

Cornerstone
UNIVERSITY®
BUILD A LIFE THAT MATTERS
Professional & Graduate Studies

Grand Rapids, Michigan

Undergraduate Academic Catalog
& Student Handbook

2019 • 2020



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 around 800 students who are enrolled in adult degree completion studies, master's degree programs or our 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. 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

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DIRECTORY

Campus Locations:

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

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

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

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

PGS Academic Advising:

Grand Rapids 616-254-1650
Kalamazoo 888-576-3585

2019-2020

ACADEMIC CALENDAR

Fall 2019

Registration Deadline for Fall Session I Online Elective Courses	August 6
Fall Session I Online Electives Begin	August 27
Labor Day (no classes)	September 2
Registration Deadline for Fall Session II Online Elective Courses	October 1
Fall Session II Online Electives Begin	October 22
Graduation Application Deadline for December Graduates	November 1
Thanksgiving Break	November 20-24
Christmas Break (campus closed).....	December 24-January 1

Winter/Spring 2020

Registration Deadline for Winter Online Electives.....	December 3
Winter Online Electives Begin.....	January 7
Graduation Application Deadline for May and August Graduates	February 1
Registration Deadline for Spring Online Elective Courses.....	February 4
Spring Online Electives Begin	March 3
Good Friday (no classes, campus closed).....	April 10
Easter Sunday	April 12
Commencement	May 9

Summer 2020

Registration Deadline for Summer Session I Online Electives	April 7
Summer Session I Online Electives Begin	April 28

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 11th president, Dr. Joseph M. Stowell III. The university currently enrolls around 2,600 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)
- Accreditation Council for Business Schools and Programs (ACBSP) (since 2019)
- 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 2019-2020 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

For questions/complaints regarding issues and incidents involving students:

Mark Muha

Director of Community Life | Title IX Deputy Coordinator

Corum Student Union | 2nd Floor

616.222.1423 or 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

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

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.

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
- TMS/NetNet – 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.

UNDERGRADUATE 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 & 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:

- 43 percent of students in associate degree programs and 69 percent of students in bachelor's degree programs graduate with their degree.
- 92 percent of PGS alumni believe that their education prepared them for the demands of their vocational life.
- 94 percent of associate degree program graduates are employed or continuing their education.
- 95 percent of bachelor's degree program 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 undergraduate courses meet for five 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 a 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.

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.

Undergraduate Degree Programs

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

Associate of Science

Business Studies

Human Services

Bachelor of Science

Business Administration & Leadership

Organizational Management

Ministry Leadership

Psychology

ASSOCIATE OF SCIENCE IN BUSINESS STUDIES

The Associate of Science in Business Studies is an introductory level academic program designed to provide basic business and management knowledge, skills and abilities. This program integrates theory with practice in areas such as entrepreneurship, marketing, global business and the fundamentals of leadership. Students are prepared to continue their studies at the bachelor's degree level and pursue entry-level career opportunities in the business environment.

Admission Requirements

- Submission of a completed application and non-refundable \$25 application fee.
- Official transcripts from all previously attended colleges/universities (U.S. regionally accredited or equivalent) and a copy of official military transcripts, if applicable.
- Graduation from high school or successful completion of GED.
- A minimum of two years full-time work experience since high school.
- Students whose primary language is not English must achieve a minimum TOEFL score of 550 (paper-based test), 213 (computer-based test), 79-80 (internet-based test) or a minimum IELTS score of 6.5 and have the results submitted to Cornerstone University.

Graduation Requirements

- Completion of all required courses in the associate's program, including a specified subject concentration (business studies or human services).
- Cumulative grade-point average of 2.0 or higher in all work.
- A grade of C- or higher in ENG-118 and COM-111.
- Credit from remedial or non-college level courses will not count toward graduation credit.
- 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 Associate of Science in Business Studies curriculum is designed to enable the student to:

- I. Demonstrate **Specialized Knowledge** of and proficiency in the terminology, theories, concepts, practices, and skills specific to business studies in the 21st century workforce. In accomplishing this objective, students will be able to:
 - Define basic business terminology as related to students' jobs.
 - Explain basic theoretical concepts and constructs important to the scope of business studies.
 - Classify and paraphrase core business theories and research.
 - Interpret business research applicable to business challenges.
- 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. At the end of this program, students will be able to:
 - Demonstrate emotional intelligence and personal management skills germane to the needs of 21st century business employers.
 - Collaborate with others in achieving shared objectives of the business studies program.

- Exhibit business writing and speaking skills desired by employers in the 21st century workplace.

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 with the 21st 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

The Associate of Science in Business Studies degree program is available in two formats: fully online or blended (traditional classroom environment with online components). Concentration courses are only offered online.

Step I Courses

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

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

Step II Courses

Required Courses		Credits	Weeks
IDS-204	Personal Wellness.....	3	6
ENG-223	Introduction to Literature.....	3	5
REL-232	Gospel Literature.....	3	5
MAT-120	Contemporary Math.....	3	7

FAR-211	Introduction to Fine Arts	3.....	5
HIS-115	American Studies.....	3.....	5
SOC-211	Current Social Issues	3.....	5
SCI-119	Contemporary Issues in Science and Technology	3.....	6
	Total	24.....	44

Concentration Courses (*indicates required courses in the major)

Credits Weeks

MKT-251*	Principles of Marketing	3.....	5
MGT-232*	Entrepreneurship.....	3.....	5
BUS-234*	Current Problems in Business: Case Studies.....	2.....	4
	Total	8.....	14

ASSOCIATE OF SCIENCE IN HUMAN SERVICES

The Associate of Science in Human Services is an introductory level academic program designed to provide students with interdisciplinary knowledge focused on the prevention and remediation of human services issues. Developed through discussion and collaboration with human service leaders, the program integrates theory with practice in areas such as sociology, counseling and intercultural relations with differing ethnic groups through field-based experiences. This program prepares students with the practical knowledge necessary to enter fields such as social work, non-profits and ministry.

Admission Requirements

- Submission of a completed application and non-refundable \$25 application fee.
- Official transcripts from all previously attended colleges/universities (U.S. regionally accredited or equivalent) and a copy of official military transcripts, if applicable.
- Graduation from high school or successful completion of GED.
- A minimum of two years full-time work experience since high school.
- Students whose primary language is not English must achieve a minimum TOEFL score of 550 (paper-based test), 213 (computer-based test), 79-80 (internet-based test) or a minimum IELTS score of 6.5 and have the results submitted to Cornerstone University.

Graduation Requirements

- Completion of all required courses in the associates program, including a specified subject concentration (business studies or human services).
- Cumulative grade-point average of 2.0 or higher in all work.
- A grade of C- or higher in ENG-118 and COM-111.
- Credit from remedial or non-college level courses will not count toward graduation credit.
- 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 Associate of Science in Human Services 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 human services.

- Describe the core theories and major terminology relevant to the study of human services.
- Apply principles from human services in solving problems.
- Demonstrate the use of ethical decision-making in human services.
- Articulate the current issues related to the field of human services.

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.
- Analyze at least one concept from the field of human services in light of a problem outside of the classroom.
- Provide evidence of the ability to collaborate with others in achieving shared objectives.

- Exhibit communication skills including written, oral, and digital technology forms.

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 & Global Engagement*

Students will demonstrate intercultural competence in addressing civic, social, environmental and economic issues. This will include issues related to understanding diversity and developing cultural awareness in human services professions.

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 human services.

Required Courses

The Associate of Science in Human Services degree program is available in two formats: fully online or blended (traditional classroom environment with online components). Concentration courses are only offered online.

Step I Courses

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

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

Step II Courses

Required Courses		Credits	Weeks
IDS-204	Personal Wellness.....	3	6
ENG-223	Introduction to Literature.....	3	5
REL-232	Gospel Literature	3	5
MAT-120	Contemporary Math.....	3	7
FAR-211	Introduction to Fine Arts	3	5
HIS-115	American Studies.....	3	5

SOC-211	Current Social Issues	3.....	5
SCI-119	Contemporary Issues in Science and Technology	3.....	6
	Total	24.....	44

Concentration Courses (*indicates required courses in the major)

Credits Weeks

SOC-201*	Intercultural Relations	3.....	5
PSY-221*	Interviewing and Counseling	3.....	5
SOC-229*	Field Experience/Applied Project	2.....	4
	Total	8.....	14

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION & LEADERSHIP

The Bachelor of Science in Business Administration & Leadership is an undergraduate level academic program designed to provide leadership, analytical and problem-solving skills as well as business acumen within a Christ-centered framework. Courses emphasize knowledge of core business functions such as accounting, managerial economics, introductory data analysis, finance, marketing and management. Students are prepared to pursue careers in areas such as public relations, finance, human resources, marketing and small business management. This degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Admission Requirements

- Submission of a completed application and non-refundable \$25 application fee.
- Official transcripts from all previously attended colleges/universities (U.S. regionally accredited or equivalent), CLEP and DANTES transcripts and a copy of official military transcripts, if applicable.
- A minimum of two years of full-time work experience since high school.
- Students whose primary language is not English must achieve a minimum TOEFL score of 550 (paper-based test), 213 (computer-based test), 79-80 (internet-based test) or a minimum IELTS score of 6.5 and have the results submitted to Cornerstone University.
- At least 56 semester hours of transferable, college-level credit from accredited colleges/universities are required to begin the program major.

