



Cornerstone  
UNIVERSITY®

---

*Professional & Graduate Studies*

**Grand Rapids, Michigan**

Graduate Academic Catalog  
& Student Handbook

2017 • 2018





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

---

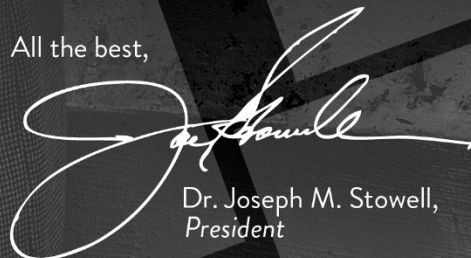
DEAR ADULT STUDENT,

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 nearly 1,000 students who are enrolled in adult degree completion studies, master's degree programs, or our recently launched doctoral program.

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's, master's or doctoral 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

# TABLE OF CONTENTS

---

Directory .....	3
Academic Calendar .....	4
About Cornerstone University .....	5
Graduate Programs.....	10
Master of Business Administration .....	13
Master of Arts in Organizational Leadership .....	19
Master of Arts in Education .....	22
Master of Arts in TESOL .....	26
Doctor of Education .....	31
Course Descriptions.....	34
Admission & Registration .....	45
Financial Information .....	47
Academic Policies & Procedures .....	53
LMS: Moodle.....	65
Miller Library .....	66
Group Guidelines .....	68
General Information .....	71
PGS Leadership Team .....	75
PGS Faculty.....	78
CU Administration & Board of Trustees.....	80
Index .....	81
Campus Map .....	86

# DIRECTORY

---

## Campus Locations:

Cornerstone University – Main Campus  
1001 E. Beltline Ave NE, Grand Rapids, MI 49525  
Main ..... 616-949-5300  
[www.cornerstone.edu](http://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](http://www.cornerstone.edu/pgs)

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

Lansing Campus  
6452 Millennium Drive  
Suite 180  
Lansing, MI 48917  
Main ..... 517-323-3564  
Fax ..... 517-323-3576

## Departments:

Campus Safety ..... 616-949-5300  
Center for Career and Life Calling ..... 616-222-1433  
Miller Library ..... 616-222-1458  
800-727-9772  
PGS Administration ..... 616-222-1503  
Registrar ..... 616-222-1431  
Student Financial Services ..... 616-222-1503

## Admissions:

Grand Rapids ..... 800-947-2382  
Kalamazoo ..... 269-353-6535  
Lansing ..... 800-947-2382

## PGS Academic Advising:

Grand Rapids ..... 616-254-1650  
Kalamazoo ..... 888-576-3585  
Lansing ..... 517-323-3564

# 2017-2018

# ACADEMIC CALENDAR

---

## *Fall 2017*

Registration Deadline for Fall Session I Online Elective Courses .....	August 8
Fall Session I Online Electives Begin .....	August 29
Labor Day (no classes) .....	September 4
Registration Deadline for Fall Session II Online Elective Courses .....	October 3
Fall Session II Online Electives Begin .....	October 24
Graduation Application Deadline for December Graduates .....	November 1
Thanksgiving Break .....	November 23-26
Christmas Break (campus closed).....	December 23-January 2

## *Winter/Spring 2018*

Registration Deadline for Winter Online Electives.....	December 5
Winter Online Electives Begin.....	January 9
Graduation Application Deadline for May and August Graduates .....	February 1
Registration Deadline for Spring Online Elective Courses.....	February 13
Spring Online Electives Begin .....	March 6
Good Friday (no classes, campus closed).....	March 30
Easter Sunday .....	April 1
Commencement .....	May 5

## *Summer 2018*

Registration Deadline for Summer Session I Online Electives .....	April 10
Summer Session I Online Electives Begin .....	May 1

# ABOUT CORNERSTONE UNIVERSITY

---

## 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.

## 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.

## History of Cornerstone University

Cornerstone University, an evangelical Christian university, is committed to equipping students to effectively engage the cultures of our world for Christ. As a multi-denominational school, Cornerstone University offers traditional and undergraduate programs, as well as adult undergraduate and graduate programs through the Professional & Graduate Studies division (PGS), Grand Rapids Theological Seminary (GRTS), and Asia Biblical Theological Seminary (ABTS). The school also produces Cornerstone University Radio.

Founded in 1941 as the Baptist Bible Institute, the school offered evening classes twice a week in the educational wing of Wealthy Street Baptist Church in Grand Rapids, Mich. Over the years, the school continued to flourish, eventually developing into a four-year Bible college and seminary.

Under the visionary leadership of Dr. W. Wilbert Welch, the school relocated to its current 132-acre campus in 1964. That same year, the college became a member of the American Association for Bible Colleges. In 1972, the school was approved by the State of Michigan as a degree-granting college of arts and sciences, and five years later, the Higher Learning Commission granted accreditation. In 1993, Grand Rapids School of Bible and Music was joined to the institution for the preservation of its rich heritage and academic records. Also that year, the school launched the Adult and Continuing Education (ACE) program to serve the adult populations of Michigan. The following year, the name of the institution changed from Grand Rapids Baptist College and Seminary to Cornerstone College and Grand Rapids Baptist Seminary (now Grand Rapids Theological Seminary). Finally, in 1999, the institution was renamed Cornerstone University.

In 2004, the Adult and Continuing Education program became the Professional & Graduate Studies (PGS) division of Cornerstone University. Since its inception, PGS has endeavored to empower the adult learner to influence the world by providing a distinctive and academically excellent education from a Christ-centered worldview. PGS impacts students worldwide, offering degrees at the associate, bachelor's, master's and doctoral level with ever-growing programs in the fields of business, education, ministry, human services, TESOL and psychology.

Cornerstone University continues to grow and provide a Christ-centered education under the direction of its 11<sup>th</sup> president, Dr. Joseph M. Stowell III. The university currently enrolls 2,800 students on an annual basis and holds memberships with the following organizations:

- Higher Learning Commission (since 1977)
- National Association of Schools and Music (since 2001)
- Association of Theological Schools (since 2002)
- Council on Social Work Education (since 2004)
- Council for Christian Colleges and Universities
- Council of Independent Colleges
- National Association of Independent Colleges and Universities
- Michigan Independent Colleges and Universities
- Michigan Department of Education
- West Michigan President's Compact Committee



## 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 2017-2018 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.

## Notice of Nondiscriminatory Policy Toward Students

Cornerstone University does not discriminate on the basis of race, national origin, sex, age, disability or veteran status in any of its education policies and programs that it operates.

Questions regarding our nondiscrimination policy or any other aspects of Title IX may be referred to Cornerstone's Title IX Coordinator or one of the Title IX Deputy Coordinators:

*For general questions regarding Title IX policies and procedures:*

Gerald Longjohn, Ed.D.

Vice President for Student Development | Title IX Coordinator

Corum Student Union | 2nd Floor

616.222.1423 or [gerald.longjohn@cornerstone.edu](mailto:gerald.longjohn@cornerstone.edu)

*For questions/complaints regarding issues and incidents involving employees:*

Mark Muha

Director of Community Life | Title IX Deputy Coordinator

Corum Student Union | 2nd Floor

616.222.1423 or [mark.muha@cornerstone.edu](mailto:mark.muha@cornerstone.edu)

*For questions/complaints regarding issues and incidents involving employees:*

Emilie Azkoul

Director of Human Resources | Title IX Deputy Coordinator

Welch Administration Building

616.254.1658 or [emilie.azkoul@cornerstone.edu](mailto:emilie.azkoul@cornerstone.edu)

*For questions regarding Campus Safety:*

Brandan Bishop

Director of Campus Safety | Title IX Deputy Coordinator

Faber Hall

616.949.5300 or [brandan.bishop@cornerstone.edu](mailto:brandan.bishop@cornerstone.edu)

## 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/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/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
- 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.

# GRADUATE PROGRAMS

---

## 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.

## Overall Curricular Goals

In accomplishing the mission of the university and the Professional & Graduate Studies division, faculty and staff are committed to preparing students to achieve the following learning outcomes:

### I. Specialized Knowledge

Cornerstone students will demonstrate knowledge of, and proficiency in, the terminology, theories, concepts, practices and skills specific to their field of study.

### II. Applied Knowledge and Collaborative Learning

Cornerstone students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort.

### III. Intellectual Skills

Cornerstone students will demonstrate their ability to integrate both traditional and non-traditional cognitive skills, including analytical inquiry, information literacy, quantitative fluency and communicative fluency.

### IV. Civic and Global Engagement

Cornerstone students will demonstrate intercultural competence in addressing civic, social, environmental and economic issues.

### V. Biblical Worldview Integration

Cornerstone students will be able to articulate a Christ-centered worldview and its personal, professional and communal embodiment through Christian virtues.

## 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 PGS' educational programs is assessed in a disciplined and routine manner. Achievement of the intended student learning outcomes of PGS' curriculum, student and alumni satisfaction, student readiness for ministry, and vocational achievement of PGS 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:

- 41 percent of students in associate degree programs, 68 percent of students in bachelor's degree programs, and 80 percent of students in master's programs graduate with their degree.
- 95 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 or continuing their education.
- 93 percent of bachelor's degree program graduates are employed or continuing their education.

- 90 percent of master's program degree graduates are employed or continuing their education.

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 PGS division offers programs in multiple formats: onsite, online, and blended (combination of onsite and online). 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 courses in the program are completed. Students take only one course at a time, allowing them to focus on one subject.

Onsite classes meet once a week for four hours. Most graduate courses meet for six to eight 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 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.

A federally-generated and approved formula (credit hour justification) is used to create all PGS curricula and assess course work for each class against the standards for that program's credit hour requirements. All course work, including online discussion forum components occasionally utilized in onsite courses, has been accounted for in the credit hour justification calculation.

### Convenience of Time and Place

Programs are offered at times and in locations that are convenient to working adults. Onsite 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 individual 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, some classes may incorporate collaborative learning that requires students to meet outside of class time to complete 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.

If an official class assignment calls for collaborative learning outside of class time, students are expected to be active participants in their group. Individuals are accountable for their work, and the work of the team is also evaluated. At the end of each course for which an official group assignment has been required, students will be given an opportunity to evaluate the contribution of each team member. Groups required to work together may complete some or all of their team requirements in face-to-face meetings or online.

## Curriculum

Individual courses in each degree program are created and revised by faculty who are academically qualified and professionals in their field. Each faculty member works with the PGS Curriculum Committee to ensure that each course meets the learning goals for each degree program, and the overall student learning outcomes for PGS. All courses in the program use a common curriculum 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. All Ed.D. faculty hold a terminal degree in a discipline related to their teaching area.

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.

## Graduate Degree Programs

Professional & Graduate Studies offers the following accelerated graduate degree programs for adults returning to college in order to further or change their careers, or fulfill a lifetime goal:

Master of Business Administration

- Finance
- Global Business
- Health Care
- Project Management

Master of Arts in Organizational Leadership

Master of Arts in Education

- Curriculum and Instruction
- Educational Leadership
- Educational Technology

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

Doctor of Education in Organizational Leadership and Development

# MASTER OF BUSINESS ADMINISTRATION

---

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.

## 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, **and submit a written essay per instructions provided by the enrollment counselor.**
- 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.

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. **Students with a G.P.A. less than 3.00 but at 2.70 or higher, 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 and submit a written essay per instructions provided by the enrollment counselor.**
- 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 current full-time employment.

In addition:

- A maximum of two courses (500 or higher course number) 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 and have the results submitted to Cornerstone University.

