Safety

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

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

## Dining Commons

The university’s Dining Commons, located in the Corum Student Union, is open September through April for dinner (except during undergraduate seasonal breaks). Meal tickets can be purchased at the Accounting and Finance Office in the Administration Building on the main campus or by cash/check at the Cashier Stand of the Dining Commons for \$6.75.

### Dinner Hours:

Monday – Friday ..... 4:30 p.m. – 7:00 p.m.

## Golden Eagle Café

The Café features a variety of hot or cold unique and traditional beverages and offers a daily soup, along with sandwiches, bagels, and cookies. The Café is located in the Corum Student Union and is open September through April (except during undergraduate seasonal breaks).

### Hours:

Monday – Thursday ..... 8:00 a.m. – 9:00 p.m.

Friday ..... 8:00 a.m. – 5:00 p.m.

## Identification Cards

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

## Inclement Weather Conditions

In case of inclement weather, students should check announcements on the CU Portal at [portal.cornerstone.edu/pgs](http://portal.cornerstone.edu/pgs) after 3 p.m. the day of class. If students are still uncertain, they may call the Professional & Graduate Studies office between the hours of 3 p.m. and 6 p.m. on the day of class. Even if day classes on the main campus are cancelled, students should not assume that night classes are also cancelled.

### Tornado Watch

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

### Tornado Warning

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

## Lost and Found

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

## Posting of Signs

University policy in regard to posting signs in the Professional & Graduate Studies building and off-campus locations states that approval must be sought from a Professional & Graduate Studies administrator.

## Recreational Facilities

The gym, racquetball courts and fitness center are located in the Bernice Hansen Athletic Center on the Cornerstone University campus in Grand Rapids and are available to current students. Availability and hours may be obtained by visiting the Athletics website at <http://www.cugoldeneagles.com/>.

### Open Gym

Specific times for open gym are available by contacting the Hansen Center at 616-222-1546. While the Mol Arena is reserved for athletic competition, students are welcome to use the field house at regularly scheduled open times.

### Fitness Center

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

### Lockers

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

## Right of Censorship

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

## Vehicle Registration

All vehicles operated or parked on the Cornerstone University campus must be properly registered with the PGS office. Registration permits will be issued to students on the date of orientation. Permits must be properly placed on the inside of the lower right-hand side of the windshield. All parking lots are open parking after 4:30 p.m. and during weekends. Between the hours of 7 a.m. and 4:30 p.m., students may not park in Ketcham Lot V, Administration Lot B or Faculty Office Building Lot I. Vehicles parked in these areas are subject to enforcement action by Campus Safety. All other lots are open parking 24/7. On occasion, Campus Safety may need to close an entire lot or specific parking spaces for a special event and will notify the campus community several days in advance through postings on the CU Portal.

## Weapons

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

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

To report an incident, request service, or make an inquiry contact Campus Safety 24/7 at 616-949-5300.

# MOODLE

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

## Accessing Moodle

To use Moodle, access the Internet using a recent release of either Firefox or Google Chrome web browsers. Go to the Moodle home page: <https://moodle.cornerstone.edu/> and log on using Cornerstone's assigned Network Account Username and password. The Network Account Username consists of the first initial of the student's first name (lowercase), number zero, and the last 6 digits on the Student ID card (e.g., d0123456 or r0054321).

Users may reset their password by selecting "Trouble logging in?" listed under the login form on the Moodle home page. Alternatively, users may reset their password by calling Technology Support. For security purposes users will be prompted to change their network password every 180 days. The network password and Moodle password are synchronized, so changes are immediately reflected on all CU systems.

Upon successful login, the Moodle web page will list the classes in which you are enrolled. If a course is available for student viewing, it will be listed. Users can click on the name of the course to access the course information.

If a course does not appear, it is possible the faculty member has not yet made it available for student access and viewing. Generally, faculty members will not release the course to students until one week prior to the first day of class. If it is within this time frame and the course doesn't appear, students should contact their faculty member.

Students experiencing technology problems related to Moodle can contact Moodle Support 24x7 by visiting <http://www.onlinecoursesupport.com/cornerstone>. If you have technology problems with other Cornerstone University systems or technology, please contact Technology Support at 888-272-4001, 616-222-1510 or [technology.support@cornerstone.edu](mailto:technology.support@cornerstone.edu)

## Basic Functions of Moodle

The basic functions of Moodle include:

- reading/viewing course documents (e.g., syllabus, class notes, presentations);
- listening to podcasts (mp3s);
- watching videos;
- viewing grades;
- participating in discussion forums, and live class meetings;
- contributing to group/team projects; and
- completing online tests, quizzes and surveys.

Moodle functions are used for independent study and learning group interactions.



# MILLER LIBRARY

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## Library Hours

Many of the library resources are Web-based and are accessible online 24/7. The library facility, which is located on Cornerstone University's campus in Grand Rapids, is available for any other needs and is open during the following hours:

### *Fall - Spring*

Monday – Thursday .....	7:30 a.m. – 11 p.m.
Friday .....	7:30 a.m. – 8 p.m.
Saturday .....	11 a.m. – 8 p.m.
Sunday .....	5 p.m. – 9 p.m.

### *Summer*

Monday – Thursday .....	10 a.m. – 8 p.m.
Friday .....	10 a.m. – 5 p.m.
Saturday .....	12 p.m. – 5 p.m.
Sunday .....	Closed

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

## Miller Library Resources

Miller Library Resources Include:

- Research by trained library staff (see contact information on the website)
- Summon™ Power Search – a Google-like search tool navigating most of the library's resources at once
- Access to over 3 million eBooks
- Access to scholarly journals, trade journals, newspapers, popular magazines, and other periodicals through our many databases
- Approx. 100,000 print books in house
- Many more print books through Puritan Reformed Theological Seminary (PRTS) and Kuyper College, both of which share a collection with us through Cornerstone University Library Network (CULN)
- Access to other print books in libraries throughout Michigan through our MeLCat program
- Access to other resources, including books, articles, DVDs, etc. throughout the nation through our Inter-Library Loan (ILL) service.
- Public computers, group study rooms, photocopiers, scanners, and more available inside library
- Access to go to many Michigan libraries through visiting MeLCat
- Coffee available whenever the library is open

## Using Miller Library's Web Site

Miller Library's website, <http://library.cornerstone.edu/>, is the online information gathering place for Cornerstone students. The website gives access to the resources listed above and much more. It is always changing and developing, so check out the site often for the latest information.

### Features of the Website

1. **Summon™ Power Search** – a Google-like search tool navigating most of the library's resources at once
2. **Databases** – provide specialized searches of content, especially periodicals
3. **Subject Guides** – best place to determine where to search for subject-specific material
4. **Catalog** – generally, the most effective place to search non-journal library resources (books, DVDs, etc.)
5. **FAQ** – Find concise answers to hundreds of common research and library questions
6. **Get Help Now** – Contact library staff and research assistants directly

## Distance Education Policy

Miller Library is committed to helping the distance education community acquire knowledge by offering access to, instruction in and interaction with information resources.

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

In addition to accessing all of the resources mentioned above, distance education students, faculty, and staff can use *Document Delivery* to have library items shipped directly to them (note: return postage is the responsibility of the borrower and must be postmarked by the due date to avoid any fines).