Graduation Requirements

- Completion of at least 120 semester hours, including a minimum 24 semester hour major and 30 semester hours of general education requirements with minimum credits in the areas listed below. Courses that count toward general education requirements must be at least two semester hours; and the total general education credit must not be less than 30 semester hours. General education credits can be earned through college coursework and credit by exam, or awarded through prior learning credit. Students enrolled in any of the PGS programs may “drop in” to many of the courses offered in the division to fulfill these requirements:
 - English Composition, one (1) course that includes production of a research paper.
 - Speech, one (1) communication course with oral speech opportunities.
 - Humanities, four (4) courses from at least two of the following categories: history, literature, modern foreign language (one year of college or above), philosophy/religion, art or music appreciation.
 - Science, one (1) course with a lab component.
 - Math, one (1) math course MAT-110 or higher.
 - Social Science, two (2) courses from the following categories: sociology, psychology, economics, political science, geography.
- A cumulative grade-point average of 2.0 or higher in all work with a 2.5 or more in the major.
- A grade of C- or better in ENG-119 and COM-211.
- Credit from remedial or non-college level courses will not count toward graduation credit.
- A maximum of 30 credits through prior learning assessment and credit by exam may be awarded. All prior learning assessment petitions (LLE/PST) for credit must be submitted 30 days prior to any of the three graduation dates to allow time for evaluation.
- Students may receive a double major from the university if they have fulfilled all requirements for both majors. If there is an overlap of courses between the two majors, additional courses must be taken in that field of study.

Students may also earn a minor by fulfilling additional credits in another area of study as prescribed by the university.

- Payment of all tuition and fees.
- Students must complete at least 32 semester hours at Cornerstone University, including residency for at least 12 semester hours of the subject concentration/major. Prior Learning Assessment credit (PST/LLE) and credit by exam (CLEP, DANTES, or Berlitz language evaluation) do not apply to in-residence credit.
- 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 **Bachelor of Science in Business Administration & 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 business administration in the 21st century workforce. In accomplishing this objective, students will be able to:
 - Explain key terms and concepts related to core business competencies and practices.
 - Demonstrate knowledge of fundamental business administration skills and their related disciplines.
- 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. At the end of this program, students will be able to:
 - Demonstrate emotional intelligence and personal management skills germane to the needs of 21st 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 21st century workplace.

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 communicative fluency.

- Provides evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, evaluating or refining the information base within the field of study.
- Articulates and undertakes appropriate applications of quantitative methods, concepts and theories in a field of study related to business, leadership or management.
- Creates sustained, coherent arguments or explanations synthesizing work of others in an area related to business, leadership or management.

IV. Civic & Global Engagement

Students will demonstrate intercultural competence in addressing civic, social, environmental, and economic issues within the 21st century business workplace. In accomplishing this objective, students will be able to:

- Demonstrate the ability to explain a significant civic, social, environmental, or economic issue that has local, national, and global significance from multiple perspectives.
- Appraise the complexity of an issue by providing diverse interpretations drawn from relevant scholarly research.

V. Biblical Worldview Integration and Action

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

- Examine a biblical worldview about an issue of professional significance with supporting evidence from Scripture.
- Evaluate the strengths and weaknesses of a biblical worldview in relation to a specific issue of professional significance using relevant scholarly resources.
- Construct their current understanding of biblical worldview about current or future vocation using relevant scholarly resources.

Required Courses

Required Courses (<i>*indicates required courses in the major</i>)		Credits	Weeks
BUS-302	Principles of Self-Management in Business	3.....	5
ENG-119	Professional Writing.....	3.....	5
COM-211	Professional Communication.....	3.....	5
ECN-311*	Managerial Economics.....	3.....	5
BUS-401	Business Ethics and Values	3.....	5
MGT-314*	Management and Leadership	3.....	5
BUS-219	Business Technology	3.....	5
MKT-351*	Fundamentals of Applied Marketing Management	3.....	5
BUS-318	Global Business Perspectives.....	3.....	5
BUS-212*	Statistics for Managers	3.....	7
BUS-362*	Legal Business Environment.....	3.....	5
ACC-324*	Principles of Financial Accounting	4.....	7
ACC-325*	Managerial Accounting	3.....	5
FIN-345*	Financial Management.....	3.....	6
MGT-433*	Strategic Business Foundations	3.....	5
Total		46.....	80

BACHELOR OF SCIENCE IN ORG. MANAGEMENT

The Bachelor of Science in Organizational Management is an undergraduate level academic program designed to provide leadership, communication, and problem-solving skills within a Christ-centered framework. Courses emphasize conceptual knowledge of conflict resolution, organizational behavior, strategic management, and human resources, and their application in the workplace. Students are prepared to pursue careers in areas such as human resources, operations management and small business management. This degree program is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Admission Requirements

- Submission of a completed application and non-refundable \$25 application fee.
- Official transcripts from all previously attended colleges/universities (U.S. regionally accredited or equivalent), CLEP and DANTES transcripts and a copy of official military transcripts, if applicable.
- A minimum of two years of full-time work experience since high school.
- Students whose primary language is not English must achieve a minimum TOEFL score of 550 (paper-based test), 213 (computer-based test), 79-80 (internet-based test) or a minimum IELTS score of 6.5 and have the results submitted to Cornerstone University.
- At least 56 semester hours of transferable, college-level credit from accredited colleges/universities are required to begin the program major.

Graduation Requirements

- Completion of at least 120 semester hours, including a minimum 24 semester hour major and 30 semester hours of general education requirements with minimum credits in the areas listed below. Courses that count toward general education requirements must be at least two semester hours; and the total general education credit must not be less than 30 semester hours. General education credits can be earned through college coursework and credit by exam, or awarded through prior learning credit. Students enrolled in any of the PGS programs may “drop in” to many of the courses offered in the division to fulfill these requirements:
 - English Composition, one (1) course that includes production of a research paper.
 - Speech, one (1) communication course with oral speech opportunities.
 - Humanities, four (4) courses from at least two of the following categories: history, literature, modern foreign language (one year of college or above), philosophy/religion, art or music appreciation.
 - Science, one (1) course with a lab component.
 - Math, one (1) math course MAT-110 or higher.
 - Social Science, two (2) courses from the following categories: sociology, psychology, economics, political science, geography.
- A cumulative grade-point average of 2.0 or higher in all work with a 2.5 or more in the major.
- A grade of C- or better in ENG-119 and COM-211.
- Credit from remedial or non-college level courses will not count toward graduation credit.
- A maximum of 30 credits through prior learning assessment and credit by exam may be awarded. All prior learning assessment petitions (LLE/PST) for credit must be submitted 30 days prior to any of the three graduation dates to allow time for evaluation.
- Students may receive a double major from the university if they have fulfilled all requirements for both majors. If there is an overlap of courses between the two majors, additional courses must be taken in that field of study. Students may also earn a minor by fulfilling additional credits in another area of study as prescribed by the university.
- Payment of all tuition and fees.
- Students must complete at least 32 semester hours at Cornerstone University, including residency for at least 12 semester hours of the subject concentration/major. Prior Learning Assessment credit (PST/LLE) and credit by exam (CLEP, DANTES, or Berlitz language evaluation) do not apply to in-residence credit.

- 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 **Bachelor of Science in Organizational Management** curriculum is designed to enable students to:

- I. Demonstrate **Specialized Knowledge** of and proficiency in the terminology, theories, concepts, practices, and skills specific to management in the 21st century workforce. In accomplishing this objective, students will be able to:
 - Explain key terms and concepts related to core management competencies and practices.
 - Articulate a systems approach to management theory and practice.
 - Evaluate management practices and leadership decisions.
 - Demonstrate knowledge of fundamental management skills and their related discipline.
 - Recommend and defend management solutions for complex organizational issues.

- 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. At the end of this program, students will be able to:
 - Demonstrate emotional intelligence and personal management skills germane to the needs of 21st century business employers.
 - Collaborate with others in achieving shared objectives of the organizational management program.
 - Use knowledge of empirical and theoretical research to solve 21st century management 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 communicative fluency. They will:

 - Locate, evaluate, incorporate, and properly cite multiple information resources in different media.
 - Use quantitative information in support of the argument or purpose of the work.
 - Exhibit business writing and speaking skills desired by employers in the 21st century workplace.
 - Use knowledge of empirical and theoretical research to solve 21st century business issues, challenges and problems.

- IV. **Civic & Global Engagement**

Students will demonstrate intercultural competence in addressing civic, social, environmental, and economic issues within the 21st century business workplace. At the end of this program, they will be able to:

 - Describe a significant civic, social, environmental, or economic issue that has local, national and global significance.
 - Analyze the complexity of an issue by providing diverse interpretations drawn from multiple sources.
 - Evaluate the strengths and weaknesses of options presented to address an issue that has local, national and global significance.

- V. **Biblical Worldview Integration and Action**

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

- Describe a biblical worldview in relation to an issue of professional significance.
- Evaluate the strengths and weaknesses of a biblical worldview in relation to a specific issue of professional significance.
- Examine their current understanding of biblical worldview in relation to current or future vocation.

Required Courses

Required Courses (*indicates required courses in the major)		Credits	Weeks
BUS-302	Principles of Self-Management in Business	3.....	5
ENG-119	Professional Writing.....	3.....	5
COM-211	Professional Communication.....	3.....	5
BUS-401	Business Ethics and Values	3.....	5
MGT-314*	Management and Leadership	3.....	5
MGT-317*	Organizational Behavior and Processes	3.....	5
BUS-219	Business Technology	3.....	5
MGT-315*	Negotiation and Conflict Resolution	3.....	5
FIN-351*	Financial Fundamentals for Managers	3.....	6
BUS-318	Global Business Perspectives	3.....	5
BUS-362*	Legal Business Environment.....	3.....	5
MGT-332*	Human Resource Management	3.....	5
MGT-438*	Organizational Strategic Management	3.....	5
MGT-441*	Management Project.....	3.....	5
Total		42.....	71

BACHELOR OF SCIENCE IN MINISTRY LEADERSHIP

The Bachelor of Science in Ministry Leadership is an undergraduate interdisciplinary program designed to provide foundational biblical, theological and leadership principles. Students will identify and apply critical components of the Christian worldview, demonstrate cross-cultural communication, and develop decision-making expertise. Students are prepared to pursue careers in areas such as ministry, service or non-profits.