## Additional Program Information

### 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.

## 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.

## Student Learning Outcomes

The **Master of Business Administration** curriculum is designed to enable students to:

- I. Demonstrate **Specialized Knowledge** of and proficiency in the terminology, theories, concepts, practices, and skills specific to business administration in the 21<sup>st</sup> century workforce. In accomplishing this objective, students will be able to:
  - Demonstrate knowledge of the core business disciplines of economics, accounting, finance, marketing, organizational behavior, and entrepreneurship.
  - Exhibit knowledge of a specialized disciplinary concentration within business administration.
  - Analyze and resolve business issues related to the core disciplines and concentration areas of business administration.
  - Use the language of business administration to evaluate solutions applicable for business excellence.
- II. **Applied Knowledge and Collaborative Learning** – Students will exhibit competency in applying their knowledge to address real-life business problems through both individual and group effort. At the end of this program, students will be able to:
  - Demonstrate emotional intelligence and personal management skills germane to the needs of 21<sup>st</sup> century business employers.
  - Collaborate with others in achieving shared objectives of the business administration program.
  - Exhibit business writing and speaking skills desired by employers in the 21<sup>st</sup> century workplace.
  - Use knowledge of empirical and theoretical research to solve 21<sup>st</sup> century business issues, challenges, and problems.
- III. **Intellectual Skills**

Students will demonstrate their ability to integrate traditional and normative skills expected of students in the liberal arts tradition, including analytical skills, information literacy, quantitative competency, and communication fluency.
- IV. **Civic & Global Engagement**

Students will demonstrate intercultural competence in addressing civic, social, environmental, and economic issues within the 21<sup>st</sup> century business workplace.
- V. **Biblical Worldview Integration and Action**

Students will articulate a Christ-centered worldview to include its personal, professional, and communal embodiment through Christian virtues.

## Required Courses



<b>Courses</b>		<b>Credits</b>	<b>Weeks</b>
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
	Core Courses.....	26	53
	Concentration Courses (choose one concentration) .....	12	24
	<b>Total</b> .....	<b>38</b>	<b>77</b>

## MBA Program Concentrations

In addition to taking the eight 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 four courses, is offered fully online in January and July/August and will be taken any time after students have completed their fifth required course. Additional information for each concentration is included on the following page.

### FINANCE CONCENTRATION

The Finance concentration supplements the foundational business knowledge provided in the MBA program with further instruction and practical application in risk management, financial planning, global policy issues and financial contracts. Students are prepared to pursue vocations in areas such as corporate finance, insurance, banking, securities management and financial consulting.

#### Required Courses

		<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 students in-depth, practical instruction in the issues affecting the globalized marketplace of the 21st century. Included in this concentration is a global trip, with an added cost. Students are prepared to pursue global business careers in fields such as international relations, banking, consulting and non-profit management.

Students will be enrolled in BUS-511 upon admission to the Global MBA Concentration. Students may opt out of BUS-511 (and the accompanying global trip), taking BUS-516 instead ( with NO global trip) by contacting their advisor at the beginning of the program and no later than four months (120 days) from their global trip date. Students will be given a scheduled break from BUS-511 and enrolled in BUS-516 by completion of a drop-in form.

#### Required Courses

		<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 or BUS-516	Global Business Experience.....	3	6
	<b>Total</b> .....	<b>12</b>	<b>24</b>

### HEALTH CARE CONCENTRATION

The Health Care concentration, utilizing a cutting edge curriculum created in conjunction with health care administrators, provides leadership development for clinicians while equipping the business-trained administrator with key competencies required in a health care setting. Students are prepared to pursue careers in areas such as hospital administration, practice management and health insurance administration.

#### Required Courses

**Credits Weeks**

MGT-534	Operations and Quality Outcomes Management.....	3.....	6
BUS-504	Ethical, 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
	Total .....	12.....	24

### PROJECT MANAGEMENT CONCENTRATION

The Project Management concentration provides further instruction and practical application in project design, resource management, risk management, principles of effective communication and quality assurance. Students are prepared to pursue careers in areas such as product development, construction management and consulting.

Required Courses		Credits	Weeks
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
	Total .....	12.....	24

## PGS & Cornerstone University Traditional Undergraduate Articulation Agreements

Cornerstone University has established a special agreement for traditional undergraduate students who wish to earn their master’s degree through the CU Professional & Graduate Studies unit of the university. Students can earn their MBA degree with one year of additional study upon graduation from their undergraduate program in this “4+1” agreement. Interested students should contact their undergraduate advisor or the PGS enrollment office at (800) 947-2382 for more information.

### Bachelor’s degree – MBA degree

#### Program Description

The BS/MBA advanced standing agreement is a policy designed to prepare students to advance their skills and excel as leaders in the global marketplace. The BS/MBA advanced standing policy requires the successful completion of 158 credit hours, including 120 credit hours at the undergraduate level and 38 credits at the graduate level. Students admitted to the MBA under this agreement may use up to 19 credits of their undergraduate course work for required degree credit in the MBA program (see course substitutions below).

#### Admissions Requirements

- Completed application accompanied by a \$25 application fee.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test) or 233 (computer-based test) or 90-91 (Internet-based test).
- A minimum grade point average (G.P.A.) of 3.0 undergraduate course work at the institution from which the baccalaureate degree was received.
- Two letters of recommendation.
- A recommendation letter from academic advisor at Cornerstone.

#### Graduation Requirements

- Completion of the BS & MBA course requirements with grade point averages based on current catalog requirements for both degrees.
- Completion of all degree requirements within seven (7) years of beginning the program.

## Current Required Core Courses in MBA

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
	Core Courses	26	53
	Concentration Courses (choose one concentration below)	12	24
	Total	38	77

## Required Core Courses for BS to MBA Students (Taken June – Dec)

Courses		Credits	Weeks
BUS-505	Research Methods	3	7
BUS-503	Ethics, Values and Social Responsibility	3	6
FIN-643	Managerial Finance	4	8
MGT-539	Entrepreneurship and Innovation	3	6

## Courses BS-to-MBA Students Receive Credit for from TRAD Degree

ECN-530	Economics Undergraduate ECN-221 and 222 substitute for this MBA course	3	6
ACC-525	Accounting for Decision Making Undergraduate ACC-221 and 222 substitute for this MBA course	4	8
MKT-651	Marketing Strategies Undergraduate MKT-251 and BUS-211 substitute for this MBA course	3	6
MGT-531	Organizational Behavior and Change  Undergraduate MGT-335 substitutes for this MBA course	3	6

## Students Then Choose One of Four Concentrations (Taken January – June)

### FINANCE

Courses		Credits	Weeks
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

### GLOBAL BUSINESS

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
---------	----------------------------	---	---

### **HEALTH CARE**

MGT-534	Operations and Quality Outcomes Management	3	6
BUS-504	Ethical, 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-532, BUS-504 and MGT-693)	3	6

### **PROJECT MANAGEMENT**

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

# MASTER OF ARTS IN ORG. LEADERSHIP

---

The Master of Arts in Organizational Leadership is a graduate level academic program designed to integrate leadership development theory and research for practical solutions to workplace problems. This program provides instruction within foundational disciplines such as strategic leadership, organizational decision-making, human resources and conflict management. Students are prepared to successfully work with and lead people in diverse organizational environments.

## 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 **and submit a written essay per instructions provided by the enrollment counselor.**
- 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.

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. **Students with a G.P.A. less than 3.00 but at 2.70 or higher, 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 and submit a written essay per instructions provided by the enrollment counselor.**
- 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 current full-time employment.

In addition,

- A maximum of two courses (500 or higher course number) 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 and have the results submitted to Cornerstone University.

## Additional Program Information

### 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.

## 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.

## Student Learning Outcomes

The **Master of Arts in Organizational Leadership** curriculum is designed to enable students to:

- I. Demonstrate **Specialized Knowledge** of and proficiency in the terminology, theories, concepts, practices, and skills specific to organizational leadership in the 21<sup>st</sup> century workforce. In accomplishing this objective, students will be able to:
  - Evaluate the major theories, models, and explanatory frameworks relevant to the study of management, leadership, and administration.
  - Synthesize leadership theories, concepts, and research relevant to managers, leaders, administrators, and supervisors.
  - Analyze effective problem solving and decision making models in organizational leadership.
  - Explain the role of psychological and personality influences on leadership behavior.
  - Appraise current issues related to organizational leadership, management, and administration.
  
- II. **Applied Knowledge and Collaborative Learning** – Students will exhibit competency in applying their knowledge to address real-life organizational problems through both individual and group effort. At the end of this program, students will be able to:
  - Demonstrate emotional intelligence and personal management skills germane to the needs of 21<sup>st</sup> century organizational leadership.
  - Collaborate with others in achieving shared objectives of the organizational leadership program.
  - Exhibit business writing and speaking skills desired by employers in the 21<sup>st</sup> century workplace.
  - Use knowledge of empirical and theoretical research to solve 21<sup>st</sup> century organizational leadership issues, challenges, and problems.
  
- III. **Intellectual Skills**

Students will demonstrate their ability to integrate traditional and normative skills expected of students in the liberal arts tradition, including analytical skills, information literacy, quantitative competency, and communication fluency.
  
- IV. **Civic & Global Engagement**

Students will demonstrate intercultural competence in addressing civic, social, environmental, and economic issues within the 21<sup>st</sup> century business workplace.
  
- V. **Biblical Worldview Integration and Action**

Student will articulate a Christ-centered worldview to include its personal, professional, and communal embodiment through Christian values.

## Required Courses

<b>Courses</b>	<b>Credits</b>	<b>Weeks</b>
BUS-505    Research Methods .....	3.....	7
MGT-532    Organizational Leadership.....	3.....	6
MGT-531    Organizational Behavior and Change .....	3.....	6
MGT-542    Organizational Decision-Making .....	3.....	6
MGT-536    Managing and Maximizing Diversity .....	3.....	6
MGT-543    Team Leadership and Conflict Management .....	3.....	6
BUS-661    Business Law for Managers, Supervisors and Organizational Leaders .....	3.....	6
MGT-638    Human Resource Leadership .....	3.....	6
MGT-640    Employee Development and Performance Management .....	3.....	6
FIN-644    Budgeting and Financial Resource Management .....	3.....	6
MGT-639    Strategic Leadership .....	3.....	6
MGT-540    Organizational Leadership Capstone (Prerequisites: All previous courses).....	3.....	6
<b>Total .....</b>	<b>36.....</b>	<b>73</b>

# MASTER OF ARTS IN EDUCATION

---

The Master of Arts in Education is a graduate level academic program that 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 (NBPTS). These standards are based on 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 NBPTS.

## 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 program dean.

In addition:

- A maximum of two courses (500 or higher course number) 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 and have the results submitted to Cornerstone University.

## Additional Program Information

### Master's Project

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

## Graduation Requirements

- Completion of the master's program curriculum with a grade point average of 3.0 or higher. Any course with a grade of less than a C- will not count toward graduation and must be repeated.
- Payment of all tuition and fees.
- Completion of all degree requirements within five years of beginning the program.
- Graduation application to the registrar's office filed no later than November 1 for December graduates and no later than February 1 for May/August graduates.
- A minimum of 24 semester hours necessary for graduation must be completed at Cornerstone.



## Student Learning Outcomes

### I. *Specialized Knowledge*

Students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to the field of education.

- Identify the major theories and terminology relevant to the study of K-12 education.
- Articulate approaches to curriculum development, assessment of learning, and instructional theory.
- Demonstrate knowledge of using technology effectively in K-12 education.
- Analyze the current issues related to K-12 education.
- Exhibit knowledge of educational leadership within the K-12 setting.

### II. *Applied Knowledge and Collaborative Learning*

Students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort.

- Demonstrate professional skills appropriate to the degree program.
- Provide evidence of the ability to collaborate with others in achieving shared objectives.
- Exhibit communication skills, both in written and oral forms, appropriate for their professional field.
- Apply research to addressing issues in professional educational practice.

### III. *Intellectual Skills*

Students will demonstrate their ability to integrate both traditional and non-traditional cognitive skills, including analytical inquiry, information literacy, quantitative fluency and communicative fluency.

### IV. *Civic & Global Engagement*

Students will demonstrate intercultural competence in addressing civic, social, environmental and economic issues. This will include issues related to multicultural education, understanding diversity, and developing cultural awareness in teaching and learning.

### V. *Biblical Worldview Integration*

Students will be able to articulate a Christ-centered worldview and its personal, professional, and communal embodiment through Christian virtues. In particular, students will demonstrate understanding of the integration of Christian worldview and education.

## Required Courses

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.

†Course is evaluated as credit or no credit.

## Master of Arts in Education Program Concentrations

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

### CURRICULUM AND INSTRUCTION CONCENTRATION

The Curriculum and Instruction concentration is designed to prepare current educators to deliver advanced classroom instruction for a wide range of student learning styles, motivation and abilities. The concentration provides students with the knowledge and skills to write curricula, provide differentiated instruction, assess student success, and utilize technology in the educational setting. Students are prepared to advance their careers in classroom instruction and curriculum development.