### Document Delivery Instructions:

1. Choose *InterLibrary Loan* (under *Services*), and select *ILLiad*
2. Choose *First Time User? Start Here*, and select "Distance" under the *Status* dropdown menu
3. After signing up, make all of your requests for physical items through *Inter-Library Loan (ILL)*

## Fines

### Overdue Material

Items that are not returned by the due date are considered overdue. An overdue notice will be emailed to the patron three days after the item is due. If the item is still not returned within 11 more days, (14 total) a replacement bill is sent. This will include a \$40 default cost for any item, a \$30 processing fee, and a \$5 billing fee, for a total of \$75. The patron's borrowing privileges are suspended at this time. If the material is later returned, the charges would be removed except for the \$5 billing fee, per item. Unpaid fines of more than \$5 can result in blocking of registration, diploma, transcripts and library privileges.

### Renewals

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

### Hold Items

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

## Questions?

For further library help or questions, please contact Brian Holda at [brian.holda@cornerstone.edu](mailto:brian.holda@cornerstone.edu). Brian will provide personal instruction and information as needed and requested.

# GROUP GUIDELINES

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

## Outcomes

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

### Strengthen Decision-Making Ability

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

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

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

### Learn How to Work with Others Under Pressure

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

### Learn to Lead and to Follow Others

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

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

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

### Share Teaching as Well as Learning Responsibilities

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

### Develop Interpersonal Communication Skills

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

## Philosophy and Purposes of Groups

### Shared Resources

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

### Role of the Student

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

## Group Dynamics

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

### Creating a Positive Environment

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

### Uncovering Hidden Agendas

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

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

### Handling the Non-Contributor

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

### When Uneven Contributions Occur

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

### Leadership

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

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

A leader's style can be

- Information giving (perceived as directive), or
- Information seeking (perceived as supportive).

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

### **Conflict Resolution**

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

## **Factors That Affect Group Interaction**

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

### **Level of Intensity**

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

### **Level of Friendliness**

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

### **Amount of Activity**

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

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

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

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

### **Group Behavior Techniques**

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

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

## Faculty Member's Role

### Positive Tone

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

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

### Monitoring Implementations

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

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

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

### "Splintering"

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

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

## Grading

### Individual Performance

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

### Team Grades

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

### Alternative Grading Methods

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

## Group Rules

### Clear Roles

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

### Team Size

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

### Group Constitution

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

Things to consider in the team constitution:

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

### Team Agenda

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

### Meeting Location

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

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

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

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

### **Total Participation**

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

### **Internal Group Evaluation**

Internal group evaluation and feedback are important. Students should be encouraged to evaluate their team's performance in a positive and supportive manner. The point is to learn how the team can improve its learning process, not to criticize team members.



# GROUP EVALUATION

---

Student Name: \_\_\_\_\_

Faculty Member: \_\_\_\_\_

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

Cohort: \_\_\_\_\_

In the space below, list the names of each member of your learning group, including yourself. Then use the following scale to rate how effectively each member of the group, **including you**, contributed to the project assigned in this course. Submit to your faculty member at the beginning of the last class session of your course.

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

Write a brief paragraph answering each of the following.

1. How did your group function in completing the assignments for this course? (E.g., How was the work divided? Was there collaboration on the assignments? How did your group communicate throughout the course – weekly meetings, e-mail, Moodle? Etc.)

2. What was your contribution to the completion of assigned tasks? Please be specific, e.g., “prepared the PowerPoint for our presentation.”

3. What was the contribution of each of the other members of the group? Please be specific, e.g., “John researched the business.”



# Academic Catalog

2015 • 2016



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# UNDERSTANDING THE CATALOG

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## 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 DEGREE PROGRAMS

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The associate degree programs offered by Professional & Graduate Studies are designed to provide the knowledge and skills required for effective performance in one's vocational life. 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.

## Degree Programs

Associate of Science: Accounting

Associate of Science: Business Studies

Associate of Science: Human Services

## Admission Requirements

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

1. Submission of a completed application and non-refundable \$25 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 Composition, one (1) course that includes production of a research paper
  - Speech, one (1) communication course with oral speech opportunities
  - Humanities, four (4) courses from at least two of the following categories: history, literature, modern foreign language (one year of college or above), philosophy/religion, art or music appreciation.
  - Science, one (1) course with a lab component
  - Math, one (1) math course MAT-110 or higher
  - Social Science, two (2) courses from the following categories: sociology, psychology, economics, political science, geography
2. Cumulative grade point average of 2.00 or higher in all work.
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 in Accounting

The Associate of Science in Accounting is an introductory level academic program designed to teach students basic financial accounting knowledge and skills in addition to providing preparation for several certification exams in the field. Course work in the accounting portion of the program teaches students about financial accounting, managerial accounting, cost accounting, Microsoft Excel, QuickBooks and payroll. Students are also prepared to continue their studies at the bachelor's degree level.

### Student Learning Objectives

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

1. Be proficient in Excel and prepared to sit for the Microsoft Office Specialist 77-240 exam.
2. Be proficient in double-entry accounting and able to fulfill the duties of an entry level accounting clerk.
3. Be proficient in QuickBooks software and prepared to sit for the applicable QuickBooks certification exam.
4. Have a working knowledge of product costing, budgeting, variance analysis and capital investment analysis.
5. Be able to manage payroll for a company by timekeeping, computing gross pay, calculating deductions and preparing and filing tax forms; students will also be prepared to sit for the Fundamental Payroll Certification exam.

### Step I Courses

Required Courses		Credits	Weeks
IDS-100	Foundations of Inquiry .....	2	5
IDS-131	Digital Literacy.....	3	5
ENG-118	Introduction to Writing and Research.....	4	8
COM-111	Foundations of Speech Communication .....	3	5
PSY-111	General Psychology.....	3	5
REL-231	Mosaic Literature .....	3	5
PHI-211	Philosophy in Culture .....	3	5
Total .....		21	38

Concentration Courses (*indicates required courses in the major)		Credits	Weeks
BUS-113*	Excel.....	3	5
ACC-221*	Accounting I.....	3	5
ACC-223*	Accounting II (Prerequisite: ACC-221) .....	3	5
Total .....		9	15

### Step II Courses

Required Courses		Credits	Weeks
IDS-204	Personal Wellness.....	3	6
ENG-223	Introduction to Literature.....	3	5
REL-232	Gospel Literature .....	3	5
MAT-120	Contemporary Math.....	3	7
FAR-211	Introduction to Fine Arts.....	3	5
HIS-115	American Studies.....	3	5
SOC-211	Current Social Issues .....	3	5
SCI-119	Contemporary Issues in Science and Technology .....	3	6
Total .....		24	44



<b>Concentration Courses</b> (*indicates required courses in the major)		<b>Credits</b>	<b>Weeks</b>
ACC-231*	QuickBooks (Prerequisite: ACC-223)	3	5
ACC-224*	Accounting III (Prerequisite: ACC-223)	3	5
ACC-233*	Payroll Accounting	2	4
<b>Total</b>		<b>8</b>	<b>14</b>

## Associate of Science in Business Studies

The Associate of Science in Business Studies is an introductory level academic program designed to teach students basic business and management knowledge, skills, and abilities for the purpose of adding value to their careers in various occupational roles. The program integrates theory with practice and emphasizes written, verbal, and non-verbal communication, along with interpersonal skills and self-reflection, to better prepare 21st-century workers in a globalized marketplace. Students are also prepared to continue their studies at the bachelor's degree level.