Admission Requirements

- Submission of a completed application and non-refundable \$25 application fee.
- Official transcripts from all previously attended colleges/universities (U.S. regionally accredited or equivalent), CLEP and DANTES transcripts and a copy of official military transcripts, if applicable.
- A minimum of two years of full-time work experience since high school.
- Students whose primary language is not English must achieve a minimum TOEFL score of 550 (paper-based test), 213 (computer-based test), 79-80 (internet-based test) or a minimum IELTS score of 6.5 and have the results submitted to Cornerstone University.
- At least 56 semester hours of transferable, college-level credit from accredited colleges/universities are required to begin the program major.
- Ministry Leadership applicants must also submit (a) a statement of Christian faith and involvement in the local church and (b) a letter from a church/ministry leader or pastor addressing the following:
 - length of relationship with the candidate.
 - type of candidate's involvement in ministry.
 - whether he/she recommends the candidate for a ministry leadership program.

Additional Program Information

Bible Survey Courses

In addition to the courses included in the Bachelor of Science in Ministry Leadership program, students must also complete the following courses if not fulfilled previously:

- REL-231, REL-235 or an equivalent Old Testament Survey course
- REL-232, REL-234 or an equivalent New Testament Survey course

Graduation Requirements

- Completion of at least 120 semester hours, including a minimum 24 semester hour major and 30 semester hours of general education requirements with minimum credits in the areas listed below. Courses that count toward general education requirements must be at least two semester hours; and the total general education credit must not be less than 30 semester hours. General education credits can be earned through college coursework and credit by exam, or awarded through prior learning credit. Students enrolled in any of the PGS programs may "drop in" to many of the courses offered in the division to fulfill these requirements:
 - English Composition, one (1) course that includes production of a research paper.
 - Speech, one (1) communication course with oral speech opportunities.
 - Humanities, four (4) courses from at least two of the following categories: history, literature, modern foreign language (one year of college or above), philosophy/religion, art or music appreciation.
 - Science, one (1) course with a lab component.
 - Math, one (1) math course MAT-110 or higher.
 - Social Science, two (2) courses from the following categories: sociology, psychology, economics, political science, geography.
- A cumulative grade-point average of 2.0 or higher in all work with a 2.5 or more in the major.
- A grade of C- or better in ENG-119 and COM-211.

- Credit from remedial or non-college level courses will not count toward graduation credit.
- A maximum of 30 credits through prior learning assessment and credit by exam may be awarded. All prior learning assessment petitions (LLE/PST) for credit must be submitted 30 days prior to any of the three graduation dates to allow time for evaluation.
- Students may receive a double major from the university if they have fulfilled all requirements for both majors. If there is an overlap of courses between the two majors, additional courses must be taken in that field of study. Students may also earn a minor by fulfilling additional credits in another area of study as prescribed by the university.
- Ministry Leadership degree candidates must also complete two additional Bible survey courses. See the Additional Program Information section for further details.
- Payment of all tuition and fees.
- Students must complete at least 32 semester hours at Cornerstone University, including residency for at least 12 semester hours of the subject concentration/major. Prior Learning Assessment credit (PST/LLE) and credit by exam (CLEP, DANTEs, or Berlitz language evaluation) do not apply to in-residence credit.
- 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 **Bachelor of Science in Ministry Leadership** 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 ministry leadership.

- Describe the core principles and terminology relevant to the study of biblical studies, theology, and ministry leadership.
- Apply principles from biblical studies, theology, and ministry leadership in leading a ministry or non-profit organization.
- Demonstrate the use of ethical decision-making in ministry leadership.
- Understand the current issues related to the field of ministry leadership.

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.
- Apply concepts from the field of ministry leadership in light of a problem outside of the classroom.
- Provide evidence of the ability to collaborate with others in achieving shared objectives in ministry leadership.
- Exhibit communication skills, both in written and oral forms, appropriate for ministry leadership.

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 & Global Engagement*

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

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 culture from a ministry leadership perspective.

Required Courses

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

	Credits	Weeks
One course from the following.....	3.....	5
CMI-302 Principles of Self-Management in Ministry <i>or</i>		
IDS-302 Principles of Self-Management		
ENG-119 Professional Writing.....	3.....	5
COM-211 Professional Communication.....	3.....	5
CMI-312* Personal Growth for Effective Leadership	3.....	5
REL-228* Principles of Biblical Studies	3.....	5
REL-237* Interpretive Analysis of New Testament Literature	3.....	5
CMI-338* Ministry Ethics and Values	3.....	5
REL-238* Christian Doctrine I.....	3.....	5
REL-345* Christian Doctrine II.....	3.....	5
CMI-331* Philosophy of Leadership.....	3.....	5
MGT-317 Organizational Behavior and Processes	3.....	5
CMI-433* Systems for Cultural Impact	3.....	5
REL-233* Interpretive Analysis of Old Testament Literature	3.....	5
MGT-315 Negotiation and Conflict Resolution	3.....	5
MGT-316 Managing the Not-for-Profit Organization	3.....	5
CMI-442* Applications in Organizational Leadership	3.....	5
Total	48.....	80

BACHELOR OF SCIENCE IN PSYCHOLOGY

The Bachelor of Science in Psychology is an undergraduate level academic program designed to provide students with core knowledge and practical experience in the field of psychology. Emphasizing the universal applicability of this discipline, the program explores topics such as communication, multicultural counseling, and current trends and specialties. Students are prepared to analyze and resolve human service needs for a diverse and global population.

Admission Requirements

- Submission of a completed application and non-refundable \$25 application fee.
- Official transcripts from all previously attended colleges/universities (U.S. regionally accredited or equivalent), CLEP and DANTES transcripts and a copy of official military transcripts, if applicable.
- A minimum of two years of full-time work experience since high school.
- Students whose primary language is not English must achieve a minimum TOEFL score of 550 (paper-based test), 213 (computer-based test), 79-80 (internet-based test) or a minimum IELTS score of 6.5 and have the results submitted to Cornerstone University.
- At least 56 semester hours of transferable, college-level credit from accredited colleges/universities are required to begin the program major.

Graduation Requirements

- Completion of at least 120 semester hours, including a minimum 24 semester hour major and 30 semester hours of general education requirements with minimum credits in the areas listed below. Courses that count toward general education requirements must be at least two semester hours; and the total general education credit must not be less than 30 semester hours. General education credits can be earned through college coursework and credit by exam, or awarded through prior learning credit. Students enrolled in any of the PGS programs may “drop in” to many of the courses offered in the division to fulfill these requirements:
 - English Composition, one (1) course that includes production of a research paper.
 - Speech, one (1) communication course with oral speech opportunities.
 - Humanities, four (4) courses from at least two of the following categories: history, literature, modern foreign language (one year of college or above), philosophy/religion, art or music appreciation.
 - Science, one (1) course with a lab component.
 - Math, one (1) math course MAT-110 or higher.
 - Social Science, two (2) courses from the following categories: sociology, psychology, economics, political science, geography.
- A cumulative grade-point average of 2.0 or higher in all work with a 2.5 or more in the major.
- A grade of C- or better in ENG-119 and COM-211.
- Credit from remedial or non-college level courses will not count toward graduation credit.
- A maximum of 30 credits through prior learning assessment and credit by exam may be awarded. All prior learning assessment petitions (LLE/PST) for credit must be submitted 30 days prior to any of the three graduation dates to allow time for evaluation.
- Students may receive a double major from the university if they have fulfilled all requirements for both majors. If there is an overlap of courses between the two majors, additional courses must be taken in that field of study. Students may also earn a minor by fulfilling additional credits in another area of study as prescribed by the university.
- Payment of all tuition and fees.
- Students must complete at least 32 semester hours at Cornerstone University, including residency for at least 12 semester hours of the subject concentration/major. Prior Learning Assessment credit (PST/LLE) and credit by exam (CLEP, DANTES, or Berlitz language evaluation) do not apply to in-residence credit.
- 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 **Bachelor of Science in Psychology** 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 their field of study.

- Identify the major theories and terminology relevant to the study of psychology.
- Articulate the foundational approaches to psychology, including the major scholarship in the discipline, and the historical development of the field.
- Understand the ethics and issues related to the practice of psychology.
- Demonstrate knowledge of the latest trends and specializations in psychology.
- Provide evidence of relating the field of psychology to personal growth and lifelong learning.

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.

III. *Intellectual Skills*

Students will demonstrate their ability to integrate both traditional and non-traditional cognitive skills including analytical inquiry, use of information resources, 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 counseling, understanding diversity, and developing cultural awareness in addressing human needs.

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 psychology.

Required Courses

Required Courses (*indicates required courses in the major)		Credits	Weeks
IDS-302	Principles of Self-Management	3	5
ENG-119	Professional Writing	3	5
COM-211	Professional Communication	3	5
PSY-241*	Introduction to Psychological Theories, History and Systems	3	5
IDS-402	Christian Foundations in Psychology – Issues and Ethics	3	5
PSY-332*	Cross-Cultural Psychology	3	5
PSY-447*	Current Trends and Specialties in Psychology	3	5
PSY-425*	Organizational Psychology	3	5
PSY-424*	Introduction to Counseling	3	5
PSY-354*	Research Methodology and Statistics	4	8
PSY-335*	Lifespan Development Psychology	3	5

PSY-446*	Introduction to Relationships in Psychology	3.....	5
PSY-423*	Abnormal Psychology.....	3.....	5
PSY-441*	Physiological Psychology	3.....	5
PSY-455*	Psychology Capstone	3.....	5
	Total	46.....	78

BACHELOR DEGREE

MINORS

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

BUSINESS ADMINISTRATION & LEADERSHIP MINOR

Required Courses		Credit Hours
ECN-311	Managerial Economics.....	3
BUS-212	Statistics for Managers.....	3
MKT-351	Fundamentals of Applied Marketing Management.....	3
ACC-324	Principles of Financial Accounting.....	4
ACC-325	Managerial Accounting.....	3
FIN-345	Financial Management.....	3
Total		19

HUMAN SERVICES MINOR

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

Required Courses		Credit Hours
SOC-101	Introduction to Human Services	3
SOC-111	Introduction to Sociology	3
SOC-201	Intercultural Relations	3
MGT-233	Leadership Studies	3
PSY-221	Interviewing and Counseling	3
SOC-211	Current Social Issues.....	3
SOC-229	Field Experience/Applied Project.....	2
Total		20