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

The Educational Leadership concentration is designed to prepare participants for administrative leadership within the K-12 educational environment. This concentration emphasizes current issues related to leadership, supervision, finance, assessment, law, and program development.

Required Courses		Credits	Weeks
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

The Educational Technology concentration provides a conceptual framework and means for using technology as a tool in the educational setting. This concentration develops technological literacy with a focus on multimedia, assessment, security, privacy, emerging research, online instructional design and the updated seventh standard. Students are prepared to advance their careers in instructional technology and creating online curriculum.

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.

Required Courses		Credits	Weeks
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 (NP) endorsement rather than completing the entire Master of Arts in Education degree 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
		<b>Total.....</b>	<b>21.....46</b>

# MASTER OF ARTS IN TESOL

---

The Master of Arts in Teaching English to Speakers of Other Languages (TESOL) is a graduate level academic program designed to equip students with the knowledge and skills to teach English to speakers of other languages in both local and international environments. Courses emphasize the practical aspects of teaching and ministry in a cross-cultural setting. Students are prepared to work in areas such as missions, education, curriculum development and program administration.

## 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 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.

In addition:

- A maximum of two courses (500 or higher course number) 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 and have the results submitted to Cornerstone University.

## Additional Program Information

### Blended Program

This program provides the convenience of online study with an annual one-week (Monday through Saturday) 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 Methodology III.

### 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 does not require in-person attendance for classes, but does include an orientation day offered online at the beginning of the first course (LIN-501).

### TESOL Conferences

The PGS TESOL program encourages students to attend TESOL/ESL conferences in order to further their understanding of ESL and the professional opportunities that are available.

The following is a list of suggested TESOL conferences/information resources:

- [ESL Conference at Cornerstone University](#)

- [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.

### Capstone Requirements

All students must complete LIN-594 TESOL Capstone, in which students may choose between a thesis or non-thesis track. 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 within the program's time frame. The thesis option, in addition to the thesis project, includes textbook readings, teaching reflection, and a 20 hour teaching experience in an English as a Second Language (ESL)/English as a Foreign Language (EFL) classroom. The non-thesis option includes textbook readings, teaching reflection, teaching portfolio construction and a 60 hour teaching experience in an ESL/EFL classroom. Those with extensive ESL/EFL classroom experience may be exempt from the classroom teaching experience with approval from the TESOL program director. 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.

### Graduation Requirements

- Completion of the master's program curriculum with a grade point average of 3.0 or higher. Any course with a grade of less than a C- will not count toward graduation and must be repeated.
- Completion of all degree requirements within five years of beginning the program.
- Graduation application to the registrar's office filed no later than November 1 for December graduates and no later than February 1 for May/August graduates.
- Payment of all tuition and fees.
- A minimum of 24 semester hours necessary for graduation must be completed at Cornerstone.

### Student Learning Objectives

The Master of Arts in TESOL program is designed to enable students to achieve the following learning outcomes:

#### I. *Specialized Knowledge*

Students will demonstrate knowledge of and proficiency in the terminology, theories, concepts, practices, and skills specific to the field of TESOL.

- Identify the major theories and terminology relevant to the study of TESOL.
- Articulate approaches to curriculum development, assessment of learning, and instructional techniques for TESOL.
- Demonstrate knowledge of using technology in TESOL.
- Understand the current issues related to TESOL.
- Exhibit knowledge of the structure of languages and connections to social contexts.
- Develop materials demonstrating mastery of the essential principles of TESOL.

#### II. *Applied knowledge and Collaborative Learning*

Students will exhibit competency in applying their knowledge to address real-life problems through both individual and group effort.

- Demonstrate professional skills appropriate to the degree program.
- Provide evidence of the ability to collaborate with others in achieving shared objectives.
- Exhibit communication skills, both in written and oral forms, appropriate for their professional field.
- Provide evidence of integrating research into addressing an issue in educational practice.

#### III. *Intellectual Skills*

Students will demonstrate their ability to integrate both traditional and nontraditional cognitive skills, including analytical inquiry, information literacy, quantitative fluency, and communicative fluency.

#### IV. Civic & Global Engagement

Students will demonstrate intercultural competence in addressing civic, social, environmental and economic issues. This will include issues related to multicultural education, understanding diversity, and developing cultural awareness in teaching and learning.

#### V. Biblical Worldview Integration

Students will be able to articulate a Christ-centered worldview and its personal, professional, and communal embodiment through Christian virtues. In particular, students will demonstrate understanding of the integration of Christian worldview and TESOL education.

## Required Courses

Courses (☐ indicates online courses for the blended program)		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-566☐	TESOL Methodology II .....	3	5
LIN-568*	TESOL Methodology III.....	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

## TESOL Graduate Diploma

The TESOL Graduate Diploma is for those without a teaching certificate desiring to use ESL in ministry or as a paraprofessional in the public schools. This diploma does not fulfill the requirements of an initial teaching certification.

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-566☐	TESOL Methodology II .....	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. Teachers can use the knowledge gained in this program to take the English as a Second Language (ESL) 086 or similar testing for other states for their ESL endorsement.

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

## PGS & Cornerstone University Traditional Undergraduate Articulation Agreements

Cornerstone University has established a special agreement for traditional undergraduate students who wish to earn their master’s degree through the CU Professional & Graduate Studies unit of the university. Students can earn their Master of Arts in TESOL degree with one year of additional study upon graduation from their undergraduate program in this “4+1” agreement. Interested students should contact their undergraduate advisor or the PGS enrollment office at (800) 947-2382 for more information.

### Bachelor’s degree (TESOL minor) – MA TESOL degree

#### Program Description

The CU-PGS MA TESOL advanced standing articulation agreement is designed to prepare students to gain advanced education to teach English in a variety of contexts. The agreement requires the successful completion of 147 credit hours, including 126 credit hours at the undergraduate level and 21 credits at the graduate level. Students admitted to the MA TESOL program under this agreement may use up to 12 credits of their undergraduate course work in their TESOL minor for required degree credit in the MA TESOL program (see course substitutions summarized below). In addition, students may use 3 credits from their MA TESOL program to count towards 3 credits of their undergraduate work.

#### Admissions Requirements

- Completed application and a non-refundable \$25 application fee.
- An official transcript certifying a baccalaureate degree from a U.S. regionally accredited college/university (or its equivalent) as well as a copy of official military transcript.
- Students whose primary language is not English must achieve a minimum TOEFL score of 577 (paper-based test) or 233 (computer-based test) or 90-91 (Internet-based test).
- A minimum grade point average (GPA) of 3.0 undergraduate course work at the institution from which the baccalaureate degree was received.
- Two letters of recommendation.
- A recommendation letter from their academic advisor.

#### Graduate Requirements

- Completion of the bachelor’s degree (with TESOL minor) & MA TESOL degree course requirements with grade point averages based on current catalog requirements for both degrees.
- Completion of all degree requirements within seven (7) years of beginning the program.

#### Required Courses for Bachelor’s degree (TESOL Minor)-to-MA TESOL Students

Courses		Credits	Weeks
LIN-501	Issues in TESOL	2	3
LIN-565	(To be taken in the summer between 3 <sup>rd</sup> and 4 <sup>th</sup> year of BA program, or prior to bachelor’s degree completion) TESOL Methodology I	3	5
(To be taken beginning in the summer after bachelor’s degree completion with same cohort as previous year)			
LIN-566	TESOL Methodology II	3	5
LIN-568	TESOL Methodology III	2	3
LIN-557	Action Material	3	6
LIN-558	Materials Development & Integration	3	6

LIN-594	TESOL Capstone		5	7
		Total	21	35

**Bachelor's degree (TESOL Minor)-to-MA TESOL Students Receive Credit for from TRAD degree**

LIN-525	Introduction to Linguistics <i>Undergraduate LIN-225 &amp; LIN-461 substitutes for this MA course</i>		3	6
LIN-535	Advanced English Grammar <i>Undergraduate ENG-319 substitutes for this MA course</i>		3	6
LIN-555	Sociolinguistics <i>Undergraduate LIN-372 substitutes for this MA course</i>		3	6
LIN-556	Second Language Acquisition <i>Undergraduate LIN-371 substitutes for this MA course</i>		3	6

**Bachelor's degree (TESOL Minor)-to-MA TESOL Students Receive Credit for from PGS Degree**

LIN-465	Methods of Teaching Foreign Language <i>Graduate LIN-565 substitutes for this BA course</i>		3	
---------	--	--	---	--



# DOCTOR OF EDUCATION

---

The Doctor of Education (Ed.D.) in Organizational Leadership and Development degree is intended as a “scholars of practice” program that will empower current and emerging organizational leaders to flourish as effective and strategic decision makers and influencers in education, non-profit and business. Courses are eight weeks long and are completed one at a time in an online format. Three of the courses begin with a three-day face-to-face intensive session on the Cornerstone University campus, one to start the program, another one mid-program, and the final residency towards the end of the course work, prior to the project or dissertation year. The curriculum comprises 60 credits, including 13 courses (52 credits) and a capstone research project (8 credits). The final capstone project (instead of traditional dissertation) is designed for students to conduct theory-informed program evaluation or action research associated with a problem or opportunity within their jobs or industry.

## Admission Requirements

- A completed application and non-refundable \$50 application fee payable to Cornerstone University.
- Official academic transcripts from the regionally accredited colleges and universities where baccalaureate and master’s degrees were earned. Minimum 3.0 G.P.A. required. *Cornerstone University graduates need not request a Cornerstone University transcript.*
- A professional resume or CV, demonstrating evidence of at least five years of full-time work experience.
- Three recommendations from professional sources that attest to academic abilities, character and professional excellence.
- Official scores from the Miller’s Analogy Test (MAT), Graduate Record Examination (GRE), or the Graduate Management Admission Test (GMAT). Test scores must be dated within the last five years.
- A 500-1,000 word Statement of Interest in the organizational leadership and development program addressing the personal and vocational aspirations for pursuing a doctoral 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 and have the results submitted to Cornerstone University.
- A maximum of 8 semester hours (2 courses) of previously earned and equivalent doctoral-level credit will be allowed as transfer credit, if applicable, upon receipt of official academic transcripts. The following courses cannot be transferred into the Ed.D program: EDL-900, EDL-901, RES-910, RES-915, RES-920, and RES-925. All transfer credit must have been completed in the last seven years.

## Additional Program Information

### Capstone Project

The doctoral capstone project is the final academic requirement of the Ed.D. The capstone is designed to evaluate the candidate’s capabilities as a scholar of practice through the completion of a theory-informed, practitioner-focused, scholarly document following the action research or program evaluation model. Candidates will also be required to defend their proposal and final manuscript before a capstone project committee. Completion of the capstone must occur within seven years after starting the program. Further information is available in the Ed.D. *Organizational Leadership and Development Student Handbook*.

## Graduation Requirements

- Complete the program’s core requirements, comprised of 60 credit hours including research methods, comprehensive exams, and the final project (i.e. organizational leadership and development project), with a cumulative grade point average of 3.00 or higher overall and within seven years from program start date.
- Any course with a grade of less than a C will not count toward graduation and must be repeated.

- Satisfy the residency requirement by attending on-site, three-day intensives during the first course (EDL-900), at the beginning of the second year (RES-910), and prior to starting the final project (RES-915).
- Payment of all tuition and fees.
- 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.

## Student Learning Outcomes

The Doctor of Education in Organizational Leadership and Development curriculum is designed to enable students to:

- I. Demonstrate **Specialized Knowledge** of and proficiency in the terminology, theories, concepts, practices, and skills specific to Organizational Leadership in the 21<sup>st</sup> century workforce. In accomplishing this objective, students will be able to:
  - Articulate a philosophy of organizational leadership and development that is theoretically and theologically informed.
  - Express a philosophy of human resource management that includes relevant legal issues and standards of good practice that enable people to flourish.
  - Demonstrate the ability to frame organizational problems, assess organizational opportunities, and determine action steps towards innovation and quality improvement.
  - Identify and explain the steps and process of credible strategic planning.
  - Exhibit understanding of the central aspects of organizational culture and the processes associated with organizational learning and change.
  - Produce original scholarship in a capstone project that helps to solve a local problem of practice within organizational leadership and development.
  