### 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 a business-related bachelor's degree
4. Integrate basic business principles, concepts and skills

## Step I Courses

<b>Required Courses</b>		<b>Credits</b>	<b>Weeks</b>
IDS-100	Foundations of Inquiry	2	5
IDS-131	Digital Literacy	3	5
ENG-118	Introduction to Writing and Research	4	8
COM-111	Foundations of Speech Communication	3	5
PSY-111	General Psychology	3	5
REL-231	Mosaic Literature	3	5
PHI-211	Philosophy in Culture	3	5
<b>Total</b>		<b>21</b>	<b>38</b>

<b>Concentration Courses</b> (*indicates required courses in the major)		<b>Credits</b>	<b>Weeks</b>
BUS-217*	Introduction to Global Business	3	5
BUS-241*	Personal Financial Planning	3	5
MGT-233*	Leadership Studies	3	5
<b>Total</b>		<b>9</b>	<b>15</b>

## Step II Courses

<b>Required Courses</b>		<b>Credits</b>	<b>Weeks</b>
IDS-204	Personal Wellness	3	6
ENG-223	Introduction to Literature	3	5
REL-232	Gospel Literature	3	5
MAT-120	Contemporary Math	3	7
FAR-211	Introduction to Fine Arts	3	5
HIS-115	American Studies	3	5
SOC-211	Current Social Issues	3	5
SCI-119	Contemporary Issues in Science and Technology	3	6
<b>Total</b>		<b>24</b>	<b>44</b>

<b>Concentration Courses</b> (*indicates required courses in the major)		<b>Credits</b>	<b>Weeks</b>
MKT-251*	Principles of Marketing	3	5
MGT-232*	Entrepreneurship	3	5
BUS-234*	Current Problems in Business: Case Studies	2	4
<b>Total</b>		<b>8</b>	<b>14</b>

## Associate of Science in Human Services

The Associate of Science 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. Courses focus on the development of basic helping skills that provide services to individuals or groups with a diversity of needs.

### 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

### Step I Courses

Required Courses		Credits	Weeks
IDS-100	Foundations of Inquiry .....	2	5
IDS-131	Digital Literacy.....	3	5
ENG-118	Introduction to Writing and Research.....	4	8
COM-111	Foundations of Speech Communication .....	3	5
PSY-111	General Psychology.....	3	5
REL-231	Mosaic Literature.....	3	5
PHI-211	Philosophy in Culture.....	3	5
Total.....		21	38

Concentration Courses (*indicates required courses in the major)		Credits	Weeks
SOC-101*	Introduction to Human Services .....	3	5
SOC-111*	Introduction to Sociology .....	3	5
MGT-233*	Leadership Studies .....	3	5
Total.....		9	15

### Step II Courses

Required Courses		Credits	Weeks
IDS-204	Personal Wellness.....	3	6
ENG-223	Introduction to Literature.....	3	5
REL-232	Gospel Literature .....	3	5
MAT-120	Contemporary Math.....	3	7
FAR-211	Introduction to Fine Arts.....	3	5
HIS-115	American Studies.....	3	5
SOC-211	Current Social Issues .....	3	5
SCI-119	Contemporary Issues in Science and Technology .....	3	6
Total.....		24	44

Concentration Courses (*indicates required courses in the major)		Credits	Weeks
SOC-201*	Intercultural Relations .....	3	5
PSY-221*	Interviewing and Counseling .....	3	5
SOC-229*	Field Experience/Applied Project.....	2	4
Total.....		8	14

# BACHELOR OF SCIENCE DEGREE PROGRAMS

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Degree programs leading to a Bachelor of Science degree at Cornerstone University develop leadership, analytical and problem-solving skills within a Christ-centered framework. Students may select from four majors: Business Administration, Management, Psychology and Ministry Leadership. The programs are available in both onsite and online formats. In approximately 20-22 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.

## Degree Programs

Bachelor of Science: Business Administration

Bachelor of Science: Management

Bachelor of Science: Ministry Leadership

Bachelor of Science: Psychology

## Admission Requirements

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

1. Submission of a completed application and non-refundable \$25 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 he/she 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 Composition, one (1) course that includes production of a research paper
  - Speech, one (1) communication course with oral speech opportunities
  - Humanities, four (4) courses from at least two of the following categories: history, literature, modern foreign language (one year of college or above), philosophy/religion, art or music appreciation.
  - Science, one (1) course with a lab component
  - Math, one (1) math course MAT-110 or higher
  - Social Science, two (2) 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 with a 2.5 or more in the major.
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 in Business Administration

Students in Cornerstone University's Bachelor of Science in Business Administration program develop leadership, analytical, communication and problem-solving skills as well as knowledge of core business functions such as accounting, managerial economics, introductory data analysis, accounting, and financial management. At Cornerstone, these are all taught within a Christian framework.

### 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)*

	<b>Credits</b>	<b>Weeks</b>
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.....	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
<b>Total.....</b>	<b>46</b>	<b>80</b>

## Bachelor of Science in Management

The Bachelor of Science in Management program focuses primarily on the application of concepts and theories to practice and includes the core management knowledge and skills of negotiation, conflict resolution, and human resources management. Students will develop leadership, analytical, and problem-solving skills as well as business acumen within a Christian framework.

### 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.....	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 in Ministry Leadership

This is an upper-level interdisciplinary program designed for working professionals who are either employed or volunteer significant time in ministry, service or non-profit organizations. Students develop skills that will prepare them for the increasingly complex nature of leading and/or participating in these outreach organizations. Foundational biblical, theological and management principles are emphasized 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

<b>Required Courses</b> (*indicates required courses in the major)		<b>Credits</b>	<b>Weeks</b>
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
<b>Total.....</b>		<b>48</b>	<b>80</b>

## Bachelor of Science in Psychology

The Bachelor of Science in Psychology program prepares students to analyze and resolve human service needs for a diverse and global population. By integrating faith, core knowledge and practical experience, the program emphasizes the universal applicability of the discipline of psychology.

### 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

<b>Required Courses</b> (*indicates required courses in the major)		<b>Credits</b>	<b>Weeks</b>
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
<b>Total.....</b>		<b>46</b>	<b>78</b>

## Bachelor Degree Students Seeking a Minor

Students earning a Bachelor of Science 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.....	2
Total.....		20

**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

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The Professional & Graduate Studies Division 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: Finance

Master of Business Administration: Global Business

Master of Business Administration: Health Care

Master of Business Administration: Project Management

Master of Science in Management

## Admission Requirements

- A completed application and non-refundable \$25 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 given by Enrollment Representative

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 given by Enrollment Representative

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 transcripts from Joint Services Transcript.

## 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. 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 M.S. in Management degree at Cornerstone University and desire to complete the MBA from Cornerstone University are required to complete the following courses:
  - BUS-509 International Business Practices
  - ACC-525 Accounting for Decision Making
  - MKT-651 Marketing Strategies
  - MGT-539 Entrepreneurship and Innovation
  - MGT-692 Integrative Case Study Analysis

## Master of Business Administration (MBA)

The Master of Business Administration (MBA) is an accelerated 20-22 month program that is offered in two formats – blended (traditional classroom environment with online components) and online. Students develop leadership skills based on Christ-centered principles in operations, finance and accounting, organizational behavior, marketing, and strategy. These five essential disciplines will help students to develop the distinctively competitive knowledge, skills, and abilities needed in the 21st century global business environment, along with practical management skills.