ORGANIZATIONAL MANAGEMENT MINOR

Required Courses		Credit Hours
MGT-315	Negotiation and Conflict Resolution	3
MGT-317	Organizational Behavior and Processes	3
MGT-232	Entrepreneurship	3
MGT-332	Human Resource Management	3
MKT-252	Introduction to Marketing.....	3
BUS-217	Introduction to Global Business	3
Total		18

MINISTRY LEADERSHIP MINOR

Required Courses		Credit Hours
CMI-331	Philosophy of Leadership.....	3
REL-237	Interpretive Analysis of New Testament Literature	3
REL-228	Principles of Biblical Studies	3
CMI-433	Systems for Cultural Impact	3
REL-233	Interpretive Analysis of Old Testament Literature.....	3
CMI-442	Applications in Organizational Leadership	3
Total		18

PSYCHOLOGY MINOR

Required Courses

	Credit Hours
PSY-241 Introduction to Psychological Theories, History and Systems.....	3
PSY-335 Lifespan Development Psychology	3
PSY-441 Physiological Psychology (Prerequisite: PSY-241)	3
PSY-424 Introduction to Counseling	3

Two courses from the following.....6

- PSY-332 Cross-Cultural Psychology
- PSY-354 Research Methodology and Statistics
- PSY-421 Theories in Counseling (Prerequisite: Psy-241)
- PSY-423 Abnormal Psychology (Prerequisite: PSY-241)
- PSY-446 Introduction to Relationships in Psychology
- PSY-447 Current Trends and Specialties in Psychology
- PSY-452 Techniques in Counseling (Prerequisite: PSY-241)

An upper level elective in psychology worth at least 3 credits

Total 18

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 *Undergraduate Academic Catalog & Student Handbook* can also be found online at cornerstone.edu/pgs-catalog.

COURSE LEVELS

Transfer courses lower than 100 are remedial and do not count toward graduation credit.

100 – Freshmen
200 – Sophomore
300 – Junior
400 – Senior

COURSE TYPES:

BUS	Business	IDS	Interdisciplinary
CMI	Christian Ministry	KIN	Kinesiology
COM	Communication	MAT	Math
ECN	Economics	MGT	Management
ECO	Ecology	MKT	Marketing
ENG	English	MUS	Music
FAM	Family	PSY	Psychology
FAR	Fine Arts	REL	Religion
FIN	Finance	SCI	Science
HIS	History	SOC	Sociology

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>
SOC-211	Current Social Issues	3/5
An examination of current social issues in light of classical and contemporary theories. Emphasis is placed on the implications of these issues for American society. 🏠 🖥️		

ACCOUNTING

ACC-324 Principles of Financial Accounting 4/7

An examination of the development and use of accounting information for the purposes of planning, control and decision-making. Topics include accounting cycles, asset valuation, liabilities, forms of owner's equity and income determination. 🌱 📖

ACC-325 Managerial Accounting 3/5

A focus on managerial accounting, cost accounting, managerial performance reports, segment reporting, variable costs, cost, profit and volume analysis, capital budgeting and interpretation of published financial statements. Prerequisites: ACC-324 and ECN-311.

BUSINESS

BUS-113 Excel 3/5

A study of the features of Microsoft Excel™ by applying it to authentic workplace scenarios. Course material will provide students with the preparation needed to sit for the Microsoft Office Specialist 77-240 certification exam. 📖

BUS-212 Statistics for Managers 3/7

A study of the descriptive and inferential data analysis tools necessary for managers and leaders to make data-driven decisions in the 21st-century knowledge economy. Emphasis will be given to central tendencies, variation, probability, the standard error, and basic data analysis tools for problems managers will face in the performance of their professional practice. 🌱 📖

BUS-217 Introduction to Global Business 3/5

A study of globalization and its impact on the world and the individual. A variety of topics is explored including culture, regional trading-blocks and challenges and opportunities facing business today. 🌱 📖

BUS-219 Business Technology 3/5

A study of emerging technological issues facing management in order to enable students to integrate technology with business strategy. Topics include E-commerce, management information systems, strategic information systems, decision support systems, executive information systems and issues of technology and culture. 🌱 📖

BUS-234 Current Problems in Business: Case Studies 2/4

A case study course in which students integrate current social issues with functional business strategies. Students analyze problems faced by specific companies and thereby learn to understand the causes for these problems, the many alternative solutions available and the impact of solutions on both the company and society in general. General topics may include strategic management of social issues, political and community responsiveness, human investment, consumer welfare, the environment and multi-national corporations. 🌱 📖

BUS-241 Personal Financial Planning 3/5

A study of the principles and practices of personal financial management. Topics covered include budgeting, taxes, banking, credit, investments, insurance, goal setting, retirement and estate planning. 🌱 📖

BUS-242 Biblical Principles of Personal Finance 3/6

A survey of the relationships between biblical principles and personal finances. Using materials from Crown Financial Ministries®, topics covered include stewardship, debt counsel, honesty, giving, work, investing perspectives, budgeting and eternity from a biblical perspective. 🌱 📖

BUS-302 Principles of Self-Management in Business 3/5

An examination of personal strengths and identification of areas that may assist in personal and professional growth, particularly in a business setting. Self-management includes the development of communication and management of individual and professional priorities. Emphasis is also placed on the nurture and development of personal faith and Christ-centered worldview. Other topics include communication processes within teams and cross-functional groups, goal setting and time and project management. 🌱 📖

BUS-315 Global Business as Missions Experience 3/7

A first-hand observation of the business practices and operations of various global “business as missions” organizations. Topics explored include elements of logistics and quality standards in a global context. Additionally, students explore the impacts of culture, education, religion, customs and values on global business operations. This course includes an overseas Global Business as Missions Experience and the completion of a written paper on the experience. 🌐

BUS-318 Global Business Perspectives 3/5

An in-depth study of globalization and various global business practices. Emphasis is given to a review of global organizations and global business models in various parts of the world. Topics explored include organizational culture, global strategy, cultural intelligence and emerging markets. 🌐

BUS-339 Creating Workplace Spirituality 3/6

An exploration of the opportunities to mix an individual’s Christian faith with everyday business interactions. Students explore the concepts of finding meaning in a chosen work and the challenges that come to a religious workforce. Emphases include developing a working biblical definition of integrating work and faith and understanding the impacts of integrating spirituality in the workplace. 🌐

BUS-362 Legal Business Environment 3/5

A study of the legal foundations of business for managers in the 21st-century workplace. A priority will be given to the various areas of administrative law, agency, and employment law applicable for sound business decision-making. Emphasis is placed on the practical application of legal concepts in business and the ways in which a Christ-centered worldview and the Christian virtues inform business law concepts. 🌐

BUS-401 Business Ethics and Values 3/5

A study of representative theories as they relate to various contemporary problems in business. Special consideration is given to the application of Christian ethical principles, values clarification and decision making. 🌐 🌐

CHRISTIAN MINISTRY

CMI-214 Personal Spiritual Growth 3/5

A study of the biblical foundations and methods of practicing Christian spiritual disciplines. Special focus is placed on the practical implementation of personal disciplines into the life of the student. Students explore their personal relationship with God, identify the role of the Bible in their lives, and prepare a plan for personal spiritual growth. 🌐

CMI-302 Principles of Self-Management in Ministry 3/5

An examination of personal strengths and identification of areas of adjustment that may assist in personal growth, with emphasis on ministry leadership formation. Self-management includes the development of communication and management of individual and professional priorities. Emphasis is also placed on the nurture and development of personal faith, understanding the vocation of ministry leadership, and Christian worldview. Topics include communication processes within groups, goal setting, prioritizing, identifying personal values and time management. 🌐 🌐

CMI-312 Personal Growth for Effective Leadership 3/5

A study and application of the various facets of personal growth necessary for effective leadership. These include the purpose and practice of spiritual disciplines, identifying one’s spiritual gifts and natural abilities, and the importance of establishing relationships for accountability. 🌐 🌐

CMI-331 Philosophy of Leadership 3/5

A study of the biblical concepts of ministry, theological presuppositions, skills, attitudes and values that shape one’s philosophy. Students formulate a ministry philosophy providing the basis for constructing a pattern for program development. 🌐 🌐

CMI-338 Ministry Ethics and Values 3/5

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

CMI-432 Principles of Administration and Team Building 3/5

An examination of administrative structures, organizational goal setting, current technical resources, budgeting, delegation and recruitment methods. Special emphasis is given to the team-building process as it relates to leadership and staff development. 🌱 📖

CMI-433 Systems for Cultural Impact 3/5

A study of the attitudes of faithfulness, sensitivity and persistence needed to impact one's culture with the foundational truths of Scripture. Special attention is given to cross-cultural applications and developing a system for integrating evangelism and discipleship in one's organization. 🌱 📖

CMI-442 Applications in Organizational Leadership 3/5

A capstone module designed to allow students to integrate the various principles of the program with actual vocational environments. Case study analysis provides the basis for connecting ministry leadership objectives to vocational experiences. A special session is conducted on vocational search for leadership positions in ministry, service, or not-for-profit organizations. Completion of previous course work is necessary for successful completion of this course. 🌱 📖

COMMUNICATION

COM-111 Foundations of Speech Communication 3/5

An introduction to the philosophy, theory and practice of speech communication. Students develop confidence as communicators with particular emphasis on intrapersonal, interpersonal, small group and public communication. 🌱 📖

COM-211 Professional Communication 3/5

An overview of the communication process in organizations with emphasis on oral presentation skills. (Satisfies general education speech requirement.) 🌱 📖

COM-335 Greatest Speeches 3/5

A study of speeches that made a difference. This may include historical speeches, contemporary speeches and business presentations that had a great impact on the audience. Speeches examined include those of Martin Luther King, Bill Clinton, George W. Bush, Sojourner Truth, Michael Eisner and others. 📖