- II. **Applied Knowledge and Collaborative Learning** – Students will exhibit competency in applying their knowledge to address real-life organizational problems through both individual and group effort. At the end of this program, students will be able to:
  - Demonstrate emotional intelligence and personal management skills germane to the needs of 21<sup>st</sup> century organizational leadership and development.
  - Collaborate with others in achieving shared objectives of the organizational leadership and development program.
  - Exhibit business writing and speaking skills desired by employers for organizational leaders.
  - Synthesize empirical and theoretical research to solve 21<sup>st</sup> century organizational leadership issues, challenges, and problems.
  
- III. **Intellectual Skills**

Students will demonstrate their ability to integrate traditional and normative skills expected of students in the liberal arts tradition, including analytical skills, information literacy, quantitative competency, and communication fluency.
  
- IV. **Civic & Global Engagement**

Students will demonstrate intercultural competence in addressing civic, social, environmental, and economic issues within the 21<sup>st</sup> century business workplace.
  
- V. **Biblical Worldview Integration and Action**

Students will articulate a Christ-centered worldview to include its personal, professional, and communal embodiment through Christian virtues.

## Required Courses

<b>Courses</b>	<b>Credits</b>
EDL-900	Doctoral Studies Seminar ..... 4
EDL-901	Organizational Behavior, Theory and Leadership (Prerequisite: EDL-900) ..... 4
RES-905	Research Methods, Program Evaluation and Modes of Inquiry (Prerequisite: EDL-900) ..... 4
EDL-902	Legal Issues, Policy Leadership and Ethics (Prerequisite: EDL-900) ..... 4
EDL-903	Leadership, Human Resources Management and Diversity (Prerequisite: EDL-900) ..... 4
RES-910	Qualitative Inquiry and Organizational Action Research (Prerequisite: RES-905) ..... 4
EDL-904	Organizational Planning, Assessment and Quality Improvement (Prerequisite: EDL-900) ..... 4
EDL-905	Organizational Governance and Strategy (Prerequisite: EDL-900)..... 4
EDL-906	Organizational Finance and Resource Management (Prerequisite: EDL-900)..... 4
EDL-907	Organizational Marketing and Communication (Prerequisite: EDL-900) ..... 4
EDL-908	Organizational Culture and Change Management (Prerequisite: EDL-900) ..... 4
RES-915	Quantitative Research Design and Data Analysis (Prerequisite: RES-910) ..... 4
RES-920	Project/Research Proposal (Prerequisite: All previous courses) ..... 4
RES-925	Organizational Leadership and Development Project (Prerequisites: All previous courses) ..... 8
	Total ..... 60

# COURSE DESCRIPTIONS

---

## Interpretive Aid

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

### COURSE LEVELS

500 and 600 – Graduate

900 – Doctoral

### COURSE TYPES

ACC Accounting

BUS Business

ECN Economics

EDU Education

EDL Organizational Leadership  
and Development

FIN Finance


LIN Linguistics

MGT Management

MKT Marketing


RES Research

### DELIVERY FORMAT

 Course delivered in the classroom, may use online components.

 Course delivered online.

### COURSE DESCRIPTION EXAMPLE

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

## ACCOUNTING

---

### **ACC-525 Accounting for Decision Making**

4/8

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

## BUSINESS

---

### **BUS-503 Ethics, Values and Social Responsibility**

3/6

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

### **BUS-504 Ethical, Legal and Regulatory Issues for Health Care**

3/6

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

### **BUS-505 Research Methods**

3/7

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

### **BUS-509 International Business Practices**

3/6

An examination of the environmental and cultural issues facing global organizations. Emphasis is given to global business operations and processes in practice. Additional issues covered include allocation of global resources, theoretical foundations surrounding global trade and financial management, and the challenges and opportunities of developing strategies for the global organization. 🌱 📖

### **BUS-511 Global Business Experience**

3/6

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

### **BUS-516 Global Business Leadership**

3/6

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

### **BUS-530 Fundamentals of Project Management**

3/6

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

### **BUS-531 Cost, Quality and Team Management**

3/6

An exploration of a variety of project management principles necessary to manage the resources of a project. Specific topics include project budgeting, cost estimation and control, quality assurance and control, acquiring, developing, and managing a project team, conflict management and negotiation skills. Prerequisite: BUS-530. 📖

**BUS-532      Communications and Risk Management** 3/6

A study of the principles of effective communication, including managing risks, issues and stakeholder expectations. Topics include the methodology for identifying, measuring and responding to risks and issues, as well as the professional and social responsibilities of project management. Prerequisite: BUS-531. ☐

**BUS-661      Business Law for Managers, Supervisors and Organizational Leaders** 3/6

An examination of the legal environment and its effect on business decisions and operations. Contracts, commercial and consumer law, and ethical awareness in corporate life are studied, along with guidelines for executive actions that produce a moral organizational culture. ☼☼

## ECONOMICS

---

**ECN-513      Global Economic Environment** 3/6

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

**ECN-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 Christ-centered worldview regarding economic issues pertinent to managers. ☼☼ ☐

## EDUCATION

---

**EDU-511      Issues in Education** 3/7

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

**EDU-513      Student Motivation and Behavior** 3/7

A review of current research and best practice in the areas of educational psychology, student motivation, brain research, multiple intelligences, learning styles and classroom management. The course also reviews developmental psychology concepts necessary to understanding children and adolescents. ☐

**EDU-521      Instructional Strategies for Diverse Classrooms** 3/7

A study of issues relating to the education of diverse populations within the classroom including socioeconomic considerations, at-risk and ethnic and racial groups. Students study issues in the context of a Christ-centered world and life view, developing plans to meet the needs of all children in the classroom. ☐

**EDU-522      Curriculum, Assessment and Instructional Theory** 3/7

A review of current professional organization and governmental curriculum standards. The course also provides guidance in developing objectives, assessments and strategies in working with a variety of student populations in the inclusive classroom. ☐

**EDU-524      Community Building and Educational Leadership** 3/7

An investigation of institutional structures (including technology), managing and creating change, administrative/teacher cooperation, teacher/teacher cooperation and community involvement. Ways to help teachers and administrators remain successful, such as stress management and conflict management, are explored. ☐

- EDU-525 Assessment for K-12 Students** 3/7  
A study of standardized and authentic assessments used in K-12 classrooms. Students review research and interpret its contribution to the field from a Christ-centered worldview. Methods used to assess student success include consideration of educational tests and measurements, alternative assessments, portfolio assessment and performance assessments. 📖
- EDU-527 Instructional Strategies for Students with Learning Disabilities** 3/7  
A study of best-practices in remediation for students with learning disabilities. Students review research and interpret its contribution to the field from a Christ-centered worldview. Students learn teaching strategies and their relationship to cultural and linguistic differences, developing plans to meet the needs of all children in the classroom. 📖
- EDU-531 Organizational Leadership** 3/7  
A focus on ways to advance the student's knowledge and competency in the area of organizational leadership with particular emphasis upon developing public relations: specifically those with parents, the community, business leaders, intermediate school districts, and county, state, national, and local governments. Additionally, various public relations strategies are considered. 📖
- EDU-533 Educational Supervision and Evaluation** 3/7  
An emphasis on understanding the process of human resource management, including supervision and evaluation of staff and programs within the school system. Ways in which to improve communication, the use of technology, and opportunities to reach the diverse student body is addressed. Additionally, the role of the principal and his/her responsibilities to the community is provided. 📖
- EDU-535 Educational Finance** 3/7  
An emphasis on understanding the financial principles of operating a school relating to federal, state, and local requirements. Application of Christian principles of stewardship is examined. Topics include budgeting, fund-raising, safe guards in financial management, and more. 📖
- EDU-537 Educational Law and Ethics** 3/7  
An emphasis on understanding legal principles along with the origin and development of laws governing American schools at the local, state, and federal level. Consideration is given to aligning biblical standards for practice within the school. Topics include the school environment, constitutional issues, student matters, personnel guidelines and accountability. 📖
- EDU-541 Issues in Technology** 3/7  
An overview of the philosophy of technology as it is used in education. Issues such as current educational technology research, security, privacy, copyright and other issues that affect educators using technology are explored within the context of a Christ-centered worldview. Students will also examine state and national technology standards as well as explore emerging hardware and web-based technology. 📖
- EDU-542 Instructional Design, Assessment and Evaluation** 3/7  
An overview of instructional design (ID) as a systematic approach to creating course content based on learning theory and specific learning goals. The course will focus on the study and design of effective curricula-integrated digital tools and lessons for classroom, online and blended delivery. Assessment of student, teacher and building-wide use of technology will also be addressed. Special attention will be paid to evaluating student technology products as well as national and state standards. 📖
- EDU-544 Teaching in an Online Environment** 3/7  
An introduction to the concept and philosophy behind online teaching, in which students learn how to design and deliver sustainable online and blended experiences for their students. 📖
- EDU-545 Designing Multimedia** 3/7  
An exploration of the creation of multimedia presentations using authoring software, audio and video production software, and video-conferencing tools. Focusing on multimedia software, specific attention is paid to best practices in multimedia design as it is applicable to teaching, professional development and other forms of training. 📖
- EDU-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 of using technology as a tool in the educational setting. Administrators and teachers find ways to become leaders in the use of technology within the school. Instruction is given in the areas of using technology to facilitate inquiry-based learning, finding and developing resources, using computers in the classroom, and exploring ways to use the Internet as an instructional tool. ☐

**EDU-593 Master's Project A** 2/4  
An identification of an area of need in the educational system that the student would like to create and develop a solution to through a master's project in EDU-595. The master's project is generally done in the area of educational leadership, curriculum development and assessment, school management, or educational technology dependent on 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  
A continuation of the EDU-593 master's project that fills an area of need in the educational system. Throughout the program, the student continues to refine and develop their proposal, adding useful resources in order to complete the project. The master's project is generally done in the area of educational leadership, curriculum development and assessment, school management, or educational technology depending on MAED concentration. Prerequisite: EDU-593. ☐

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

## **ORGANIZATIONAL LEADERSHIP AND DEVELOPMENT**

---

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

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

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

**EDL-903 Leadership, Human Resources Management and Diversity** 4/8



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

**EDL-904      Organizational Planning, Assessment and Quality Improvement      4/8**

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

**EDL-905      Organizational Governance and Strategy      4/8**

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

**EDL-906      Organizational Finance and Resource Management      4/8**

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

**EDL-907      Organizational Marketing and Communication      4/8**

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

**EDL-908      Organizational Culture and Change Management      4/8**

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

## **FINANCE**

---

**FIN-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 as well as 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      Budgeting and Financial Resource Management** 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. 📖

## LINGUISTICS

---

- LIN-501      Issues in TESOL** 2/3  
 An exploration of issues that have an impact on the field of TESOL, including social, historical, legal and cultural influences. A broad scope of these issues may include philosophical differences, as well as classroom-specific difficulties. 🌱 📖 (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 by reviewing current best practices as indicated by meta-research and discussing implications for TESOL. Action research that can be implemented in a TESOL setting and used for professional reflection and improvement of instruction is emphasized. Among the methods included are local data collection, structured interview, open-ended interview, case study, reflective case study, portfolio assessment and use of technology for self-assessment. 📖
- LIN-558      Materials Development and Integration** 3/6

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

**LIN-565 TESOL Methodology I** 3/5

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

**LIN-566 TESOL Methodology II** 3/5

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

**LIN-568 TESOL Methodology III** 2/3

A focus on the methods of teaching speaking (including pronunciation), listening, reading, and writing with particular focus on the micro-skills involved in each. The course will both analyze the four primary linguistic skills individually and in conjunction with each other. Students will practice techniques aimed at strengthening their learner's language abilities by connecting the various combinations of skills such as reading with writing and speaking with listening. (Prerequisites: LIN-565 & LIN-566) 🌱 ☐ (5 sess.)