## 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	7
ECN-530	Economics.....	3	6
BUS-503	Ethics, Values and Social Responsibility .....	3	6
ACC-525	Accounting for Decision Making .....	4	8
FIN-643	Managerial Finance (Prerequisite: ACC-525) .....	4	8
MGT-531	Organizational Behavior and Change .....	3	6
MKT-651	Marketing Strategies .....	3	6
MGT-539	Entrepreneurship and Innovation .....	3	6
	Total.....	26	53

## MBA Program Concentrations

In addition to taking the 8 core courses, MBA students will also choose a concentration in one of four relevant industries: Finance, Global Business, Health Care, or Project Management. Each concentration, which consists of 4 courses, is offered fully online in January and July/August and will be taken any time after students have completed their fifth required course.

### FINANCE CONCENTRATION

The Finance concentration gives students the opportunity to develop the skills and knowledge necessary to be successful in this dynamic field. Risk management, financial planning, global policy issues, and financial contracts are only a few of the topics discussed. This concentration will empower MBA students to excel in the workplace as knowledgeable and respectable leaders in the finance industry.

<b>Required Courses</b>		<b>Credits</b>	<b>Weeks</b>
FIN-645	Advanced Managerial Finance (Prerequisite: FIN-643).....	3	6
FIN-646	Global Finance (Prerequisite: FIN-645) .....	3	6
FIN-647	Entrepreneurial Finance (Prerequisite: FIN-646) .....	3	6
MGT-696	Applied Finance Project (Prerequisite: FIN-647) .....	3	6
<b>Total</b> .....		<b>12</b>	<b>24</b>

### GLOBAL BUSINESS CONCENTRATION

The Global Business concentration offers MBA students in-depth, practical instruction in the issues affecting the globalized marketplace of the 21st century. Included in this concentration is a required global trip to Europe (London, Paris, and Zurich).

<b>Required Courses</b>		<b>Credits</b>	<b>Weeks</b>
BUS-509	International Business Practices .....	3	6
ECN-513	Global Economic Environment (Prerequisite: ECN-530).....	3	6
MGT-692	Integrative Case Study Analysis .....	3	6
BUS-511	Global Business Experience .....	3	6
<b>Total</b> .....		<b>12</b>	<b>24</b>

### HEALTH CARE CONCENTRATION

The Health Care concentration prepares students to excel as leaders in today's rapidly-changing health care setting. Created in conjunction with health care administrations, this cutting edge curriculum provides leadership development for clinicians while equipping the business-trained administrator with key competencies required in a health care setting.

<b>Required Courses</b>		<b>Credits</b>	<b>Weeks</b>
MGT-534	Operations and Quality Outcomes Management.....	3	6
BUS-504	Legal and Regulatory Issues for Health Care.....	3	6
MGT-693	Integrative Case Study Analysis in Health Care.....	3	6
MGT-697	Applied Health Care Project (Prerequisites: MGT-534, BUS-504, and MGT-693).....	3	6
<b>Total</b> .....		<b>12</b>	<b>24</b>

### PROJECT MANAGEMENT CONCENTRATION

The Project Management concentration was created in response to a growing need for competent and effective leaders in this arena. The curriculum, created in collaboration with industry professionals, trains students in several critical areas: leadership, communication, budgeting, practical tools, and techniques of the industry.

<b>Required Courses*</b>		<b>Credits</b>	<b>Weeks</b>
BUS-530	Fundamentals of Project Management.....	3	6
BUS-531	Cost, Quality and Team Management (Prerequisite: BUS-530).....	3	6
BUS-532	Communications and Risk Management (Prerequisite: BUS-531).....	3	6
MGT-698	Applied PM Project (Prerequisite: BUS-532) .....	3	6
<b>Total</b> .....		<b>12</b>	<b>24</b>

## Master of Science in Management

Students in Cornerstone University’s Master of Science in Management program develop the knowledge and skills necessary for success when working with and leading people in diverse organizational environments. The Master of Science in Management program focuses on the application of theory and research based on Christ-centered principles to practical workplace problems. This is done by leveraging case studies and professional application to teach the foundational management disciplines of leadership, organizational behavior, diversity, human resources, economics, and strategic management.

### 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	7
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	73

# GRADUATE DEGREES IN EDUCATION

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Cornerstone University's Professional & Graduate Studies Division offers graduate degrees in education that are designed to empower teachers with the tools and knowledge necessary to nurture the gifts of all children. Curriculum is based on Christ-centered principles in order to communicate the love of Christ by respecting cultural diversity, and strategies and techniques for preparing educators for classroom instruction with a wide range of student learning styles, motivation, and abilities are emphasized.

## Degree Programs

Master of Arts in Education: Curriculum and Instruction Concentration

Master of Arts in Education: Educational Leadership Concentration

Master of Arts in Education: Educational Technology Concentration

## Admission Requirements

- A completed application and non-refundable \$25 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 by 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.

## Master's Project

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

## Master of Arts in Education

The Master of Arts in Education degree program is offered in a completely online format. Curriculum for the 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.

### 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

Required Core Courses		Credits	Weeks
EDU-511	Issues in Education.....	3	7
EDU-573	Technology .....	3	7
EDU-522	Curriculum, Assessment and Instructional Theory .....	3	7
EDU-553	Research .....	3	7
EDU-593	Master's Project A.....	2	4
EDU-566†	Reading Diagnostic Tools and Remediation .....	3	7
EDU-524	Community Building and Educational Leadership .....	3	7
EDU-595	Master's Project B .....	3	4
Core Courses .....		23/20	50/43
Concentration Courses (choose one concentration below) .....		12/15	28/35
Total.....		35	78

† Course is not required for Educational Leadership MAED.

## Master of Arts in Education Program Concentrations

The Master of Arts (M.A.) in Education offers three concentrations for today's educators: Curriculum & Instruction, Educational Leadership, and Educational Technology.

### CURRICULUM AND INSTRUCTION CONCENTRATION

Designed primarily for working educators, this program prepares educators to write curricula, instruct and assess students, utilize technology and motivate today's diverse student population. The emphasis is on a high degree of personal involvement in the students' learning process. The program also explores issues such as leadership, pedagogy and differentiated instruction with the goal of integrating faith and learning.

Required Courses		Credits	Weeks
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
Total.....		12	28

## EDUCATIONAL LEADERSHIP CONCENTRATION

Focusing on the specific needs of today's administrators, this program explores development materials, resources, strategies and solutions in the context of school administration. Course work integrates faith and learning while emphasizing current issues related to leadership, supervision, finance, assessment, law and program development.

<b>Required Courses</b>		<b>Credits</b>	<b>Weeks</b>
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
Total.....		15	35

## EDUCATIONAL TECHNOLOGY CONCENTRATION

This program is designed to help today's educators meet the updated seventh standard as well as develop a higher level of technology literacy. Course work integrates faith and learning to facilitate the exploration of hot-button education issues relating to technology, leadership, values, pedagogy and differentiated instruction within the K-12 system.

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.