ECONOMICS

ECN-311 Managerial Economics 3/5

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

ECOLOGY

ECO-243 Natural Resources Management 3/6

An exploration of the role of natural resource agencies in developing, sustaining and protecting natural resources. Emphasis is placed on the history of natural resource management in Michigan, management philosophies, politics that impact natural resources, species and ecology management, sustainability and carrying capacity. 📖

ENGLISH

ENG-118 Introduction to Writing and Research 4/8

A course designed to develop critical thinking, reading and writing skills with an emphasis on APA documentation style and research writing. 🌱 📖

ENG-119 Professional Writing 3/5

The study and practice of the various writing styles and skills required in a professional setting with emphasis on clear, concise expression aimed at a specific audience for a specific purpose. The course includes a library and research component, writing of professional letters, compilation of reports and graphs, use of computer technology and the writing of a research paper documented by APA standards. (Satisfies general education English requirement.) 🌱 📖

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

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

FAMILY

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

FINE ARTS

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

FINANCE

FIN-345 Financial Management 3/6
A study of the fundamentals of finance as they relate to management. Through fast-paced discussion, students will review basic concepts of accounting, finance, economics and international monetary issues. Specific topics will include review of basic organizational financial statements, ration analysis, debt and equity securities, security valuation and time value of money. Prerequisites: ECN-311, ACC-324 and ACC-325. 📖 📄

FIN-351 Financial Fundamentals for Managers 3/6
📖 📄
A basic theoretical framework for decision making in financial management and the role of the financial manager in achieving liquidity and profitability. Ratio analysis, working capital management, capital project evaluation, valuation, risk and financial environment are covered. 📖 📄

HISTORY

HIS-115 American Studies 3/5
A study of American culture using a thematic approach and including topics such as Puritanism, colonization, the Native American experience, industrialization, religious trends, technology, reform movements, the role of women, the impact of war on American life, economic development and contemporary issues. 📖 📄

HIS-225 Modern World History 3/6
An exploration of modern history addressing five regions that cover the entire world over the time period from the 1950's until today. Emphasis is on how the ending of the Second World War as well as the Cold War, industrialism, religious conflict, terrorism and modern technology are affecting the world today. 📖

HIS-326 The American Civil War 3/6
A study of the Civil War focusing on topics such as Civil War medical practice, prisons, Negroes in the Civil War, constitutional issues, conscientious objectors, Copperhead activity, desertion and the life of the common soldier rather than on generals and battles. 📖

INTERDISCIPLINARY

IDS-100 Foundations of Inquiry 2/5

An introductory course emphasizing the knowledge and skills necessary for academic and personal success in a Christian framework. Topics include goal setting, decision making, time management, computer and information retrieval skills, learning skills, relationships and personal health. 🌱 📖

IDS-131 Digital Literacy 3/5

A competency-based course designed to ensure that students have basic technology skills that will enable them to be successful in their academic and professional lives. Foundational principles of computing and digital literacy are covered. This course also challenges those with existing competency in technology to further develop their knowledge and skills, preparing them to make use of emerging technologies and to be responsible citizens in our increasingly connected world. 🌱 📖

IDS-204 Personal Wellness 3/6

A study of an individual's personal psychological, physical, emotional, social and spiritual well-being. Students will find ways to help enhance their ability to live a balanced life within areas such as family, work, church and school. 🌱 📖

IDS-220 Christian Worldview 3/6

An introduction to the development and function of the Christian worldview, which includes an examination of the philosophical and theological foundations for a Christian view of reality, knowledge, ethics and aesthetics. The course compares and contrasts the Christian worldview with those of naturalism, humanism and transcendentalism. 📖

IDS-302 Principles of Self-Management 3/5

An examination of personal strengths and identification of areas of adjustment that may assist in personal growth. Self-management includes the development of group interaction skills and management of individual and professional priorities. Topics include communication processes within groups, goal setting, prioritizing, identifying personal values and time management. 🌱 📖

IDS-315 Global Experience 3/6

An exploration of the culture, education, religion, customs and values through an international experience. The course will include pre-trip readings, videos, assessments and/or meetings, attendance in a PGS-sponsored global trip, and completion of a written paper/project. 📖

IDS-401 Christian Foundations in Business 3/5

An emphasis on the nurture and development of personal faith and Christian worldview. Students are challenged to develop and defend personal viewpoints relating to economic justice, the responsibility of the corporation to society, the environment and questionable business practices. 📖

IDS-402 Christian Foundations in Psychology - Issues and Ethics 3/5

A study of the nurture and development of personal faith and Christ-centered worldview in which students are challenged to develop and defend a Christ-centered worldview relating to diversity, society, the environment and questionable psychological practices. How to demonstrate love with truth and justice is emphasized. 🌱 📖

IDS-415 Leading Community Based Ministry 6/11

An exploration of a systems approach to community based ministry for clergy leadership. Consideration will be given to theological foundations, theories of leadership and theories of change. 🌱 📖

IDS-416 Urban Youth Ministry 9/15

A facilitation of the students' knowledge and understanding of five core values essential in building blocks for developing and sustaining a healthy professional and personal life. The course is organized to enable students to identify obstacles to growth. 🌱 📖

MATH

MAT-120 Contemporary Math 3/7

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

MANAGEMENT

- MGT-232 Entrepreneurship** 3/5
A survey of fundamental management principles, problems and procedures unique to small businesses. Topics include ownership, competition, financing, marketing, personnel, long- and short-term planning and governmental regulations. 🌱 📖
- MGT-233 Leadership Studies** 3/5
An overview of the fundamentals of leadership. Using a combination of both theory and practical applications from case studies, students explore issues involved with solving business problems, group interactions and techniques of group presentations. 🌱 📖
- MGT-314 Management and Leadership** 3/5
An examination of current leadership theories and their application to management problems. Leadership behavior and its relationship to both organizational structure and individual personality style is discussed, with an emphasis on the application of leadership theories to actual situations. 🌱 📖
- MGT-315 Negotiation and Conflict Resolution** 3/5
A study of the development of communication and management skills necessary for successfully resolving conflict situations. 🌱 📖
- MGT-316 Managing the Not-for-Profit Organization** 3/5
An examination of the role of management in the not-for-profit organization. Topics include marketing, legal issues, insurance, finance, fundraising, human resources and technology. 🌱 📖
- MGT-317 Organizational Behavior and Processes** 3/5
An examination of organizational behavior, structure and processes. The course focuses on individual and group roles in the organization and the effects of cultural elements on motivation and productivity. 🌱 📖
- MGT-318 Creating and Implementing the E-enterprise** 3/6
An exploration of the theories, concepts, practices and technologies available to plan, implement and manage product and service-based E-enterprises. The course focuses on how ethical decision-making impacts E-business operations. 📖
- MGT-319 Strategy and Planning for Ministry Organizations** 3/6
An examination of the successful and unsuccessful strategic planning practices in organizations with emphasis on strategic planning's role in strengthening the ministry organization. Practical applications direct leaders in creating a planning process for their organizations. 📖
- MGT-325 Creating and Managing Diversity Programs** 3/6
A focus on assessing diversity within an organization, designing a diversity plan, implementing the plan and measuring success. Leaders examine the impact Christian worldview and global strategies have on their diversity program. 📖
- MGT-332 Human Resource Management** 3/5
An exploration of the values and perceptions of selected groups affecting social and economic life through an analysis of policies and practices of recruitment, selection, training, development and compensation of employees. 🌱 📖
- MGT-433 Strategic Business Foundations** 3/5
A case study course with application made to major functions of business within the context of social, technological, economic, political and physical environment. Completion of all courses in the Bachelor of Science in Business Administration & Leadership program is necessary for the successful completion of this course. 🌱 📖
- MGT-438 Organizational Strategic Management** 3/5
The study and application of tools and methodologies for strategic management of organizations. Course topics include SWOT analysis, internal and external factor analysis, competitive matrices and the development of appropriate organizational strategies. 🌱 📖
- MGT-441 Management Project** 3/5

A course in which students produce an individual capstone paper and presentation demonstrating the ability to apply and integrate the knowledge and techniques studied in previous courses to a current business problem. Completion of all courses in the Bachelor of Science in Organizational Management program is necessary for the successful completion of this course. 🌳 📖

MARKETING

MKT-252 Introduction to Marketing 3/5

An introduction to basic marketing principles focused on traditional marketing applications in decision-making and the marketing function. Emphasis is placed on marketing consumer and industrial goals as well as analysis of marketing functions and institutions. Marketing appropriate for 21st-century business environments will also be included, to include the influence of social media on principles and applications of marketing strategies. 🌳 📖

MKT-351 Fundamentals of Applied Marketing Management 3/5

This course focuses on the application of marketing principles for the 21st-century organizations with a focus on the traditional areas of product, pricing, distribution and promotion but also the ways in which technology and globalization have changed the marketing landscape for managers. 🌳 📖

MUSIC

MUS-262 Exploring Western Music 3/6

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

PHILOSOPHY

PHI-211 Philosophy in Culture 3/5

An introduction and development of worldview from a Christian philosophical perspective with special attention given to hermeneutical issues surrounding worldview and the important role philosophy has played in western culture. 🌳 📖

PSYCHOLOGY

PSY-111 General Psychology 3/5

An introduction to psychology dealing with the important people, terms and theories in the fields of personality, learning, maladjustment and psychotherapy. 🌳 📖

PSY-221 Interviewing and Counseling 3/5

An introduction to theoretical concepts, primary principles, strategies and interventions implemented in the practice and delivery of human services to individuals and families using the human services interview techniques. 🌳 📖

PSY-241 Introduction to Psychological Theories, History and Systems 3/5

A study of the philosophical, socio-cultural and historical foundations of psychology as well as people, ideas and influences that have contributed to the modern-day science and practice of psychology. An overview of the study of heredity and physiology, development theories, learning and thinking, motivation and emotion, and theories of personality is included. 🌳 📖

PSY-332 Cross-Cultural Psychology 3/5

A study of the relationship between culture and psychological processes affecting human behavior. Emphasis is placed on developing self-awareness through an examination of culture, values and biases. Other topics include an investigation of diversity and inclusion (historical context and contemporary issues), and a survey of research traditions studying dimensions of culture. 🌳 📖