**LIN-594 TESOL Capstone** 5/7

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

## MANAGEMENT

---

**MGT-531 Organizational Behavior and Change** 3/6

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

**MGT-532 Organizational Leadership** 3/6

A survey of current literature on the topic of leadership. A foundation of research and theory is laid to form the context for more specific topical study throughout the program. Special emphasis is placed on the knowledge, skills, attitudes and values in servant leadership. 🌱 ☐

**MGT-534 Theory and Quality Outcomes Management** 3/6

A study of lean quality management principles, theories and application to the health care environment. Focusing on managing health care quality, safety and outcomes, the course emphasizes the use of tools and techniques to manage and lead quality improvements and drive successful clinical outcomes. ☐

**MGT-536 Managing and Maximizing Diversity** 3/6

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

**MGT-539 Entrepreneurship and Innovation** 3/6

A focused study of the tools needed in identifying and capitalizing on entrepreneurial business opportunities, methods for managing those opportunities and critical thinking skills needed for innovation and growth. Students work with a team to

design an entrepreneurial venture. Additional topics include stimulating new ideas, managing innovative ideas, adapting to change and individual and group roles in the creative process. 🏠 📖

**MGT-540 Organizational Leadership Capstone** 3/6

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

**MGT-542 Organizational Decision-Making** 3/6

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

**MGT-543 Team Leadership and Conflict Management** 3/6

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

**MGT-638 Human Resource Leadership** 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 Leadership** 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-640 Employee Development and Performance Management** 3/6

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

**MGT-692 Integrative Case Study Analysis** 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, MGT-697, or MGT-698). MGT-695 may be fulfilled by participation in the ACG Cup, which is a case study competition designed to give students from MBA programs real-world experience and invaluable insights into mergers and acquisitions, investment banking, financial advisory and private equity. Participation in the ACG Cup competition will be done through a merit-based selection process.

**MGT-696 Applied Finance Project** 3/6  
A project-based capstone course in which the student will demonstrate the ability to integrate finance education and practical experience by selecting a problem of practice at work and implementing a plan for improvement and/or action research or a program evaluation to solve the problem or improve the issue. Prerequisite: FIN-647.

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

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

## MARKETING

---

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

## RESEARCH

---

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

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

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

**RES-920 Project/Research Proposal** 4/8  
This course is designed at the end of the doctoral program course work to help students create a specific, relevant, and

realistic plan for the organizational leadership and development capstone. Using the prospectus developed in RES-905 and information learned in RES-910 and RES-915, students will expand the initial research prospectus into a full proposal that will be carried out during the last year of the doctoral program. Prerequisites: All previous courses.

**RES-925 Organizational Leadership and Development Project**

**8 credits**

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

# ADMISSION & REGISTRATION

---

## Admission Process

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

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 programs, access the Professional & Graduate Studies' web site at: [cornerstone.edu/admissions/pgs-apply-now/](https://cornerstone.edu/admissions/pgs-apply-now/).

## Continuous Enrollment for Ed.D. Program

All Ed.D. students are required to maintain continuous enrollment throughout the doctoral program. Continuous enrollment for the Ed.D. program is defined as progressing with the cohort and taking core courses in the sequence presented on the cohort calendar.

Courses are offered in a planned sequence; if a student needs to withdraw from a class, they do so knowing that the class will not be offered again for approximately 12 months. If a student fails to maintain continuous enrollment, he or she will be subject to dismissal from the program. Dismissal from the program does not necessarily exclude students from readmission at a later date.

## 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 (IELTS) 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 or online at <https://www.cornerstone.edu/admissions/pgs-apply-now/>. A maximum of 24 total credit hours may be taken as a non-degree undergraduate student. 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 counselor. 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.

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. For the Ed.D. program, all original, first-time admission requirements apply.
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 or online. No fee is required with this application.
2. 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.
6. For the Ed.D. program, all original, first-time admission requirements apply.

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.

## Reservation Procedure

New and re-admitting students are notified five weeks prior to orientation regarding class reservation. Students must complete the class reservation form located at <https://www.cornerstone.edu/admissions/pgs-apply-now/adult-and-graduate-tuition-and-fees/> and the reservation fee payment of \$30 before he or she is officially enrolled. The class reservation fee is due three weeks prior to the night of orientation.

## 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.

## Violation of Lifestyle Expectations

The Student Behavior Committee may place on probation, suspension, or dismissal a student for violating Lifestyle Expectations or causing a pattern of disruption in the learning environment. Decisions of the Committee will be communicated to the student in writing. Appeal of these decisions may be made to the PGS Appeals Committee.



# FINANCIAL INFORMATION

---

## Tuition and Fees 2017-2018

### Tuition

M.A. in Education .....	\$460/credit hour
M.A. in TESOL .....	\$460/credit hour
M.A. in Organizational Leadership .....	\$460/credit hour
M.B.A. ....	\$500/credit hour
Ed.D. in Organizational Leadership and Development .....	\$650/credit hour

<b>Online Elective Courses</b> .....	\$460/credit hour
--------------------------------------	-------------------

### Educational Resource Fee

M.A. in Education .....	\$75/course
M.A. in TESOL .....	\$75/course
M.A. in Organizational Leadership .....	\$200/course
M.B.A. ....	\$200/course
Ed.D. in Organizational Leadership and Development .....	\$160/course

<b>Technology Fee</b> .....	\$40/course
-----------------------------	-------------

### Non-Refundable Fees

General Application.....	\$25
Non-Degree Application.....	\$0
Ed.D. Application .....	\$50
Class Reservation Fee .....	\$30
Official Transcripts* .....	\$5*
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) through the registrar's office.

### MBA: Global Business Trip

Global Business Experience Fee .....	\$4,000*
--------------------------------------	----------

\*Total cost subject to change due to the natures of travel.

### MA TESOL Housing

Housing Fee ( <i>1 week</i> ).....	\$300.00/Single*
Housing Fee ( <i>1 week</i> ) .....	\$160.00/Double*
Housing Deposit .....	\$50*

\*Applies only to students who choose on-campus housing during Residency Days (includes linens but not meals)

Students "lock in" a tuition rate when starting a degree completion program. 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. 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 student success. Students who do not wish to take advantage of this service and wish to purchase their own textbooks may do so by signing an opt-out form available from Student Financial Services. A student who chooses to opt-out will still be delivered and charged for any materials that are not readily available for the individual to purchase through other means. Any student who opts out of the textbook delivery a second time during their program will forfeit the opportunity to opt back in again for the remainder of their program. A complete listing of textbooks and retail costs is available to enrolled students on the CU Portal 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 date of orientation.
- A student starting a new cohort must be financially ready or full payment made by two business days before the first class date. A student who has not met this requirement may be approved as a conditional start by agreement of the Director of Enrollment and the Associate Director of Student Financial Services provided the student has filed the FAFSA. If the issue is not resolved by the next to last class period of the first course, the student will be administratively withdrawn at the end of the course.
- For continuing students, tuition, technology and educational resource fees are due two weeks before the start of each course. This includes students who are taking drop-in courses.
- Continuing students paying using financial aid must be financially ready two weeks before the start of each course. To be financially ready, the Student Financial Services Office must have received the student's valid FAFSA information (ISIR), any requested documents to complete the financial aid file, Master Promissory Note, Student Loan Entrance Counseling and Student Financial Success Guide. If financial aid will not fully cover the student's costs, a payment plan must be in place for the remaining balance. If the student is not financially ready, he/she must pay in full for the course.
- If a continuing student is not financially ready or full payment is not received by the start of a course, the student will be administratively withdrawn at the end of the course.
- Notice from a student that he/she will be receiving employee reimbursement is not acceptable as payment.

If a student is employed by an organization that will pay the tuition, technology and/or educational resource fees directly to Cornerstone University, the employer must make payment to the PGS Student Financial Services Office on or before the first session 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, must be received in the PGS Student Financial Services Office on or before the first session of class of the earliest courses being submitted. For new students, the PGS Student Financial Services Office must receive the voucher or letter two business days prior to orientation.

- Transcripts and diplomas will not be released until the student's account is paid in full.

## Payment Options

Payments may be made by cash, check, credit/debit card, cashier's check or money order at the PGS reception desk or at the accounting office on the main campus. Off-campus students may mail their payments to the attention of the PGS Student

Financial Services office, Cornerstone University, 1001 E Beltline Ave. NE, Grand Rapids, MI 49525. Electronic check payments can be made through the student portal on WebAdvisor, which can be found through the CU Portal. Students may also make credit card payments through WebAdvisor or by calling the PGS Student Financial Services office. There is a 2.5% processing fee for all credit and debit card transactions.

### Financial Aid Plan

A student may apply for financial aid 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 a student successfully complete a minimum amount of credit hours before a next disbursement can be scheduled. Therefore, if any course is not completed (due to course withdrawal, leave of absence, an incomplete or failing grade) federal 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.

## 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 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 Student Financial Services office. In the case of a student withdrawal, the student's account will be credited or a refund check will be issued when the associate director of student financial services 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%

## 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, e.g. employer assistance, 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 financial aid who withdraw prior to the end of a period of enrollment may be required to return some of those funds to the 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 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 associate director of student financial services 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, and the director and associate director of student financial services. 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 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 as part of filing the FAFSA.

### 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 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 9-12 completed credit hours for graduate programs.

### 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, and C- are considered passing and meet the criteria for successfully completing a credit hour for master's degree programs. For doctoral programs, a grade of C or above is necessary. Grades of D, F, CR, I, and W 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/she 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/she 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 or her 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 PGS 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 or her payment period on Financial Aid Warning, the student will be placed on Financial Aid Suspension.

**Financial Aid Suspension** A student is placed on Financial Aid Suspension when he or she fails to meet SAP standards at the end of his or her 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 or she 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 the student 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 or she 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/she withdraws, the student must be readmitted and meet SAP standards before he or she will be eligible for financial aid in any subsequent payment periods.

Inadequate SAP: If a student is denied financial aid because of SAP, he or she 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 or she 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 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 for graduate students is \$138,500, including all loans taken as an undergraduate.

# ACADEMIC POLICIES & PROCEDURES

---

## Academic Advising

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.

## Academic and Grade Review Process

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 appropriate dean of the course within two months from the time the instructor issued the grade. 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. The academic and grade review committee will be convened by the appropriate program dean within three weeks after the appeal is received. A written response will be sent to the student. If the student is not satisfied with the review process, the student can present the case to the PGS appeals committee. The decision of the appeals committee is final.

## 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. The student should 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 receive no credit for the assignment or fail the course.
- The student must provide a written account of the academic integrity violation and the steps they will take to prevent future instances.

*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 fail the course and may face suspension or dismissal from the university, depending on the severity of the violation.
- A student may be suspended or dismissed for violating PGS academic integrity standards. The dean of student services will send recommendation for suspension or dismissal to the program dean, who in turn reviews and approves each suspension or dismissal.
- If students are permitted to continue in their program, they must provide a written account of the academic integrity violation and the steps they will take to prevent future instances.

## **Appeal Process**

A student who feels that he or she has been unfairly accused or unjustly treated may appeal the decision to the PGS appeals 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 PGS 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.

### **Ed.D. Residencies**

Students are expected to attend and be present at all doctoral residencies. This includes showing up on-time, being present for all class sessions, and staying through the last class session (i.e., not leaving early). Only in the most unusual, rarest, and most extenuating circumstances might an exception be made. Any exceptions or absences from a residency must be



approved by the vice president for adult learning and must include a formal request with documentation for the extenuating circumstance.

### **Children/Guests/Pets**

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. The only pets allowed in class are those required for physical and/or cognitive assistance. These requests and approvals will need to be processed through the student disability services office.

### **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**

If a student is not in attendance for 14 calendar days (except while on a leave of absence or scheduled break), the university must determine if the student should be withdrawn. The student should respond to inquiries about his or her attendance or risk being administratively withdrawn due to lack 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.

## **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 Retake Policy**

Students are permitted to retake a course in which an unsatisfactory grade was achieved during a previous period of enrollment. In such situations, registration for the course and payment of the related tuition and fees at the current tuition rates are required. The grade achieved by the retake course replaces the initial grade in relation to the grade point average (G.P.A.) calculation, though the initial grade will remain on the permanent transcript record. A student cannot receive

financial aid for retaking a course for which they previously received a passing grade, even if that grade does not meet the minimum grade requirements for the student's program.