<b>Required Courses</b>		<b>Credits</b>	<b>Weeks</b>
EDU-541	Issues in Technology .....	3	7
EDU-542	Instructional Design, Assessment and Evaluation .....	3	7
EDU-545	Designing Multimedia .....	3	7
EDU-544	Teaching in an Online Environment.....	3	7
Total.....		12	28

## Educational Technology Endorsement

The Educational Technology Endorsement is designed for those who would like to add another area of expertise to their initial teacher certification. Students who desire to complete an Educational Technology endorsement rather than completing the entire M.A.Ed. program must take the following courses:

<b>Required Courses</b>		<b>Credits</b>	<b>Weeks</b>
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 .....	3	7
EDU-544	Teaching in an Online Environment.....	3	7
EDU-524	Community Building and Educational Leadership .....	3	7
EDU-595	Master's Project B .....	3	4
Total.....		21	46

# GRADUATE DEGREE IN TESOL

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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, combining on-campus (6 consecutive days every summer) and online courses, or fully online.

## Blended Program

This program provides the convenience of online study with an annual one-week residency program on Cornerstone University's Grand Rapids campus. The following courses are completed during the two residencies students experience: Issues in TESOL, Methodology I, Methodology II, and Application of Technology in TESOL.

## Online Program

This fully online format provides maximum flexibility for adult students while still creating community through the shared learning platform, Moodle. The online format requires that students attend an approved TESOL 2-3 day conference or seminar each year of their study with an expectation of 2 students attending two conferences or seminars in total.

Find a conference near you:

- [TESOL International Convention and Expo Center](#)
- [TESOL affiliate conference, such as a state-wide Michigan \(MITESOL\) conference](#)
- [Christian English Language Teaching \(CELT\) Conference](#)
- For more conference suggestions, contact Michael Pasquale at [Michael.Pasquale@cornerstone.edu](mailto:Michael.Pasquale@cornerstone.edu).

## Admission Requirements

- A completed and signed application
- A professional resume
- 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.



## Capstone Requirements

All students must complete LIN-594 TESOL Capstone, in which students may choose between a thesis or practicum. If a thesis is preferred, it should be declared early in the program so that plans can be made to help the student successfully complete the thesis with the time frame. The practicum option 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 in TESOL

The Master of Arts in TESOL is a graduate program that prepares individuals to teach English as a second/foreign language in the U.S. or abroad. The program builds on the core courses included in the certificate or endorsement program.

<b>Required Courses</b> (☐ indicates online courses for the blended program)		<b>Credits</b>	<b>Sessions</b>
LIN-501*	Issues in TESOL .....	2	3
LIN-565	TESOL Methodology I .....	3	5
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	5
LIN-570*	Applications in Technology in TESOL .....	2	3
LIN-557☐	Action Research .....	3	6
LIN-558☐	Materials Development and Integration.....	3	6
LIN-594☐	TESOL Capstone.....	5	7
Total.....		33	59

\*Five session course available in online format

## 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.

<b>Required Courses</b> (☐ indicates online courses)		<b>Credits</b>	<b>Sessions</b>
LIN-501*	Issues in TESOL .....	2	3
LIN-565	TESOL Methodology I .....	3	5
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	3
LIN-594☐	TESOL Capstone .....	5	7
Total.....		24	42

\*Five session course available in online format

## ESL ENDORSEMENT

The ESL 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	Sessions
LIN-501*	Issues in TESOL .....	2	3
LIN-565	TESOL Methodology I .....	3	5
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-594☒	TESOL Capstone .....	5	7
	Total .....	22	33

\*Five session course available in online format

# COURSE DESCRIPTIONS

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

☒ Course delivered online.

## ACCOUNTING

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**ACC-221 Accounting I** 3/5

A study of the fundamental principles of financial accounting. Accounting cycle, inventory costing, asset valuation, income determination and financial reporting are emphasized. ☒

**ACC-223 Accounting II** 3/5

A continued exploration of financial accounting, emphasizing the accounting principles, calculations, and journal entries related to long-term assets, liabilities, partnerships, corporations, cash flow, and the preparation and interpretation of financial statements. Prerequisite: ACC-221. ☒

**ACC-224 Accounting III** 3/5

An in-depth study of the calculations, journal entries and schedules prepared by a managerial accountant for a manufacturing business. Emphasis will be on computation and preparation of the schedule of cost of goods manufactured and financial statements. In addition to preparing a cash budget, operating budgets and pro-forma financial statements, students will also learn to compute and record material, labor and overhead variances. Prerequisite: ACC-223. ☒

**ACC-231 QuickBooks** 3/5

A study of the QuickBooks software emphasizing the application of the software to the general ledger, inventory management, payroll recordkeeping and long-term asset management of business. Course material will provide students with the preparation needed to sit for the applicable QuickBooks certification exam. Prerequisite: ACC-223. ☒

**ACC-233 Payroll Accounting** 2/4

A study of the payroll laws, calculations, record-keeping and filing requirements. Course material will prepare students to sit for the Fundamental Payroll Certification exam. ☒

**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 and income determination. ☞ ☒

**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, capital budgeting and interpretation of published financial statements. (Prerequisites: ACC-324 and ECN- 311) ☞ ☒

**ACC-525 Accounting for Decision Making** 4/8

An examination of contemporary accounting issues for managers, such as principles, techniques and uses of accounting in the planning and decision making 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

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- BUS-113 Excel** 3/5  
A study of the features of Microsoft Excel™ by applying it to authentic workplace scenarios. Course material will provide students with the preparation needed to sit for the Microsoft Office Specialist 77-240 certification exam. 📖
- 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** 3/7  
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-318 Global Business Perspectives** 3/5  
An in-depth study of globalization and various global business practices. Emphasis is given to a review of global organizations and global business models in various parts of the world. Topics explored include organizational culture, global strategy, cultural intelligence and emerging markets. 📖
- 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** 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 payers and managers. Additional topics include a discussion of the for-profit and not-for-profit delivery models. 📖
- BUS-505 Research Methods** 3/7  
An examination of research methods available for the 21st century organization and statistical concepts useful for data-driven decision making. The focus is on the systematic process of collecting, analyzing and interpreting research articles and data to answer a specific research question. The course will also introduce students to basic descriptive and inferential statistical tools within the context of a business related problem. 🌱 📖
- BUS-508 International Business Practices in Lean Manufacturing** 3/6  
An examination the environmental and cultural issues facing global manufacturing organizations. Emphasis is given to global business operations and processes in practice. Specifically, students will analyze lean manufacturing delivery models in practice globally. 📖
- BUS-509 International Business Practices** 3/6  
An examination of the environmental and cultural issues facing global organizations. Emphasis is given to global business operations and processes in practice. Additional issues covered include allocation of global resources, theoretical foundations surrounding global trade and financial management, and the challenges and opportunities of developing strategies for the global organization. 🌱 📖
- BUS-511 Global Business Experience** 3/6  
An examination of opportunities and conflicts facing global business and/or health care. Topics explored include elements of culture, changes in the global business and/or health care environment, as well as the effects of education, religion, customs and values on international business and/or health care organizations. The self-directed study is fulfilled by participation in an overseas trip. 🌱
- BUS-513 Lean Tools and Methods** 3/6  
An introduction to the core tools and principles used in the lean process. Topics include waste and value, flow and batch, value stream mapping, total productive maintenance (TPM) and error proofing. 📖
- BUS-514 Lean Management Systems** 3/6  
An exploration of the collaboration of the tools of lean into a comprehensive, sustainable and systematic process. Topics include lean cultures and systems, standards of operation, visual controls, task management of various operating systems and problem solving techniques. 📖
- BUS-515 Lean Leadership and Strategy** 3/6  
An exploration of the leadership skills and organizational strategies necessary for an effective lean environment. Topics include leadership theories and principles within the context of lean, strategy deployment and execution and the Hoshin Planning process. 📖