PSY-335 Lifespan Development Psychology 3/5

An exploration of developmental changes in the physical, cognitive, social and emotional dimensions of the development of human behavior from birth to adulthood. Physical characteristics and psychological concepts of learning, memory,

motivation, perception, personality and thinking are examined from the standpoint of how they develop and change during an individual's life. 📖 📄

PSY-354 Research Methodology and Statistics 4/8

An overview of major research designs and an introduction to basic statistical techniques using MS Excel™ and APA style for documentation. Focus is placed on research methodologies, conceptualization, hypothesis and measurement of sampling techniques, and evaluation and synthesis of data using statistical measurements, tools and software. 📖 📄

PSY-421 Theories in Counseling 3/5

An overview of current approaches to psychological counseling, including psychodynamic, person-centered, behavior, cognitive and reality therapy. Major Christian approaches to counseling are also examined with emphasis placed on theory and practical application. Prerequisite: PSY-241. 📖 📄

PSY-423 Abnormal Psychology 3/5

An examination of the causes, dynamics, classifications and treatment of major psychological disorders. Utilizing the *Diagnostic and Statistical Manual of Mental Disorders* to classify abnormal behavior by identifying the incidence, frequency and various types of dysfunctions that occur, as well as the classification of these disorders, theories used and potential treatments. Prerequisite: PSY-241. 📖 📄

PSY-424 Introduction to Counseling 3/5

An introduction to counseling psychology theory and techniques. Topics include a specific emphasis on the practical application of counseling theory and techniques from a Christ-centered worldview, along with a consideration of the required professional and ethical standards of counseling. 📖 📄

PSY-425 Organizational Psychology 3/5

A study of human behavior within organizations and the workplace. Topics include leadership styles and development, the evaluation, management and development of employees, job satisfaction and motivation, organizational culture and change management. 📖 📄

PSY-441 Physiological Psychology 3/5

An exploration of the complex interplay between physiological structures/processes and human behavior with emphasis given to gaining a basic understanding of neurological disorders. Topics include biopsychological development, the neurological basis of psychological disorders, visual-spatial and auditory processing, motor function, language, memory, learning and emotion. Prerequisite: PSY-241. 📖 📄

PSY-446 Introduction to Relationships in Psychology 3/5

A study of the formation, maintenance and termination of relationships. Topics include friendship, courtship and marriage across cultures with an emphasis on currently changing values and cultural, social, cognitive and emotional bases of intimacy, commitment and family roles. 📖 📄

PSY-447 Current Trends and Specialties in Psychology 3/5

An exploration of current trends and specialties in psychology including personal life coaching, art therapy, music therapy, play therapy, sports and exercise. Focus is on the investigation of careers and competencies needed to practice psychology in various fields. 📖 📄

PSY-452 Techniques in Counseling 3/5

An advanced course designed to acquaint students intending to become counselors with biblically and psychologically sound techniques. Required reading and learning activities fulfill both practical and theoretical requirements. Prerequisite: PSY-241. 📖 📄

PSY-455 Psychology Capstone 3/5

A psychology capstone course integrating Christ-centered worldview, theory and real-life application. Students explore an area of their choosing, compiling resources for later use, sharing their findings with the class for mutual benefit, and celebrating completion of the bachelor's program. Prerequisites: IDS-402, PSY-332, PSY-354, PSY-421 and PSY-452. 📖 📄

RELIGION

- REL-102 Christian Foundations** 3/5
A study of the biblical concepts of creation, fall, redemption, consummation, stewardship and humanity as divine image bearers. These concepts provide a basis for all knowledge, insisting that “all truth is God’s truth,” and for the absolutes of biblical truth and morality. 🌳 📖
- REL-226 Inductive Study of Ephesians** 3/5
An analysis of the epistle to the Ephesians designed to put into practice the inductive study skills learned in REL-228. The course reviews background, theme and analytical study of the epistle to understand and apply principles that are relevant in ministry leadership. Prerequisite: REL-228. 🌳 📖
- REL-228 Principles of Biblical Studies** 3/5
An introduction to various methods of Bible study. Emphasis is placed upon inductive study with the intent to provide a method by which ministry leaders become independent students of Scripture. The inductive method is applied to various literary genres of both the Old and New Testaments. 🌳 📖
- REL-231 Mosaic Literature** 3/5
A study of the history of redemption from Adam to Moses as set forth in the Pentateuch. Special attention is given to God’s purposes in the call of Abraham and the establishment of the Mosaic economy. 🌳 📖
- REL-232 Gospel Literature** 3/5
A study of the four Gospels including their backgrounds, themes, outlines and distinguishing features, distinctive portrayals of Christ and His life and ministry as set forth in the Gospel of Mark. 🌳 📖
- REL-233 Interpretive Analysis of Old Testament Literature** 3/5
A study of the basic principles of biblical interpretation. Emphasis is placed upon the cultural, historical, grammatical and theological method of interpretation. The application of these principles is drawn specifically from the Old Testament scriptures. The course is designed to provide ministry leaders with a method to properly interpret the Bible. 🌳 📖
- REL-234 Writings of Paul** 3/6
A survey of the writings of Paul including backgrounds, themes, outlines and distinguishing features with special attention given to the book of Romans. 📖
- REL-235 Introduction to Old Testament Wisdom Literature** 3/6
An introductory survey of the Old Testament books of wisdom including a study of major themes, characteristics of Hebrew poetry and principles that can be applied to Christian living. 📖
- REL-237 Interpretive Analysis of New Testament Literature** 3/5
A study of the basic principles of biblical interpretation. Special emphasis is given to the method of reading Scripture through a range of New Testament texts. Aspects of this method include attention to cultural, historical, grammatical and theological interpretation. 🌳 📖
- REL-238 Christian Doctrine I** 3/5
A systematic study of the basic biblical doctrines of Christianity including revelation, God, humanity, Christ and sin. The course reviews relevant Bible passages and emphasizes the practical application of biblical teachings in Christian living. 🌳 📖
- REL-239 The Ethics of the Ten Commandments** 2/0
The study of the Ten Commandments with particular emphasis on the nature and content of ethics, the historical and cultural setting of the commandments, their organization, the meaning and significance of each of the Ten Commandments and the application of the commandments to daily life. The course includes listening to taped lessons, reading three books, four written assignments and a final exam. 📖
- REL-242 Old Testament Survey I** 3/8
An overview of the Old Testament from Genesis to Job, noting its historical perspective and spiritual application. 📖
- REL-244 Old Testament Survey II** 3/8
An overview of the Old Testament from Proverbs to Malachi, noting its historical perspective and spiritual application. 📖
- REL-246 New Testament Survey I** 3/8

An overview of the New Testament Scriptures Matthew-Acts, guiding one to understand the historical and biblical context of the New Testament. 📖

REL-248 New Testament Survey II 3/8

An overview of the Pauline Letters, General Epistles, and Revelation, guiding one to understand the historical and biblical context of the New Testament. 📖

REL-345 Christian Doctrine II 3/5

A systematic study of the basic biblical doctrines of Christianity including the Holy Spirit, the Church, salvation and end times. The course reviews relevant Bible passages and emphasizes the practical application of biblical teachings in Christian living. 🌳 📖

SCIENCE

SCI-119 Contemporary Issues in Science and Technology 3/6

An exploration of current issues in physics, science, biology, health and medicine. The course provides an understanding of the scientific method and how to critically evaluate current issues from a scientific perspective. 🌳 📖

SOCIOLOGY

SOC-101 Introduction to Human Services 3/5

An introduction to the field of human services and the conditions in modern society that impact the health of individuals, families and communities. Topics include identification of populations served by human service workers, principles of human services and essential helping skills. Special emphasis is given to Christian involvement in human services and the role of faith-based social service agencies in American society. 🌳 📖

SOC-111 Introduction to Sociology 3/5

An introduction to the field of sociology including an overview of several subfields. Basic theoretical perspectives of sociology are used to provide an explanation of institutions and social processes. 🌳 📖

SOC-201 Intercultural Relations 3/5

An examination of minority and ethnic groups' social issues, cultural beliefs, values, communication styles, learning styles and cultural influences and contributions. The course explores roles within families and society, surveys, demographics and their impact on individuals and society and introduces concepts of gender diversity and women's issues. 🌳 📖

SOC-211 Current Social Issues 3/5

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

SOC-229 Field Experience/Applied Project 2/4

A capstone course requiring students to gain field experience through interviews (10) and a supervised work experience (20 hours) with an appropriate agency that is related to the student's area of interest. Prerequisites: SOC-101, SOC-111, SOC-201 and PSY-221. 🌳 📖

SOC-232 Marriage and Family 3/6

An examination of the structure and function of marriage and family life from a biblical perspective. Topics include mate selection, parenting, divorce, transitions in relationships and the family life cycle. Students are exposed to difficult family issues such as blended families, spousal infidelity, midlife crisis and grief and loss in the home. 📖

SOC-261 Grief and Loss, Death and Dying 3/6

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

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 undergraduate program in the Undergraduate 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/.

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 must complete a non-degree application through the Cornerstone website. 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.

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

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

1. The student must complete the *Application for Readmission* form available from the student services office. No fee is required with this application.

2. Any delinquent payments must be resolved before the student can be considered for readmission.
3. Student services will contact the registrar's office to verify the student has no incomplete grades from the previous enrollment at Cornerstone University. Incomplete grades must be made up before a student may be re-admitted.
4. The student must be at full admission status before he/she can be re-admitted. The student will be notified in writing and may then join the group following the last course successfully completed.
5. Tuition and fees will be charged at the current rate at the time of readmission. The student will be charged at the current rate for any course repeated.

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

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/> along with 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 2019-2020

Tuition

Associate	\$355/credit hour
Bachelor	\$450/credit hour

Online Elective Courses	\$355/credit hour
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Educational Resource Fee

Associate (Business Studies and Human Services)	\$135/course
B.S. in Organizational Management	\$190/course
B.S. in Business Administration and Leadership	\$190/course
B..S in Ministry Leadership	\$125/course
B.S. in Psychology	\$125/course

Non-Refundable Fees

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

*Transcripts can be purchased for \$5.00 (cash/check) at the registrar's office.