Due to the specialized nature of Cornerstone's Ed.D. program, no course substitutes shall be allowed from other schools or programs. For students in the Ed.D. program, any course with a final grade below a C must be retaken and all repeated courses must be taken at Cornerstone University. To successfully complete the program, students must earn a minimum 3.0 G.P.A. overall.

## 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. Graduate students who are eligible to "drop-in" will fit into one of the following 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 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.

## 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.

### Graduation Dates & Diplomas

- 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.

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

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 and Honor Points

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.

CR – Indicates credit received.

NC – Indicates no credit.

## Graduation (Latin) Honors

Master's and doctoral degree graduates are not eligible for Latin honors.

## 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 accessed through

Moodle. More information about the resources available to students can be provided by contacting an academic advisor. Writing and Excel Labs are available to PGS students free of charge. The labs are offered on a regular basis at the Grand Rapids, Lansing, and Kalamazoo campuses, and are also available in an online format. Students are encouraged to use these resources to ensure they are prepared for the academic demands of their PGS program.

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 onsite, 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

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 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, but only for a class or two. 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).

## 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 master's and doctoral 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 (master's or doctoral).

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 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.

## 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:

Graduate .....	3.00 G.P.A.
Doctoral* .....	3.00 G.P.A.

The dean of student services may place on probation, suspension or dismissal a student who is not making satisfactory academic progress. The student will be notified of the decision in writing. Students may appeal the decision to the academic and grade review committee.

## 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 online through student disability services. Student disability services is part of the Cornerstone University Center for Student Success and is 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 the 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 student success to develop an Individualized Student Accommodation Plan (ISAP) based on the committee recommendations. Onground students will be given a green verification form to give to their professors and should schedule a meeting with each professor at or prior to the first class session to discuss their needs. Students attending classes online will provide a PDR copy of the verification form to their professor before the class begins.

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 student success should be contacted immediately at (616) 222-1596 or at [student.success@cornerstone.edu](mailto:student.success@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 Center for Student Success in Miller Hall or online at: [www.cornerstone.edu/academics/student-disability-services/grievance-policy/](http://www.cornerstone.edu/academics/student-disability-services/grievance-policy/)

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

Cornerstone University has been approved by the State of Michigan Department of Licensing and Regulatory Affairs to participate in the National Council for State Authorization Reciprocity Agreement (NC-SARA). NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education. By participating in NC-SARA, Cornerstone University is able to offer online degree programs and courses to residents in other NC-SARA participating states.

For additional information on state authorization, 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 on the following page.

## Recommended Browsers

1. Google Chrome (Latest version)
2. Mozilla Firefox (Latest version)

## Bandwidth Requirements

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

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

## Computer Requirements

	Windows	Mac
Operating System	Windows 7+	Mac OS X 10.9+
Computer Processor	2+ GHz Dual Core or better	Intel
Computer Memory	512 MB	512 MB
Available Disk Space	500 MB	500 MB
Peripherals	Webcam and microphone	

*Note: 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 365 is available for free for all actively enrolled students at Cornerstone University (see the CU Portal for installation instructions). Alternative software such as Google Docs, LibreOffice or OpenOffice may also be used.

## Additional Technology Requirements by Degree Program

### Ed.D. in Organizational Leadership & Development

Doctoral students are expected to complete capstone projects using mainstream quantitative or qualitative data analysis software (SPSS, JMP, LISREL, Minitab, NVivo, WINKS). If a student knows how to use open-source software (such as R), he or she will be permitted to do so, but assignments and data analysis must conform to normative output, reporting procedures, and criteria. Moreover, the student will be responsible for knowing and demonstrating mastery of the software program.

## Textbook Information

In compliance with the Higher Education Opportunity Act of 2008, a listing of the textbooks used in PGS 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 or \$9.00 for a pdf. 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

### Ed.D. Transfer Credit:

With approval of the Ed.D. Admissions Committee, up to eight (8) semester hours of graduate credits (2 classes) can be transferred into the Ed.D. program.

Transfer of coursework may be granted for the Ed.D. program if the following requirements are met:

1. Courses must be comparable to the corresponding Ed.D. courses
2. Courses must carry a grade of at least a B
3. Coursework must have been completed within the five years prior to the student’s date of admission

The following courses cannot be transferred into the Ed.D: EDL-900, EDL-901, RES-910, RES-915, RES-920, and RES-925. It is the responsibility of each applicant to supply transcripts along with a request to have the credit applied to the degree program. Students may be requested to submit the syllabus for any coursework being considered for transfer along with a rationale of why the student believes that the course meets the program’s requirements. Transfer credit is not automatic.

### Non-Ed.D. 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. 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

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

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

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

### Course Duplication

A maximum of six semester hours (500 or higher course number) may replace courses in a 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. 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 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 taking multiple scheduled breaks should be aware that this may place them in violation of the program attendance policy and require a withdrawal.

### **Nursing Credit**

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

## **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.

In order for a student to be eligible for financial aid or VA benefits, he/she must be enrolled as a degree-seeking student. Non-degree seeking students are not eligible for financial aid or VA benefits.

A student who applies to a degree program and is accepted to the PGS division will be considered a degree-seeking student.

Verification of enrollment for VA benefits is processed when the student has submitted the Application of Education Benefits form or the Request for Change of Program or Place of Training form to the student financial services office. Cohort dates must be determined prior to processing. Initial certification will be processed upon attendance confirmation.

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 student financial services office.

If the Department of Veterans Affairs is paying the school directly, the student financial services office must have all required paperwork. If the Department of Veterans Affairs is reimbursing the student, bills should be paid in accordance with the university payment schedule.

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.

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

Eligibility for VA benefits is determined solely by the Department of Veterans Affairs. Cornerstone University is responsible only to verify the student's enrollment.

For more veteran information, refer to [cornerstone.edu/veterans-benefits](http://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.

# LMS: MOODLE

---

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 Cornerstone University's portal home page at [portal.cornerstone.edu](http://portal.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). From the portal, select the link to Moodle.

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 selecting the help link found at the top and bottom of every Moodle webpage. If you have technology problems with other Cornerstone University systems or technology, please contact Technology Support at [technology.support@cornerstone.edu](mailto:technology.support@cornerstone.edu), 888-272-4001, or 616-222-1510.

## Basic Functions of Moodle

The basic functions of Moodle include:

- Viewing/downloading 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 projects; and
- completing online tests, quizzes and surveys.

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

# MILLER LIBRARY

---

## 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 .....	8:00 a.m. – 11 p.m.
Friday .....	8:00 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
- Approximately 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 print books in libraries throughout Michigan by utilizing our MeLCat program; students can request for materials to be sent to Miller Library for pick-up or check out books while visiting other MeLCat library locations.
- Access to other resources, including books, articles, DVDs, etc. throughout the nation through our Interlibrary Loan (ILL) service.
- Public computers, group study rooms, photocopiers, scanners, and more available inside library
- 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 find 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 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).

### 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)*

## Borrowing

### **Loan Periods**

The standard loan period for circulating materials for students, alumni and guest patrons is four weeks (28 days). The faculty and staff loan period is one semester. Items checked out from the DVD and video collections have a seven day loan period regardless of patron type.

### **Renewals**

If materials are needed longer than the normal borrowing period, they may be renewed at Miller Library, online at the Miller Library website, or over the phone with user verification.

### **Holds for Requested Material**

A hold enables a borrower to reserve the next use of an item that is currently in circulation. If several patrons place a hold on the same item, a queue sorted by request date will be used to distribute the item fairly. A patron will be notified via email of the item's availability when it is returned.

### **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.

## Questions?

For further library help or questions, please contact [jeff.lash@cornerstone.edu](mailto:jeff.lash@cornerstone.edu). He can direct you to available instruction and resources.

# GROUP GUIDELINES

---

Throughout students' degree programs, individual courses may require collaborative learning assignments designed to accomplish course objectives. These assignments may include projects, presentations, papers, worksheets, discussion questions and others. Effective collaboration and communication is necessary to complete these assignments, if assigned. Groups may utilize 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 collaborative learning process and from attending classes as part of a cohort of similar professionals. 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 groups and teams make decisions and solve problems. Any group 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 group may reach a conclusion that differs from what any of its members would have reached individually. The group provides a realistic laboratory for the exploration of group and team dynamics.

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

An individual's role as a member of a group extends beyond the working environment to include family, friends and organizations. The student's participation in a collaborative 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 group participation is reduced. An understanding of group and 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 sometimes learn more from a group than from working individually. The group 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 group 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.

## Group Dynamics

The process employed by collaborative learning 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**

Although the faculty may play a role in establishing a positive environment, nothing is more important than individual student commitment to emotional and social maturity in setting the proper tone for the group 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.

## **Uncovering Hidden Agendas**

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

## **Handling the Non-Contributor**

Non-contributors can also create obstacles for the group. If an individual does not accept his or her share of the workload, or fails to complete work on time, the group 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 group.

## **When Uneven Contributions Occur**

Uneven contributions within the group present a different issue. It is normal to expect some 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 members to determine the cause. If the individual displays effort but his or her abilities do not match those of the other group members, the other members should encourage and help the individual. This strengthens the group, and the end product is stronger.

## **Leadership**

When group members contribute equally and are comfortable with the group's goals, all members function as a leaderless group. Under these circumstances, the group's purpose and priorities may be established quickly and the tasks agreed upon jointly. Generally, the leaderless group 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 group. When a leader does emerge, it is because he or she is viewed as competent in helping the group achieve its goals.

## **Conflict Resolution**

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

# **Faculty Member's Role**

## **Positive Tone**

Generally, the faculty member should avoid interfering in the dynamics of the cohort or of collaborative learning groups. 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 cohort and collaborative learning groups must be established. Students will take their responsibilities more seriously when they understand the importance of collaborative learning.

## **Monitoring Implementations**

The "Group Evaluation" form, which can be found at the end of this section, has been developed for the faculty member to use in grading collaborative learning groups and can be used by each group member at the completion of each course. The evaluation form allows each member to focus on the group'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 group interaction. “Splintering” can be discouraged by advising students that the project must flow together conceptually. This is possible only when the group builds its strategies and solutions as a cohesive, problem-solving unit.

## Grading

Individual faculty members will determine how to grade collaborative learning assignments. Students should not expect equal grades, especially if unequal contributions were made to a project or assignment. Faculty members should communicate to students how they plan to grade individual and group participation.

## Group Rules

### Clear Roles

Typically, success in collaborative learning groups depends on several factors, but clear roles for each person is paramount.

### Team Size

Groups should be no fewer than three and no more than five members for required projects.

### Group Expectations

When formal assignments are expected of groups within a class, the following expectations should be used to establish boundaries for the group:

- 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?



# GENERAL INFORMATION

---

## Center for Career and Life Calling

Career services are offered to Cornerstone University Professional and Graduate Studies students to support resume development, job search and professional development needs. This support is offered through an online format called Handshake. Students are encouraged to register for this online service using the directions below.

### Handshake

To begin using the university career services offered through Handshake, please visit [cornerstone.joinhandshake.com](http://cornerstone.joinhandshake.com) and request an “alumni” account. Note: though current PGS students are not yet alumni, an alumni account is recommended to gain access to Handshake.

Available resources within Handshake include:

- Guide to creating a resume and cover letter
- A list of professional organizations to consider joining for networking purposes
- A guide to developing a LinkedIn profile
- Information about how to create a personal website to build your brand
- A guide to conducting informational interviews
- If you have further questions, please contact the Office of Career and Life Calling

## 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
- Julianne Dusendang, Assistant Director of The Well Counseling Services
- Rachel Rose, Administrative Assistant of The Well Counseling Services

The Well welcomes PGS students who are seeking direction, referrals, and temporary counseling services. The Well is a safe place for confidential conversations 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), or 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 Welch Administration Building on the main campus or by cash/check at the Cashier Stand of the Dining Commons for \$8.00.

### Dinner Hours:

Monday – Friday ..... 5:00 p.m. – 7:00 p.m.

## Golden Eagle Café

The Café features a variety of coffeehouse style beverages along with sandwiches, salads, bagels, cookies, and other assorted snacks. 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, and crossing hands over the back of the head.