- BUS-516 Global Business Leadership** 3/6  
Global Business Leadership will allow students to comprehend, apply, synthesize, analyze and evaluate concepts, models, theories and ideas related to the complexities of cultural differences within a globalized business environment. Topics will include cultural differences, cultural intelligences, the effects of culture on ethical decision-making, and Hofstede's classic model and typology of national cultures, along with critiques of this model, critiques of cultural intelligence, and what empirical research indicates about solving business problems in a multi-cultural, multi-ethnic, multi-religions society, both in the United States and internationally. 🌱 📖
- BUS-530 Fundamentals of Project Management** 3/6  
An exploration of the framework and fundamental methodologies of project management. Topics include foundation concepts around requirements gathering, scope management, change control and time management, as well as an introduction to common tools, techniques and the process required to become a certified Project Manager. 📖
- BUS-531 Cost, Quality, and Team Management** 3/6  
An exploration of a variety of project management principles necessary to manage the resources of a project. Specific topics included in the course include project budgeting, cost estimation and control, quality assurance and control, acquiring, developing, and managing a project team, conflict management, and negotiation skills. Prerequisite: BUS-530. 📖
- BUS-532 Communications and Risk Management** 3/6  
A study of the principles of effective communication, including managing stakeholder expectations, and managing risks and issues. Topics include the methodology for identifying, measuring, and responding to risks and issues, as well as the professional and social responsibilities of project management. Prerequisite: BUS-531. 📖
- BUS-661 Legal and Regulatory Environment of Business** 3/6  
An examination of the legal environment and its effect on business decisions and operations. Contracts, commercial and consumer law and ethical awareness in corporate life are studied as are guidelines for executive actions that produce a moral organizational culture. 🌱

## CHRISTIAN MINISTRY

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- CMI-214 Personal Spiritual Growth** 3/5  
A study of the biblical foundations and methods of practicing the Christian spiritual disciplines. Special focus is placed on the practical implementation of the personal disciplines into the life of the student. Students explore their personal relationship with God, identify the role of the Bible in their lives and prepare a plan for personal spiritual growth. 🌱
- CMI-312 Personal Growth for Effective Leadership** 3/5  
A study and application of the various facets of personal growth necessary for effective leadership. These include the purpose and practice of spiritual disciplines, identifying one's spiritual gifts and natural abilities, and the importance of establishing relationships for accountability. 🌱 📖
- CMI-331 Philosophy of Leadership** 3/5  
A study of the biblical concepts 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

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**COM-111 Foundations of Speech Communication** 3/5  
An introduction to the philosophy, theory and practice of speech communication. Students develop confidence as 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-335 Greatest Speeches** 3/5  
A study of speeches that made a difference. This may include historical speeches, contemporary speeches and business presentations that had a great impact on the audience. Speeches examined include those of Martin Luther King, Bill Clinton, George W. Bush, Sojourner Truth, Michael Eisner and others. 📖

## ECONOMICS

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**ECN-311 Managerial Economics** 3/5  
A survey of microeconomic/macroeconomic theory as related to the manager's environment. Topics include an introduction to theories of consumer behavior, product demand, cost and supply, production, the firm and its markets, capital and pricing factors, theories of national income determination, consumption, investment, savings, business cycles and monetary and fiscal policy. 🌱 📖

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

**ECN-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

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

## EDUCATION

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- EDU-511 Issues in Education** 3/7  
An overview of the philosophy of education. The course introduces the Christian worldview as it relates to education within the context of educational leadership, global issues, diversity and choice, technology, learning disabilities, literacy, curriculum, etc. Specific emphasis is placed on how issues impact decision making at the administrative and classroom levels. ☐
- EDU-513 Student Motivation and Behavior** 3/7  
A review of current research and best practice in the areas of educational psychology, student motivation, brain research, multiple intelligences, learning styles and classroom management. The course also reviews developmental psychology concepts necessary to understanding children and adolescents. ☐
- EDU-521 Instructional Strategies for Diverse Classrooms** 3/7  
A study of issues relating to the education of diverse populations within the classroom including socioeconomic considerations, at-risk and ethnic and racial groups. Students study issues in the context of a 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. The course also provides guidance in developing objectives, assessments and strategies in working with a variety of student populations in the inclusive classroom. ☐
- EDU-524 Community Building and Educational Leadership** 3/7  
An investigation of institutional structures (including technology), managing and creating change, administrative/teacher cooperation, teacher/teacher cooperation and community involvement. Ways to help teachers and administrators remain successful, such as stress management and conflict management, are explored. ☐
- EDU-525 Assessment for K-12 Students** 3/7  
A study of standardized and authentic assessments used in K-12 classrooms. Students review research and interpret its contribution to the field from a 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 student's knowledge and competency in the area of organizational leadership with particular emphasis upon developing public relations: specifically those with parents, the community, business leaders, intermediate school districts, and county, state, national, and local governments. Additionally, various public relations strategies are considered. ☐
- EDU-533 Educational Supervision and Evaluation** 3/7  
An emphasis on understanding the process of human resource management, including supervision and evaluation of staff and programs within the school system. Ways in which to improve communication, the use of technology, and opportunities to reach the diverse student body is addressed. Additionally, the role of the principal and his/her responsibilities to the community is provided. ☐
- EDU-535 Educational Finance** 3/7  
An emphasis on understanding the financial principles of operating a school relating to federal, state, and local requirements. Application of Christian principles of stewardship is examined. Topics include budgeting, fund-raising, safe guards in financial management, and more. ☐



- EDU-537 Educational Law and Ethics** 3/7  
An emphasis on understanding legal principles along with the origin and development of laws governing American schools at the local, state, and federal level. Consideration is given to aligning biblical standards for practice within the school. Topics include the school environment, constitutional issues, student matters, personnel guidelines and accountability. ☐
- EDU-541 Issues in Technology** 3/7  
An overview of the philosophy of technology as it is used in education. 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  
The course will focus on the study and design of effective blended and online curriculum or training materials. ☐
- EDU-544 Teaching in an Online Environment** 3/7  
An introduction to the concept and philosophy behind online teaching. Students design and deliver sustainable online experiences for their students. ☐
- EDU-545 Designing Multimedia** 3/7  
Focusing on multimedia software, explore the creation of multimedia presentations using authoring software, audio and video production software, and video-conferencing tools. Specific attention is paid to best practices in multimedia design as it is applicable to teaching, professional development and other forms of training. ☐
- EDU-553 Research** 3/7  
A review of current best practice methods as indicated by meta-research. The course reviews data related to student achievement (local and beyond) and provides direction on how to use teacher/administrator-developed data to improve student learning. Finally, it provides a framework to use data as a basis for professional reflection. ☐
- EDU-566 Reading Diagnostic Tools and Remediation** 3/7  
An introduction to diagnostic tools and remediation strategies within the context of the differentiated instruction model. The course incorporates instruction in the following areas: interest inventories, English language learning, visual and auditory discrimination tools, language expression and processing screening, phonemics, phonics, vocabulary, fluency, comprehension, spelling, writing and writing assessment tools and best practice instructional strategies in all areas of literacy. ☐
- EDU-573 Technology** 3/7  
An emphasis on providing a conceptual framework for technology and a means for using technology as a tool in the educational setting. Administrators and teachers find ways to become leaders in the use of technology within the school. Instruction is given in the areas of using technology to facilitate inquiry-based learning, in finding and developing resources, in using computers in the classroom, and in exploring ways to use the Internet as an instructional tool. ☐
- EDU-593 Master's Project A** 2/4  
Identification of an area of need in the educational system that the student would like to create and develop a solution to through a master's project in EDU-595. The master's project is generally done in the area of educational leadership, curriculum development and assessment, school management, or educational technology dependent on MAED concentration. In EDU-593, students propose a master's project and complete a literature review. Prerequisite: EDU-553. ☐
- EDU-595 Master's Project B** 3/4  
Completion of a project that fills an area of need in the educational system. In EDU-593, students identify the area of need and complete a literature review. 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, school management, or educational technology depending on MAED concentration. Prerequisite: EDU-593. ☐
- EDU-691 Graduate Global Experience** 3/7  
An examination of cultural, educational, religious, environmental and technological issues facing international educational systems. The course will include pre-trip readings, videos, assessments and/or meetings; attendance in a PGS sponsored global trip; and completion of a written paper/project. ☐