PGS Global Trip

Global Experience Fee.....	\$2,600 to \$3,000*
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*Final cost subject to be confirmed based on travel expenses.

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 complete listing of textbooks and retail costs is available to enrolled students on the CU Portal PGS page in the All Docs section.

Sometimes a PGS course will contain books or other materials that are only available through the PGS bookroom. Students will need to purchase these materials through PGS. The educational resource coordinator maintains the list of PGS-specific resources and can assist students who need them. They are denoted on the current list of course materials posted monthly on the CU Portal under the PGS, "All Docs" tab. Students will be billed for these resources and the student financial services office will add this charge to the student's account. If students opt out after receiving items that will be used in multiple courses, they will pay pro-rated fees for use of the materials for subsequent courses.

A student is able to opt back in to the PGS program by filling out a form through the student financial services office.

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.

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 database, e-mail accounts and classroom technology.

Beginning July 1, 2018, the Technology Fee will be included in the cost of the course.

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. 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. A student who has not met these requirements 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. 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 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.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. 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 will need to reapply by filing a FAFSA for each year for the balance of their educational program. 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 and materials purchased for courses for which the student did not attend or textbooks that are already owned by the student (or spouse), may be returned for a refund under the following conditions:

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

The student's account will be credited when written notice is given to the PGS 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.

Refund of Tuition

Once a student participates in a course online or attends a course on campus, tuition is refunded based on when the student is withdrawn or when the student notifies 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 second class, but only attended one night (regardless of notification date).....	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 (from non-Title IV sources), 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.

Return of Financial Aid Funds

Students receiving federal or state financial aid who withdraw prior to the end of a period of enrollment may be required to return some of those funds to the respective financial aid program. To determine the portion of financial aid a student is

eligible to receive, a calculation will be made based on the amount of time from the student's enrollment to the student's withdrawal date. It is important that the student consult with the student financial services office when considering withdrawal.

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

Outstanding Balance

Should Title IV funds have to be returned to the government, or a withdrawal took place leaving an outstanding balance, it is the student's responsibility to repay Cornerstone University.

In line with the Student Financial Success Guide, we will attempt to collect on all outstanding balances through postal mail, email and text communication. Payment plan arrangements can be made based on student's available resources. After a series of attempts to rectify the debt have been made, the account will be turned over to an outside collection agency. The outside collection agency will charge up to an additional 33.33% of the principal balance and the debt will be reported to credit bureaus.

In the event that a bankruptcy is filed, any funds Returned to Title IV on the student's behalf will be exempt from discharge, per Bankruptcy 11 U.S. Code § 523(8)(a) - Exceptions to discharge

(8) unless excepting such debt from discharge under this paragraph would impose an undue hardship on the debtor and the debtor's dependents, for —

(A)

(i) an educational benefit overpayment or loan made, insured, or guaranteed by a governmental unit, or made under any program funded in whole or in part by a governmental unit or nonprofit institution; or

(ii) an obligation to repay funds received as an educational benefit, scholarship, or stipend

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. Student financial services is committed to assisting students in receiving the maximum amount of financial assistance for which they qualify under federal and state programs.

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

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

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 a federal student grant or be in default on a federal student loan.

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 usually 12-15 completed credit hours for undergraduate programs.

Undergraduate Programs

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

A student must meet the following cumulative GPA requirements:

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

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

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

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

All Programs

Criteria for Successfully Completing a Course: Grades of A, B, C, and D are considered passing and meet the criteria for successfully completing a credit hour. Grades of F, CR, 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 grade-point average. 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 G.P.A., transfer credits do not count toward cumulative G.P.A.

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 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 student financial services specialist 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 Financial Appeals Committee by the deadline indicated in the suspension letter the student received. The Financial Appeals Committee will then determine the student's financial aid eligibility. If the student is granted financial aid eligibility, he or she must meet the conditions outlined by the Financial 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 grade-point average and/or pace requirements of SAP by continuing at Cornerstone University at his/her own expense.
2. Transfer in credits to support the progress of the student's academic plan.

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

Federal Financial Aid Programs

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

Federal Pell Grant

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

Federal Direct Loan Program

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

Federal Supplemental Educational Opportunity Grant

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

Federal TEACH Grant

This grant is available to students in certain education programs. This grant provides up to \$3,752 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.

State Financial Aid Programs

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

Michigan Tuition Grants

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

Michigan Competitive Scholarship

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

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 executive vice president for academics 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.
- **Self-Plagiarism:** Self-plagiarism is submitting written papers or other work in a current class that students have previously submitted in a previous class. Once a student has received a grade and academic credit for work submitted in one class, a student may not re-use that assignment, in its same form, for another class. Exceptions to this policy: (1) If a student completed work for a class but did not receive official credit for that class and is re-taking the course, he or she may, with prior faculty approval, submit the former work for credit in the current class.

(2) Faculty may allow students to use previous work in prior classes or previous work in the current class for assignments due in the current class based on developmental educational purposes. An example of this would be a literature review completed for the first class in a doctoral program that is later used (and built on) in subsequent classes within a program. Other examples would include using developmental, rough draft narratives submitted for earlier assignments in the current class for later assignments in the same class. A third example would be work submitted for discussion forums that faculty approve to be used in current or future papers. Even these instances, though, should require a change to the assignment in some way so that the student is not simply submitting a previously-submitted assignment in a current class for the purpose of avoiding work. Finally, students should always ask their current professor for permission before submitting previously written and completed work unless this approval is explicitly stated in the course materials, thus obviating the need for such approval.

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

First offense

- The faculty member will file a written report with the PGS program dean and send a copy to the student. Normally, the student 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 PGS 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 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 a 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 a recommendation for suspensions or dismissal to the program dean, who in turn reviews and approves each suspension or dismissal.
- If a student is 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.

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.

Classification of Students

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

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

Cohort Dissolution

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

Course Repetition and Retake Policy

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

Students are permitted to retake a course in which an unsatisfactory grade was achieved during a previous period of enrollment. In such situations, registration for the course and payment of the related tuition and fees at the current tuition rates are required. The grade achieved by the retake course replaces the initial grade in relation to the grade-point average 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.

Credit by Exam

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

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

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

Drop-In Program

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

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

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

Enrollment Status

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

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

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

General Graduation Requirements

Participation in Commencement

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

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

Graduation Dates & Diplomas

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

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.

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

Graduation (Latin) Honors

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

Cum Laude	3.6 G.P.A.
Magna cum Laude	3.7 G.P.A.
Summa cum Laude	3.85 G.P.A.

Grade-point average will be calculated on work completed at Cornerstone University only. Grade point average for honor recognition is determined no later than April 1. Students graduating with a bachelor's degree must have completed 60 semester hours of credit in residence for purposes of fulfilling residence requirements for honor recognition.

For awarding of honor cords and recognition at commencement, the determination of those eligible for honors will be made no later than April 1. After the April 1 date and upon completion of all the student's degree requirements, graduation honors will be recorded on the final transcript and diploma.

Incomplete Grade

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

1. A student is unable to complete his/her work due to illness or other physical impairment or other unavoidable circumstances; and
2. The student has done satisfactory work in the course and, in the instructor's opinion, can complete the work in a satisfactory manner. ***A student should have completed at least 50% of the coursework to be considered for an incomplete grade.***

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.

Grade Change

A student grade change is possible if it is processed within one calendar year from the date of the initial grade posting. This also applies to incomplete grades from the receipt of the initial incomplete. However, incompletes may not be granted for a 12-month timeframe.

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 and in the PGS Student Resources folder within PGS's online learning management system, Moodle. These resources offer help with the mechanics of Moodle math, writing and biblical studies. PGS offers a 24/7 online tutoring service accessed through Moodle. Academic advisors can provide more information about these resources. Writing and Excel workshops are available to PGS students free of charge. The writing workshops are offered both online and at the Grand Rapids campus. The Excel workshops are offered online. Students are encouraged to use these resources to ensure they are prepared for the academic demands of their PGS program.

The four writing workshops are: APA, Grammar, Punctuation and Paragraphs.

Three Excel workshops are offered:

Excel: The Basics – teaches basic navigation, formatting, how sheets and workbooks work, and basic calculations.

Excel: The Next Steps – covers how to hide content, use tables and graphs, do more advanced calculations and insert comments.

Excel: Moving Forward – covers pivot tables, conditional formatting, filtering, locking files and setting up print options.

Whether enrolled in an accelerated onsite, online or blended program, students should expect a fast-paced program in which they will spend significant hours per week reading materials, completing assignments and preparing for tests. 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. Sees many sides of an issue. Articulates well. Writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.
Example: "A" work should be of such a nature that it could be put on reserve for all students to review and emulate. The "A" student is an example for others to follow.
- B = Student demonstrates a solid comprehension of the subject matter and accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for the degree that the student is earning.

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

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

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

D = Quality and quantity of work in and out of the class are below average and barely acceptable.

Example: "D" work is passing by a slim margin.

F = Quality and quantity of work in and out of the class are unacceptable.

Example: "F" work does not qualify the student to progress to a more advanced level of course work.

Online Elective Courses

Cornerstone University's online courses 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.

Prior Learning Assessment Credit

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

Adult students interested in pursuing potential prior learning assessment credit should contact their academic advisor to enroll in the online Prior Learning Seminar. The \$50 registration fee is required to be enrolled. You will have access for 6 months to the Prior Learning Seminar once the fee is paid.

Appeal Process

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

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

Scheduled Breaks

A break from one or two courses (6-8 credit hours maximum) may be granted to a student when transferred course work duplicates a course(s) in the student's degree completion program. Programs are divided into associate and bachelor's level.