## Lost and Found

PGS lost and found items are located at the PGS building receptionist desk on the upper level. Other places on the CU main campus to locate lost items include the Student Development Office in the upper level of the Corum Student Union, Miller Library, Bernice Hansen Center and the Campus Safety Office in Warren Faber Hall.

## 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 [cugoldeneagles.com](http://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.

## Campus Drone Policy

Students who intend to operate drones on campus must consult the Campus Drone Policy posted on the PGS 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.

# PGS LEADERSHIP TEAM

---



## **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 &  
Professor of Adult Learning & Organizational Leadership*

**Education:** Bachelor of science, Bible in general studies (Summit University); master of arts, educational ministries (Grand Rapids Theological Seminary); Ph.D., higher adult and 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 utilizes 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.



## **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.



### **Graham McKeague, Ph.D.**

*Associate Dean of Human Services*

**Education:** Master of theology (University of St Andrews); master of arts, intercultural ministries (Grand Rapids Theological Seminary); Ph.D. in higher adult and lifelong education (Michigan State University)

**Career Path:** Dr. McKeague has a background in cross-cultural missions and served with Youth With A Mission in their ministry training schools. He has experience in higher education administration as the former director of admissions for Grand Rapids Theological Seminary (GRTS) where his responsibilities included student recruitment, enrollment, retention and marketing. Dr. McKeague has taught as an adjunct professor at GRTS and Michigan State University. His research interests include teaching and learning, global learning, student retention and online education.

**Professional Certifications:** Cultural Intelligence (CQ)



### **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 business programs.

**Professional Certifications:** Senior Certified Professional in Human Resources (SHRM-SCP), Society for Human Resource Management; Occupational Instructor Certification, Air University, U. S. Air Force; Missouri State Teacher Certification, Language Arts/English, Grades 7-12



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

*Director of Online Learning and PGS Curriculum*

**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 and PGS curriculum 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.



### **James D. Link, M.B.A.**

*Executive Director of Enrollment Services*

**Education:** Bachelor of applied science, marketing (Davenport University), master of business administration (Cornerstone University)

**Career Path:** Mr. Link has a background in business development, student recruitment, and enrollment management. He initially came to Cornerstone University in 2005 working onsite under the university vendor, Institute for Professional Development. During his 7 year tenure he held the positions of senior enrollment representative, director of corporate relations, and enrollment manager. During this time, his efforts helped the division reach 1000 students for the first time in division history. Mr. Link is responsible for casting vision and oversight to the enrollment process, constructing strategic plans for meeting division goals, marketing, and team development.

**Volunteer Activities:** Burn survivor peer mentor with the Phoenix Society's SOAR (Survivors Offering Assistance in Recovery) program offered at Spectrum Health.

# PGS FACULTY

---

David Beach, *Special Appointment Faculty of Psychology*

B.R.E. (2000), Cornerstone University; M.A. Counseling (2002), Mars Hill Graduate School

Kai Ton Chau, *Adjunct Professor of Business*

Hon. Dip. (1986), Hong Kong Baptist University; M.M. (1990), University of Missouri – Kansas City; M.B.A. (2006), Laurentian University; CPA, CGA (2001); CFP (2005); FCCA (2008); D.W.S. (2011), The Robert E. Webber Institute for Worship Studies

Tim Detwiler, *Professor of Communications*

B.A. (1977), Cedarville College; M.A. (1982), Temple University; Ph.D. (1991), Pennsylvania State University

Gary Ellens, *Special Appointment Faculty of Business*

B.A. (1977), Calvin College; M.S.W. (1979), Michigan State University; M.B.A. (1993), Western Michigan University

Jill Ellens, *Special Appointment Faculty of Interdisciplinary Studies*

B.A. (1978), Calvin College; M.A. (1982), Michigan State University

Rebecca (Reba) Ezell, *Special Appointment Faculty of English*

B.A. (1994), Dordt College; M. Ed. (2007), Calvin College

Ron Foster, *Special Appointment Faculty of Business*

B.A. (1973), Pacific Lutheran University; M.A. (1978) Fuller Theological Seminary; D.M. (1989), Fuller Theological Seminary; J.D. (1992) Cooley Law School

Tonya Fountain, *Special Appointment Faculty of Business*

B.A. (1993), Michigan State University; M.B.A. (2005), University of Phoenix; D.M. (2013), University of Phoenix

Andrea Fryling, *Special Appointment Faculty of English*

B.A. (2008), G.V.S.U.; M.A. (2010), Northern Illinois University; Ph.D. (2017), Northern Illinois University

H. Stephen Graham, *Special Appointment Faculty of Business*

B.S. (2004), University of Phoenix; M.B.A. (2009), LeTourneau University; M.A. in Higher Ed. (2010), Dallas Baptist University

Brian Hazeltine, *Special Appointment Faculty of Interdisciplinary Studies*

B.Ed. (1977), University of Saskatchewan; M.A. (1988), Grace Theological Seminary; Ed. D. (2012), Walden University

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

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

Donna Larner, *Assistant Professor of Business*

B.A. (1984), Michigan State University; M.B.A. (2007), Davenport University

Gerald Longjohn, *Professor of Organizational Leadership & Development*

B.A. (1994), Moody Bible Institute; M.A. (2000), Trinity International University; Ed.D. (2013), Olivet Nazarene University

Graham McKeague, *Associate Professor of Educational Leadership*

M. Theol. (2001), University of St Andrews; M.A. (2011), Grand Rapids Theological Seminary; Ph.D. program (2016), Michigan State University



Leslie Mosher, *Special Appointment Faculty of Business*

A.S. (2000), Cornerstone University; B.S. (2002), Cornerstone University; M.S.M. (2004), Cornerstone University; D.B.A. (2008), University of Phoenix

Peter Osborn, *Professor of Adult Learning & Organizational Leadership*

B.S. (1993), Summit University; M.A. (1999), Grand Rapids Theological Seminary; Ph.D. (2006), Michigan State University

Michael Pasquale, *Director of TESOL Program & Professor of Linguistics*

B.A. (1995), Cedarville University; M.A. (1983), Michigan State University; Ph.D. (2001), Michigan State University

Jeffrey S. Savage, *Professor of Business*

B.A. (1995), Culver-Stockton College; M.S.A. (2001), Central Michigan University; Ed. D. (2005), Baylor University

Jeannette Taylor, *Special Appointment Faculty of Business*

B.A. (1981), Hope College; M.B.A. (1983), University of Michigan

Chad Tuttle, *Special Appointment Faculty of Business*

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

Scott Vanderberg, *Special Appointment Faculty of Business*

B.A. (1989), Cornerstone University; M.S. (2009), Cornerstone University

John VerBerkmoes, *Professor of Adult Learning & Organizational Leadership*

B.R.E. (1985), Cornerstone University; M.T.S. (1988), Grand Rapids Theological Seminary; Ph.D. (2006), Michigan State University

Chad Wight, *Special Appointment Faculty of Business*

B.A. (1992), Cornerstone University; M.T.S. (1998) Grand Rapids Theological Seminary. Business licenses in Securities

# CU ADMINISTRATION & BOARD OF TRUSTEES

---

## President's Cabinet

Joseph M. Stowell III, Th.M., D.D., *President*  
John F. VerBerkmoes, Ph.D., *Executive Vice President for Academics*  
Shawn M. Newhouse, D.B.A., *Vice President for Traditional Undergraduate Academics*  
Peter G. Osborn, Ph.D., *Vice President for Adult Learning and Dean of Online Learning*  
Marc Fowler, M.B.A., *Executive Vice President & Chief Operations Officer*  
Dee Mooney, C.P.A., D.Ed.Min., *Vice President & Chief Financial Officer*  
Gerald A. Longjohn, Ed.D., *Vice President for Student Development*  
Robert H. Sack, M.B.A., *Vice President for University Advancement*  
Lisa D. Link, M.S., *Executive Director of Enrollment*  
Christopher A. Lemke, B.A., *Executive Director of Cornerstone University Radio*  
Emilie Azkoul, M.B.A., *Director of Human Resources*

## Board of Trustees

Dr. Carole Bos, Chair, J.D. *Senior Partner, Bos & Glazier, PLC, Grand Rapids, MI*  
Douglas J. Busch (B.A. '93), *Vice President and General Manager, Optical Solutions, Molex, LLC, Downers Grove, IL*  
Dr. Mark G. Campbell, *President, Cancer and Hematology Centers of West Michigan, Grand Rapids, MI*  
Steven J. Cochlan, Treasurer, C.P.A., B.S., *President and CEO, The Cochlan Group, Inc./Bank Consulting Group, Inc., Chicago, IL*  
Lori J. Cook, B.A., *"Maranda", Wood TV, Grand Rapids, MI*  
Dr. Donald G. Denyes, *Vice Chair, D. Min., Senior Pastor, South Church, Lansing, MI*  
Steven R. Hawks (B.A. '81, M.B.A.), *Senior Vice President, Fifth Third Bank, Grand Rapids, MI*  
Dr. Lee N. June (M.A. '13), *Professor, Michigan State University, East Lansing, MI*  
Dr. Richard S. Koole (B.R.E. '70, Ed.D.), *Senior Pastor, Life Pointe Church, Fallbrook, CA*  
Artie M. Lindsay, Sr. (M.T.S. '04), *Teaching Pastor, Tabernacle Community Church, Grand Rapids, MI*  
Drew M. Martin (B.A. '05, J.D.), *Miller Energy Company, Kalamazoo, MI*  
Joseph E. McDonald (B.A. '07), *Partner, JoNa Capital Partners, Ada, MI*  
Dr. Albert R. Meredith (B.R.E. '78), *Senior Pastor, Wedgwood Baptist Church (retired), Fort Worth, TX*  
Kelly E. Miller, (B.S.) *President/CEO, Miller Investment Company, Traverse City, MI*  
David J. Pray (M.B.A. '08), *President/CEO, Decker Construction Inc., Grand Rapids, MI*  
Brian L. Sikma, (B.A.), *President, Highpoint Real Estate, Grand Rapids, MI*  
Dr. Joseph M. Stowell, *President, Cornerstone University, Grand Rapids, MI*  
Daniel R. Wielhouwer (B.R.E. '68, R.A.M.), *President/CEO, Club & Community Corporation, Boca Raton, FL*  
Dr. Lee D. Zuidema, (D.D.S.) *Secretary, Kentwood Family Dentistry, Kentwood, MI*

## EMERITUS TRUSTEES

Rev. Charles Alber (CU '62), *Middleville, MI*  
Rev. Roy J. Clark, *Grand Rapids, MI*

# INDEX

---

## A

About Cornerstone University .....	5
Academic Advising .....	53
Academic and Grade Appeals .....	53
Academic Calendar .....	4
Academic Integrity .....	53
Academic Policies & Procedures .....	53
Accessing Moodle .....	65
Additional Program Information, Doctor of Education .....	31
Additional Program Information, Master of Arts in Education .....	22
Additional Program Information, Master of Arts in Organizational Leadership .....	19
Additional Program Information, Master of Arts in TESOL.....	26
Additional Program Information, Master of Business Administration .....	14
Additional Technology Requirements by Degree Program .....	61
Admission & Registration.....	45
Admission Process.....	45
Admission Requirements, Doctor of Education .....	31
Admission Requirements, Master of Arts in Education .....	22
Admission Requirements, Master of Arts in Organizational Leadership .....	19
Admission Requirements, Master of Arts in TESOL.....	26
Admission Requirements, Master of Business Administration .....	13
Appeal Process, Academic Integrity .....	53,54
Attendance.....	54
Attendance and Grading.....	55
Audio/Video Recording.....	55

## B

Basic Functions of Moodle.....	65
Board of Trustees .....	80

## C

Campus Drone Policy.....	74
Campus Map.....	86
Campus Photography .....	9
Campus Safety Report.....	8
Capstone Project, Doctor of Education .....	31
Capstone Requirements, Master of Arts in TESOL .....	27
Cash Pay, Payment Options .....	49
Center for Career and Life Calling .....	71
Change of Address/Personal Information .....	71
Changes in Policy.....	7
Children/Guests/Pets.....	55
Class Meeting Attendance .....	54
Cohort Dissolution.....	55