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

## ENGLISH

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**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

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

## FINE ARTS

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**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

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

**FIN-351 Financial Fundamentals for Managers** 3/6  
A study of the fundamentals of finance as they relate to management. Through fast-paced discussion, students will review basic concepts of accounting, finance, economics and international monetary issues. Specific topics will include review of the basic organizational financial statements, ration analysis, debt and equity securities, security valuation and Time Value of Money. ☎ ☐

- 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. 🌱 📖
- 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. 🌱 📖
- FIN-645 Advanced Managerial Finance** 3/6  
An exploration of advanced methods and techniques important to the financial success of an organization. Topics include cash management, capitalization issues, risk management, ethical and legal issues in financial decision-making and approaches to financial planning. Students learn to assess the financial operations and positions of an organization using various analysis methods. Prerequisite: FIN-643. 📖
- FIN-646 Global Finance** 3/6  
A study of crucial concepts and tools to strategically manage international financial activities. Students will develop an understanding of policy issues affecting international trade and finance. Other topics covered include the role and impact of international trade policies on the global economy and financial markets, currency markets, international financial systems and management and macroeconomic policies. Prerequisite: FIN-645. 📖
- FIN-647 Entrepreneurial Finance** 3/6  
An introduction to current thinking in the areas of valuation, real options such as mergers and acquisitions, and the economics of contracts to a new venture decision. Topics include investment analysis, financing the entrepreneurial firm, harvesting, the role of angel investors, incubators, venture capital and financial contracts. Prerequisite: FIN-646. 📖

## HISTORY

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- HIS-115 American Studies** 3/5  
A study of American culture using a thematic approach and including topics such as Puritanism, colonization, the Native American experience, industrialization, religious trends, technology, reform movements, the role of women, the impact of war on American life, economic development and contemporary issues. 🌱 📖
- HIS-225 Modern World History** 3/6  
An exploration of modern history addressing five regions that cover the entire world over the time period from the 1950's until today. Emphasis is on how the ending of the Second World War as well as the Cold War, industrialism, religious conflict, terrorism, and modern technology are affecting the world today. 📖
- HIS-326 The American Civil War** 3/6  
A study of the Civil War focusing on topics such as Civil War medical practice, prisons, Negroes in the Civil War, constitutional issues, conscientious objectors, Copperhead activity, desertion and the life of the common soldier rather than on generals and battles. 📖

## INTERDISCIPLINARY

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- IDS-100 Foundations of Inquiry** 2/5  
An introductory course emphasizing the knowledge and skills necessary for academic and personal success in a Christian framework. Topics include goal setting, decision making, time management, computer and information retrieval skills, learning skills, relationships and personal health. 🌱 📖

- IDS-131 Digital Literacy** 3/5  
A competency-based course designed to ensure that students have basic technology skills that will enable them to be successful in their academic and professional lives. Foundational principles of computing and digital literacy are covered. This course also challenges those with existing competency in technology to further develop their knowledge and skills, preparing them to make use of emerging technologies and to be responsible citizens in our increasingly connected world. 🌐 📖
- IDS-204 Personal Wellness** 3/6  
A study of an individual's personal psychological, physical, emotional, social and spiritual well-being. Students will find ways to help enhance their ability to live a balanced life within areas such as family, work, church and school. 🌐 📖
- 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-315 Global Experience** 3/7  
An exploration of the culture, education, religion, customs and values through an international experience. The course will include pre-trip readings, videos, assessments and/or meetings; attendance in a PGS sponsored global trip; and completion of a written paper/project. 📖
- 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. 🌐 📖
- IDS-415 Leading Community Based Ministry** 6/11  
An exploration of a systems approach to community based ministry for clergy leadership. Consideration will be given to theological foundations, theories of leadership, and theories of change. 🌐 📖
- IDS-416 Urban Youth Ministry** 9/15  
A facilitation of the students' knowledge and understanding of five core values essential in building blocks for developing and sustaining a healthy professional and personal life. The course is organized to enable students to identify obstacles to growth. 🌐 📖

## KINESIOLOGY

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

## LINGUISTICS

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- LIN-501 Issues in TESOL** 2/3  
An exploration of issues that have an impact on the field of TESOL, including social, historical, legal and cultural influences. A broad scope of these issues may include philosophical differences, as well as classroom-specific difficulties. 🌐 📖 (5 sess.)

- LIN-525 Introduction to Linguistics** 3/6  
An introduction to the nature and structure of human language. Students focus on the goals, techniques and subject matter of modern linguistics. ☐
- LIN-535 Advanced English Grammar** 3/6  
An exploration of the descriptive and prescriptive grammar of English, which is analyzed according to traditional, structural and transformational methods. Emphasis is also placed on preparing students to teach grammar. Students survey grammar teaching methodology in conjunction with the different areas of grammar studied. ☐
- LIN-555 Sociolinguistics** 3/6  
An examination of language in its social and cultural contexts. This course presents the basic socio-cultural variables (such as gender, age and social status) and shows their relation to language use and language learning. Areas covered in the course include bilingualism, dialectology, language variation and style with their relation to multilingual educational situations. ☐
- LIN-556 Second Language Acquisition** 3/6  
An examination of the process of learning a second language. This course surveys current SLA theory and learning models. Emphasis is given to the ways these theories and models shape pedagogical practices in ESL classrooms. Linguistic, cognitive, affective, cultural and social factors influencing the acquisition of another language are explored. ☐
- LIN-557 Action Research** 3/6  
An evaluation of claims based on research, 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  
Application of second language learning and teaching principles to the analysis, adaptation, development, and integration of materials for the ESL/EFL classroom. Among the resources explored are media, realia, computers and the Internet for all language skills including reading, writing, speaking, listening, and grammar. Pedagogic rationale for materials and their use with a specific group of learners is emphasized. ☐
- LIN-565 TESOL Methodology I** 3/5  
An examination of various methods and techniques used to teach language components (grammar, vocabulary, 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** 2/3  
A conceptual framework to evaluate using digital technologies in the ESL setting. Based on their evaluation, students have the opportunity to explore and apply the use of multiple tools in a project-based instructional environment. 🌱 ☐ (5 sess.)
- LIN-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-565. ☐