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

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

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

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

Scheduling of Classes

Successful academic participation in an accelerated degree program is rigorous and time consuming. Therefore, in most cases students will only engage in one course at a time. Students who have a grade-point average of 3.0 or higher, may be approved to enroll in two courses at a time by their Academic Advisor. Students may not enroll in more than two courses at a time and students with a grade-point average below 3.0 may not enroll in two courses that overlap for more than one week. The dean of student services must approve any exceptions.

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:

1-25 semester hours completed	1.6 G.P.A.
26-57 semester hours completed	1.85 G.P.A.
58+ semester hours completed	2.0 G.P.A.

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

Student Disability Services (SDS)

The university will make reasonable accommodations for students with disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The purpose of accommodations is to provide equal access to educational opportunities to students affected by disabilities. 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 an application found on the website 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 PDF copy of the verification form to the professor before the class begins.

In the event that students have questions regarding whether they are eligible for accommodations or how they might provide appropriate documentation of disabilities, the director of student success should be contacted immediately at (616) 222-1596

or at 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/.

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 executive vice president for academics 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 executive vice president for academics. If this effort has not been made, the complainant may be asked to do so before the executive vice president of academics makes effort to resolve the complaint.)

The executive vice president of academics 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 executive vice president for academics will respond in writing to the student within 30 days of receiving the complaint. The decision of the executive vice president for academics 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.

Technology Requirements

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

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.

	Minimum	Recommended
Upload Rate	> 1.2 mbps	> 3.2 mbps
Download Rate	>2.6 mbps	> 4 mbps

Computer Requirements

	Windows	Mac
Operating System	A version that is currently supported by Microsoft	A version that is currently supported by Apple
Computer Memory	> 8 GB is recommended	> 8 GB is recommended
Available Disk Space	120 GB	120 GB
Peripherals	Webcam, microphone and headphone or speakers	

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

Software Requirements

Microsoft Office 365 is available for free to all actively enrolled students at Cornerstone University (see the CU Portal for installation instructions).

Additional Technology Requirements by Degree Program

Bachelor of Science in Ministry Leadership

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

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

Note: For details, see Logos Bible Software's Technology Requirements FAQ at logos.com/support/Tech_FAQ#requirements

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

There are three ways to order a copy of your official Cornerstone University transcript. Requests submitted in person at the Registrar's Office or by mail have a \$5.00 fee per transcript, paid with cash or check. A request form can be found on the Registrar's page of the Cornerstone website. Requests can also be made online through the National Student Clearinghouse. The Clearinghouse charge is \$7.25 per transcript or \$9.00 for a pdf. The Registrar's Office typically processes transcript requests within 2-3 business days.

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

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

Transfer Credit

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

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

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

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

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

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

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

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

Technical Credit

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

Course Duplication

Two courses (eight semester hours maximum) may replace courses in the student’s associate or bachelor’s degree

completion program. Students are scheduled for a break from their program when transferred course work duplicates a course(s) in the student's program.

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

1. The course was completed prior to enrollment at Cornerstone University; and
2. The course duplicates a course in the student's degree completion program (associate or bachelor's), or is a lab science course or math course of equal or higher level than MAT-120, or is a course that has been approved for substitution.

A course must be at least two semester hours to meet equivalency requirements. Students must still meet the residency requirement as stated in the graduation requirements section of the university catalog and the Student Handbook.

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

Military Credit

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

NETPDTC

ATTN: JST Operations Center N615

6490 Saufley Field Road

Pensacola, FL 32509

Email: jst@doded.mil

Nursing Credit

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

Prior Learning Assessment Credit

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

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

Veterans

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

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 recertification 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.

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 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, located in the upper right corner of the webpage. If you would like to log into Moodle directly, access Moodle at moodle.cornerstone.edu and click (LOG IN) where indicated.

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. Students are enrolled in classes approximately two weeks prior to the start date. Following enrollment, courses will be listed under the tab (Future) until closer to the start date when they will move to (In progress) on the Moodle home page. Completed classes will move to the (Past) tab approximately one week after the class is completed.

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, 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);
- uploading assignments;
- 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	12 p.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. – 4 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 the *Interlibrary Loan* button
2. Enter your Cornerstone ID and password
3. Create a new request for physical items and make a note in the comments section that you would like the books mailed to you

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 at 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

Handshake

To begin using the university career services offered through Handshake, please visit cornerstone.joinandshake.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 LinkedIn profile
- Information about how to create a personal website to build your brand
- A guide to conducting informational interviews

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.

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 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 is located on the 2nd floor in the reception area. On the main campus in Grand Rapids, the primary lost and found is located in the Student Development office located in the upper level of the Corum Student Union. All unclaimed items are disposed of at the end of each traditional semester. Miller Library, Bernice Hansen Center and the campus safety office in Warren Faber Hall also maintain lost and found items.

Posting of Signs

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

Recreational Facilities

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

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.

*Executive Vice President & Chief Operations Officer
Professor of Adult Learning & Organizational Leadership*

Education: Bachelor of science, Bible in general studies (Clark 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 and mentoring adults, Dr. Osborn utilizes these areas of expertise to benefit PGS students.

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.

Dean of Human Services

Education: Master of theology (University of St Andrews); master of arts, intercultural ministries (Grand Rapids Theological Seminary); Ph.D., 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), Intercultural Development Inventory (IDI) Qualified Administrator



Jeffrey S. Savage, Ed.D.

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.

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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; Th.M. (1998) Grand Rapids Theological Seminary. Business licenses in Securities.

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Robert H. Sack, M.B.A., *Vice President for University Advancement*
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Christopher A. Lemke, B.A., *Executive Director of Cornerstone University Radio*
Emilie Azkoul, M.B.A., *Director of Human Resources*

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Dr. Lee D. Zuidema, Secretary, D.D.S., *Kentwood Family Dentistry, Kentwood, MI*

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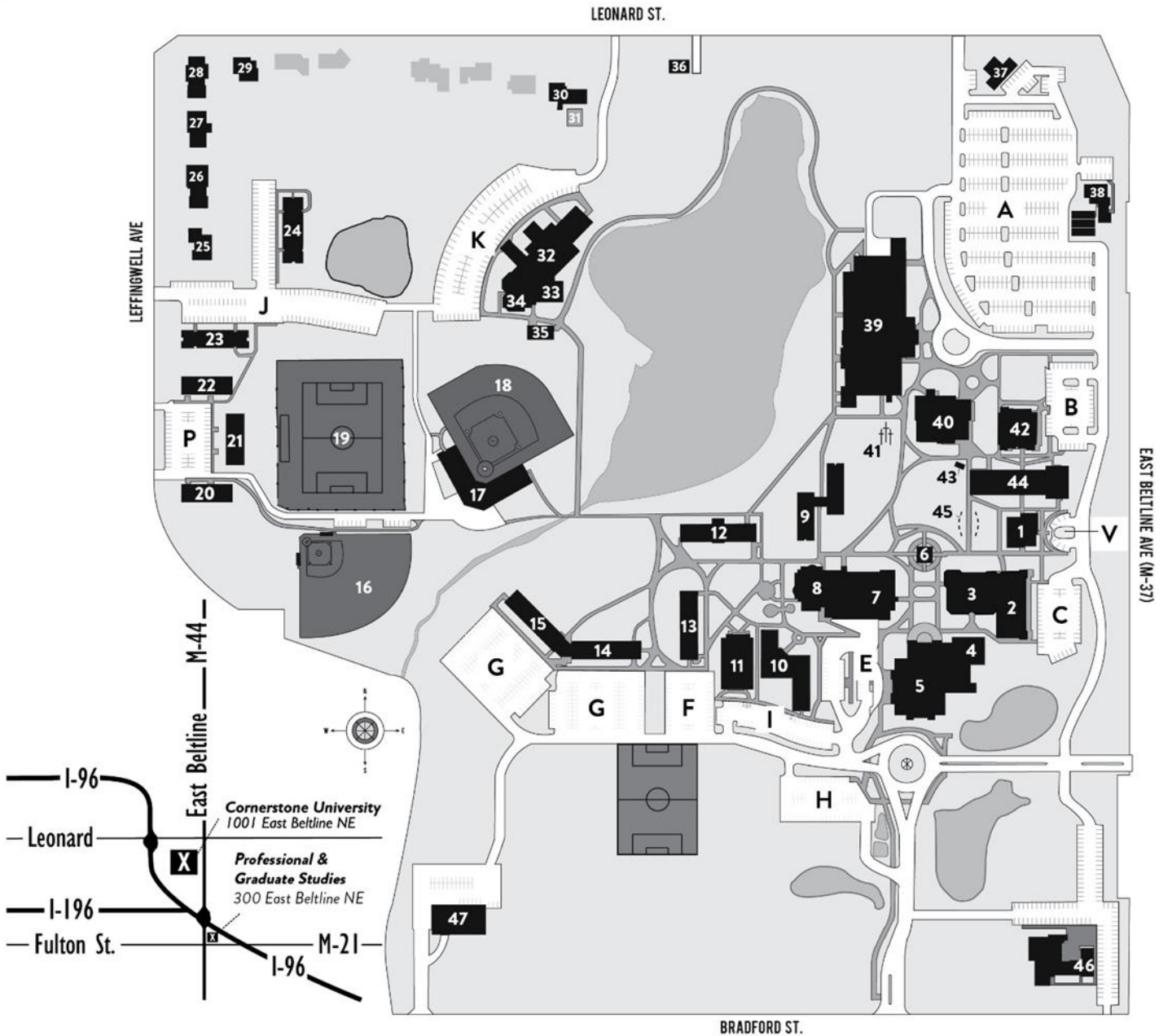
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CAMPUS MAP



MAP KEY

- | | | | |
|--|-----------------------------|--|---|
| 1. Ketcham Bldg.
(Admissions/Financial Aid
Welcome Center) | 11. Faculty Office Building | 24. Crawford Hall | 36. 3014 Leonard |
| 2. Warren Faber Hall
(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 Osdal 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. Welch Administration Building |
| 8. Corum Student Union | 18. DeWitt 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
& Storage | 47. Campus Services (2901 Bradford St.) |
| | 23. Babcock Hall | | |