Computer Access .....	71
Consumer Information .....	7
Continuous Enrollment for Ed.D. Program .....	45
Convenience of Time and Place .....	11
Copy Center .....	71
Cornerstone Confession .....	5
Counseling Services .....	71
Course Descriptions .....	34
Course Duplication .....	63
Course Retake Policy .....	56
CU Administration & Board of Trustees .....	80
Curricular Goals .....	10
Curriculum .....	12

## D

Degree Programs .....	12
Dining Commons .....	72
Directory .....	3
Distance Education Policy, Miller Library .....	67
Doctor of Education .....	31
Drop-In Program .....	56
Drug and Alcohol Abuse Prevention .....	8

## E

E-Book Refunds .....	49
Ed.D. Residencies .....	54
Ed.D. Transfer Credit .....	62
Educational Effectiveness .....	10
Educational Resource Fee .....	47, 48
Educational Technology Endorsement .....	25
Emergencies .....	72
Enrollment Status .....	56
Equity In Athletics Disclosure .....	8
ESL Endorsement .....	28

## F

Faculty .....	12, 78
Faculty Member's Role, Group Guidelines .....	69
Family Education Rights And Privacy Act (FERPA) .....	7
Federal Direct Loan Program .....	52
Federal Financial Aid Programs .....	52
Financial Aid, Payment Options .....	49
Financial Appeals .....	50
Financial Information .....	47
Fines, Miller Library .....	67
Fire Safety .....	72

## G

General Graduation Requirements .....	56
General Information .....	71

Global Business Experience .....	35
Golden Eagle Café .....	72
Grade Point Average (G.P.A.) .....	57
Grade Reports.....	57
Grading System and Honor Points .....	57
Grading, Group Guidelines .....	70
Graduate Programs .....	10
Graduation (Latin) Honors .....	57
Graduation Dates & Diplomas.....	56
Graduation Requirements, Doctor of Education .....	31
Graduation Requirements, Master of Arts in Education .....	22
Graduation Requirements, Master of Arts in Organizational Leadership .....	20
Graduation Requirements, Master of Arts in TESOL .....	27
Graduation Requirements, Master of Business Administration.....	14
Group Dynamics.....	68
Group Guidelines .....	68
Group Learning.....	11

## H

History of Cornerstone University .....	6
---	---

## I

Identification Cards .....	73
Inclement Weather Conditions .....	73
Incomplete Grade.....	57
International Students .....	45

## L

Lack of Adherence .....	55
Late Paper Policy .....	57
Learning Assistance.....	58
Learning Model and Format.....	11
Leave of Absence .....	58
Letter Grade Equivalencies.....	58
Library Hours.....	66
Library Resources .....	66
LMS: Moodle .....	65
Lost and Found .....	73

## M

MA TESOL Housing.....	47
Make-Up Assignments.....	55
Master of Arts in Education.....	22
Master of Arts in Education Program Concentrations.....	24
Master of Arts in Education, Curriculum and Instruction Concentration .....	24
Master of Arts in Education, Educational Leadership Concentration .....	24
Master of Arts in Education, Educational Technology Concentration .....	24
Master of Arts in Organizational Leadership.....	19
Master of Arts in TESOL.....	26
Master of Business Administration .....	13

Master of Business Administration Program Concentrations .....	15
Master of Business Administration, Finance Concentration .....	15
Master of Business Administration, Global Business Concentration .....	15
Master of Business Administration, Health Care Concentration .....	16
Master of Business Administration, Project Management Concentration .....	16
Master’s Project, Master of Arts in Education .....	22
MBA Global Business Trip .....	47
Miller Library .....	66

**N**

Non-Ed.D. Transfer Credit .....	62
Non-Degree Admission .....	45
Non-Refundable Fees .....	47
Notice of Nondiscriminatory Policy Toward Students .....	7
Notification Regarding Academic Integrity Policy .....	54
Nursing Credit .....	63

**O**

Online Attendance Policy .....	55
Online Elective Courses .....	59
Our Identity, Mission and Vision .....	5
Outcomes, Group Guidelines .....	68

**P**

Participation in Commencement .....	56
Participative and Active Learning .....	11
Payment Options .....	48
Payment Policies .....	48
PGS Faculty .....	78
PGS Leadership Team .....	75
PGS Mission and Purpose .....	10
Posting of Signs .....	73
President’s Cabinet .....	80
Program Attendance Policy .....	55
Program Format .....	11
Purpose of Financial Aid .....	50

**R**

Readmission to a Program .....	45
Record Expunged Upon Graduation, Academic Integrity .....	54
Recreational Facilities .....	73
Refund of Overpayment on Student Account .....	50
Refund of Tuition .....	49
Required Courses, Doctor of Education .....	33
Required Courses, Master of Arts in Education .....	23
Required Courses, Master of Arts in Organizational Leadership .....	21
Required Courses, Master of Arts in TESOL .....	28
Required Courses, Master of Business Administration .....	15
Requirements to Receive Federal Financial Aid .....	50
Reservation Procedure .....	46

Return of Financial Aid Funds .....	50
Right of Censorship .....	73

**S**

Satisfactory Academic Progress Standards .....	51
Scheduled Breaks .....	59
Scholastic Probation, Academic Suspension and Dismissal.....	59
Selective Service Registration, Federal Financial Aid .....	50
Sexual Harassment and Discrimination.....	8
State Authorizations .....	60
Statement of Educational Purpose, Federal Financial Aid .....	50
Statement of Refund and Default, Federal Financial Aid.....	50
Student Disability Services (SDS) .....	59
Student Grievance/Complaint Procedure.....	60
Student Learning Outcomes, Doctor of Education.....	32
Student Learning Outcomes, Master of Arts in Education.....	23
Student Learning Outcomes, Master of Arts in Organizational Leadership .....	20
Student Learning Outcomes, Master of Arts in TESOL.....	27
Student Learning Outcomes, Master of Business Administration .....	14

**T**

Table Of Contents .....	2
Team Rules, Group Guidelines .....	70
Technology Fee .....	47, 48
Technology Requirements .....	61
TESOL Graduate Diploma.....	28
Textbook Information.....	61
Textbook Refunds .....	49
Third Party Servicers.....	8
Tornado Watch/Warning .....	73
Transcripts .....	61
Transfer Credit .....	62
Tuition .....	47

**U**

University Lifestyle Expectations .....	46
Using Miller Library's Web Site.....	66

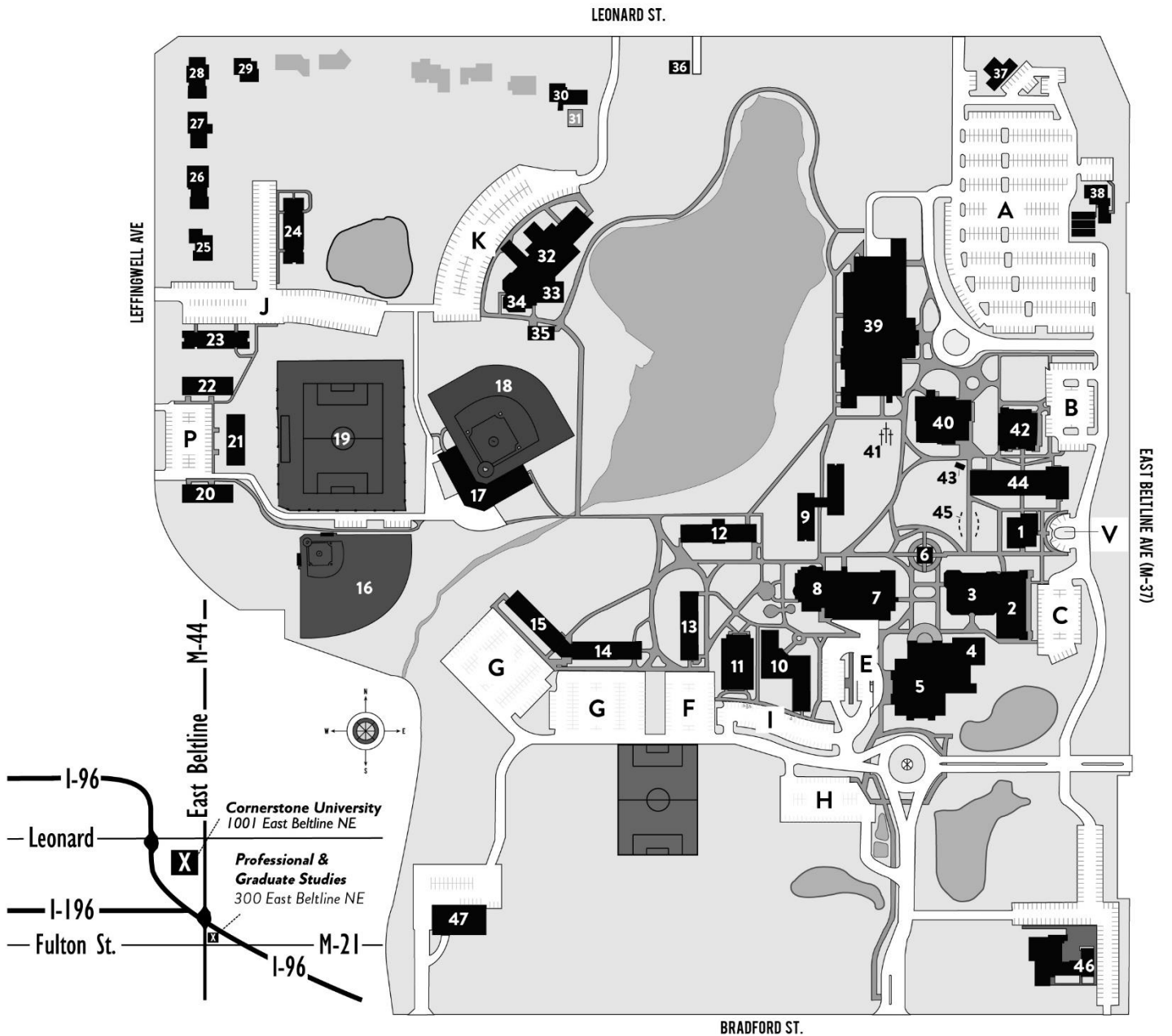
**V**

Vehicle Registration.....	73
Veterans.....	63
Violation of Lifestyle Expectations.....	46

**W**

Weapons.....	74
Withdrawal Policy .....	64

# CAMPUS MAP



## MAP KEY

- |  |                             |  |   |
|--|-----------------------------|--|---|
| 1. Ketcham Bldg.<br>(Admissions/Financial Aid<br>Welcome Center) | 11. Faculty Office Building | 24. Crawford Hall                            | 36. 3014 Leonard                        |
| 2. Warren Faber Hall<br>(Bookstore/Campus Safety)                | 12. Pickitt Hall            | 25. 1128 Leffingwell                         | 37. 3120 Leonard                        |
| 3. Bolthouse Hall  | 13. Keithley Hall           | 26. 1142 Leffingwell                         | 38. Cornerstone University Radio        |
| 4. Gordon Hall   | 14. Van Osdel Hall          | 27. 1158 Leffingwell                         | 39. Hansen Athletic Center              |
| 5. Christ Chapel   | 15. Cook Hall               | 28. 1180 Leffingwell                         | 40. Miller Library                      |
| 6. Welch Clock Tower   | 16. Softball Field          | 29. 2830 Leonard                             | 41. Redemption Crosses                  |
| 7. Gainey Conference Center                                      | 17. Central Hall            | 30. 2968 Leonard                             | 42. Administration Building             |
| 8. Corum Student Union   | 18. De Witt Baseball Field  | 31. CU Community Garden                      | 43. Fall Sculpture                      |
| 9. Quincer Hall  | 19. Soccer Field            | 32. Wood Seminary Building                   | 44. Daverman Hall                       |
| 10. Miller Hall  | 20. Fuller Hall             | 33. Pirsig/DeBruyn Chapel                    | 45. Creation Sculptures                 |
|  | 21. Knol Hall               | 34. Matthews Performing Arts Center          | 46. Theatre Costume Storage & Rentals   |
|  | 22. Morris Hall             | 35. Workshop/Theatre Greenrooms<br>& Storage | 47. Campus Services (2901 Bradford St.) |
|  | 23. Babcock Hall            |  |   |