## MATH

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

## MANAGEMENT

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

**MGT-233 Leadership Studies** 3/5  
An overview of the fundamentals of leadership. Using a combination of both theory and practical applications from case studies, 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-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 Operations and Quality Outcomes Management** 3/6  
A study of lean quality management principles, theories and application to the health care environment. Focusing on managing health care quality, safety and outcomes, the course emphasizes the use of tools and techniques to manage and lead quality improvements and drive successful clinical outcomes. 📖
- MGT-536 Managing and Maximizing Diversity** 3/6  
A study of the knowledge and skills necessary to manage and maximize the potential of an increasingly diverse workforce. Emphasis is placed on the benefits of a systematic and systemic approach to assessment, measurement, design and implementation of a sustainable diversity initiative. Students identify values and beliefs about people who are different from themselves and develop specific leadership strategies for managing a diverse workforce. 🌳 📖
- MGT-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-541 Project Management** 3/6  
A study of the scope of knowledge and tools required to successfully manage projects. Using the Project Management Body of Knowledge (PMBOK) as a foundation, students will examine the various stages of the project management process. Emphasis is given to understanding the role interpersonal, technical, financial and strategic skills play in effective project management. 📖

- MGT-634 Operations Management** 3/6  
Introduction to operations management; issues relevant to effective integration of human and technical elements of productive systems. Decision making framework for assessing and evaluating a wide range of operating alternatives relative to design, scheduling and control in both manufacturing and service organizations. Key characteristics, management tasks, and means of organization and control in different types of operating systems. ☐
- 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 Integrative Case Study Analysis** 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. This course, through the use of the case study method, will require students to apply knowledge acquired throughout the MBA curriculum. Class time will be highly interactive with a heavy reliance on student participation. Students will have the opportunity to demonstrate application of specific content areas each week as cases present real world situations in the areas of human resources, marketing, accounting, management, global business and strategic decision making. ☐
- MGT-693 Integrative Case Study Analysis in Health Care** 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 within the health care field. This course, through the use of the case study method, will require students to apply knowledge acquired throughout the MBA curriculum. Class time will be highly interactive with a heavy reliance on student participation. Students will have the opportunity to demonstrate application of specific content areas each week as cases present real world situations in the areas of human resources, marketing, accounting, management, global business and strategic decision making. ☐
- MGT-695 MBA Special Project** 3/0  
The MBA Special Project course is designed as an experiential independent study class that may be substituted to fulfill the requirements of the MBA capstone course in three of the four concentrations (MGT-696, 697, or 698). MGT-695 may be fulfilled by participation in the ACG Cup, which is a case study competition designed to give students from MBA programs real-world experience and invaluable insights into mergers and acquisitions, investment banking, financial advisory, and private equity. Participation in the ACG Cup competition will be done through a merit-based selection process.
- MGT-696 Applied Finance Project** 3/6  
A project-based capstone course in which the student will demonstrate the ability to integrate finance education and practical experience by selecting a problem of practice at work and implementing a plan for improvement and/or action research or a program evaluation to solve the problem or improve the issue. Prerequisite: FIN-647.
- MGT-697 Applied Health Care Project** 3/6  
A project-based capstone course in which the student will demonstrate the ability to integrate health care education and practical experience by selecting a problem of practice at work and implementing a plan for improvement and/or action research or a program evaluation to solve the problem or improve the issue. Prerequisites: MGT-534, BUS-504, and MGT-693.
- MGT-698 Applied PM Project** 3/6  
A project-based capstone course in which the student will demonstrate the ability to integrate project management education and practical experience by implementing a plan for improvement based on the project management cycle. Prerequisite: BUS-532.



## MARKETING

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- 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

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

## PHILOSOPHY

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- PHI-211 Philosophy in Culture** 3/5  
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

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- PSY-111 General Psychology** 3/5  
An introduction to psychology dealing with the important people, terms and theories in the fields of personality, learning, maladjustment and psychotherapy. 🌳 📖
- PSY-221 Interviewing and Counseling** 3/5  
An introduction to theoretical concepts, primary principles, strategies and interventions implemented in the practice and delivery of human services to individuals and families using the human services interview techniques. 🌳 📖
- 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  
A psychology capstone course integrating Christian worldview, theory, and real-life application. Students explore an area of their choosing, compiling resources for later use, sharing their findings with the class for mutual benefit, and celebrating completion of the bachelor's program. Prerequisites: IDS-402, PSY-332, PSY-354, PSY-421, PSY-452 📖 📄

## RELIGION

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- REL-102 Christian Foundations** 3/5  
A study of the biblical concepts of creation, fall, redemption, consummation, stewardship and humanity as divine image bearers. These concepts provide a basis for all knowledge, insisting that "all truth is God's truth," and for the absolutes of biblical truth and morality. 📖 📄
- REL-226 Inductive Study of Ephesians** 3/5  
An analysis of the epistle to the Ephesians designed to put into practice the inductive study skills learned in REL-228. The course reviews background, theme and analytical study of the epistle to understand and apply principles that are relevant in ministry leadership. (Prerequisite: REL-228) 📖 📄

- REL-228 Principles of Biblical Studies** 3/5  
An introduction to various methods of Bible study. Emphasis is placed upon inductive study with the intent to provide a method by which ministry leaders become independent students of Scripture. The inductive method is applied to various literary genre of both the Old and New Testaments. 🌳 📖
- REL-231 Mosaic Literature** 3/5  
A study of the history of redemption from Adam to Moses as set forth in the Pentateuch. Special attention is given to God's purposes in the call of Abraham and the establishment of the Mosaic economy. 🌳 📖
- REL-232 Gospel Literature** 3/5  
A study of the four Gospels including their backgrounds, themes, outlines and distinguishing features, distinctive portrayals of Christ and 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-242 Old Testament Survey I** 3/8  
An overview of the Old Testament from Genesis to Job, noting its historical perspective and spiritual application. 📖
- REL-244 Old Testament Survey II** 3/8  
An overview of the Old Testament from Proverbs to Malachi, noting its historical perspective and spiritual application. 📖
- REL-246 New Testament Survey I** 3/8  
An overview of the New Testament Scriptures Matthew-Acts, guiding one to understand the historical and biblical context of the New Testament. 📖
- REL-248 New Testament Survey II** 3/8  
An overview of the Pauline Letters, General Epistles, and Revelation, guiding one to understand the historical and biblical context of the New Testament. 📖
- 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

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

## SOCIOLOGY

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**SOC-101 Introduction to Human Services** 3/5  
An introduction to the field of human services and the conditions in modern society that impact the health of individuals, families and communities. Topics include identification of populations served by human service workers, principles of human services and the essential helping skills. Special emphasis is given to Christian involvement in human services and the role of 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/Applied Project** 2/4  
A capstone course requiring students 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. Prerequisites: SOC-101, SOC-111, SOC-201, and PSY-221 🌱 📖

**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. 📖

**SOC-261 Grief and Loss, Death and Dying** 3/6  
An exploration of the physical, emotional, and spiritual dimensions of death and dying, the process of bereavement, in the context of psychology and human services. Students will explore issues related to dying and bereaved persons, and develop their own psycho-social framework for understanding and facing death, terminal illness, life-threatening violence, grief, and loss. Issues of worldview, beliefs about evil, suffering, and life after death will be considered. 📖

## PRIOR LEARNING ASSESSMENT

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

# ADMINISTRATION AND FACULTY

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